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Conditions of preschool teachers' formation in higher education institutions

The purpose of the article is to provide readers with information on the actual problem of preschool teachers' training — conditions of future preschool pedagogues' successful learning in higher education institutions. The present state of the educational environment plays an important role in the process of pedagogues' formation. The article focuses on the theoretical methodology of the problem, revealing several reviews of pedagogical and psychological research. The authors point out several reasons for students' successful or unsuccessful studying process in higher educational institutions, such as motivation, self-esteem, type of thinking, communication level, level of creative thinking, and kinds of relationships among students. Attention is drawn to analyzing these features, methods of evaluation, and results in calculations for them to improve the effectiveness of the educational process. A set of active and interactive methods and educational events for students aimed at improving the level of motivation, self-esteem, type of thinking, communication level, level of creative thinking, and kinds of relationships among students is proposed. An experiment was conducted and described in which a set of methods and educational events was tested. The results of the experiment showed a positive impact of the selected methods and activities in the preparation of preschool education specialists.

Keywords: preschool teachers' formation, higher education institution, learning process, motivation, communication skills, self-esteem, training methods, development.

Introduction

In the modern world, the approach to education is changing along with the rapidly changing realities in which our children live and grow up. The view of education as a lifelong process in which the beginning coincides with the moment of the child's birth implies the adoption of flexible standards for the organization of the educational process. Children spend a lot of time in educational institutions, which leads to an understanding of the importance of creating appropriate conditions for children to live during childhood in a harmonious, friendly, developing, inclusive, fair environment in which cultural and ethnic diversity is respected.

The role of a preschool teacher is to instill knowledge about health, communication, the basics of mathematics, and other fields of knowledge during the day in dialogues with children (the teacher talks about health and the importance of nutrition during meals; talks about nature on walks). Communication skills should be broadcast by the teacher. In dialogues with children, the teacher should show communication techniques, remind them about the feelings of the interlocutor, talk about politeness and the rules of addressing other people. Taking into account the importance of oral folk art in the upbringing of children, it is necessary to maintain the child's interest in fairy tales and books. The peculiarities of early and preschool children are that children learn through active actions and practice. Therefore, the organized educational activities of preschool institutions should be carried out only in a playful way [1].

In turn, one of the most important tasks of modern higher education is the desire to improve the quality of student training, to the perfection of future professionals of preschool education. The teacher, as one of the central figures in achieving this goal, must come to it by mastering a new style of behavior, through the introduction of collective and individual forms of work, instilling professional and cultural values. The success of a teacher's activity depends on the level of knowledge of relevant and effective technologies in the educational process.

Considering this, the main goal of higher pedagogical education is to prepare a qualified teacher of the appropriate level and profile, competitive in the labor market, competent, fluent in the profession and oriented in related fields of activity, ready for continuous professional growth, social and professional mobility. One of the ways to solve this problem is to update higher education, transfer attention from the learning pro-

cess to its result, focus the content and organization of training on a competence-based approach and search for effective mechanisms for its implementation [2].

The concept of “learning process” – it is a pedagogically reasoned, consistent, continuous change of learning acts, during which the tasks of personal development and education are solved (according to Yu. K. Babansky) [3]. The results of the educational process, as noted in the pedagogical encyclopedia, are the correctness and consistency of students' knowledge, the accuracy of the execution of the methods of educational activity provided by the program, as well as methods of cognition and self-education; readiness for the creative application of knowledge and skills; the formation of a value attitude to the educational material; readiness and aspiration for self-realization; labor, mental, moral and aesthetic upbringing, formation of a system of values, social activity [4]. The successful implementation of the tasks of the learning process depends on its effectiveness.

Scientists and teachers of the entire education system are looking for ways to improve the efficiency of the educational process. The urgency of this problem is especially great at the present time due to the continued growth of the information flow and the need to reduce the overload of students.

As pedagogical and psychological studies show (N.O. Verbitskaya and V.Y. Bodryakov [5], M.G. Zakharov [6], V.I. Zvereva [7], V. Okon [8], M.M. Potashnik [9], T.N. Shamova [10], and others.), a number of factors influence the effectiveness of the educational process: financial situation; health status; age; marital status; level of school preparation; possession of skills of self-organization, planning and control of their activities (primarily educational); motives for choosing a profession; knowledge about the specifics of vocational training; form of training; the availability of tuition fees and its value; the organization of the educational process; the material base of the educational institution; the level of qualification of teachers; and, finally, the individual psychological characteristics of students. Also, by the effectiveness of training, G.A. Klyuchnikov [11] understands the unity of the process and the result of training, and not only its final result.

When we describe teaching, we mean that teaching is a specifically human activity, and it is possible only at that stage of development of the human psyche when person is able to regulate his or her actions with a conscious goal. The teaching imposes requirements on cognitive processes (memory, intelligence, imagination, flexibility of the mind) and volitional qualities (attention management, regulation of feelings, etc.).

The founder of the activity theory of teaching is L.S. Vygotsky [12], who made fundamental changes in the theoretical concepts of the teaching process. He considered teaching as a specific activity in which the formation of mental neoplasm occurs through the appropriation of cultural and historical experience. The sources of development, therefore, are not laid down in the child himself, but in his or her learning activities aimed at mastering the ways of acquiring knowledge.

The basic concepts of this theory are:

- training as a system of organizing ways of learning, especially the transfer of socio-historical experience to an individual, the purpose of this activity is the systematic purposeful mental development of the individual;

- teaching, or educational activity,

- social activity, in terms of content and functions, representing a special type of cognitive activity of the subject, performed in order to assimilate a certain composition of knowledge, skills, intellectual skills;

- assimilation is the main link in the learning process, the process of reproduction by an individual of historically formed generic abilities.

The starting point in the teaching is the need-motivational aspect.

