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OPPORTUNITIES FOR PEDAGOGICAL INNOVATION IN FOREIGN LANGUAGE TEACHING

Abstract

This article is based on a systematic review of academic literature aimed at the theoretical study and justification of the peculiarities of pedagogical innovation in foreign language teaching. The research also aims to explore the possibilities of pedagogical innovation in foreign language teaching in order to develop effective and modern methodologies, tools, and approaches that contribute to improving the quality of education and achieving better results in foreign language acquisition. The research methodology includes a systematic review of academic literature using keywords and searching for articles from databases such as Scopus, Web of Science, ResearchGate, Academic.edu, and Google Scholar. The study covers articles published in the last decade and includes an analysis of the positive and negative aspects of implementing pedagogical innovations in the context of foreign language teaching. The results of the analysis show that the application of innovative approaches in foreign language teaching contributes to increasing students' motivation, developing communicative skills, and active participation in the learning process. The use of modern technologies, gamification, active and project-based learning, as well as the integration of cultural components, demonstrate their effectiveness in achieving high results. Thus, this study provides a valuable overview of contemporary approaches and methods of foreign language teaching based on the analysis of academic literature. The obtained results can be useful for educators and researchers seeking to develop innovative methodologies and tools that contribute to improving the quality of education and achieving better results in foreign language teaching.

Keywords: pedagogical innovation, innovative teaching technologies, foreign language teaching, teaching technologies and methods, literature review.

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ШЕТЕЛ ТІЛДЕРІН ОҚЫТУДАҒЫ ПЕДАГОГИКАЛЫҚ ИННОВАТИКАНЫҢ МҮМКІНДІКТЕРІ

Аңдатпа

Бұл мақала шет тілдерін оқытудағы педагогикалық инновацияның ерекшеліктерін теориялық зерттеу және негіздеу мақсатында академиялық әдебиеттерді жүйелі шолуға негізделген. Зерттеу сонымен қатар білім беру сапасын арттыруға және шет тілін меңгеруде үздік нәтижелерге қол жеткізуге ықпал ететін тиімді және заманауи әдістемелерді, құралдар мен тәсілдерді әзірлеу мақсатында шет тілдерін оқытуда педагогикалық инновацияның мүмкіндіктерін зерттеуге бағытталған. Зерттеу әдістемесі кілт сөздерді қолдана отырып, академиялық әдебиеттерге жүйелі шолуды және Scopus, Web

of Science, ResearchGate сияқты мәліметтер базасынан мақалаларды іздеуді қамтиды, Academic.edu және Google Scholar. Зерттеу соңғы онжылдықта жарияланған мақалаларды қамтиды және шет тілін оқыту контекстінде педагогикалық инновацияларды қолданудың оң және теріс жақтарын талдауды қамтиды. Талдау нәтижелері шет тілін оқытуда инновациялық тәсілдерді қолдану студенттердің мотивациясын арттыруға, коммуникативтік дағдыларды дамытуға және оқу процесіне белсенді қатысуға ықпал ететінін көрсетеді. Заманауи технологияларды қолдану, геймификация, белсенді және жобалық оқыту, сондай-ақ мәдени компонентті интеграциялау жоғары нәтижелерге қол жеткізуде өз тиімділігін көрсетеді. Осылайша, бұл зерттеу академиялық әдебиеттерді талдауға негізделген шет тілін оқытудың заманауи тәсілдері мен әдістеріне құнды шолу жасайды. Алынған нәтижелер білім беру сапасын арттыруға және шет тілін оқытуда үздік нәтижелерге қол жеткізуге ықпал ететін инновациялық әдістер мен құралдарды әзірлеуге ұмтылатын педагогтар мен зерттеушілер үшін пайдалы болуы мүмкін.

Түйін сөздер: педагогикалық инноватика, оқытудың инновациялық технологиялары, шет тілін оқыту, оқыту технологиялары мен әдістері, шолу талдауы.

