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MPHTI 14.35.07

<https://doi.org/10.51889/2079.2022.19.61.005>

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DIAGNOSIS OF THE FORMATION OF PEDAGOGICAL SELF-DETERMINATION OF FUTURE TEACHERS

Abstract

Professional self-determination is the initial stage of professional development and personality formation, a link between general and professional education, an important condition for adequate life self-determination and a successful professional career. The main tasks of professional self-determination are: the formation of a professional orientation and the development of professional self-awareness.

The formation of professional self-determination takes place in unity with a person's life plans, a conscious search for one's place in society, the desire for self-realization and the formation of oneself as a subject of one's own life.

Professional self-determination begins with the choice of a profession, but it does not end there, because a person faces a continuous series of professional choices throughout his life (during vocational training, during specialization, when determining ways to improve skills and creativity, in case of disability or work, etc.). When interpreting the concept of "self-determination", some researchers proceed from the content of the verb "self-determination", which means to realize oneself, one's public interests, to determine one's own existence, one's place in life, in society, to begin to exist independently. According to another interpretation, self-determination is a central factor in the formation of a mature personality, understanding oneself, one's capabilities and aspirations, understanding one's place in human society and one's purpose in life.

In experimental work, using methods, we identified the professional orientation of 1st year students, studied the state of readiness for pedagogical self-determination, determined the level of interest in the types of pedagogical professions of 1st year students and identified their areas of interest.

Based on the results of the application of the methods, we have made the following conclusions. Half of the students surveyed have decided on the choice of profession, but there is also a percentage of undecided students. According to the level of interest in the types of professions, students showed a high level of

interest in the type of professions "man is an artistic image". The type of profession "man-sign system" aroused the least interest.

According to the choice of areas of interest, most students are interested in entrepreneurship and home economics. The respondents showed the least interest in the field of physics and mathematics. To increase the level of professional self-determination of students, we have developed a course program "Pedagogical self-determination of students", the purpose of which is to form the readiness of future teachers for conscious professional self-determination.

Keywords: University Students, pedagogical self-determination, diagnostics

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ДИАГНОСТИКА ФОРМИРОВАНИЯ ПЕДАГОГИЧЕСКОГО САМООПРЕДЕЛЕНИЯ БУДУЩИХ УЧИТЕЛЕЙ

Аннотация

Профессиональное самоопределение-это начальный этап профессионального развития и формирования личности, связь между общим и профессиональным образованием, важным условием для адекватного жизненного самоопределения и успешной профессиональной карьеры. Основными задачами профессионального самоопределения являются: формирование профессиональной ориентации и развитие профессионального самосознания.

Формирование профессионального самоопределения происходит в единстве с жизненными планами человека, сознательным поиском своего места в обществе, стремлением к самореализации и формированию себя как предмета собственной жизни.

Профессиональное самоопределение начинается с выбора профессии, но на этом не заканчивается, поскольку человек в течение своей жизни сталкивается с непрерывной чередой профессиональных выборов (в ходе профессиональной подготовки, во время специализации, при определении путей совершенствования навыков и творчества, в случае потери трудоспособности или работа и т.д.). При толковании понятия «самоопределение» некоторые исследователи исходят из содержания глагола «самоопределение», что означает реализовать себя, свои общественные интересы, определить собственное существование, свое место в жизни, в обществе, начать существовать самостоятельно. Согласно другой интерпретации, самоопределение является центральным фактором формирования зрелой личности, понимания себя, своих возможностей и стремлений, понимания своего места в человеческом обществе и своей цели в жизни.

В экспериментальной работе, используя методы, авторами определены профессиональная ориентация студентов 1-го курса, изучены состояние готовности к педагогическому самоопределению, выявлены уровень интереса к типам педагогических профессий студентов 1-го курса и определены их области интереса.

Основываясь на результатах применения методов, мы сделали следующие выводы. Половина опрошенных студентов определились с выбором профессии, но есть и процент неопределившихся студентов. По уровню интереса к видам профессий студенты проявили высокий уровень интереса к типу профессий «человек - художественный образ». Тип профессии «человек-знаковая система» вызвал наименьший интерес. В соответствии с выбором областей интересов, большинство студентов интересуются предпринимательством и домоводством. Наименьший интерес респонденты проявили к области физики и математики. Для повышения уровня профессионального самоопределения студентов мы разработали программу курса «Педагогическое самоопределение студентов», целью которого является формирование готовности будущих учителей к осознанному профессиональному самоопределению.

Ключевые слова: студенты университетов, педагогическое самоопределение, диагностика

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БОЛАШАҚ МҰҒАЛІМДЕРДІҢ ПЕДАГОГИКАЛЫҚ ӨЗІН-ӨЗІ АНЫҚТАУЫН ҚАЛЫПТАСТЫРУ ДИАГНОСТИКАСЫ

Аңдатпа

Кәсіби өзін-өзі анықтау - бұл кәсіби дамудың және тұлғаны қалыптастырудың бастапқы кезеңі, жалпы және кәсіптік білім беру арасындағы қарым-қатынас, өмірде өзін-өзі анықтаудың және кәсіби мансаптың маңызды шарты. Кәсіби өзін-өзі анықтаудың негізгі міндеттері: кәсіби бағдарды қалыптастыру және кәсіби өзіндік сананы дамыту.