Main characteristics of educational activity:

1) specifically aimed at mastering educational material and solving educational tasks;

2) it develops general methods of action and scientific concepts;

3) general methods of action precede the solution of problems, there is an ascent from the general to the particular,

4) educational activity leads to changes in the person himself — the student;

5) there are changes in the mental properties and behavior of the student “depending on the results of their own actions”.

In the educational activity, its subject, means, methods, product, result, actions, structure are highlighted. Characterizing the methods of educational activity, we note: reproductive; problem-creative; research and cognitive actions; transition from external, objective actions to internal, mental actions.

The external structure of educational activity is manifested in educational motivation; the organization of the educational situation; the formulation of the educational task; the subsequent solution of the task through educational actions; control and evaluation of the teacher.

V.V. Davydov [13], proposing the concept of educational activity, asserts that in the process of mastering educational activity, a person reproduces not only knowledge and skills, but also demonstrates the ability to learn itself, therefore, the product of the teaching activity is the change of the person himself. Acquiring new knowledge, the person himself changes. The products of his activity: new cognitive opportunities, new practical actions.

According to D.B. Elkonin [14], educational activity is not identical to assimilation. It is its main element. Thus, the teaching may have a different meaning for the student: a) to meet the cognitive need, which acts as the motive of learning, i.e. as the “engine” of his educational activity; b) to serve as a means to achieve other goals. In this case, the motive that forces you to carry out educational activities is another goal.

Nature of educational motives is crucial when it comes to ways to improve the effectiveness of training activities. Vilyunas V.K. identifies the following types of motives [15].

1. Motives inherent in the learning activities associated with its direct product:

a) motives related to the content of teaching (learning encourages the desire to learn new facts, to acquire knowledge, modes of action, to penetrate into the essence of phenomena);

b) motives associated with the learning process (the desire to demonstrate intellectual activity, the need to think, reason in class, overcome obstacles in the process of solving difficult tasks) encourages learning.

2. Motives related to the indirect product of teaching, with what lies outside the educational activity itself:

a) broad social motives:

- motives of duty and responsibility to society, class, teacher,

- motives of self-determination (understanding the meaning of knowledge for the future, the desire to prepare for future work, etc.) and self-improvement (to develop as a result of learning);

b) personal motives:

— the motives of wellbeing (the desire to obtain approval from the teachers, parents, classmates, the desire to get good grades),

— the best motives (the desire to be among the first students to be the best, to take its rightful place among friends);

c) negative motives (avoiding trouble that may occur from teachers, parents, classmates, if the student will not learn well).

Methods of educational activity can be diverse: reproductive, problem-creative, research and cognitive actions (V.V. Davydov [13]). In educational activity, unlike research activity, a person begins not with the consideration of the sensually concrete diversity of reality, but with the universal internal basis of this diversity already highlighted by others (researchers). Thus, in the educational activity there is an ascent from the abstract to the concrete, from the general to the particular.

The main product of educational activity in the proper sense of the word is the formation of a student's theoretical consciousness and thinking (Yu.K. Babansky [3]). It is the formation of theoretical thinking, which replaces empirical thinking that determines the nature of all knowledge acquired during further training. The effectiveness and efficiency of educational activities also depends on individual psychological characteristics, abilities, and the level of learnability of the student.

A person's learning ability is one of the main indicators of his or her readiness to learn, to assimilate knowledge, spontaneously or purposefully, in the conditions of any particular educational system. Psychophysiological learning correlates with such a property of the nervous system as dynamism, i.e. the rate of formation of a temporary connection (V.D. Nebylitsyn [16]). Learnability in the broad sense of the word can be interpreted as a potential opportunity to acquire new knowledge in a friendly “work with adults” (B.V. Zeigarnik [17]), as a “zone of immediate development” (L.S. Vygotsky [12]). The concept of “special” learnability is highlighted as the readiness of the psyche for its rapid development in a certain direction, to a certain area of knowledge, skills.

According to L.K. Markova [18], learnability is “a student's receptivity to the assimilation of new knowledge, his readiness to move to new levels of mental development”.

The main indicators of learning ability are: the rate of progress in the development of knowledge and the formation of skills, the ease of this development (lack of tension, fatigue, experiencing satisfaction from

mastering knowledge), flexibility in switching to new ways and techniques of work, the strength of preserving the mastered material.

To consider the question of ways to improve the effectiveness of students' educational activities, it is necessary to consider the main types, nature of educational motivation, its energy level and structure.

Considering this sphere in relation to the teaching, A.K. Markova [18] emphasizes the hierarchy of its structure. So, it includes: the need for teaching, the meaning of teaching, the motive of teaching, purpose, emotions, attitude and interest. Characterizing interest (in the general psychological definition, it is an emotional experience of a cognitive need) as one of the components of educational motivation, it is necessary to pay attention to the fact that in everyday life, and in professional pedagogical communication, the term "interest" is often used as a synonym for educational motivation. This may be evidenced by such statements as "he has no interest in studying", "it is necessary to develop cognitive interest", etc. Thus, according to H. Heckhausen, an individual's motivation to aspire to a certain goal is influenced by person factors and by situation factors, including the anticipated outcomes of actions and their consequences [19].

Many studies straightforwardly divide the motivation of educational activity into insufficient and positive, referring to the latter cognitive, professional and even moral motives. In this interpretation, a straightforward and almost unambiguous relationship between positive motivation and learning success is obtained [20]. With a more differentiated analysis of the motives of educational activity, there is a focus on obtaining knowledge, on obtaining a profession, on obtaining a diploma. There is a direct correlation between the focus on acquiring knowledge and the success of learning. The other two types of orientation did not find such a connection. Students aimed at obtaining knowledge are characterized by high regularity of educational activities, purposefulness, strong will, etc. Those who are aimed at obtaining a profession often show selectivity, dividing disciplines into "necessary" and "unnecessary" for their professional development, which can affect academic performance [20]. Setting up for a diploma makes the student even less picky in choosing the means on the way to obtaining it — irregular classes, "storming", cheat sheets, etc.

