

2. Байбородова, Л. В., Харисова И. Г., Чернявская А. П. Проектная деятельность школьников // Управление современной школой. Завуч. – 2014. - № 2. – С. 94-117
3. Безрукова В.С. Педагогика. Проективная педагогика. Екатеринбург, 1996
4. Бородкина, Э. Н. Реализация целевых образовательных проектов школы и семьи как форм соуправления образовательным учреждением на основе партнерства и сотрудничества // Наука и практика воспитания и дополнительного образования. – 2013. - № 3. – С. 50-57
5. Бухвало В.А. Общая методика развивающего обучения. – Рига, 2001.
6. Васильев В. Проектно-исследовательская технология: развитие мотивации. – Народное образование. – М., 2000, № 9, с.177-180.

МРНТИ 14.25.05

<https://doi.org/10.51889/2020-1.1728-5496.47>

G.S. Saudabayeva<sup>1</sup> M.A.Aitbayeva<sup>2</sup>

<sup>1</sup>Kazakh National Pedagogical University named after Abay  
Almaty city, Republic of Kazakhstan

<sup>2</sup>Kyzylorda State University named after Korkyt Ata  
Kyzylorda city, Republic of Kazakhstan

## FUNDAMENTALS OF PROFESSIONAL SELF-DETERMINATION OF STUDENTS IN MODERN CONDITIONS

### Abstract

The article raises the problem of professional self-determination of students in modern conditions. It reveals the important role of professional self-determination in the educational work of a modern school, where the center is the personality of the student with his growing needs, cognitive interests, and abilities. The main pedagogical principles that constitute the methodological basis of professional self-determination of students in modern conditions: the principle of personality-oriented education; the principle of differentiation and individualization of education; principle of advanced education. The main goal of professional self-determination is determined - to gradually build up a student's internal readiness to plan, adjust and realize the prospects of their development (professional, life and personality) independently and consciously. Professional development must necessarily be considered in the context of all life and in the context of personal development.

**Key words:** educational process, professional self-determination of schoolchildren.

Г.С.Саудабаева<sup>1</sup> М.А.Айтбаева<sup>2</sup>

<sup>1</sup>Абай атындағы ҚазҰПУ,  
Алматы қ., Қазақстан

<sup>2</sup>Қорқыт Ата атындағы ҚМУ,  
Қызылорда қ., Қазақстан

## ҚАЗІРГІ ЖАҒДАЙДАҒЫ ОҚУШЫЛАРДЫҢ КӘСІПТІК ӨЗІН-ӨЗІ АНЫҚТАУ НЕГІЗДЕРІ

### Аңдатпа

Мақалада қазіргі жағдайда оқушылардың кәсіби өзін-өзі анықтау мәселесі көтерілген. Бұл қазіргі оқушының өсіп келе жатқан қажеттіліктері, танымдық қызығушылықтары мен қабілеттері бар жеке тұлғасы болып табылатын қазіргі мектептің тәрбие жұмысындағы кәсіби өзін-өзі анықтауда маңызды рөл алады. Қазіргі жағдайда оқушылардың кәсіби өзін-өзі анықтауының әдіснамалық негізін құрайтын негізгі педагогикалық принциптер: тұлғаға бағдарланған білім беру принципі; білім беруді саралау және дараландыру принципі; озық білім принципі. Кәсіби өзін-өзі анықтаудағы басты мақсат - оқушының ішкі даму дайындығын жоспарлау, түзету және дамыту болашағын (кәсіптік, өмірлік және жеке тұлға) дербес және саналы түрде қалыптастыру. Біліктілікті арттыру міндетті түрде барлық өмірдің және жеке тұлғаның дамуы тұрғысынан қарастырылуы керек.