Кәсіби өзін-өзі анықтаудың қалыптасуы адам өмірінің жоспарларымен, қоғамдағы өзінің орнын саналы түрде іздеу, өз өмірінің нысаны ретінде өзін-өзі жүзеге асыруға ұмтылысы.

Кәсіби өзін-өзі анықтау мамандық таңдаудан басталады, бірақ мұнымен аяқталмайды, өйткені адам өмір бойы кәсіби сайлаудың үздіксіз сабақтастығына тап болады (Кәсіби дайындық кезінде, мамандандыру кезінде, дағдылар мен шығармашылықты жетілдіру жолдарын анықтауда, еңбекке қабілеттілігін жоғалтқан жағдайда немесе жұмыс және т.б.).

«Өзін-өзі анықтау» ұғымын түсіндіру кезінде кейбір зерттеушілер «өзін-өзі анықтау» етістігінің мазмұнынан шығады, бұл өзін, қоғамдық мүдделерін жүзеге асыруды, өзінің болмысын, өмірдегі, қоғамдағы орнын анықтауды, өз бетінше өмір сүруді бастауды білдіреді. Басқа интерпретацияға сәйкес, өзін-өзі анықтау жетілген тұлғаны қалыптастырудың, өзін, оның мүмкіндіктері мен ұмтылыстарын түсінудің, адамзат қоғамындағы орнын және өмірдегі мақсатын түсінудің орталық факторы болып табылады.

Эксперимент жұмыстарында, зерттеу әістерін қолдана отырып, авторлармен 1 курс студенттерінің кәсіби бағдары, педагогикалық өзін-өзі анықтау дайындығы анықталды, 1 курс студенттерінің және олардың педагогикалық мамандық түрлеріне деген қызығушылық деңгейлері ашылып, салалары көрсетілді.

Әдістерді қолдану нәтижелеріне сүйене отырып, біз келесі қорытындылар жасадық. Сауалнамаға қатысқан студенттердің жартысы мамандық таңдау туралы шешім қабылдады, бірақ өз мамандағын таңдамаған студенттердің пайызы да бар. Кәсіп түрлеріне қызығушылық деңгейі бойынша студенттер «адам - көркем образ» кәсіп түріне жоғары қызығушылық танытты. «Адам-белгі жүйесі» мамандығының түрі ең аз қызығушылық тудырды. Қызығушылық салаларын таңдауға сәйкес студенттердің көпшілігі кәсіпкерлік пен ұйшаруашылығына қызығушылық танытады.

Респонденттер физика мен математика саласына ең аз қызығушылық танытты. Студенттердің кәсіби өзін-өзі анықтау деңгейін арттыру үшін біз "студенттердің педагогикалық өзін-өзі анықтау" курсының бағдарламасын әзірледік, оның мақсаты болашақ мұғалімдердің саналы кәсіби өзін-өзі анықтауға дайындығын қалыптастыру болып табылады.

Түйінді сөздер: университет студенттері, педагогикалық өзін-өзі анықтау, диагностика.

Introduction

Professional self-determination begins with the choice of a profession, but does not end there, because a person during his life is faced with a continuous series of professional choices (in the course of vocational training, during specialization, in determining ways to improve skills and creativity, in case of loss of working capacity or work, etc.).

When interpreting the concept of «self-determination», some researchers proceed from the content of the verb «self-determination», which means to realize oneself, one's public interests, to determine one's own existence, one's place in life, in society, to begin to exist independently. According to another interpretation, self-determination is the central factor in the formation of a mature personality, understanding oneself, one's capabilities and aspirations, understanding one's place in human society and one's purpose in life. Consequently, self-determination indicates that a person has reached a sufficiently high level of development [1].

The concept of «self-determination» is quite consistent with such concepts as self-actualization, self-realization, self-realization, self-transcendence. At the same time, many thinkers associate self-realization, self-actualization with labor activity.

E. A. Klimov, analyzing the concept of «professional self-determination», emphasizes that this is not a single decision-making act, but constantly alternating elections. The most relevant choice of profession becomes in adolescence and early youth, but in subsequent years the problem of revision and correction of a person's professional life arises. The choice of a profession reflects a certain level of personal claims based on a person's assessment of his abilities and capabilities [2].

E. A. Klimov distinguishes two levels of professional self-determination:

- 1) gnostic level (restructuring of consciousness and self-consciousness);
- 2) practical level (real changes in the social status of a person).

I. S. Kon considers the process of professional self-determination, linking it with the development of age-related personality traits. He identifies four main stages in the formation of the process of professional self-determination:

- the first stage is a children's game, during which the child assumes various professional roles and «loses» individual elements of the behavior associated with him;
- the second stage is a teenage fantasy, when a teenager sees himself in his dreams as a representative of a profession that is attractive to him;
- the third stage, covering the entire adolescence and most of adolescence, the preliminary choice of a profession;
- the fourth stage is the practical application of the solution, the actual choice of profession [3, p. 23–24].