Many studies also show that high self-esteem and the associated self-confidence and a high level of pretensions to be important positive factors of successful student learning. An insecure student often simply does not undertake to solve difficult tasks, admits defeat in advance. But, as notes C. Dweck [21], in order for a high self-esteem to be adequate and encourage further progress, the student should be praised first of all not for an objectively good result, but for the degree of effort that the student had to make to get it, for overcoming obstacles on the way to the goal. Praise for easy success often leads to the formation of self-confidence, fear of failure and avoidance of difficulties, to the habit of taking on only easily solved tasks. The emphasis on the value of effort, rather than a specific result, leads to the formation of a mindset for mastery.

One of the main factors determining the success of educational activities, the leading role is played by strong-willed qualities. According to V.A. Ivannikov [22], a person shows his strong-willed qualities when he performs an action that is initially insufficiently motivated, that is, he concedes to other actions in the struggle for a "behavioral exit". The mechanism of volitional action can be called the replenishment of the lack of implementation motivation due to the intentional strengthening of the motive of this action and the weakening of the motives of competing actions. This is possible, in particular, by giving the action a new meaning [22].

An interesting approach to solving this problem was developed for several decades by the American researcher C. Dweck [21]. In her opinion, the presence of any of the factors we analyzed above, or even all of them together, are not enough to form a stable "mastery-oriented qualities" in a person.

C. Dweck is convinced that the key role is played by the following factor — a set of spontaneously formed ideas of a person about the essence and nature of his intellect (hence the title of her book — "Self-Theories"). Some people believe that intelligence is a constant (little changed) property and that everyone has some "amount" of it. Such representations can create anxiety about how much of this reality we possess, and make us, first of all and at any cost, look as if we have quite enough of it. People who share such ideas value easy success, strive to be better than others in everything, and any difficulties, obstacles, successes of their peers force them to question their intellectual abilities [21].

Materials and methods

In our work we will focus on the study of the following factors: educational motivation, self-esteem, the level of creativity, the level of group cohesion, as an indicator of the socio-psychological climate and the level of development of communication skills.

Our main research methods were:

- study and analysis of psychological, pedagogical, and special literature on the problem of research;
- analysis of the content of various materials;
- diagnostic and training methods, including testing, surveys, interviews, game-based learning, student-centered learning;
- monitoring the activities and behavior of students in the educational process.

Analyzing theoretical positions when considering various points of view of scientists on the problem: what are the conditions for improving the effectiveness of students' educational activities, we note a large number and variety of them, such as: types of psychological and psychophysiological characteristics of people, social intelligence, understood as a set of abilities underlying communicative competence, creativity, high self-esteem and associated self-confidence and a high level of claims, the nature of educational motivation, its energy level and structure, volitional qualities, mastery-oriented qualities and so on.

The study was conducted during 2019 — 2021 at the I. Zhansugurov Zhetysu University in Taldykorgan and the Abai Kazakh National Pedagogical University. Students of the specialty “Preschool training and education” of 2-4 courses were involved.

50 students took part in the study. They were grouped into 2 groups — control and experimental. The subjects, aged 17-20 years, were tested during extracurricular time. For the ascertaining and control experiments, methods were chosen to determine the level of self-esteem, creativity, motivation for studying at the university and the type of thinking.

All diagnostics were carried out in the daytime in the classrooms. The most comfortable conditions were created for testing, surveys, interviews: the absence of extraneous stimuli, confidentiality. The time allowed to answer the proposed questions was limited.

Educational motivation, like any other kind of it, is systemic, characterized by orientation, stability and dynamism. Accordingly, when analyzing motivation, there is a very difficult task of determining not only the dominant motivator (motive), but also taking into account the entire structure of the motivational sphere of a person.

In order to identify the motives of students' learning, the methodology of studying “Motivation of studying at a higher educational institution” was carried out. The author of the development and adaptation is T.I. Ilyina [24].

Specifications: standard questionnaire, 3 scales, 50 stimuli, 2 response options, duration — 20 minutes.

A brief description. There are three scales in the methodology: “acquisition of knowledge” (the desire to acquire knowledge, curiosity); “mastering a profession” (the desire to acquire professional knowledge and form professionally important qualities); “obtaining a diploma” (the desire to acquire a diploma with formal assimilation of knowledge, the desire to find workarounds when passing exams and tests). In the questionnaire, to disguise, the author of the methodology included a number of background statements that are not processed in the future. The predominance of motives on the first two scales indicates an adequate choice of a student's profession and satisfaction with it.

List of schools: acquiring knowledge, mastering a profession, obtaining a diploma.

Instructions: it is necessary to mark agreement with these statements with a “+” sign and disagreement with a “-” sign.

According to the results of the methodology “Motivation of studying at a university” by T.I. Ilyina, 23 students have a predominant desire to obtain a diploma — 46 % of respondents. Studying is not the main factor for them for admission and does not capture them during the entire educational process. Students do not prepare for every lesson, which means that the university is only a transitional link for them to enter adulthood. In second place is the acquisition of a profession — 44 %, therefore, 22 representatives of this category enter and study at the university in order to receive relevant information only about preschool education. However, cognitive motives — the acquisition of knowledge — occupy only 10 % in the responses of students — 5 people.

So, for example, with the statements “I am a very average student, “I will never be quite good, and therefore it makes no sense to make efforts to become better”, “I don't see the point in most of the work that we do at the university”, students whose main motivation for studying is to get a diploma agreed. Students with a desire to master the profession agreed with “I had to go to university to take the desired position in society”, “I am attracted by the convenience, cleanliness, ease of the future profession”. And finally, 5 people with cognitive motives noted with a positive sign of the statement “The best atmosphere in the classroom is the atmosphere of free statements”, “I feel pleasure from considering difficult problems in the classroom”.

In connection with these data, there is an important task: to increase the educational motivation of students in order to achieve the best results in studies and active participation in public life, and as a result — the training of highly qualified specialists interested in their work and self-confident, successful people.

