

G.S. Saudabayeva¹, M.A. Aitbayeva²

¹Kazakh National Pedagogical University named after Abay,
Almaty city, Republic of Kazakhstan

²Kyzylorda State University named after Korkyt Ata,
Kyzylorda city, Republic of Kazakhstan

FIRST COURSE OF UNIVERSITY STUDENTS' PROBLEM OF FORMATION OF CULTURE AND MENTAL WORK

Abstract

The article raises the problem of the formation of a culture of mental work of a freshman student. The importance of mental skills is revealed to ensure the effectiveness of the student's educational and cognitive activity, the formation of the future specialist's ability to self-development and self-education. The dependence of the complex process of socialization of the personality of a first-year student in a university on the formation of its culture of mental work is highlighted. The period of study at the university in the life of a young person largely determines the formation of the personality as a whole, and contributes to the socialization of the student's personality. The concept of socialization of personality is analyzed in detail. The main difficulties of first-year students associated with poor intellectual work skills are highlighted. The mental skills necessary for the student are listed not only during training at the university, but also in further professional activities.

Key words: culture of mental work, educational and cognitive activity, socialization of personality.

Г.С.Саудабева¹, М.А.Айтбаева²

¹Абай атындағы Қазақ ұлттық педагогикалық университеті,
Алматы қ., Қазақстан

²Қорқыт Ата атындағы Қызылорда мемлекеттік университеті
Қызылорда қ., Қазақстан

ЖОО-НЫҢ БІРІНШІ КУРС СТУДЕНТЕРІНІҢ АҚЫЛ-ОЙ ЕҢБЕГІНІҢ МӘДЕНИЕТІН ҚАЛЫПТАСТЫРУ МӘСЕЛЕСІ

Аңдатпа

Мақалада бірінші курс студентінің ақыл-ой еңбегінің мәдениетін қалыптастыру мәселесі көтерілген. Оқушының оқу-танымдық іс-әрекетінің тиімділігін қамтамасыз ету, болашақ маманның өзін-өзі дамыту және өзін-өзі тәрбиелеу қабілетін қалыптастыру үшін ақыл-ой қабілеттерінің маңыздылығы айтылады. Университеттегі бірінші курс студентінің тұлғасын әлеуметтендірудің күрделі процесінің, оның ақыл-ой еңбегінің мәдениетін қалыптастыруға тәуелділігі көрсетілген. Университетте оқу кезеңі жас адамның өмірінде негізінен жеке тұлғаның қалыптасуын анықтайды және студенттің жеке басының әлеуметтенуіне ықпал етеді. Жеке тұлғаны әлеуметтендіру ұғымы жан-жақты талданады. Бірінші курс студенттерінің зияткерлік жұмыс қабілеттерінің нашарлығына байланысты негізгі қиындықтар атап өтілді. Студент үшін қажетті психикалық дағдылар тек университетте оқу кезінде ғана емес, сонымен бірге әрі қарайғы кәсіби қызметінде де ескерілген.

Түйінді сөздер: ақыл-ой еңбегінің мәдениеті, оқу-танымдық іс-әрекет, тұлғаны әлеуметтендіру.

Г.С. Саудабаева,¹ М.А. Айтбаева²

¹Казахский национальный педагогический университет им. Абая,
г. Алматы, Қазақстан

²Кызылординский государственный университет им. Коркыт Ата,
г. Кызылорда, Қазақстан

ПРОБЛЕМА ФОРМИРОВАНИЯ КУЛЬТУРЫ УМСТВЕННОГО ТРУДА У СТУДЕНТОВ-ПЕРВЫХ КУРСОВ ВУЗОВ

Аннотация

В статье поднимается проблема формирования культуры умственного труда студента-первокурсника. Раскрывается важность умственных умений для обеспечения эффективности учебно-познавательной деятельности студента, формирования способности будущего специалиста к саморазвитию и самообразованию. Выделяется зависимость сложного процесса социализации личности студента-первокурсника в условиях вуза от формирования его культуры умственного труда. Период обучения в вузе в жизни молодого человека во многом определяет становление личности в целом, способствует социализации личности студента. Подробно разбирается понятие социализации личности. Выделяются основные трудности студентов на первом курсе, связанные со слабыми умениями интеллектуального труда. Перечисляются навыки умственного труда, необходимые студенту не только во время обучения в вузе, но и в дальнейшей профессиональной деятельности.

Ключевые слова: культура умственного труда, учебно-познавательная деятельность, социализация личности.

