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П23 «Педагогикалық білім берудің үздіксіздігі-заманауи педагогтардың табыстылығының кепілі»: 2022 жылдың 11 ақпандағы Халықаралық ғылыми-тәжірибелік конференция материалдары. II Кітап. – Қостанай: А.Байтұрсынов атындағы Қостанай өңірлік университеті, 2022. – 365 б. = «Непрерывность педагогического образования – залог успешности современных педагогов»: Материалы международной научно-практической конференции, 11 февраля 2022 года. II Книга. – Костанай: Костанайский региональный университет имени А.Байтурсынова, 2022. – 365 с.

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Жинаққа «Педагогикалық білім берудің үздіксіздігі-заманауи педагогтардың табыстылығының кепілі» атты Алтысарин оқулары халықаралық ғылыми-практикалық конференция материалдары енгізілген.

Талқыланған мәселелердің әртүрлілігі мен кеңдігі мақалалар авторлары үздіксіз білім беру саласын педагогтарды жаңаша даярлау бағдарымен байланыстырып, әр түрлі деңгейдегі білім беру бағдарламаларын іске асырудың тиімді тәжірибесін көрсету, білім мазмұнын жаңарту аясында мұғалімдердің кәсіби шеберлігін арттыру қажеттілігін негіздеу, инновациялық технологиялар мен білім алушылардың тұлғалық дамуын психологиялық-педагогикалық қолдау туралы зерттеулерін еңгізді. Бұл жинақ материалдары ғалымдарға, ЖОО мен колледж оқытушыларына, мектеп мұғалімдері мен мектепке дейінгі тәрбиешілерге, педагогтар мен психологтарға, магистранттар мен студенттерге қызықты болуы мүмкін.

В сборнике содержатся материалы Международной научно-практической конференции Алтынсаринские чтения «Непрерывность педагогического образования – залог успешности современных педагогов». Многообразие и широта обсуждаемых проблем позволили авторам статей раскрыть сущность, тренды и тенденции непрерывности педагогического образования с учетом достижений науки и практики, показать эффективные практики реализации образовательных программ разного уровня, обосновать необходимость совершенствования профессионализма педагогов в условиях новых вызовов в образовательной практике, представить инновационные технологии и форматы психолого-педагогического сопровождения развития личности обучающихся.

Материалы данного сборника могут быть интересны ученым, преподавателям вузов и колледжей, учителям школ и воспитателям дошкольных учреждений, педагогам-психологам, магистрантам и студентам.

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различных моментов из жизни природы, ее обитателей. Дети охотно заучивают стихи, отрывки из рассказов, басен, сказок эколого-этического содержания. Воспитатель может предложить примеры, вопросы нравственной тематики – например, как бы дети поступили в аналогичной ситуации, - тем самым побуждая к размышлению, формированию собственной точки зрения. Такое осмысление нравственных понятий ведет к духовному росту, усвоению начал эколого - этической культуры.

Таким образом, экологическая культура – наиболее важный этап первоначального становления духовности ребенка. Есть и другие – красота природы, эстетическое и художественное воспитание. Хочется еще раз повторить то, о чем сказано в начале: экологический кризис и кризис духовный очень опасен – *его истоки находятся в самом человеке, в проблеме отсутствия или недостаточного развития духовности, а в результате – интеллект выходит из под контроля нравственности*.

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REFLECTION AS A COMPONENT OF PROFESSIONALIZATION PROCESS BY MEANS OF PROJECT ACTIVITY OF A STUDENT

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Abstract

Modern requirements for the educational process involve the development of a personality ready for productive interaction with the outside world, developed abilities for self-knowledge, self-development and self-improvement. Reflective skills are the basis of such important professional qualities of a person as: the ability to abstract, confidence in one's own actions, critical thinking. The project activity of a student affects the level of formation of reflection, as it has a significant impact on the further professional development and self-realization of a specialist.

Keywords: Reflective activity, professional development, project activity, self-development.