Some scientists believe: «Having considered and analyzed the concepts of «self-development» and «competence», we put forward the following definition of the desired concept: «Self-development competence is the awareness of the value and meaning in the manifestations of purposeful independent activity aimed at the acquisition by a person of individually inherent professional qualities in the process of a certain activity»» [4, s. 910]. According to the diagnostic data, the most stimulating factors of professional and personal self-development are such factors as trust and interest in learning, self-education, increasing responsibility, teachers' attention to this problem, example and influence of teachers, factors of training courses, the novelty of activity, working conditions and the opportunity to experiment, and organization of work at the university, in decreasing order of stimulation. Thus, the identified factors of professional and personal self-development, as well as their systematization according to the degree of mutual influence and interdependence, can be used to create special conditions conducive to professional and personal self-development, defining their main directions for providing psychological and pedagogical support at the university [4, p. 919]. The positions presented in the scientific article allow us to see the essence of the issue we are studying, the prospects and ways to solve problems related to the pedagogical self-determination of future teachers.

Pedagogical self-determination is also closely related to the problem of the realization of pedagogical abilities in close connection with the technologization of the pedagogical process. And this applies to both school teachers and teachers in preschool institutions. For example, some scientists note: «Surveyed Kazakhstan's preschool teachers are not confident enough in their abilities and competencies in the field of technologization of the pedagogical process. The indicators of self-assessment of pedagogical abilities for the technologization of the pedagogical process increase with increase of the level of education and professional experience. The structure of abilities differs significantly among teachers with different work experience» [5, s. 100]. The authors are absolutely right that they associate the teacher's self-esteem with the growth of the level of his qualifications, professional self-improvement.

Articles by scientists such as Antikeyeva, S., Snapkova, A., Xembayeva, S., Aubakirova, R. Z., & Sultanova, N., considered the results of the research on the formation of psychological and pedagogical competences of social workers through professional development courses. The definitions of the concept's «competence» and «competency», psychological and pedagogical competences of social workers were described. We revealed the need of the development of social workers' competencies such as: communicative, educational and mediator skills, as well as the competencies necessary to avoid emotional burnout syndrome in the professional activity. As the result of testing the program, the negative social-psychological qualities personality traits of the employees were minimized; there was optimization of personal resources that promote self-realization and self-development of their personality; the social

competences necessary for effective professional activity (namely, communicative competencies and competences in resolving conflicts) were formed; the risk of emotional burnout syndrome was reduced; collectively, the social institution became more organised [6, s. 1875]. The authors focus on the formation of psychological and pedagogical competencies, which are a synthesis of personal resources for self-realization and self-development, which in general ensures the success of professional activity. Professional self-determination provides awareness of the need for professional self-actualization and self-realization of the individual.

The theoretical analysis carried out showed that professional self-determination is a complex and multifaceted scientific and pedagogical problem. Professional self-determination is not limited to the act of choosing a profession, it has a dynamic character and includes a number of stages.

The period of professional self-determination for future teachers is an important stage in life, so we conducted a study in which we used psychodiagnostic methods that were aimed at identifying the pedagogical self-determination of future teachers.

Materials and Methods

In the study, we used the following methods: «Profile» («Map of interests of A. E. Golomshtok, modified by G. V. Rezapkina») [7]; differential diagnostic questionnaire «I prefer» DDQ (E. A. Klimov) [8]; a questionnaire to identify the pedagogical self-determination of future teachers.

The study involved 155 1st year students of the Faculty of Education.

The purpose of the study: to identify the professional orientation of students.

Research objectives:

1. To identify the level of professional self-determination of 1st year students.
2. To investigate the predominance of a pedagogical orientation in the choice of the sphere of professional activity.
3. Develop a course program on pedagogical self-determination of 1st year students.

Results

Having set the goals and objectives of our study, we conducted a diagnosis of professional self-determination among 1st year students of the Faculty of Education. Using a questionnaire to identify the professional orientation of 1st year students, we studied the state of readiness for professional self-determination and obtained the following data: after graduation, 59 % of students enter the university for pedagogical specialties unconsciously; 31 % of students consciously entered the pedagogical specialty; 10 % do not know what they will do after graduation. The results of the questionnaire are shown in Figure 1.

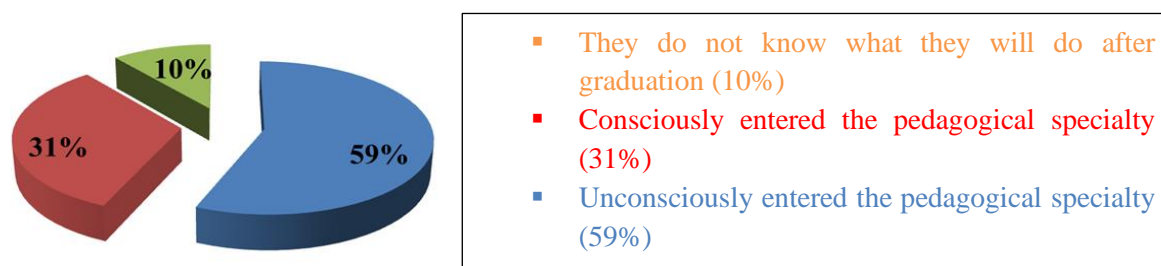


Figure 1 – Statistics of students' choice of pedagogical specialty

First-year students who consciously entered the pedagogical specialty answered the test statements, where they explained why they choose the profession of a teacher for further education. The results of the survey can be seen in Table 1.