**Түйін сөздер:** оқу-тәрбие процесі, мектеп оқушыларының кәсіби өзін-өзі анықтауы.

Г.С.Саудабаева,<sup>1</sup> М.А.Айтбаева<sup>2</sup>

<sup>1</sup>КазНПУ им. Абая,  
г.Алматы, Қазақстан

<sup>2</sup>Кызылординский государственный университет им. Коркыт Ата,  
г.Кызылорда, Казахстан

## ОСНОВЫ ПРОФЕССИОНАЛЬНОГО САМООПРЕДЕЛЕНИЯ ШКОЛЬНИКОВ В СОВРЕМЕННЫХ УСЛОВИЯХ

### Аннотация

В статье поднимается проблема профессионального самоопределения школьников в современных условиях. Раскрывается важная роль профессионального самоопределения в учебно-воспитательной работе современной школы, где в центре стоит личность школьника с его возрастающими потребностями, познавательными интересами, способностями. Выделяются основные педагогические принципы, которые составляют методологическую основу профессионального самоопределения школьников в современных условиях: принцип личностно-ориентированного образования; принцип дифференциации и индивидуализации обучения; принцип опережающего образования. Определяется главная цель профессионального самоопределения - постепенно сформировать у школьника внутреннюю готовность самостоятельно и осознанно планировать, корректировать и реализовывать перспективы своего развития (профессионального, жизненного и личностного). Профессиональное развитие должно обязательно рассматриваться в контексте всей жизни и в контексте личностного становления.

**Ключевые слова:** учебно-воспитательный процесс, профессиональное самоопределение школьников.

Since at the present stage of development of society, a contradictory situation has arisen associated with the rapid change in socio-economic conditions, the revision of attitudes and values, the problem of professional self-determination of modern schoolchildren comes to the fore.

In the field of education in Kazakhstan, radical changes are occurring, associated primarily with socio-economic changes in society. The emerging global trends in education - the creation of a single educational and information space, the transition to lifelong education, etc., put forward qualitatively new requirements for the organization of the educational process in a comprehensive school. At the center of all educational work is the personality of the student with his growing needs, cognitive interests, and abilities. The new school provides the teacher and student with variability in the choice of areas and methods of academic work, multilevel programs, differentiation of instruction, etc.

An important role in these circumstances is given to the professional self-determination of modern schoolchildren.

There is a change in the educational paradigm associated with a change in the global goal of the school, focusing on universal values, on the development of the personality, actualizing the task of preparing school graduates who are able to make decisions, who have a developed sense of responsibility for personal self-determination and self-realization. This trend is accompanied by the emergence of new pedagogical principles for the implementation of pedagogical activities for the professional self-determination of modern schoolchildren. In this case, it is necessary to characterize *the principle of personality-oriented education*.

Assuming personality-oriented education as a principle of pedagogical activity for the professional self-determination of schoolchildren, we see its manifestation in helping a person to find in himself those internal impulses that will help him in the desire to master this or that knowledge instead of indicating what he needs do. This is such an organization of training in which trainees gain knowledge in the process of free independent activity, on their own experience, during discussions, making their own decisions. The purpose of such training is the development of personality, the formation of its identity, its self-realization. From the teacher, in turn, requires high professionalism and deep knowledge of the psychological laws of human nature.

The implementation of this program is facilitated by the organization of specialized training at the senior level of a comprehensive school, which is based on the methodological *principle of individualization and differentiation of education*.

The problem of the individual differences of children and their differentiated learning has long worried teachers and scientists and is not only a socio-psychological and philosophical, but also a pedagogical problem itself.

The indicated principle is that the goals, content and learning process should take into account the individual and typological characteristics of students as fully as possible.

Awareness of oneself as a subject of various types of their practical and theoretical activities is inextricably intertwined in a person's self-consciousness with awareness of their relations to the collective in which this activity unfolds, with awareness of their responsibilities, their duty to the collective [1]. In this regard, in the development of self-consciousness, its moral side is particularly distinct. That is why, in the structure of professional self-determination, we attach particular importance to a person's ideas about his rights and obligations, a sense of duty, responsibility and independence, i.e. personal qualities based on a system of moral values.

It is the presence of a certain moral, worldview position that gives special meaning to all the efforts of a teenager in his self-determination. Moral maturity differs from moral not only in that it focuses on the standards of life and behavior accepted in a given society (or in a particular socio-professional group), but also in that in the most difficult and crucial moments of life or professional activity (when general moral standards may not work) finds the strength to act extraordinary.

Today's student is not yet internally ready for life in conditions of self-determination, activity and dignity. This willingness to grow in it. The readiness for self-determination involves the formation of adolescents' ability to analyze their own life experiences, observe and evaluate reality phenomena, the formation of stable, consciously developed ideas about their duties and rights in relation to society, other people, moral principles and beliefs, understanding of duty, responsibility. Thus, we are talking about the formation of students' personal qualities that provide them with a further conscious, active and constructive life, effective professional self-determination.