Аннотация

Білім беру үдерісіне қойылатын заманауи талаптар сыртқы әлем мен өнімді өзара әрекеттесуге дайын, өзін-өзі тануға, өзін-өзі дамытуға және өзін-өзі жетілдіруге қабілеттері дамыған тұлғаны дамытуды көздейді. Рефлексиялық дағдылар адамның маңызды кәсіби қасиеттерінің негізі болып табылады: абстракциялау қабілеті, өз іс-әрекетіне сенімділік, сыни тұрғыдан ойлау. Студенттің жобалық әрекеті рефлексияның қалыптасу деңгейіне әсер етеді, өйткені ол маманның одан әрі кәсіби дамуы мен өзін-өзі жүзеге асыруына айтарлықтай әсер етеді.

Түйінді сөздер: Рефлексиялық белсенділік, кәсіби даму, жобалық белсенділік, өзін-өзі дамыту.

Аннотация

Современные требования к образовательному процессу предполагают развитие личности, готовой к продуктивному взаимодействию с окружающим миром, развитыми способностями к самопознанию, саморазвитию и самосовершенствованию. Рефлексивные навыки находятся в основе таких важных профессиональных качеств личности, как: способность абстрагироваться, уверенность в собственных действиях, критическое мышление. Проектная деятельность студента влияет на уровень сформированности рефлексии, так как оказывает существенное влияние на дальнейшее профессиональное развитие и самореализацию специалиста.

Ключевые слова: Рефлексивная деятельность, профессиональное развитие, проектная деятельность, саморазвитие.

Modern trends in the development of vocational education, based on a humanistic paradigm and a student-centered approach, emphasizing the importance of developing professional competencies in conditions that simulate practical activities, the requirements of professional standards and other regulatory documents that regulate the process of preparing a graduate, necessitate the organization of students' reflective activity as an important component of educational process.

Reflection (from lat. reflexio - “turning back, reflection”) – introspection, comprehension, assessment of the prerequisites, conditions and course of one's own activity, inner life.

Reflection allows students to formulate the results obtained, predetermine the goals of further work, and adjust activities. It is the source of inner experience and self-knowledge.

In order for the current graduates of higher education to be in demand on the labor market, the content that they master in universities is no longer enough, they must have some additional qualities, knowledge, skills, the most important of which are: the ability to independently plan, implement and control their labor activity; readiness to make decisions in conditions of rapid changes and fierce competition, to be responsible for the results of their activities; the ability to work in a team in conditions of collective forms of labor organization, the desire for leadership.It should be said that the listed business qualities, the most significant from the point of view of employers, provide graduates with competitiveness and demand in the labor market and in society.

The development of reflective abilities is possible by involving students in creative project activities, which, according to a number of researchers, (I.V.Gukalova [1], V.A.Devisilov [2], I.N.Kozyrskaya [3], E.Kosareva [4], N.Yu.Pakhomova [5],etc.), has a beneficial effect on the intellectual and creative development, the growth of activity and initiative of students, stimulates the independent development of new and the integration of existing knowledge, skills and abilities, thus creating conditions for the formation of reflexive abilities in the process of solving problems of professional activities.

Project activity, as an element of the educational process, turns out to be very effective, provides the student with maximum freedom in the implementation of tasks, which increases students' interest in solving problems and contributes to the creative development of the individual. The practice of including project activities in the educational process shows that in the course of this work, students develop reflective abilities that help a person be more flexible in changing conditions: they realize their plan, taking into account the specifics of the situation; build cooperation with different people; monitor the results of their work and make the necessary changes.

The project method is not a new phenomenon in pedagogy. It was used in foreign and domestic didactics as early as the 1930s. Recently, this method has become widespread in foreign schools, especially in the USA, France, Great Britain. In the Republic of Kazakhstan, the project activity of students began to develop and be studied from the first days of the development of the sovereign stage of the country's development by such scientists as Zh.R.Bashirova [6], G.A.Kasen [7]. The main goal of the projects is to promote the development of a creative, active personality and the formation of a system of intellectual and professional competencies of students.