Table 1 – Reasons for entering a university for a teaching profession

Statements	In total
1	2
Suitable for their ability	17 %
Profession prestige	4 %
Friends go to college	5 %

They want to quickly master the profession and start earning money	28 %
Sure, that after graduation will be able to find a job	8 %
The profession that interests me can only be mastered at a university	13 %
Profession gives more practical skills	2 %
The profession will give a good base of knowledge and skills	18 %
Parents insist	0 %
Teachers insist	1 %
Other	4 %

According to the results of the questionnaire, the majority of respondents chose the reason for entering the university «quick mastering the profession and the beginning of making money». Also, the highest indicators were scored by such statements as «the profession will give a good base of knowledge and skills», and «corresponds to their abilities».

1st year students also answered test statements, where they explained why they chose a pedagogical university. The results of the survey can be seen in Table 2.

Table 2 – Reasons for studying at a pedagogical university

Statements	In total
1	2
Move on to another specialty	32 %
Have not chosen a profession and do not know where to go	10 %
Like the university where study	0 %
Want to get good knowledge	21 %
Do not want to change something in life	10 %
Friends go to college	3 %
Like the way they teach at the university	0 %
Parents insist	10 %
Teachers insist	3 %
Other	11 %

According to the results of the questionnaire, the reasons for continuing education at the university, according to the numerous answers of 1st year students in the questionnaire, are further planning for admission to other universities and obtaining good knowledge.

In the questionnaire for identifying the professional orientation of students, we identified the level of determining the profession of students, where the number of students who did not decide on the choice of professions was 40 %. The number of students who decided on the choice of profession was 60 %. The results of the questionnaire are shown in Figure 2.

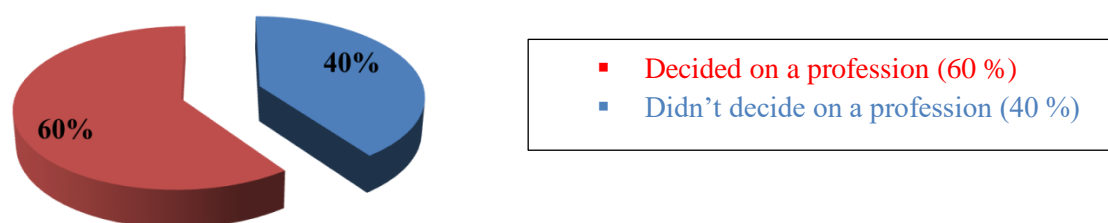


Figure 2 – Statistics of students' choice of profession

Students who had not decided on the choice of profession answered test statements, where they explained why they did not choose a profession. The results of the survey can be seen in Table 3.

Table 3 – Causes of uncertainty with the choice of profession

Statements	In total
1	2
Didn't think about it	16 %
Not enough information about professions	26 %
Don't know their qualities and abilities	32 %
Rely on the opinion of parents	0 %
Life itself will show what will happen next	16 %
Other	10 %

As a result, according to the results of the questionnaire, the reasons for the uncertainty with the choice of the profession of 1st year students were: not knowing their qualities and abilities; insufficient information about professions.

In the questionnaire to identify the professional orientation of students 1, we identified the number of students who plan to enter the master's program upon graduation, they amounted to 60 %. The number of students not going to enter the master's program was 11 %. And 29 % of children do not know whether to continue their education in the magistracy or not. The results of the questionnaire are shown in Figure 3.

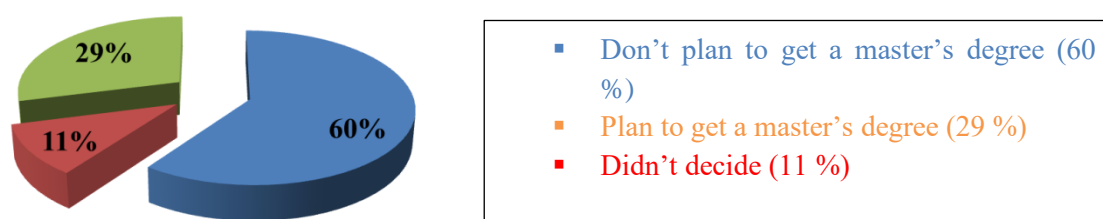


Figure 3 – Statistics of students choosing a master's program after graduation

Students who are going to enter the magistracy answered the test statements, where they explained why they were entering. The results of the survey can be seen in Table 4.

Table 4 – Reasons for planning admission to the Master's program

Statements	In total
1	2
Specialists with higher education are required everywhere	23 %
Get a good education	25 %
Friends are going to get a master's degree	0 %
The profession that I am interested in can only be mastered in a master's degree	17 %
A master's degree provides better training than a bachelor's degree	13 %
Have the ability to study in a master's degree	8 %
Master's degree in prestigious	8 %
Parents insist	4 %
Teachers insist	2 %
Other	0 %

As a result, according to the results of the questionnaire, the reason for admission to the magistracy was the demand for specialists with higher education and obtaining a good education.

According to the differential diagnostic questionnaire «I prefer» DDQ (E. A. Klimov) we have determined the level of interest in the types of professions. The results of the study showed the following

indicators: Man-artistic image – 29 %; Man-man – 21 %.; Man-technique – 18 %; Man-nature – 16 %; Man-sign system – 16 %. The results of the methodology are presented in Figure 4.