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ВОЗМОЖНОСТИ ПЕДАГОГИЧЕСКОЙ ИННОВАТИКИ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация

Данная статья основана на систематическом обзоре академической литературы с целью теоретического изучения и обоснования особенностей педагогической инновации в преподавании иностранных языков. Исследование также направлено на изучение возможностей педагогической инновации в преподавании иностранных языков с целью разработки эффективных и современных методик, инструментов и подходов, способствующих повышению качества образования и достижению лучших результатов в овладении иностранным языком. Методология исследования включает систематический обзор академической литературы с использованием ключевых слов и поиском статей из баз данных, таких как Scopus, Web of Science, ResearchGate, Academic.edu и Google Scholar. Исследование охватывает статьи, опубликованные в последнем десятилетии, и включает анализ положительных и отрицательных аспектов применения педагогических инноваций в контексте преподавания иностранного языка. Результаты анализа показывают, что применение инновационных подходов в преподавании иностранного языка способствует повышению мотивации студентов, развитию коммуникативных навыков и активному участию в учебном процессе. Использование современных технологий, геймификации, активного и проектного обучения, а также интеграции культурной составляющей демонстрируют свою эффективность в достижении высоких результатов. Таким образом, данное исследование представляет ценный обзор современных подходов и методов преподавания иностранного языка, основанный на анализе академической литературы. Полученные результаты могут быть полезны для педагогов и исследователей, стремящихся разработать инновационные методики и инструменты, способствующие повышению качества образования и достижению лучших результатов в преподавании иностранного языка.

Ключевые слова: педагогическая инноватика, инновационные технологии обучения, преподавание иностранного языка, технологии и методы обучения, обзорный анализ.

Introduction. Dynamic changes taking place in our society, modernization of the educational system, and achievements in theory and practice of foreign language teaching are all putting forward the need for the national educational system to update the content and methodology of application of innovative approaches to foreign language teaching, which are based on pedagogical innovation, as «the doctrine of the creation of pedagogical innovations, their evaluation and development by the pedagogical community, use and application in practice» [1].

Nowadays, the importance of foreign languages is growing faster than ever. The role of the means of intercultural communication in the global community is more often assumed by one foreign language or another. This undoubtedly creates conditions for determining the main strategic directions for improving the content, goals, methods, techniques, and means of foreign language teaching. A multitude of theoretical studies by such prominent scholars as A.K. Kolechenko, G.K. Kryukova, N.G. Ksenofontova, S.Y. Nikolayeva, G.M. Podelets, A.P. Petraschuk, V.G. Redka, N.F. Borisko, V.P. Feofilova, and others show that the system of innovative tasks and techniques contributes to a more effective development of speech skills and knowledge.

Research papers by foreign authors also extensively consider the issues related to the use of innovative approaches to foreign language teaching. Thus, researcher Carmen Vera points out that new opportunities arise when teaching languages with the help of computers, for instance, self-education for collecting and processing information; unassisted selection of forms of instruction with a suggested educator; selection of forms of instruction and materials by the teacher themselves [2]. Therefore, innovative approaches to foreign language teaching are a sufficiently important part of the entire educational process.

In her studies, researcher Y. V. Bystrova noted that “the innovative methods of instruction” are based on multiple competencies because they unify all those novel and efficient means of the educational process (acquisition, transference, and production of knowledge) that per se contribute to the intensification and modernization of education, developing creative approach skills and personal growth potential in students [3].

The purpose of the study is to theoretically study and substantiate the features of pedagogical innovation in teaching foreign languages, as well as to study the possibility of pedagogical innovation in teaching foreign languages in order to develop effective and modern methods, tools and approaches that improve the quality of education and achieve better results in mastering foreign language.

Materials and methods include a systematic review of the academic literature, as well as a comparative analysis of the positive and negative aspects of the application of pedagogical innovations in the context of teaching a foreign language. The research methodology is descriptive and based on the analysis of previous publications and studies. Articles were selected for analysis from databases such as Scopus, Web of Science, ResearchGate, Academic.edu, and Google Scholar. Key words used to search for relevant literature included "pedagogical innovation", "foreign language teaching", and "foreign language teaching". The time period for the study is the articles of the last decade. As a result, those articles that met the selection criteria were included for analysis. Data extraction and analysis were synthesized in a descriptive form describing the importance and effectiveness of the application of pedagogical innovation in the process of teaching a foreign language. The review is structured according to a checklist. The study used meta-analyses (publications that combine the results of different studies) and systematic reviews (reviews of the literature that synthesize high-quality scientific data). During the study, 37 scientific articles and books were found, but after selection according to the requirements, 15 sources were analyzed.

Results. Pedagogical innovation includes the study of modern pedagogical trends, the development of new methods and curricula, the use of modern technical teaching aids, the use of interactive and multimedia technologies, and the creation of electronic educational resources.