In almost all areas of activity, the demand for specialists of a new formation with deep fundamental knowledge, competitive in the labor market with constantly increasing demands on the specialist as a subject of various types of activity, adaptive to new technologies, psychologically ready to work in a team is increasing. A modern university graduate, a future specialist should be a person with general cultural qualities, psychological and pedagogical knowledge, necessary and useful to any person, regardless of their chosen specialty, capable of independently replenishing knowledge and skills.

A prerequisite for ensuring the effectiveness of the educational and cognitive activity of the student, the formation of the ability of a future specialist to self-development and self-education, adaptability to new technologies, and the ability to think systematically is knowledge of the culture of mental labor. The problem of cognitive activity of students is one of the most relevant and popular in higher education pedagogy. To date, there is a sufficient number of studies addressing the problems of the development of educational and cognitive activity. Most of the works devoted to this problem are focused on the educational activities of students of a comprehensive school (Davydov V.V., Danilov M.A., Esipov B.P., Pidkasisty P.I., Talyzina N.F., Schukina G.I., Alekseev M.I. et al.). In pedagogy of higher education, this topic was considered in their works by Stolyarenko L.D., Popkov V.A., Korzhuyev A.V., Antsibor M.M. et al. In Kazakhstani science, the study of cognitive activity is devoted to the research of Kudaykulova M.A., Khmel N.D., Khan N.N., Ospanova T.K., Dzhakupova S.M., Kazmagambetova A.G., Arenova A.K. and etc.

In our study, we consider the formation of a culture of mental labor as a condition for the socialization of the personality of a first-year student in a university.

Speaking of the concept of “socialization”, we mean the relationship of the individual and the social environment. From the moment of his birth, a person grows and develops in a certain social space. The process of inclusion of an individual in society, assimilation of social experience, its transformation into a personality is defined as a process of socialization. Socializing, a person becomes a full member of society, social groups in which his life takes place, the opinions and views of which have an influence on him.

The principle of socialization in didactics was one of the first to be used by Kalasinsky K. and Okon V., who link it:

1) with the collective nature of teaching and an individual form of assimilation. For the latter, skills of interaction in cognitive activity with a group, with a team in which the individual receives new knowledge, skills in creativity and co-creation in this collaboration are significant;

2) with the creation of the necessary conditions for replacing individual motivation with social. This becomes possible when group interaction is organized to independently solve problem problems (for

example, a problem group, which, in joint work on a scientific problem, stimulates the individual self-education of participants regarding its specific perspective or the problem as a whole;

3) with the upbringing of a socially mature personality, capable of specializing in human society [1].

Studying in his study the process of socialization of the personality of the student Sundetova U.S. writes that according to some authors, the process of socialization boils down to the process of adaptation, adaptation of a person to a new lifestyle, certain types of activity in a new social environment, its cultural and psychological factors. (Parsons T., Merton R., Thorndike E., Walters V., M. Bekhterev V., Lazursky A.F.). They emphasize the priority of social influence and consider society dominant in the process of socialization [2].

According to other researchers, the process of an individual entering a society is considered as a process of self-actualization and self-realization by a person of his individual abilities and creative potential, and leads to changes in the structure of the social environment and in the structure of the person. When interacting with the environment, an active person does not simply learn its social experience, it is able to actively choose, manage, change, and resist various obstacles to self-assertion, is able to change this environment, and influence the socialization process (Bandura A., Allport G., Rogers TO.). That is, the dominant and object of study in social relations in the process of socialization is the person.

Currently, discussing the problem of socialization, they are talking about it as a bilateral process, which includes both the assimilation of experience and the requirements necessary for the participation of the individual in the life of a given society, and the active influence of the individual on it. Thus, “a person in the process of socialization acts both as an object and as a subject of social relations” [2]. According to V. Petrovsky, the concept of “socialization” is defined as the enrichment of social experience, the realization of oneself in it as a person, as the process of transforming an individual into a social subject through his integration into society through the assimilation of culture (values, attitudes, etc.). [3].

The period of study at the university in the life of a young person largely determines the formation of the personality as a whole, and contributes to the socialization of the student’s personality. The process of socialization is inextricably linked with processes such as adaptation, integration, self-development and self-realization of the individual.

The problem of student personality formation includes a number of issues related to entering the educational process: self-awareness as a future specialist, re-evaluation of the value system, finding a balance between needs and opportunities, the problem of self-organization, understanding of the purpose of education. All this applies, ultimately, to the adaptation of a young man to new conditions of life and work at a university. At the university, he is faced with a new way of life, to which he must adapt in a relatively short time, get comfortable with a new role, learn a lot, i.e. adapt. And not all freshmen successfully cope with this

According to the research of V. Grigorova:

1. One of the first places is the difficulty in determining the optimal mode of learning, work and rest. The stereotypes formed under the influence of the school and the family are untenable. The university needs a new system, a new way of life that meets the new challenges of training and education.