The next stage is to determine the level of self-esteem according to the method of S.V. Kovalev [24].

Self-esteem is interpreted as a personal education that takes a direct part in the regulation of human behavior and activity, as an autonomous characteristic of a personality, its central component, formed with the active participation of the personality itself and reflecting the uniqueness of its inner world. The criteria of academic success are academic performance, reflecting in the score the level of academic achievements, as well as interest, motivation, quality and methods of mental work. Due to individual psychological differences in the structure of educational and cognitive activity, some students achieve high results in teaching quite quickly and easily, others — relatively slowly, and some cannot approach them at all.

Specifications: standard questionnaire, judgments — 32, answer options — 5, duration — 20 minutes.

Brief description: the methodology developed by S.V. Kovalev is designed to determine the level of self-esteem of an individual. It represents 32 judgments to which it is necessary to express your attitude with the proposed answers.

Instruction: students are offered 32 judgments and five possible answers, each of which corresponds to a certain number of points. Expressing the degree of their agreement with the judgments, students put down points:

- 4 — very often;
- 3 — often;
- 2 — sometimes;
- 1 — rarely;
- 0 — never.

The results of this diagnosis showed low self-esteem in 80 % of respondents, that is, in 40 people. Students are not confident in themselves, in their knowledge, and in their abilities. They do not show initiative and are afraid to make mistakes, seem stupid, ask questions during classes, which affects the success of the pedagogical process as a whole. The average self-esteem of 16 % of students is 8 students, high — 4 %, that is, only 2 students.

The judgments that 80 % of the study participants answered with the answer “very often”: “I worry about my future”, “I worry about my mental state”, “I'm afraid to look stupid”, “I would like my actions to be encouraged by others more often”.

3. Determination of the type of thinking and the level of creativity according to the diagnosis of J. Bruner [24].

The long-term practice of teaching at the university states the fact that the unified methodology of teaching a particular pedagogical discipline applies to the entire academic group of students, regardless of their type of thinking, and often does not even change over time, in terms of structure. Hence the problem arises in the perception of information, that is, there is a break in the links of one chain of building a logical connection between the subject and the subject of information perception.

Specifications: standard questionnaire, judgments — 75, answer options — 2, duration — 25 minutes.

A brief description. There are 4 basic types of thinking, each of which has specific characteristics: objective, figurative and symbolic thinking. Jerome Bruner saw thinking as a translation from one language to another. Thus, with four basic languages, six translation options arise: subject-figurative (practical), subject-symbolic (humanitarian), subject-symbolic (operator), figurative-symbolic (artistic), figurative-symbolic (technical), sign-symbolic (theoretical).

Instructions: it is necessary to mark agreement with these statements with a “+” sign and disagreement with a “-” sign.

The results of determining the type of thinking and the level of creativity showed the following results: the leading position is occupied by subject-figurative thinking — 38 % of the subjects (19 students), followed by students with subject-sign thinking — 22 % (11 students). Students with subject-symbolic thinking — 8 people, which is 16 %; figurative-symbolic thinking — 12 % (6 students); students with figurative-symbolic thinking — 8 % (4 students) and symbolic thinking — 4 % (2 students). These data were used by us in the preparation of the training program, which includes a set of activities.

Conducting interviews.

This diagnostic method allowed us to learn more about the problems of self-esteem and motivation of students' learning, and also allowed us to understand the relationship of students with each other. Conducting a research interview, we relied on the recommendations of S. Kvale. According to the author, abstractly formulated research questions are unlikely to lead to students answering uninhibitedly, informally. In order to get spontaneous detailed descriptions, academic research questions need to be translated into an easy conversational form. At the same time, one research question can be clarified with the help of several interview questions [23].

Specifications: individual interview, 10 questions, duration — 40 minutes.

Analyzing the results, we applied the data encoding method. Each interview was divided into fragments, which were then assigned short names-labels — codes that combine the main meaning of what was said. We present the generalized results of coding the responses of the interview participants in Table 1.

Table 1

Coding of interview responses at the stage of the ascertaining experiment.

№	Question	Answers codes
1	How do you understand the phrase “To be useful”?	- I don't know; - I didn't do any good.
2	How do you feel about future planning (your attitude in general)?	- fear; - uncertainty; - anxiety.
3	What do you think about other people's opinions?	- very significant; - I'm afraid to hear criticism; - I always adjust.
4	How do you feel about your appearance?	- normally; - displeas; - others are better
5	Tell us about your inner world.	- the beauty is inside; - I can't describe.
6	Describe the best memory while studying at the university.	- meeting with classmates; - university events
7	How independent are you in the work you do?	- I can't do everything alone; - need a check
8	What do you think about the importance of higher education?	- depends on the person; - impossible to get a job without it.
9	What will you do after graduation?	- work at school.
10	Describe your attitude to the profession you are getting.	- get a diploma; - I don't like it after practice; - difficult.

It can be seen from the code words that students have an unclear idea of the profession they receive in general, low self-esteem and negative answers to questions about the future. So, mostly students do not understand the value of their activities and are afraid to imagine further developments, emphasizing that they have anxiety and fear from just thinking about the future. The majority of respondents have complaints about their appearance or even a negative attitude towards it.

The test “Assessment of the level of sociability” (V.F. Ryakhovsky test) [24].

Instructions for the test: first read the questions and then give short answers to them “yes”, “no”, “sometimes”. Instructions: “A few simple questions are offered to your attention. Answer quickly, unequivocally: “yes”, “no”, “sometimes”.

The results were as follows:

- 37 people have scores over 7 to 10 points;
- 13 people with scores from 0 to +6 points.

We present the result of the characteristics of a group of 2nd year students in Table 2.