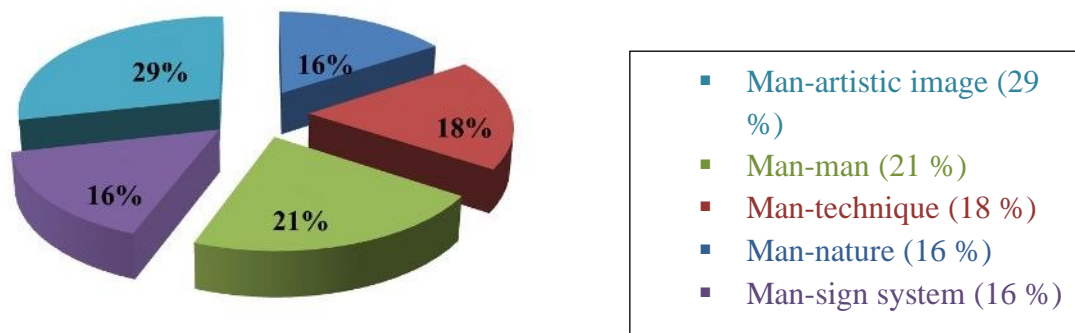


Figure 4 – Statistics on the choice of types of professions by students

As a result, the 1st year students showed a high level of interest in the type of professions «Man-artistic image», which includes all creative specialties. The least interest was received by the type of profession «Man-Sign system», which includes all professions related to calculations, digital and letter signs, including musical specialties, as well as the type of profession «Man-Nature», which includes all professions related to crop production, animal husbandry and forestry.

According to the «Profile» method ("The map of interests of A. E. Golomshtok in the modification of G. V. Rezapkina") we have identified the areas of interest of 1st year students. The results of the methodology are presented in Figure 5.

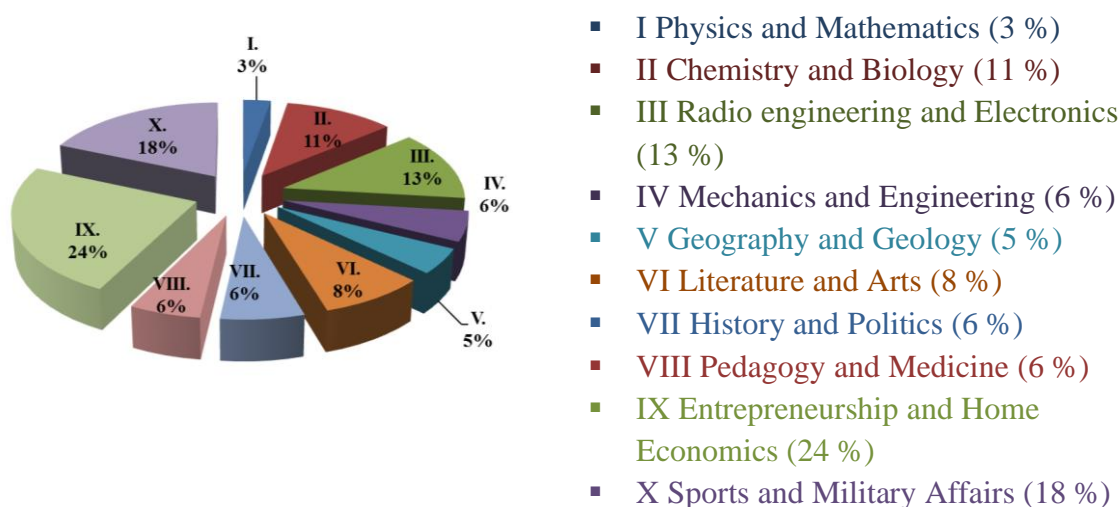


Figure 5 – Statistics on the choice of areas of interest by 1st year students

As a result, according to the results, the majority of respondents show interest in entrepreneurship and home economics. The respondents showed the least interest in the field of physics and mathematics.

Based on the results of the work, we made the following conclusions. There is a percentage of students who have not consciously decided on the choice of a future profession. They are not sufficiently informed about the professions that are in demand in the labor market. Most students are unaware of their qualities and abilities. There is a percentage of respondents who have not decided on which specialty they should continue their master's degree. There are students who do not know whether to enroll in a master's degree in pedagogical specialties or not.

Discussions

After analyzing the results of the preliminary diagnosis, we came to the conclusion that there was a need for psychological and pedagogical activities for pedagogical professional self-determination of students.

To help teachers, the program of the course «Pedagogical self-determination of students» was developed, which is designed to provide psychological and pedagogical support to students in choosing a pedagogical profession, training profile and continuing education. The program gives students an idea of the basics of choosing a pedagogical training profile, about the possibilities of obtaining professional education in the chosen profile; stimulates students' self-knowledge of their inclinations, abilities in accordance with the chosen pedagogical profile; develops goal-setting skills, professional education planning and self-presentation, as well as the acquisition of practical experience corresponding to the interests, inclinations of the individual and the profile of further education. The course program «Pedagogical self-determination of students» is conducted in the form of training sessions. The cycle of classes involves the study of ten main topics. The duration of each lesson is 2 hours. At each lesson, group work and individual work are carried out, where students perform exercises, play career guidance games, and are tested for abilities and aptitudes.