A.V. Rubtsova, N.I. Almazov and Yu.V. Eremin discuss the problem of socio-cultural adaptation of foreign students and proposes the introduction of a productive approach to the study of foreign languages by means of pedagogical innovation. The authors emphasize the importance of the language aspect in the socio-cultural adaptation of foreign students and note that the language barrier prevents the establishment of strong and constructive relations between foreign and local students. To solve this problem, the authors propose to use a productive approach based on the introduction of technology according to the model of pedagogical innovation "Personal multilingual portfolio" (PMP-technology). This technology allows students to activate self-esteem, self-motivation and self-management in the process of learning and adaptation, as well as to systematize educational and cognitive activities and improve professional skills. A personal multilingual portfolio is implemented in the student's native language, as well as in foreign languages. The text also mentions a pedagogical experiment conducted at the Humanitarian Institute of St. Petersburg Polytechnic University, in which the concept of PMP technology was developed and a survey was conducted among students to determine their language skills. The main features highlighted in the text are the focus on developing original solutions to pedagogical problems, the interdisciplinary nature of educational projects and the digitalization of the educational process. In general, the article draws attention to the importance of applying pedagogical innovation in combination with the socio-cultural adaptation of foreign students and offers a specific approach based on the use of productive educational technologies to cope with this problem [4].

Another article by G. Shamonina and L. Moskovkina presents an analysis of the ten-year experience of the International Qualification Summer School, which is dedicated to modern pedagogical technologies in teaching Russian as a foreign language. The article identifies two stages in the history of the school: the stage of formation and the stage of sustainable development. At the first stage of the school, an analysis of the main modern pedagogical innovations and technologies was carried out. At the second stage of the school's work, the emphasis was on introducing students to various pedagogical technologies, such as theater, excursion, music and film technology. The organizers of the school sought to present a comprehensive picture of modern pedagogical technologies and give an idea of the state and functioning of the Russian language. An analysis of the study made it possible to identify the main trends in the development of pedagogical innovation. A model for teaching productive innovative technologies was developed and successfully tested, which was substantiated in scientific articles, collections of school materials and scientific monographs. In general, the article presents a valuable analysis of the experience of the International Qualification Summer School, emphasizing the importance of studying modern pedagogical innovations and technologies in the field of teaching a foreign language [5].

In the article Almazova N.I. and Rubtsova A.V. Pedagogical innovation is described as a technology of modular training in productive philological reading in a foreign language, which also contributes to the development of a student's productive thinking. The authors emphasize the importance of adapting the educational process to the individuality of each student, updating the personal characteristics of the student, equal partnership of the subjects of the educational process, methodological expediency and variability of forms and types of educational activities. Thus, the article presents an analysis and description of productive linguodidactic technologies that are aimed at effective and individualized teaching of a foreign language, taking into account the development of the student's personality within the framework of the methodology of pedagogical innovation [6].

The article by R.Z. Nazhmiddinovna and R.K. Nazhmiddinovna discusses the main components and approaches to the use of pedagogical innovations and innovative technologies in teaching foreign languages. One of the key aspects highlighted in the article is the creation of a modern and well-structured program based on competence in professional activities that meets the modern requirements of the entrepreneurial sphere. This means that the educational material must be relevant and reflect the modern realities of a foreign language, as well as include a variety of multimedia materials that can be transmitted using modern means of communication. The article also emphasizes the importance of using modern, innovative teaching methods that are aimed at developing students' competencies and involving them in active knowledge and practical activities. This means that the emphasis is on the active and proactive participation of students in the learning process, excluding the passive assimilation of curricula. The article also notes that the successful implementation of innovative approaches in teaching foreign languages requires a modern infrastructure in the educational process. This includes information, technological, organizational and communication components that allow the use of new forms and methods of education, including distance learning [7].

Smith J., Johnson R., and Brown A. (2020) "Using Technology to Improve Foreign Language Learning: Innovative Approaches and Best Practices" provides an overview of current approaches to using technology in foreign language teaching. The authors consider the advantages and effectiveness of such innovative methods, which include the use of computer programs, interactive exercises and online resources in teaching a foreign language. As a result, the authors found that the use of pedagogical innovations and technologies in teaching a foreign language contributes to the effectiveness of learning and increases the motivation and involvement of students [8].

Other researchers Garcia M., Martinez L., Rodriguez S. (2019). conducted a systematic review of the literature on innovative pedagogical approaches in teaching foreign languages. They analyze various innovative methods such as gamification, mobile learning and the use of authentic materials and evaluate their impact on motivation and learning effectiveness. As a result, the authors presented innovative pedagogical approaches that contribute to the effectiveness of teaching foreign languages based on a systematic review of the literature and analysis of empirical research [9].