The result of the characteristics of the 2nd year students

Characteristic #1 — high communicative control, easily enters into any role, flexibly reacts to changes in the situation, feels well and even anticipates the impression he makes on others.	
Name	Number of points
Natalya	9
Baglan	7
Madina	10
Eugeniya	7
Shamil	7
Agafiya	9
Xeniya	7
Characteristic #2 — average communicative control, sincere, not restrained in his emotional manifestations.	
Name	Number of points
Alfiya	9
Maria	7
Akmaral	10
Malika	7
Yasmigul	7

According to the test results, this group of students (5 out of 12) have communication skills at an average level, the rest of the students have a high communicative level. Also, when observing the students of the other groups, it can be noted that they are in friendly relations, quickly establish contact with teachers, and most often actively participate in the educational process.

Thus, analyzing the socio-psychological climate of the group, it can be noted that students actively interact with each other and with students from other groups. Informal groups are formed in the team, their composition changes periodically, these groups also interact, communicate with each other.

Since the formation of a worldview continues in the process of studying at the bachelor's degree program, students often communicate within youth companies and associations, where young people find new friends and can show their own individuality.

Studying group cohesion level

Group cohesion is an extremely important parameter that shows the degree of integration and communication within the group. Each student chooses from the proposed list the 5 most important from his point of view personality qualities necessary for the successful implementation of joint educational activities.

After the survey, 5 personality traits were identified, which received the following number of elections. Total students: 50. Results are presented in Table 3.

Table 3

Results of the selection of 5 important qualities necessary for the successful implementation of joint educational activities.

№	Personality quality	Number of selections
1	Discipline	9
2	Diligence	13
3	Self-criticism	7
4	Responsiveness	26
5	Purposefulness	6
6	Collectivism	38
7	Criticality	7
8	Spiritual riches	1
9	Honesty	13
10	Initiative	6
11	Attentiveness	35
12	Sense of responsibility	30
13	Integrity	5
14	Independence	7

15	Sociability	8
16	Prudence	6
17	Modesty	1
18	Fairness	26
19	Self-confidence	6

The number of elections turned out to be quite large. This indicates the students' unanimity. The identity of the choice of personality qualities shows the high organization of the value orientation of the participants in the experiment as a whole.

The coefficient is calculated. C , which characterizes the degree of cohesion of students

$$C = n/5/N (1),$$

where n is the sum of the choices that fall on the five personality traits that received the maximum number of choices, N is the number of participants in the experiment.

$$C = 250:5:50 = 1, \text{ where } n=60, N=50.$$

In our case, the cohesion coefficient is 1.

Analyzing the list of the five most important, from the point of view of the students of the group, personality qualities necessary for the successful implementation of joint educational activities, a number of qualities that respondents chose more often were noted and identified. So, the most significant qualities were collectivism (38-50), attentiveness (35-50), a sense of responsibility (30-50). Responsiveness and fairness (26/50) were also noted in the sample. Other qualities were less common. Based on the data obtained during calculations using the formula for calculating the coefficient C , which characterizes the degree of cohesion of students, we can conclude:

- based on the selected qualities: responsiveness, sense of responsibility, collectivism, it can be assumed that the members of this collective in their joint activities pay great attention to the nature of friendly relations, but not enough attention is paid to communication and purposefulness in the group.
- the group lacks a small number of points to the cohesion coefficient. It is possible to unite a group if tasks are completed in a team and interacting in an informal setting.

In general, the total score for the group is +250. The coefficient of cohesion is equal to 1. Thus, we can say that based on this test, the overall climate in the group is favorable, particularly it can be characterized by students' satisfaction in the process of joint activities, studies, and a developed spirit of collectivism.

Based on the results of the study, we came to the conclusion that a necessary condition for creating an effective educational environment for students is their ability to show mental independence and initiative in teaching.

During the forming stage of the study, the main emphasis was placed on the use of active and interactive teaching methods. Observing the educational process, when attending classes, it can be noted: the more active the teaching methods, the easier it is for the teacher to interest students in them, and the level of self-esteem, group cohesion, level of communication skills, creativity also play a big role in the formation of a favorable educational environment. Consequently, in the educational process and our complex of activities, we created problematic situations in which students experienced difficulties, they could not complete many tasks, relying only on their existing knowledge, it is necessary to show creativity, ingenuity, not to work according to a template, but to create their own original solution. When faced with difficulties, students were convinced of the need to acquire new competencies. In addition, we compiled the content of tasks and activities based on the results of the ascertaining experiment.

As an example, we will give a description of a fragment of an integrated practical lesson on the subject of "The art of eloquence". The purpose of the lesson: to consolidate theoretical knowledge about public speaking: presentation of the guest, congratulations. To consolidate, the method of negotiation was used: "I want to learn to be the same as...", where students had to remember and justify the choice of an outstanding speaker they wanted to be like. The students were very interested in the warm-up "Brownian motion". At the teacher's command, the movement of the participants stopped, the participants lined up in teams and, after discussion in groups, offered their own version of the speaker's behavior to attract the listener's attention.

Important attention was paid to the development of the emotional sphere. At the next stage of the lesson, students recited poems by poets of the 19th century to the sound of classical music. When evaluating reading, mutual evaluation, criterion evaluation, and formative evaluation were used.

Educational activities have great opportunities for the formation of a favorable educational environment.

Let's describe the experience of the project carried out on the basis of the ZhSU named after I. Zhansugurov, Taldykorgan. The name of the project is "Russian language in the Republic of Kazakhstan", implemented at the expense of a grant from the Russian World Foundation dated August 16, 2019. The purpose and objectives of the project were: improvement and development of speech culture, formation and development of communication skills. In addition, within the framework of this project, we have planned activities that contribute to increasing self-confidence and self-reliance.

Let's focus on the description of some of the activities of the project. So, a literary lounge "The Golden Age of Russian Poetry" was held with this group of students.

The literary parlor is aimed at developing interest in studying the work of Russian writers and poets of the early XIX century. The introductory presentation, which was provided by students of the specialty "Pre-school training and education" of the Faculty of Pedagogy and Psychology: reflects information about the Russian literature of the "Golden Age". In their presentation, they noted that the Golden Age of Russian Literature is a winged expression, which is called the Russian literature of the XIX century.

