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## **DEVELOPMENT OF INNOVATIVE ACTIVITIES OF FUTURE DESIGN SPECIALISTS BASED ON STUDENT-CENTERED LEARNING**

### *Abstract*

The article emphasizes the importance of developing innovative activities of future design specialists based on student-oriented training. The conclusions of a number of scientists are analyzed, in particular, the works of scientists who studied the problems of preparing future specialists for creative activity in the country are reflected. In addition, the most important prerequisites for the training of future specialists in the modern educational process have been identified. The data based on the results of scientific and pedagogical research are presented. In addition, currently in our country, the effectiveness of improving the education system, the development of innovative activities of design specialists based on student-oriented learning has been studied. The levels of readiness for innovation activity and the following indicators reflecting the readiness of a specialist for innovation activity are systematized. Special methods of preparing innovative activities of future design specialists for innovative activities based on student-oriented training have been developed, the analysis of experimental work is reflected in the content of the article.

**Keywords:** future designer, innovation, innovative activity, innovative education, student-oriented learning, creativity.

### **БОЛАШАҚ ДИЗАЙН МАМАНДАРЫНЫҢ ИННОВАЦИЯЛЫҚ ӘРЕКЕТІН СТУДЕНТКЕ БАҒДАРЛАНҒАН ОҚЫТУ НЕГІЗІНДЕ ДАМЫТУ**

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### *Аңдатпа*

Мақалада болашақ дизайн мамандарының инновациялық әрекетін студентке бағдарланған оқыту негізінде дамытудың маңыздылығы баяндалған. Бірқатар ғалымдардың ой-тұжырымдарына талдау жасалып, атап айтқанда елімізде болашақ мамандарды шығармашылық іс-әрекетке даярлау мәселелерін зерттеген ғалымдардың еңбектері көрініс тапқан. Сонымен қатар, қазіргі таңдағы білім беру үдерісіндегі болашақ мамандарды даярлаудың маңызды алғышарттары анықталған. Ғылыми-педагогикалық зерттеулердің нәтижелеріне негізделген мәліметтер берілген. Сонымен қатар, қазіргі таңда біздің елімізде білім беру жүйесін жақсарту, дизайн мамандарының инновациялық әрекетін студентке бағдарланған оқыту негізінде дамыту тиімділігі қаралған. Инновациялық әрекетке даяр болу деңгейлері мен маманның инновациялық әрекетке даярлығын танытатын келесі көрсеткіштер жүйеленді. Болашақ дизайн мамандарының инновациялық әрекетін студентке бағдарланған оқыту негізінде инновациялық әрекетке даярлау арнайы әдістемелері дайындалып, эксперименттік жұмыс талдаулары мақала мазмұнында көрініс табады.

**Түйін сөздер:** болашақ дизайнер, инновация, инновациялық әрекет, инновациялық білім, студентке бағдарланған оқыту, сабақты инновациялық тұрғыдан құрылымдау, креативтілік.

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## РАЗВИТИЕ ИННОВАЦИОННОЙ ДЕЯТЕЛЬНОСТИ БУДУЩИХ СПЕЦИАЛИСТОВ ПО ДИЗАЙНУ НА ОСНОВЕ СТУДЕНТООРИЕНТИРОВАННОГО ОБУЧЕНИЯ

### *Аннотация*

В статье подчеркивается важность развития инновационной деятельности будущих специалистов по дизайну на основе студентоориентированного обучения. Проанализированы выводы ряда ученых, в частности отражены труды ученых, изучавших проблемы подготовки будущих специалистов к творческой деятельности в стране. Кроме того, определены важнейшие предпосылки подготовки будущих специалистов в современном образовательном процессе. Приведены данные, основанные на результатах научно-педагогических исследований. Кроме того, в настоящее время в нашей стране изучена эффективность совершенствования системы образования, развития инновационной деятельности специалистов дизайна на основе студентоориентированного обучения. Систематизированы уровни готовности к инновационной деятельности и следующие показатели, отражающие готовность специалиста к инновационной деятельности. Разработаны специальные методики подготовки инновационной деятельности будущих специалистов по дизайну к инновационной деятельности на основе студентоориентированного обучения, анализ экспериментальной работы отражен в содержании статьи.