To raise the level of professional self-determination of students, an approximate thematic course plan was compiled, which is presented in Table 5.

Table 5 – Approximate thematic plan of the course «Pedagogical self-determination of students»

Topics of classes	Number of hours
1	2
Introductory lesson	2
Choosing a profession is a serious matter	2
Profession and specialty	2
Professional interests and inclinations	2
Labor as a pedagogical activity	2
My life values and teaching profession	2
Abilities and the choice of a pedagogical training profile	2
Self-esteem and the level of the teacher's claims	2
Personality typology as the basis for choosing a teacher's profession	2
Planning a professional and educational route	2
In total	20

After the introduction of the course of the program «Pedagogical self-determination of students», we re-conducted psychodiagnostic methods.

With the help of a questionnaire to identify the professional orientation of students, we re-examined the state of readiness for professional self-determination and received the following data.

After completing the 1st year, the percentage of students wishing to enter the teaching profession in the master's degree increased by 1 %. The number of students consciously planning to enroll in pedagogical specialties has increased by 7 %. And the number of children who do not know what they will do after graduation has decreased by 8 %. The results of the repeated survey are shown in Figure 6.

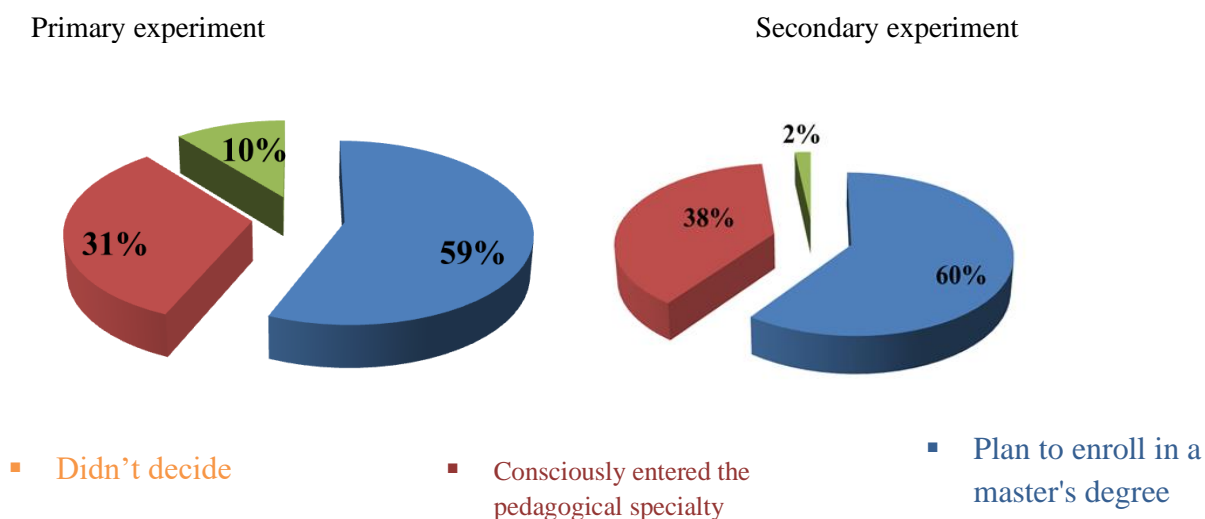


Figure 6 – Statistics of students' choice of a master's degree after graduation

Students who intend to enroll in a master's degree have repeatedly answered the test statements, where they explained why they choose a master's degree for further study. The results of the questionnaire can be seen in Table 6.

Table 6 – Reasons for admission to the university for the teaching profession

Statements 1	before 2	After 3
Corresponds to their abilities	17 %	18 %
Prestige of the profession	4 %	2 %
Friends are going to university	5 %	2 %
They want to learn a profession faster and start earning money	28 %	30 %
We are sure that after university they will be able to find a job	8 %	9 %
The profession that I am interested in can only be mastered at a university	13 %	18 %
The profession gives you more practical skills	2 %	3 %
The profession will give a good base of knowledge and skills	18 %	15 %
Parents insist	0 %	0 %
Teachers insist	1 %	1 %
Other	4 %	2 %

According to the results of the questionnaire, students increased the indicators according to the statements "to learn a profession faster and start earning money" by 2 %, «a profession that I am interested in can only be mastered at a university» by 5 %, «corresponds to their abilities» by 1 %, «we are sure that after university they will be able to find a job» by 1 %, «profession gives more practical skills» by 1 %.

The indicator decreased according to the statements «Prestige of the profession» by 2 %, «friends go to university» by 3 %, «The profession will give a good knowledge and skills base» by 3 %, «other» by 2 %. The statements «parents insist» and «teachers insist» remained unchanged.

The 1st year students also repeatedly answered the test statements, where they explained why they choose to study at a pedagogical university. The results of the questionnaire can be seen in Table 7.

Table 7 - Reasons for studying at a pedagogical university

Statements 1	before 2	after 3
In the future, they enter another specialty	32 %	39 %
Have not chosen a profession and don't know where to enroll	10 %	6 %
Like the university where they study	0 %	4 %
They want to get good knowledge	21 %	22 %
They don't want to change something in their lives	10 %	5 %
Friends are going to university	3 %	2 %
Like how teachers teach	0 %	4 %
Parents insist	10 %	10 %
Teachers insist	3 %	3 %
Other	11 %	5 %

According to the results of the questionnaire, the respondents increased the indicators according to the statements «they will enter another specialty in the future» by 7 %, «they like the university they study at» by 4 %, «they want to get good knowledge» by 1 %, «They like the way teachers teach» by 4 %.