In the continuation of the celebration, a competition was held for knowledge of facts about the life and work of poets and writers of that era.

The literary parlor room consisted of stages — 4 "pages".

The "Biographical" page. A test of knowledge about the life and work of poets and writers of the Golden Age. Students worked in groups using critical thinking development technologies: "Cluster", "Prediction Tree", "I know-I want to know-I learned", and other. Each team chose an envelope containing a test on the biography of one of the classics. In three minutes, she completed tasks and gave them to the jury. Checking the jury. The correct answers were distributed to the teams.

Further, based on these facts and using the material "Unknown about the great", the participants of the living room created posters about the life and work of writers and poets of the XIX century and defended them.

The "Poetic" page, where students recited poetic works, was also held; a creative task for groups was also carried out — to continue the poem by A.S. Pushkin, M.Y. Lermontov.

The Creative page. Students perform world-famous Russian romances (M. Glinka "I remember a wonderful moment", "Lark"). Listening to fragments of P. Tchaikovsky's symphonic works (The First Symphony "Winter Dreams", "Sleeping Beauty").

The "Cinematic" page. Viewing excerpts from movies. "Viy", based on the novel of the same name by N.V. Gogol, directed by G. Kropachev and K. Ershov; "The Peasant Lady", directed by Alexey Sakharov based on the novels "The Peasant Lady" and "A Novel in Letters" by A.S. Pushkin; "Evenings on a farm near Dekanka" — an adaptation of the novella by N.V. Gogol "The Night before Christmas" from the cycle "Evenings on a farm near Dekanka" directed by Alexander Rowe; "Anna Karenina" is a large-format feature film directed by Alexander Zarkhi in two parts based on the novel of the same name by L. Tolstoy. The participants were offered a task: to name the work on which the feature film was shot, the author, the episode and the characters.

At the end of the event, a reflection was held, students shared their impressions, answered questions about what they had learned about writers and poets, what new literary concepts they had learned, which task was interesting to perform, which was difficult. The students conducted a self-assessment of their knowledge.

The event resulted not only in acquaintance with outstanding writers and poets of the "Golden Age" of Russian literature, but also in a demonstration of oratorical skills, the discovery of new talents, the practice of public speaking — reading poems, performing romances.

The following event is the festival of folklore poetry, the purpose of which is to get acquainted with folk rituals and customs; to create conditions for joint creative activity through various interactive forms of work. The festival of folklore poetry is aimed at developing interest in the history and culture of the people, to folk rituals and customs. The students prepared a presentation, which was a quiz to test knowledge about history, folklore and national cuisine, about writers and composers, folk crafts, holidays and traditions. Then there were presentations about traditions, rituals, folklore, cuisine, representatives of different ethnic groups living in Kazakhstan. In order to enhance the emotionality of the presented material and increase the effectiveness of its perception, the presentations had musical accompaniment.

In the program of the feast, students presented national costumes, introduced traditional folk holidays, performed ditties and folk songs. Students showed creative activity in the competition of crafts made of natural materials: an exhibition of crafts was organized. Folk games were held for representatives of different ethnic groups studying at the university: Kazakhs, Russians, Poles, Azerbaijanis, Koreans, Kurds.

The event achieved the planned result: active participation of students and teachers, an exhibition of creative works (crafts made of natural materials), increasing the level of knowledge about folk traditions. The results that have been achieved are, first of all, an increase in knowledge and interest in subjects, a reduction in stressful and negative situations and the acquisition of practical communication skills that are necessary in all classes.

The next event is the theater festival "What a charm these fairy tales are!". The festival aims to introduce theatrical art through the production of theatrical miniatures based on the plots of Russian folk tales, the development of creative independence, aesthetic taste in the transfer of images, the development of skills to use means of expression, assistance in increasing the level of creativity, creative activity and independence.

According to the program of the event, an interactive lecture "Oral folk Poetic creativity" was held, where the following were considered: the genre system of Russian folklore; the origin of folklore and the early stages of its development; rituals and ritual poetry; the formation of national tradition. The lecturer highlighted the question of how folklore helps to understand culture. At this meeting, the organization of theatrical productions in the city's schools (scripts, costumes, props, scenery, etc.) was discussed. Students shared their impressions of the rehearsals with primary school children. The issues of the birth of theatrical art were considered, they talked about the types of theater, about puppets and actors, about music in the theater. The next stage is the staging of fairy tales. There were screenings by students and schoolchildren of theatrical productions of folk tales "Mitten", "Bunny's hut" and "Morozko" in kindergartens. According to the reviews of the public: parents, teachers, schoolchildren — the performances were held at a high acting and artistic level; both the staging and the game, as well as the possession of a text difficult enough for their age, made a huge impression.

Theatrical activity helped students to liberate themselves, form communicative skills, increase self-esteem, develop speech, emotional sphere and simply brought a bright unforgettable variety to everyday life, enriching the inner world.

Then a Literary photocross was held, during which conditions were created for the creative realization of youth, the disclosure of creativity, originality. Participants of the event: students of the Faculty of Pedagogy and Psychology, Faculty of Humanities, Faculty of Economics and Law, members of the Student Assembly of the People of Kazakhstan. According to the rules of the competition, students chose a quote from a poem by drawing lots. Creative work on photo compositions continued for two weeks.

As part of this event, students created a photo composition illustrating a quote from the works of classical poets: A.S. Pushkin, F.I. Tyutchev, M.Y. Lermontov, etc. (additionally, photos on themes and lines from favorite works were allowed).

The event achieved the planned results: there was an active participation of students, an exhibition of the best personnel was organized, there was an exchange of experience between students.

The final event of the project is a literary flash mob. Students, being in different parts of the university hall, read one of the selected poems in turn. Conditions have been created for the practice of public speaking, the realization of creative potential, the development of a sense of collective responsibility and the development of skills of joint activity and cooperation.