**Ключевые слова:** будущий дизайнер, инновация, инновационная деятельность, инновационное образование, студентоориентированное обучение, креативность.

**Basic provisions.** Currently, certain conditions have been created for the development of professional competencies and competencies of specialists in each industry. As proof, we can name the reforms carried out in the education system of our country. The purpose of the state program for the development of education and science of the Republic of Kazakhstan for 2020-2025 is to increase the global competitiveness of Kazakhstan's education and science and the education and training of the individual on the basis of universal values, as well as to increase the contribution of science to the socio-economic development of the country [1]. Also, in the period from 2016 to 2019, secondary education institutions switched to an updated education system, and the sphere of general secondary education also underwent a radical change. The goal is to develop modern innovative activities in schools by adapting students to the widespread use of their knowledge in life. The essence of the updated content of education is the formation of lifelong learning skills, self-education of future specialists. In this regard, it can be seen that the effectiveness of training aimed at students studying in higher educational institutions is very great. It is obvious that student-oriented training will be an indispensable tool for the development of inquisitive, research and other qualities of a future specialist. Currently, at the stage of rapid development of information, it is important not only to provide students with new information, but also to instill a wide range of skills. Students who have acquired a wide range of skills and knowledge will become people who are passionate about science and education, have a developed creative potential and are confident in the future of our country by quickly adapting to any environment.

In the address of the head of state Kassym-Jomart Tokayev to the people of Kazakhstan dated March 16, 2022 «New Kazakhstan: the path of renewal and modernization», he stressed that the creation of a new Kazakhstan is aimed at changing the paradigms of the country's development. This means that only subject knowledge is scarce in modern specialist training, instead of IT, specialists need high creative abilities, risk, critical thinking, creativity, initiative qualities [2]. After

all, it is known that a person who works with new technologies will not be a qualified specialist, the main problem is that specialists acquire innovative thinking skills, develop skills, competencies and skills. This means that the main indicator of the requirements of the digital age, when new techniques and technologies are developed, will be readiness for innovative activity based on student-centered learning.

In this regard, in order to train competitive, high-quality specialists who meet the level of development of modern professional competencies in the labor market, the university has the task of developing innovative activities of future specialists on the basis of student-oriented training.

Innovative activity is a complex quality of personality, consisting of closely interconnected components, such as knowledge of «innovative activity» and knowledge of the types of innovative activity in the educational, educational process, understanding the essence, activities of methods of preparing for innovative activity, adaptation to innovation in primary education, taking risks in the implementation of new ideas, which are the basis for high-level scientific and pedagogical activity as a component of general professional training.

In the «Oslo guide», which is a document on innovative activity at the international level: innovative activity includes all the scientific, technological, organizational, financial, commercial steps that can be taken to implement innovation, whether real or intended. It argues that one of these steps is fundamentally innovative, while the other is not innovative, but is necessary for the implementation of innovation [3].

The direction of improving the quality of education in the country will ensure the integration of the innovation process at all levels of Education. In this regard, we can note the effectiveness of student-centered learning. Innovative processes in the field of design education are directly related to the special training of future designers for innovative activity, which is being prepared in a higher educational institution. This is a bright factor that shows that the innovation process in the field of education depends on the interconnectedness of all its levels. Therefore, the purpose of the study is to increase the quality of design education in the dependence of designers trained in higher educational institutions on creativity, creativity, knowledge, innovative training, cognitive-cognitive level, culture, spiritual richness of personality. The field of Education, responding to the modern needs of society and the labor market, allows each design specialist to quickly and in a timely manner adapt to modern socio-economic realities. This opportunity itself is an important condition for the successful, sustainable development of each teacher and the entire educational sphere as a whole.