The respondents lowered the indicators according to the statements «they have not chosen a profession and do not know where to go» by 4 %, «they do not want to change something in life» by 5 %, «friends are going to university» by 1 %, «other» by 6 %.

The statements «parents insist» and «teachers insist» remained unchanged.

According to the results of choosing a profession, the number of students who have decided on a profession has increased by 11 %. And the indicator of respondents who have not decided on their future profession has decreased by 11 %. The results of the repeated survey are shown in Figure 7.

Primary experiment Secondary experiment

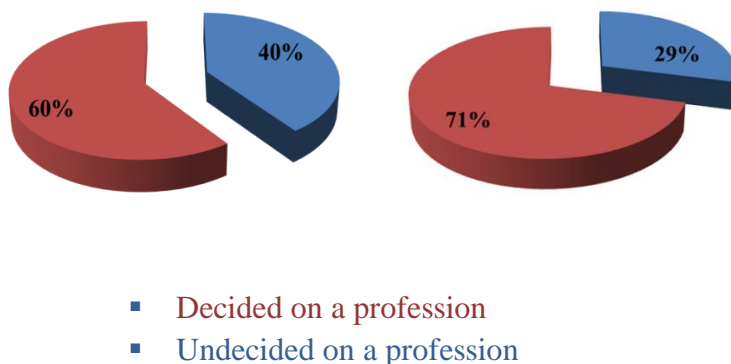


Figure 7 – Statistics of students' choice of profession

The results of admission to the master's program have also changed, where after graduation the number of students wishing to continue their studies in pedagogical orientation has increased by 5 %. The rate of students who do not know whether to continue their master's degree has decreased by 9 %. And the rate of students who do not plan to enroll in a master's degree has increased by 4 %. The results of the repeated survey are shown in Figure 8.

Primary experiment Secondary experiment

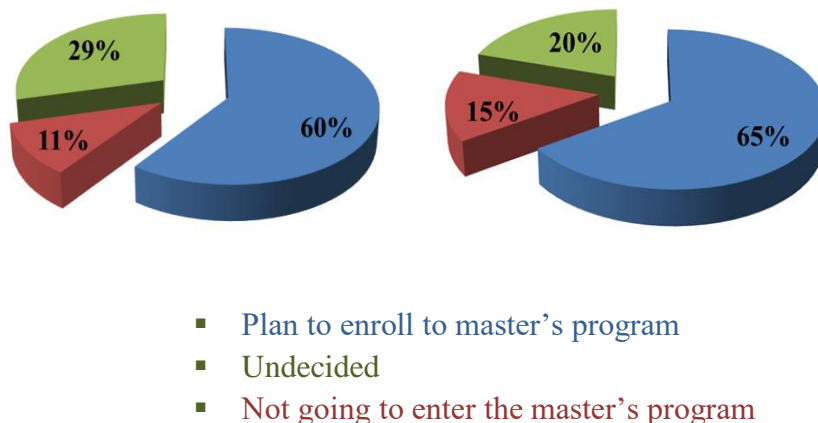


Figure 8 – Statistics of students' choice of a master's degree after graduation

The students who are going to enroll answered the test statements, where they explained why they would enroll in the master's program. The results of the questionnaire can be seen in the presented table 8.

Table 8 – Reasons for planning admission to the Master's program

Statements	before	after
1	2	4
Get a good education	23 %	26 %
Specialists with higher education are required everywhere	25 %	26 %

Friends are going to graduate school	0 %	0 %
The profession that I am interested in can only be mastered in a master's degree	17 %	20 %
The Master's degree provides better training	13 %	13 %
Have the ability to study for a master's degree	8 %	8 %
Master's degree in prestigious	8 %	5 %
Parents insist	4 %	2 %
Teachers insist	2 %	0 %
Other	0 %	0 %

As a result, according to the results of the questionnaire, students increased the indicators according to the statements «specialists with higher education are required everywhere» by 3 %, «a profession that I am interested in can only be mastered in a master's degree» by 3 %, «get a good education» by 1 %.

Students lowered the indicators according to the statements «master's degree is prestigious» by 3 %, «teachers insist» by 2 %. The statements «friends are going to the master's degree», «there are abilities to study in the master's degree», «other» remained unchanged.

According to the differential diagnostic questionnaire «I prefer» DDQ (E. A. Klimov) we have determined the level of interest in the types of professions of 1st year students. According to the credit technology of training, students can change the direction of training. By enrolling in one specialty, during the 1st year of study, many students have the right to switch to other specialties, including non-pedagogical profile. Therefore, it was important for us to track how many people there are willing to follow the teaching profession. The results of the study showed a number of changes. The results of the methodology are presented in Figure 9.