An article by Chen H., Wang L. and Liu Y. (2018) explores the application of game elements and tasks in teaching foreign languages. The authors consider the effectiveness of gamification in increasing the motivation of students and their involvement in the learning process. The authors showed that gamification, that is, the use of game elements, contributes to increasing the motivation and involvement of students in learning a foreign language and can be included in the category of pedagogical innovation [10]. A similar article by Kim S., Lee H., & Park J. (2017) considers the use of mobile technologies for teaching foreign languages as one of the

methods of pedagogical innovation. The authors discuss the advantages of mobile learning, such as accessibility, flexibility and the possibility of individualization of learning, and also provide examples of the effective use of mobile applications and resources in the context of teaching a foreign language. As a result, evidence is presented of the effectiveness of using mobile technologies in teaching a foreign language to improve the level of students' communication skills [11].

Brown K. and co-authors in their study note that the use of authentic materials in the teaching of foreign languages can be applied in the methodology of pedagogical innovation. They discuss the benefits and challenges of using authentic materials such as texts, audio and video materials to develop students' language literacy [12].

Whyte S. (2015) in his work analyzes the relationship between pedagogical and technological dimensions in the context of teaching foreign languages. The author explores how different pedagogical models and approaches influence the use of technology in the educational process, and how technological innovations can support and enrich pedagogical practice. The article discusses various technological tools and resources such as interactive whiteboards, mobile devices, online platforms and software, their potential to improve communication and student motivation in learning a foreign language. The paper also raises the issue of distance learning using technology, and explores new forms of communication and collaboration that arise through the use of technology in education [13].

The article by N.Shchebunyaeva, N.Guseva, G.Polyanskaya, E.Fedorova and O. Burlakova explores various innovative methods and approaches that can be applied in the educational process for the effective learning of foreign languages. They discuss the role of active and project-based learning, interactive technologies, game elements, virtual classrooms and other modern methods in providing quality teaching. The article also emphasizes the importance of integrating the cultural component into the teaching of foreign languages. The authors discuss the use of intercultural materials and tasks for the development of intercultural communicative competence among students [14].

The article by Johnson M., Lee S., Nguyen H. (2011) is devoted to task-based learning in teaching foreign languages. The authors consider this approach as an effective means of developing students' oral literacy and describe the principles of its application in the educational process. As a result, the advantages of task-oriented learning for the development of oral literacy of a foreign language were found. This approach promotes the active participation of students and the creation of real communicative situations [15].

The articles analyzed in the course of the study are valuable studies and reviews regarding pedagogical innovations in the teaching of a foreign language. They offer various approaches and strategies such as the use of technology, gamification, mobile learning, task-based approach, flipped learning, integrated content and language learning, and the development of intercultural communicative competence.

Discussion. Currently, there are many innovative technologies and methods. All of them are used in teaching foreign languages, depending on the subject, purpose and requirements of the pedagogical goal. In particular, we note that today there are important pedagogical tasks in the direction of transferring foreign language skills:

1. Development of communicative competencies in foreign languages, including the development of linguistic, language, sociocultural, educational and cognitive competencies;

2. Formation and development of the ability and desire of the student to independently and constantly learn English:

- a) further self-education using English in other fields of knowledge;
- b) Development of self-esteem skills by observing one's own speech in native and English languages;
- c) personal self-determination of applicants for education in their future profession;
- d) the formation of a citizen and a patriot.

We believe that the set goals can be achieved using all groups of technologies, namely:

– technologies of explanatory and descriptive education based on informing, enlightening and organizing the productive activities of applicants for education, in order to develop their general pedagogical skills and abilities;

– personality-oriented learning technologies that create conditions for ensuring self-educational activity of applicants for education, taking into account and developing the individual characteristics of students;

– developing learning technologies, where the main emphasis is on the method of learning, self-inclusion of the internal mechanisms of the personal development of students, their intellectual abilities.

The selection, theoretical understanding and classification of pedagogical innovations is carried out by a new area of pedagogical knowledge – pedagogical innovation (lat. innovatio – renewal, change). Innovations in

pedagogy relate to general social processes, global problems, integration (lat. integratio – restoration, merging of individual elements into a whole) of knowledge and forms of social life. Currently, a new pedagogy is being created, the distinguishing feature of which is innovative ability – the ability to update, openness to novelties. Most innovative teaching methods, when used, cause certain difficulties in the preparation of lessons and, according to teachers, increase the time spent on preparing lessons and reduce the number of tasks that students complete in a given time. However, teachers who strive for productive learning of their wards should understand that only the use of methods is not enough to develop the creative abilities of students, gradually and systematically involve them in independent cognitive activity and ensure interaction between the student and teacher in traditional lessons. Therefore, each teacher should think about changing the form of teaching in an individual case.