The essence of the project method lies in the selection and implementation of any object of labor that is feasible and accessible to the student and the development of the documentation necessary for this.A feature of the project implementation system is the possibility of joint creative work of the teacher and the student.

The project method, on the one hand, acts as a pedagogical technology, and on the other hand, as an organization of students' activities, built on the principle of analysis and engineering design.

The methodological basis for using the project method in the technological education of students are general pedagogical and didactic principles:

- connection of theory with practice;
- scientific character, consciousness and activity of mastering knowledge;
- accessibility, systematic and continuity of education;
- clarity and strength of knowledge acquisition.

At the 1st stage, the students are faced with the problem of understanding the needs and requirements in all spheres of human activity. At this stage, they must realize, understand why and why they need to carry out the project. They set a goal - to obtain a useful product as a result of the activity, which can be both social and personal in nature. The planning of the initial product during the implementation of the project method is quite important, but it is not necessary to attribute all the importance only to the product, the progress and implementation of the project is also crucial.Based on the analysis of the situation, the student can pose (with the help of a teacher, and later - independently) a problem or specify the problem with which he came to the project. The statement of the problem is preceded by the identification of contradictions between the real and the desired situation. Then the student analyzes the problem, highlighting (at the initial stages with the help of the teacher) the causes and (in high school) the consequences of its existence, determining whether this or that problem can be solved for him (can he eliminate the reasons for its existence on his own), whether he is interested someone other than him in solving this problem. This work allows you to more accurately define the thematic field of the project.

At stage 2,When the goal of the project is clear to students, work should be organized to identify tasks that indicate intermediate results and answer the question of WHAT should appear (be done) in order for the goal of the project to be achieved (for the result to be obtained). Tasks can be solved in a different sequence (sometimes a group can work on solving several problems in parallel), they should not be confused with the stages of work (collecting information, making an object, preparing materials for a presentation, etc.).Then each task is broken down into steps (individual actions that the student performs completely in a limited period of time). The student then draws up a work plan, arranging the steps in the required sequence, taking into account that he will not be able to complete some actions without first completing other steps. Based on the list of steps received, the student can plan the resources necessary for their implementation (including informational ones).

The emerging images of the future project should be embodied in code and graphic documents. The means of activity are the personal experience of students and the experience of the teacher. The results of the activities of students is the acquisition of new knowledge, skills and abilities. During this stage, students perform self-control and self-assessment.

At the 3rd final stage, the final control, correction and testing of the project takes place. Every project must end with a product. These can be: a video film, an album, a barometer, a computer newspaper, a bulletin, a winter garden, an almanac, a welding machine, a website, a suit, a statement of claim, a letter to the head of the local administration, a layout, a dictionary, an electromagnet, an atlas, a kite, a traveling exhibition, an exposition museum, family tree, electric motor, collection of medicinal herbs, etc. This list could be continued.

The presentation of projects should be organized in a special way. Here, the widest possibilities open up for the teacher's creative search for organizational forms of presentation.Students conduct research, analyze their work, establish whether they have achieved their goal, what is the result of their work. At the end of everything, students draw up the results of project research, defend their project.It can be: an exhibition, an auction, a performance, a concert, a video magazine, a video demonstration, a tasting, an advertising campaign, a demonstration of models, etc.

At all stages of creating a project: from the inception of an idea to its implementation in graphic form, the teacher consults with the group, while paying attention to each student. Working in small groups, students acquire important skills in the culture of human relations. Each student (or group), starting the project activity, chooses the topic of the project individually, but the project can be completed and formalized by a group of students, in which an individual part of the project is determined for each of them.Criteria for evaluating projects: creativity; relevance; availability; reliability; technical excellence; aesthetic merit; compliance with public needs; functionality.