In the conditions of changes taking place in modern society, education was in a situation where he himself needed the mechanisms of accelerated development, methods of self-determination in society, the formation of his own interests, goals, values, development strategies. As a result, it is increasingly ceasing to be only a service sector for other sectors of the national economy, an institution for the reproduction of the social structure of society, and is becoming a completely independent form of social practice. This practice is a specific, goal-setting, appropriate system of types of professional activity that implements the goals and values of education: a set of different options for the structure of educational organization; new management mechanisms in its development.

Along with the reflection in the goal of education of the general foundations of a person's mastery of the cultural experience of transforming reality, a number of authors highlight such a component as preparation for professional activity and professional self-determination.

One of the most important results of educational activity is the expansion of human abilities and capabilities in the world of professional labor and its preparation for dynamically changing production and the sociosphere. The core condition for the realization of an individual's right to self-determination is advanced education. Therefore, the preparation of students for professional self-determination is based on the methodological *principle of advanced education*.

The idea of advanced education was first put forward in the mid-90s. It was widely discussed in the press and in special scientific publications, and as a fairly complete and scientifically sound concept, it was presented at the II International Congress of UNESCO "Education and Informatics" in 1996. Advanced education purposefully prepares students for life and work in an information-rich environment that requires people to have increased responsibility, a broader and at the same time more flexible general educational base, subject to continuous enrichment and development. It is designed to combine the preparation of a new generation for the future with the meaningful and full-blooded life of students today. Preparing a person to perform their functions in the society of the future, it should teach children to effectively cope with the tasks of the present day.

Primary education includes, first of all, general education as the basis for any subsequent specialization, inclusion in various activities. It is aimed primarily at developing common abilities, inclinations, interests, beliefs, ideals, worldviews, personality orientations, while creating opportunities for identifying and forming a vocation, helping young people in their life and professional self-determination. To be ahead means to be able to constantly, purposefully and systematically assimilate the system of knowledge, skills, values, relationships, orientation, norms of behavior, ways and forms of communication. Advanced education is

organically incorporating new information technologies. Computers here serve the student and teacher both as a means of cognition and as an instrument of practical activity.

The idea of advanced vocational education as an essential feature of vocational education lies at the basis of the development of human abilities and capabilities in the world of professional labor and its preparation for dynamically changing production and the sociosphere. We assume that advanced professional education thus becomes the most important condition for the realization of a person's right to self-determination, which is ensured by expanding her ability to choose options for her activities. Strengthening the action of advanced vocational education as a property of education, the degree and completeness of its manifestation also become a condition for the development of production itself, due to an increase in the general and professional readiness of possible applicants for particular vacancies, which makes the problem of "emergency" training and retraining of "personnel" less acute to constantly developing production.

A potential member of society must be able to evaluate themselves and their actions, the actions of other people, make independent decisions regarding not only their own activities and destiny, but to a certain extent other people, social groups, society as a whole. Scientific, technological, economic, social development has accelerated many times and cannot be predicted by simple extrapolation, which means the impossibility of preparing a new generation for life and work in society with certain, fixed parameters. In order for a graduate of the school to be sought after by society under any conditions, it is not just necessary to teach him - it is more important to teach him to study. Education is, first of all, the formation of readiness for independent knowledge, it becomes the key to the successful development of society and effective professional self-determination of citizens.

Since the restructuring of the economy on the basis of market relations has necessitated a new approach to the problem of personal self-realization in professional activity, its life plan becomes the main indicator of a person's readiness for self-determination and further development.

Thus, modern socio-economic conditions require the development of new approaches to the problem of the formation of professional self-determination of the younger generation. A student's professional self-determination can be successful only when a personality-oriented paradigm that most fully meets the challenges of modernity is implemented in educational practice.

In this regard, it must be emphasized that the implementation of pedagogical activities for the professional self-determination of schoolchildren must be carried out on the basis of pedagogical requirements, due to the existence of the basic pedagogical principles justified by us, which constitute the methodological basis of professional self-determination of students in modern conditions:

- The principle of personality-oriented education;
- The principle of differentiation and individualization of education;
- The principle of advanced education.

Conventionally, the following main groups of tasks of professional self-determination can be distinguished:

- information and reference, educational;
- diagnostic (ideally, help in self-knowledge);
- moral and emotional support;
- help in choosing, in making a decision.