2. Difficulties associated with the mandatory attendance of all training sessions, with timely and thorough preparation for them and active participation in their work are noted.

3. About half of the freshmen recognize their inability to work purposefully, to mobilize all their forces to work on themselves.

4. A significant part of students lack the necessary skills for working with a book, and also, the importance of mastering rational methods of mental work is not always recognized [4, p. 211].

In the 1st year of study, when a student, a yesterday’s school student, is going through a difficult period of adaptation, adapting to the specifics of the educational process at the university, it is important not only to master the methodology of using educational literature, but also to master the skills of quick and effective search for the necessary information, technology for working with bibliographic sources in the library. It is necessary to develop understanding skills, mastery of the reading culture, rational methods of reading, preservation and development of memory, development of skills not only in analysis, but also in other mental intellectual actions: synthesis, generalization, classification, accentuation, etc. The student should be able to keep (except for abstracts) systematic and rational notes of what he has read or heard (lecture), for example, summaries, extracts, quotes, make different types of plans, abstracts, and reports. It is important not only the ability to understand and analyze the material being studied, but also the ability to formulate one’s point of view in oral or written language, justify and defend one’s position.

The process of socializing yesterday's entrant into a new environment with its requirements is extremely important, because it is a preparatory stage for his further life during his studies at the university.

After graduation, the graduate must meet the needs of society, be competitive in the labor market, able to think systemically, creatively and independently. One of the most important and professionally significant skills of a future specialist is the ability to learn, engage in self-education, independently replenish and expand their knowledge, which is one of the leading tasks of higher education.

References:

1. Puzikov V.G., Timofeev A.F. *Socialization of education in civil society: theoretical and practical aspects // Materials of a scientific and practical conference.-Omsk, 2002.- 348 p.*
2. Sundetova U.S. *The role of value orientations in the process of socialization-professionalization of the student's personality in the system of physical education // Collection of scientific works of young scientists and students of the Russian State Autonomous Cultural Foundation. - M., 2000. -- S. 137-144.*
3. Petrovsky A.V. *Psychology about each of us - M.: Publishing House of the Russian Open University, 1992. - 332 p.*
4. Grigorova V.A. *To the problem of adaptation of freshmen to the conditions of study at the university. - Materials of the scientific-methodical conference / Under the general editorship of E.V. Shishmakova - Blagoveshchensk: Publishing House of BSPU, 2000.-P.211*

МРНТИ 14.35.01

<https://doi.org/10.51889/2020-2.1728-5496.25>

Г.Н. Губайдуллина¹, И. Шайхымуратова²

^{1,2}*Восточно-Казахстанский государственный университет им. С. Аманжолова
г. Усть-Каменогорск, Казахстан*

РАЗВИТИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ ВУЗА

Аннотация

В статье рассматриваются теоретические и методические основы развития коммуникативной компетентности студентов вузов. Авторы полагают, что развитие коммуникативной компетентности будущих педагогов должно носить системный характер и осуществляться на протяжении всего периода обучения в вузе на основе педагогического подхода «обучение через диалог». Приводятся результаты экспериментального исследования, на основе которых авторы формулируют выводы и рекомендации.

Ключевые слова: компетенция, коммуникативная компетентность, педагогический подход, «обучение через диалог».

Г.Н. Губайдуллина¹, И. Шайхымуратова²

^{1,2}*С. Аманжолов атындағы Шығыс Қазақстан мемлекеттік университеті
Өскемен қ., Қазақстан*

ЖОО-НЫҢ СТУДЕНТТЕРІНІҢ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ДАМУ

Аңдатпа

Мақалада ЖОО-ның студенттерінің коммуникативтік құзыреттілігін дамытудың теориялық және әдістемелік негіздері қарастырылады. Авторлар болашақ педагогтардың коммуникативтік құзыреттілігін дамыту жүйелі сипатта болуы және «диалог арқылы оқыту» педагогикалық тәсіл негізінде жоғары оқу орнында оқытудың барлық кезеңі бойы жүзеге асырылуы тиіс деп санайды. Тәжірибелік зерттеудің нәтижелері келтіріледі, олардың негізінде авторлар қорытындылар мен ұсыныстарды тұжырымдайды.

Түйін сөздер: құзыреттілік, коммуникативтік құзыреттілік, педагогикалық тәсіл, «диалог арқылы оқыту».