Students began to pay much more attention than before to studies and cultural events held at the university. Psychological features of student age consist in the fact that the development of students' personality takes place in communication, which has a huge subjective significance and constantly competes in duration and intensity with the educational activities of students and in some ways even hinders it.

Results and discussion

Due to the methods for determining the socio-psychological climate and cohesion in groups, the level of sociability and creativity, the type of thinking, we were able to choose a set of classes, exercises and activities that increase the level of effectiveness of the educational environment.

In order to verify the success of the conducted complex, a control experiment was launched, including the methods of the ascertaining experiment. In order to ensure the purity of the experiment, the questions in the methods were modified in order to avoid receiving the answers of the ascertaining experiment.

Motivation of studying at a higher educational institution

The results of this diagnosis at the stage of the control experiment showed the following results: the desire to obtain a diploma decreased to 22 % — 11 students. Mastery of the profession increased by 2 % — 46 % (23 people). The indicator of “knowledge acquisition” increased by 24 %, which is 34 % — 17 people. We compared the results in Figure 1.

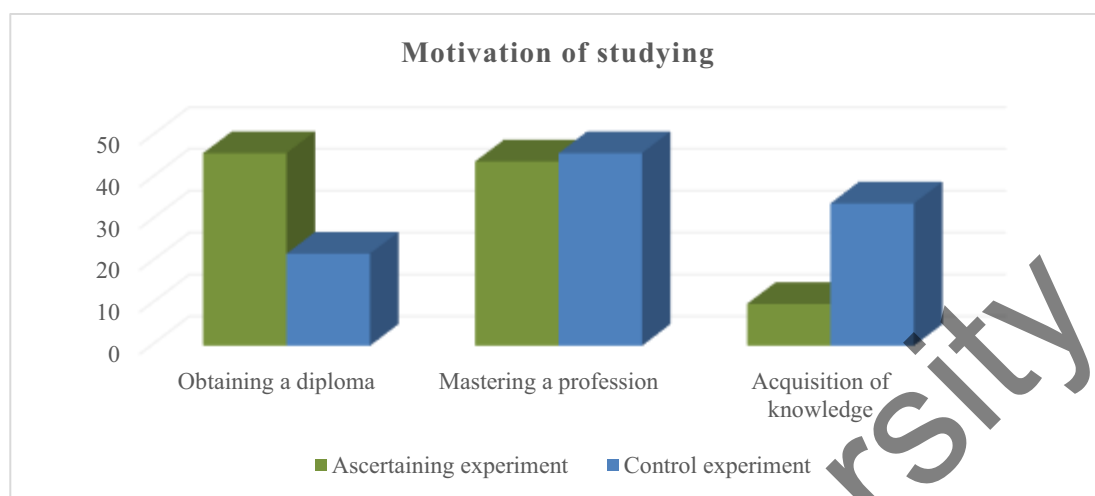


Figure 1. Motivation of studying at a higher educational institution at the stages of ascertaining and control experiments.

Self-esteem level

The control experiment showed a significant increase in self-esteem among students. Thus, the level of low self-esteem raised by 16 %, which amounted to 20 % — 10 people. The average self-esteem index increased from 16 % to 54 % — 27 students. High self-esteem is noted in 13 students — 26 %. The results are presented in Figure 2.

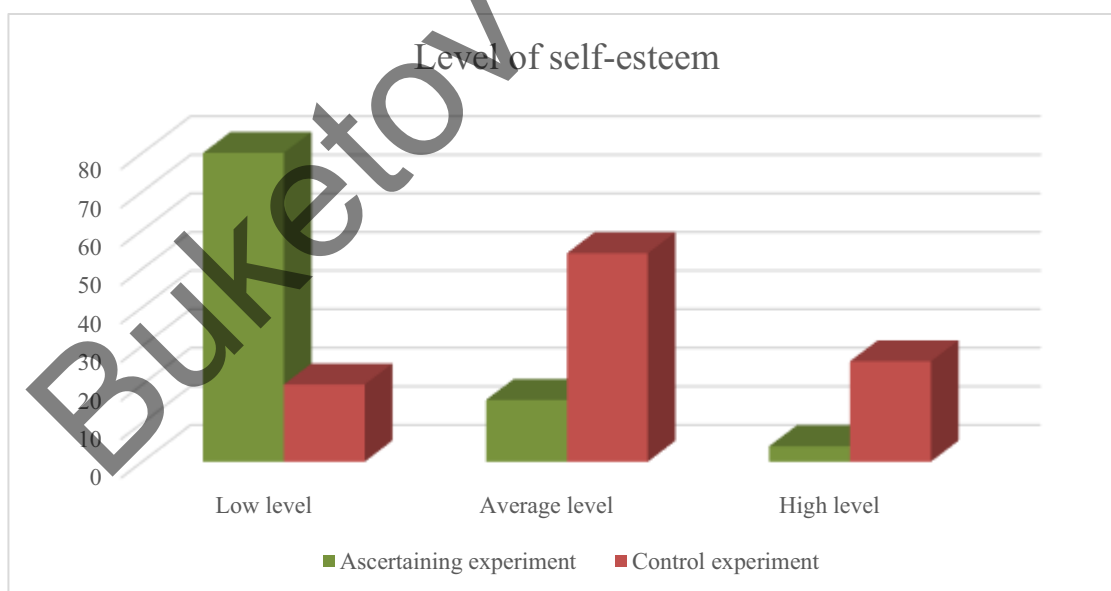


Figure 2. The level of self-esteem at the stages of ascertaining and control experiments.

The Interview

The interview at the stage of the control experiment was also conducted individually with each student. The comparative results are presented in Table 4.

Table 4

Coding of interview responses at the stages of control and ascertaining experiments.