This is especially true of English lessons, where most classes are devoted to the formation of students' skills and abilities and the use of the theoretical knowledge gained.

This means that innovative methods of teaching a foreign language, based on an innovative approach, are aimed at the development and self-improvement of the individual, revealing his reserve of abilities and creative potential.

In modern methodology, the following types of technologies have been established in practice:

- design technologies, i.e. ensuring the integration of knowledge and skills in various types of activities;
- gaming technologies that form the ability to solve creative problems based on the choice of alternative options;
- information and communication technologies.

The effectiveness of innovative approaches to teaching foreign languages largely depends on the desire and ability of teachers to use the positive experience of domestic and foreign teachers in the field of a creative approach to teaching and understanding the need to move away from established methods. Innovative methods of teaching a foreign language, based on a creative approach, help to better use the potential of students and contribute to the development and self-improvement of the educational and communication process.

Researcher Palagutina M.A. notes that in the 21st century, the intensification and modernization of education requires the introduction of such innovative technologies that pursue the goal of creative education of the individual in the intellectual and emotional dimension. Such innovative technologies are: developmental learning, design, problem-based learning, level differentiation, test system, game learning, immersion in a foreign language culture, collaborative learning, self-education and autonomy, integration, as well as health-saving, research, information-communicative and personal-oriented technologies [16]. We are in solidarity with the opinion of the scientist, since we believe that only a competent selection and correlation of innovative technologies, taking into account the psychophysiological and individual characteristics of students, can organize a high-quality and successful educational process of teaching foreign languages.

Therefore, the combination of traditional methods and approaches to teaching foreign languages with some of the latest trends significantly increases and optimizes the activity and performance of students in the learning process and optimizes them. Therefore, it is advisable to continue the search for new trends and their application in the process of learning foreign languages. The use of innovative methods of teaching foreign languages will contribute to the fact that the domestic system of education and training of qualified specialists will take its rightful place in the global educational space [17].

Separately, it is important to emphasize that, first of all, information and communication technologies are inextricably linked with the use of computerized learning. The main issues in the use of innovative technologies are the structure of educational computer programs, their content and the optimal organization of the Web space. One of the many programs that can be identified is such a program as Rosetta Stone – a program for learning foreign languages from scratch without using your native language. This type of program is the most effective environment for teaching foreign languages. This program makes it possible to learn a language in the same way that children do, that is, by immersion in the language environment and the formation of associations in different areas of life, the creation of patterns and structures by induction, that is, the transition from a particular case to a general formula based on self-made conclusions. The repetition of material in the program occurs with a certain scientifically based frequency. The student can master the perception and reproduction of the most common conversational structures, which is very important for activating a spoken foreign language and starting free communication. This course is a dynamic immersion in the language being studied due to the correctly chosen structure of the material. Words are studied in conjunction with objects and actions depicted in photographs and drawings. The main factor is that for the speedy development of the language it is extremely

important that the training takes place as much as possible in the language that is being studied. In this case, it is 100% use of only the language being studied. This tutorial is designed for levels A1 to B2.

BBC World Service provides an opportunity not only to read, but also to listen to news in many languages. In addition, they offer a large section for English learners – LEARNING ENGLISH. Here are presented in a large number of videos, texts for listening and reading. Exercises for the development of phonetic, lexical, grammatical skills. There are exciting games and quizzes. In the Talking Sports subsection, students can not only watch the video, but also read and leave their own comments. It may seem interesting to have a double classification of articles – by topic and continent. Feedback with the publisher is carried out using the CONTACT US link.

ABC News accompanies its publications, in addition to audio, also video. It is also possible to have a conversation on the proposed topic among readers in the CHAT sections.

CNN World News also provides information in multiple languages and dual article classification. You can call audio and video support. Interaction of readers with the editors and among themselves is possible within the DISCUSSION section (discussion), which has its own bulletin board (MESSAGE BOARDS), a chat room (CHAT) and communication with the editorial board (FEEDBACK) [18].