Any project must be carried out under the guidance of a teacher and with his help. The main task is to create for students the preconditions for successful creativity, to organize project activities and a phased study of the chosen topic, including reflection in each stage of work, as a transitional mechanism from one stage to another. The step-by-step process of working on a cognitive task contributes to the intensification of reflection in each of these areas:

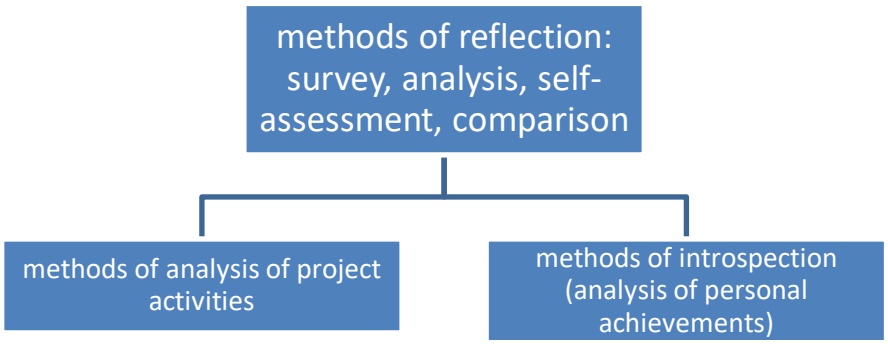
- in thinking - as a rethinking of one's own actions in the course of working on a project;
- in activities - as a fixation of the installation for cooperation and mutual support in order to achieve the results of project activities;
- communication - as the provision of the student's own experience, which is formed in the process of working on the project, for another, and the openness of the other's experience for oneself;
- in self-consciousness - as self-determination of internal guidelines for the implementation of project activities.

We can confidently say that in addition to focusing on a specific problem (task), creating a specific product, interdisciplinary connections, combining theory and practice, projects provide joint planning of activities, joint development of the “right” solution, comprehensively meaningful from the point of view of the result obtained.The process of understanding one's own learning activities, i.e. reflection is inevitably associated with the technology of designing activities, since the method of organizing reflection, which includes stopping the subject activity, restoring the sequence of actions performed, studying the compiled sequence of actions, formulating results, testing hypotheses in subsequent activities, assumes a phased, complex nature of activities for students to receive educational products for a certain period of time.

Thus, the reflection of the student in the project activity is revealed as a mechanism for self-knowledge and self-development of the student at the personal and professional levels, a process that contributes to the professionalization and self-determination of the individual, the formation of readiness for productive activities, decision-making in real conditions.

Formation of the student's reflection is assessed by indicators that establish the level of self-esteem, the level of professional and personal claims, internal readiness for self-development and self-education, the intensity of cognitive interests, the adequacy of self-perception, the ability to set and solve extraordinary practical problems. As the main forms and methods for diagnosing the formation of a student's reflection, tests are used to study individual psychological and pedagogical characteristics of the subjects of the

educational process, methods for monitoring student behavior, methods for assessing a student's independent activity, and conversations. (Picture 1)



Reflection provides answers to the questions:
- Have the objectives of the project been achieved?
- Have all the issues raised been resolved?
- What are the main difficulties in the implementation of the project?
- What points are not taken into account and require improvement?

Reflection provides answers to the questions:
- Did the student have new skills, knowledge, skills?
- How actively did the student participate in project activities?
- How do you feel about the work done?

Picture 1 - Methods of reflection

The activity component of the student's reflection is assessed by indicators that establish the level of formation of skills for evaluating one's own activity, the quality and consequences of decisions made, the ability to evaluate and demonstrate the results of the work done. The main indicators of the component: the ability to carry out step-by-step organization of activities, highlighting the stages of completing a training task, readiness to revise one's actions to achieve the desired result, readiness to creatively comprehend and overcome problem-conflict situations, the ability to distribute roles in collective activities, the ability to highlight the main points of one's activity as a whole, the ability to present the results of individual or collective activities, the ability to take responsibility for one's activities, the ability to assess the significance of the product of activity, the ability to assess the significance of the product of activity.

Conclusion. The reflective abilities of a student are an important component of his professional viability, they are formed in combination with other professional qualities and competencies. The strategy for the development of students' reflexive abilities through project activities involves the complexity of personality development, taking into account individual, behavioral, intellectual and personal characteristics, and should be focused on future professional activity, taking into account reflexive activity.

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