№	Question	Ascertaining experiment response codes	Control experiment response codes
1	How do you understand the phrase "To be useful"?	- I don't know; - I didn't do any good.	- to be a teacher; - leave something useful; - I benefit myself and my family.
2	How do you feel about future planning (your attitude in general)?	- fear; - uncertainty; - anxiety.	- bright future; - joyful feelings.
3	What do you think about other people's opinions?	- very significant; - I'm afraid to hear criticism; - I always adjust.	- I try not to pay attention; - I react less often.
4	How do you feel about your appearance?	- normally; - displeas; - others are better	- I like everything; - admiring myself in the mirror.
5	Tell us about your inner world.	- the beauty is inside; - I can't describe.	-
6	Describe the best memory while studying at the university.	- meeting with classmates; - university events	university events
7	How independent are you in the work you do?	- I can't do everything alone; - need a check	- teamwork is good; - can handle it alone.
8	What do you think about the importance of higher education?	- depends on the person; - impossible to get a job without it.	- necessary; - necessary for myself
9	What will you do after graduation?	- work at school.	- I can master any profession; - work at school
10	Describe your attitude to the profession you are getting.	- get a diploma; - I don't like it after practice; - difficult.	- difficult, but interesting

Based on the above, the following objective and subjective factors can be identified for the successful implementation of the pedagogical co-creation of the teacher and students in the pedagogical process.

Conclusions

A special sign of modern changes is the understanding of professionalism, which is inextricably linked with the overall high level of mental development, and not only with purely professional knowledge, and skills. An indicator of the development of a teacher of preschool education is his intellectual fullness, which manifests itself as structurality, categoriality, generality, flexibility, efficiency of knowledge necessary for making effective decisions; as an intellectual initiative in the unity of cognitive and motivational components that determine the readiness of a specialist for independent intellectual activity; as his self-organization and self-regulation.

The results show that the team is friendly and well-coordinated. The reason for such results can be considered the unity of teams, high cohesion. Also, the reason may be a variety of temperaments. There are melancholics and phlegmatics in the group, as well as sanguine and choleric, perhaps this unites the team, in the sense that each group of a certain temperament complements another, weaker, or rather weak qualities and vice versa. This also indicates excessive emotionality of the group, which can often lead to minor skirmishes and conflicts, which in turn aggravate the situation in the team.

These problems are of interest primarily for students of master's pedagogical programs and higher education managers training programs. It is these students, adults and motivated people who are already working in higher educational institutions, who consciously build their further pedagogical and managerial careers, strive to gain not knowledge of theory, but real competencies, are able to provide them with the opportunity to successfully solve complex life tasks and demonstrate a high level of proficiency in modern pedagogical technologies.

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И.В. Ли, Н.Н. Ханина, Р.К. Бекмагамбетова, Н.И. Бенеш

Жоғары оқу орындарында мектепке дейінгі білім беру педагогтерін қалыптастыру шарттары

Мақаланың мақсаты — оқырмандарға мектепке дейінгі білім беру педагогтерін даярлаудың өзекті мәселесі — болашақ мектепке дейінгі білім беру педагогтерін жоғары оқу орындарында табысты оқыту шарттары туралы ақпарат беру. Білім беру ортасының қазіргі жағдайы мұғалімдердің қалыптасу процесінде маңызды рөл атқарады. Мақалада педагогикалық және психологиялық зерттеулердің бірнеше шолуларын ашатын мәселенің теориялық әдіснамасы зерттелген. Авторлар студенттерді жоғары оқу орындарында оқытудың сәтті немесе сәтсіз процесінің бірнеше себептерін атап өтеді, мысалы, мотивация, өзін-өзі бағалау, ойлау түрі, қарым-қатынас деңгейі, шығармашылық ойлау деңгейі және студенттер арасындағы қарым-қатынас түрлері. Білім беру процесінің тиімділігін арттыру мақсатында осы ерекшеліктерді, бағалау әдістерін және олар үшін есептеулердегі нәтижелерді талдауға назар аударылған. Студенттерге ынталандыру деңгейін, өзін-өзі бағалауды, ойлау түрін, қарым-қатынас деңгейін, шығармашылық ойлау деңгейін және студенттер арасындағы қарым-қатынас түрлерін арт-

тыруға бағытталған белсенді және интерактивті әдістер мен тәрбиелік іс-шаралар кешені ұсынылған. Эксперимент нәтижелері мектепке дейінгі мамандарды даярлауда таңдалған әдістер мен іс-шаралардың оң әсерін көрсетті.

Кілт сөздер: мектепке дейінгі білім беру мұғалімдерін даярлау, жоғары оқу орны, білім беру процесі, мотивация, өзін-өзі бағалау, оқыту әдістері, дамыту.

И.В. Ли, Н.Н. Ханина, Р.К. Бекмагамбетова, Н.И. Бенеш

Условия формирования педагогов дошкольного образования в высших учебных заведениях

Цель статьи — предоставить читателям информацию об актуальной проблеме подготовки педагогов дошкольного образования — условиях успешного обучения будущих педагогов дошкольного образования в высших учебных заведениях. Современное состояние образовательной среды играет важную роль в процессе формирования педагогов. В статье основное внимание уделено теоретической методологии проблемы, раскрывающей несколько обзоров педагогических и психологических исследований. Авторы указывают на несколько причин успешного или неуспешного процесса обучения студентов в высших учебных заведениях, таких как мотивация, самооценка, тип мышления, уровень общения, уровень творческого мышления и типы взаимоотношений между студентами. Особое внимание обращено на анализ этих особенностей, методов оценки и результатов в расчетах для них с целью повышения эффективности образовательного процесса. Предложен комплекс активных и интерактивных методов и воспитательных мероприятий для студентов, направленных на повышение уровня мотивации, самооценки, типа мышления, уровня общения, уровня творческого мышления и видов взаимоотношений между студентами. Был проведен и описан эксперимент, в ходе которого был протестирован комплекс методов и воспитательных мероприятий. Результаты эксперимента показали положительное влияние выбранных методик и мероприятий при подготовке специалистов дошкольного образования.

Ключевые слова: подготовка учителей дошкольного образования, высшее учебное заведение, образовательный процесс, мотивация, самооценка, методы обучения, развитие.

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