**Introduction.** Many valuable new directions implemented in the process of training future designers in higher education institutions, as well as intellectual, innovative, technological, IT-literacy in this system, the content of Education, which is considered potential values, will serve as reliable criteria for the possibility of special training for innovative activity in higher education and its quality organization.

To date, the lack of special study of student-oriented training in the development of innovative activities of future design specialists and the lack of consolidation of work in this direction in higher educational institutions leads to the fact that the current state of student-oriented training does not form a full-fledged ready-made specialist.

It should be noted that this issue is relevant not only in the design sphere, but also in all areas in general. In connection with this, it is known that many misunderstandings arise. The modern education system is an innovative derivative, a technological system focused on education with a direction based on an innovative system. It is known that specialists who have received a higher education only from a professional point of view are not specially trained for innovative activities, so they begin to implement the educational program using the traditional methodological system.

**Materials and Methods.** The mechanisms of training specialists with developed innovative thinking, adapted to innovative activity as a special discipline that implements the possibilities of modern developing techniques and technologies, have not been considered to this day, have caused

a lot of problems in society. This complexity is caused by the fact that an innovative system has been created, but a specialist has not been trained to work with it. In connection with this, the use of student-oriented learning in the development of innovative activities of future designers is an urgent problem in creative education. In our opinion, improvement through the effectiveness of student-oriented training as the main mechanism for the development of innovative activities of future designers is relevant and requires special study.

We decided to dwell on the works of foreign and domestic scientists in the field of pedagogy, who theoretically studied and concluded the preparation of future designers for innovative activity. Actions in education are the basis for the fact that the theory of innovation is formed in several directions.

In the theory of innovation, innovative activity, one can recognize approaches and principles and positions of various sciences. For example, in the field of Economics and management J.Schumpeter [4], et al., in the field of sociology A.Prigozhin [5], et al., in the field of methodology of pedagogy M.V. Klarin [6], V.A. Slastenin, L.S. Podymova [7] and others. The works of M.M. Potashnik, V.P.Bespalko, N.V.Klarin, G.K.Selevko, N.R.Yusufbekova, I.I. Tsyrkun, Ya.

A great place in determining priority national directions in the field of Kazakhstan's education is occupied by the addresses of the head of State N. A. Nazarbayev to the people of Kazakhstan. In these documents, an important place is always given to the innovation process in the field of Education. In 2012, in an interactive lecture to Nazarbayev University students, the head of State noted the step towards a post-industrial world governed by the three pillars «Education-Science-Innovation» [8].

As you know, K.K.Tokayev, in his speech at the summit of the Organization of Islamic Cooperation (OIC) on science and technology, expressed confidence that the prospects of our country depend on achievements in the field of scientific, technical and innovative development. From the words of President K.K. Tokayev about the innovation process in science and education, we can clearly recognize that innovation processes can become a catalyst for the main direction of the development of science and education in Kazakhstan by implementing them in the shortest possible time [9].

Before analyzing modern scientific research, we will focus on the ideas left by Kazakhstani educators in the direction of innovative activity.

In the proverb of the great Abai «Teacher is tireless, teach from child to child», we see that future specialists should be in constant search for training, ready to innovate at all times, innovators in their field. In the preparation of the future specialist for innovative activities, the teacher has a high subject knowledge, special professional qualities, deep knowledge of the theory of pedagogical activity, knowledge of the cultural heritage and traditions of his nation, respect for other cultures [10].

We also find the origins of reflections on innovative learning technologies in the works of ya. According to ya.a.Komensky, as the most necessary things for didactics: firstly, we name well-thought-out goals; secondly, we mean equipment that is timed in accordance with the achievement of these goals; thirdly, we mean finding solid rules for the use of our specific tools that ensure the fulfillment of the goal [11].