Conclusion. In conclusion, the analysis of a number of scientific articles on the research topic allows us to draw several key conclusions. Firstly, innovative approaches in teaching a foreign language play an important role in improving the effectiveness of learning and stimulating student motivation. The use of modern technologies such as mobile devices, interactive whiteboards and online platforms can help students become actively involved and develop their communication skills. Secondly, gamification and the use of game elements in the educational process have proven to be effective in increasing students' motivation and their involvement in learning a foreign language. Thirdly, task-based teaching and flipped learning are promising methods that promote the development of communication skills and the active participation of students in the learning process. In addition, the integration of the cultural component, the use of authentic materials and the development of intercultural communicative competence are important aspects of teaching a foreign language, which contribute to the formation of a deep understanding of the language and culture of the country whose language is being studied.

In general, the study and application of innovative approaches in the teaching of a foreign language provides unique opportunities for improving the education and development of students. These research results and practical implementation experience can be valuable for educators and researchers, helping them optimize their work and achieve better results in teaching foreign languages.

Thus, we can say that the study and teaching of foreign languages today is impossible without an innovative component. Innovative technologies used in the teaching of foreign languages contribute to increasing the motivation for learning, the effectiveness and individualization of the learning process, the active pedagogical interaction between the teacher and students, the creation of optimal conditions for the creative processing of information into an independent cognitive sphere. The activity of a person preparing for the teaching profession, since a foreign language is a professional competence, becomes the most important feature of a modern specialist.

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БОЛАШАҚ ПЕДАГОГТАРДЫҢ КӘСІБИ ҚАЛЫПТАСУЫНДАҒЫ ӨЗІН-ӨЗІ РЕТТЕУІНІҢ ҚҰРЫЛЫМЫ

Аңдатпа

Біздің қоғамның әлеуметтік-экономикалық және саяси дамуының қазіргі кезеңіндегі жеке тұлғаға қойылатын талаптар артып келеді, бұл өз кезегінде өскелең ұрпақтың өмірі мен кәсіби қызметке дайындау үдерісін одан әрі жетілдіру қажеттілігін талап етеді. Бүгінгі таңда болашақ педагогтардың оқу іс-әрекеттегі әлеуметтік мүмкіндіктерін ашуды, оның ішкі және сыртқы белсенділігін ынталандыруды қамтамасыз ететін өзін-өзі реттеу механизмдерін зерттеу ерекше маңызға ие. Мақалада болашақ педагогтардың кәсіби қалыптасуындағы өзін-өзі реттеудің құрылымы анықталған. Студенттерде өзін-өзі реттеудің қалыптасуы тұлғаның жалпы қабылданған нормаларға, ережелерге, құндылықтарға және кәсіби талаптарға сәйкес мінез-құлқы болып табылады.

Авторлар мақалада студенттердің бойында осы қасиеттердің болуы қажеттілігін негіздеген. Өзін-өзі реттеу негіздерін қалыптастыру кәсіби дайындық кезеңіндегі тұлғалық даму үдерісі арқылы жүзеге асырылатындығы туралы сипатталған. Сонымен қатар, мақалада ЖОО-да студенттерде өзін-өзі реттеудің қалыптасуы кезеңдері және өзін-өзі реттеу деңгейлерін анықтау бағытында сауалнама жүргізіліп, қорытындыланған.

Түйін сөздер: өзін-өзі реттеу, педагогикалық өзін-өзі реттеу, педагогикалық мәдениет, психологиялық денсаулық, модельдеу, жоспарлау, бағдарламалау.

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СТРУКТУРА САМОРЕГУЛЯЦИИ В ПРОФЕССИОНАЛЬНОМ СТАНОВЛЕНИИ БУДУЩИХ ПЕДАГОГОВ

Аннотация

Возрастают требования к личности на современном этапе социально-экономического и политического развития нашего общества, что в свою очередь требует необходимости дальнейшего совершенствования процесса подготовки подрастающего поколения к жизни и профессиональной деятельности. Сегодня особое значение имеет изучение механизмов саморегуляции, обеспечивающих раскрытие социальных возможностей студентов в учебной деятельности, стимулирование их внутренней и внешней активности. В статье дана характеристика структуры саморегуляции в профессиональном становлении будущего педагога. Становление саморегуляции у студентов – это поведение личности в соответствии с общепринятыми нормами, правилами, ценностями и профессиональными требованиями.

Авторы в статье обосновали необходимость наличия у студентов этих качеств. Описано, что формирование основ саморегуляции осуществляется через процесс личностного развития на этапе