Primary experiment Secondary experiment

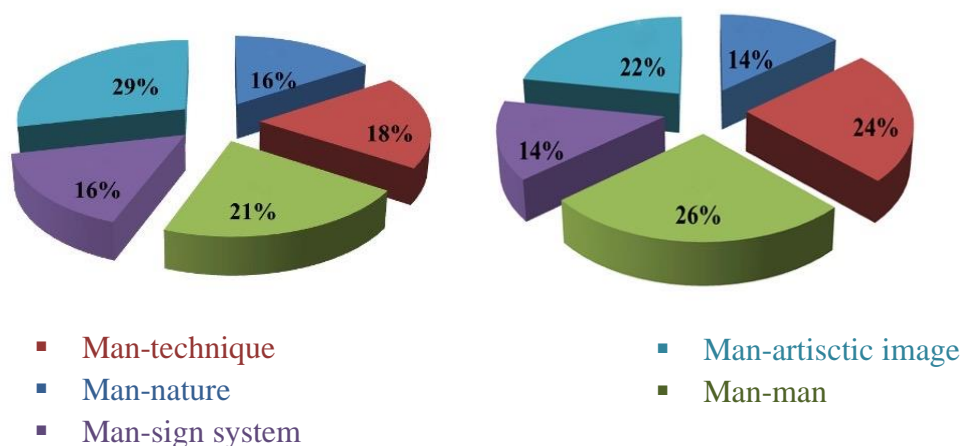


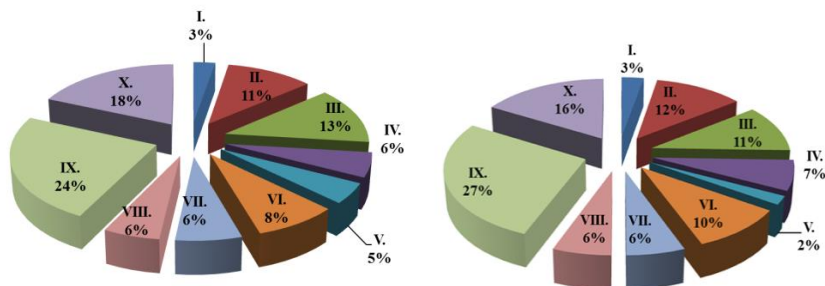
Figure 9 – Statistics of the choice of types of professions by students

Based on the results of the questionnaire, conclusions can be drawn. In the type of profession «man-to-man», the indicator increased by 5%; in the type of profession «man-technique», the indicator increased by 6%; in the type of profession «man-nature», the indicator decreased by 2%; for the «man-sign system» type, the indicator decreased by 2%; in the type of profession «man-artistic image», the indicator decreased by 7%.

As a result, students changed their choice of the greatest interest in favor of the type of profession «man-to-man», which corresponds to the teaching profession. And also, without changes, the least interest was received by the type of profession «man-sign system», which includes all professions related to shortfalls, digital and alphabetic signs, including musical specialties, and the type of profession «man-nature» was added to it, which includes all professions related to crop production, animal husbandry and forestry.

Using the «Profile» method («A. E. Golomshtok's Chart of Interests as modified by G.V. Rezapkina»), we re-identified the areas of interest of the course students. The results of the study showed a number of changes. The results of the technique are shown in Figure 10.

Primary experiment Secondary experiment



- I Physics and Mathematics
- II Chemistry and Biology
- III Radio engineering and Electronics
- IV Mechanics and Engineering
- V Geography and Geology
- VI Literature and Arts
- VII History and Politics
- VIII Pedagogy and Medicine
- IX Entrepreneurship and Home Economics
- X Sports and Military Affairs

Based on the results of the methodology, we can conclude. The sphere of interests in chemistry and biology, mechanics and design increased by 1 %; the sphere of interests in literature and art increased by 2 %; the sphere of interests in entrepreneurship and home economics increased by 3 %; the indicator of interests in radio engineering and electronics decreased by 2 %; the indicator of interests in geography and geology decreased by 3 %; the indicator for the sphere of interests of sports and military affairs decreased by 2 %; the spheres of interests of physics and mathematics, history and politics remained unchanged.

Conclusions

Based on the results of the methods, we made the following conclusions. Half of the surveyed students have decided on the choice of profession, but there is also a percentage of undecided students. According to the level of interest in the types of professions, students showed a high level of interest in the type of professions «man is an artistic image». The type of profession «man-sign system» received the least interest. According to the choice of areas of interest, most students are interested in entrepreneurship and home economics. The respondents showed the least interest in the field of physics and mathematics.

To increase the level of professional self-determination of students, we have developed a course program «Pedagogical self-determination of students», the purpose of which is to form the readiness of future teachers for conscious professional self-determination.

As a result of conducting classes on the professional orientation program, the state of readiness for professional self-determination of 1st year students of the pedagogical faculty has changed. As a result, the program of professional self-determination of students developed by us provides a differentiated approach to students with different levels of readiness for pedagogical self-determination, after its implementation, the number of students with a low level of readiness for professional self-determination decreased and the number of students with a high level of readiness increased. Thus, the obtained positive dynamics in the pedagogical self-determination of future teachers indicates that the goal has been achieved.

Nevertheless, it is impossible to limit ourselves to just a program to increase the level of formation of pedagogical self-determination. After all, successful professional self-determination largely depends on the quality of work in the following areas: professional education, preliminary professional diagnostics, professional counseling, special psycho-correctional work, professional education (development), professional selection, socio-professional adaptation.

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