The main (ideal) goal of professional self-determination is to gradually form a student's internal readiness to independently, consciously plan, adjust and realize the prospects for their development (professional, life and personality).

This goal is called ideal because it can be achieved very rarely, but ideals, as you know, do not exist in order to achieve them, but in order to indicate the direction of their aspirations. Gradual formation means that such complex issues are not quickly resolved "in one sitting." Professional self-determination involves not only traditional "planning", but also timely adjustment of one's plans (as already noted, the most important result of career guidance assistance is not only the promotion of a specific choice, but also the formation of the ability to make new elections). Realization of professional perspectives involves the schoolchildren's moral inspiration for the first steps towards their goals, as well as initial control over the success of these steps. Professional development must necessarily be considered in the context of all life and in the context of personal development.

References:

- 1 Levitov N. D. *Labor Psychology*. -M., 1963.170 p.
- 2 Klimov E.A. *Psychology of professional self-determination*. - M.:Academy, 2004. -304 p.
- 3 *Introduction to pedagogical activity* / A.S. Robotova, T.V. Leontiev, I.G. Shaposhnikova and others. - M.: Academy, 2000. -С. 3-5.

МРНТИ: 14.07.07

<https://doi.org/10.51889/2020-1.1728-5496.48>

А.Е. Ибраимкулов<sup>1</sup>, А.С. Еримбетова<sup>2</sup>, Б.С. Кубеков<sup>3</sup>

<sup>1,3</sup>Ақпараттық және есептеуіш технологиялар институты,  
<sup>1</sup>Ал-Фараби атындағы Қазақ ұлттық университеті,  
<sup>2</sup>М. Тынышбаев атындағы Қазақ көлік және коммуникациялар академиясы,  
Алматы қ., Қазақстан

### КВЕСТ ТЕХНОЛОГИЯНЫҢ ОҚУ ПРОЦЕСІНЕ ҚАТЫСАТЫН СУБЪЕКТІЛЕРІ АРАСЫНДАҒЫ ӨЗАРА ӘРЕКЕТТЕСТІКТІҢ ЖАҢАШЫЛДЫҚ ФОРМАСЫ РЕТІНДЕГІ РОЛІ

#### Аңдатпа

Қазіргі жоғары және орта мектептердің білім беру жүйесінде жаңа тәсілдерді дамыту мәселесі бұрын қолданылмаған оқыту технологияларын қолдануды талап етеді. Ақпараттық-коммуникациялық технологиялардың дамуы қазіргі білім берудегі өзгерістерге үлкен әсерін тигізуде. Бұл мақалада білім беру үдерісінде білім алушылардың өз бетінше ізденіс дағдысын арттыруға, білім білік дағдыларын тәжірибе жүзінде арттыруға арналған технологияның бірі – квест технологиясы жайлы айтылады. Сонымен қатар, мақалада веб квест анықтамасы, тапсырмалардың деңгейлері, құрылымы, сипаттамалары ұсынылған. Қысқа және ұзақ мерзімді веб-квест деп аталатын түрлеріне сипатта берілген. Қарапайым сабақпен квест сабақтарының айырмашылықтары қарастырылған.

**Түйін сөздер:** білім беру, білім беру технологиясы, квест, квест тапсырмалар, веб квест, ақпараттық коммуникациялық технологиялар.

A.E. Ibraimkulov<sup>1</sup>, A.S. Yerimbetova<sup>2</sup>, B.S. Kubekov<sup>3</sup>

<sup>1,3</sup>*Institute of Information and Computational Technologies*  
<sup>1</sup>*Al-Farabi Kazakh National University*  
<sup>2</sup>*Kazakh Academy of Transport and Communications named after M. Tynyshpayev*

### THE ROLE OF QUEST TECHNOLOGY AS AN INNOVATIVE FORM OF INTERACTION BETWEEN THE SUBJECTS OF THE EDUCATIONAL PROCESS

#### Abstract

The development of new approaches in the education system requires the use of previously unused training technologies. The development of information and communication technologies has a huge impact on changes in modern education. This article discusses one of the technologies used in the educational process - the quest technology, which is designed to increase self-education of students and improve their practical skills. The article also covers the definition of a web quest, levels, structure and tasks. Short-term and long-term types of web quest are described. The differences between the quest lesson and the regular lesson are examined.

**Keywords:** education, educational technology, quest, quest tasks, web quest, information and communication technologies.