It can be seen that the words of the teacher of the nation Akhmet Baitursynov about well-trained young professionals are the same as they say about the innovation process of the day: «The new path is in the hands of young professionals who have just learned. These have a fresh strength, knowledge and opinions are new. The intention is to serve the people. They do not feel sorry for what they know, what they find. «I don't know what you're doing» he said. In short, people who are really suitable for spreading the light of knowledge among the Kazakhs» [12]. These words of A. Baitursynov are specially prepared and show that a young specialist who has arrived must always improve the level of a person who is aware of everything, inquisitive, rich in new information, so that he can establish a close connection with life and maintain it permanently.

We fully agree with the opinions of our thinkers-enlighteners above. After all, the training of future specialists is the most important process in the education system. At the same time, at the present stage of wide development of information and digital technologies, the process of training specialists requires daily development and improvement. Since the issue of training specialists has always been one of the most relevant topics, this issue has been considered in detail by scientists. Let us dwell on the pedagogical and philosophical views of scientists on the importance of training future specialists.

The problems of preparing future specialists for creative activity in the country are reflected in the works of scientists B.A. Abdikarimov [13], V.V. Egorov [14], K.B., S.V. Illarionov [15], Z.A. Isaeva [16], M.M. Mukanov [17], A.P. Seitesev [18] and others. In the works of these authors, they clarified the construction, content and essence of creative activity through methods and methods of implementation in the educational process. Undoubtedly, creativity plays a special role in the training of future designers.

According to N.N.Nurakhmetov, one of the first scientists to consider innovation in the field of Kazakhstan's pedagogy, the innovation process (trend) is a phenomenon determined by the creation, management, use and dissemination of innovations in educational organizations [19]. Recognizing innovation as closely related to the content of education, methodology, technology, organization of educational work, management of the school system, the scientist proposes the following classification of innovation: a separate type of innovation, a modular type of innovation, a systematic type of innovation. For our part, we add to this classification of the scientist – the implementation of each of these types of innovation will directly depend on innovative activity.

As part of our study, we tried to analyze the most useful studies that have the potential to be used in the Kazakh context. They are Clarina L. [20], Bepalko V.P. [21], Ivanov D.A. [22], Lyaudis V.A. [23], Morozov E.P., Pidkasisty P.I. [24], Turkish scientists Semra GÜVEN, Zeynep KILIÇ [25] Yasin YESHYILMAZ, Semiha ŞAHİN [26] and others.

Turkish scientists Semra GÜVEN, Zeynep KILIÇ in their research analyzed the effectiveness of teaching methods in the educational process and the content in terms of the advantages of rationally selected teaching methods for students. In the course of the study, scientists divided the methods used in the educational process into three types: teacher-oriented and student-oriented, cooperative learning methods. We fully agree with the opinion of scientists that the use of innovative teaching technologies and media technologies in the educational process increases the interest of students and makes it possible to obtain high-quality education. The use of active teaching methods not only contributes to the creation of relationships between students, but also allows you to effectively use time.

The analysis of these scientific works showed that the direction of «student-oriented learning», established in the foreign education system, is gaining momentum over the years. From the same point of view, the training of future design specialists at the university remains only one link in the path of life education. Even the time of training future design specialists at the University, compared to the path of life education, remains only a short path traveled. When considering the system of foreign education from this point of view, there is a distinctive feature of the Kazakh higher education system. Still, it is easy to see that the future design is following the path that has already taken shape in the training of specialists.

Innovation in education, as a phenomenal phenomenon of our time, requires a new identity of future design specialists. If we summarize the multifaceted skill of this new being in one node as «readiness for innovative activity», then the main task is to prepare a specialist who is ready at every time to educate and educate his student, to select the content in accordance with the needs of our state, to master the qualitative methods and techniques that will implement it and bring them to a qualitative level. One way to solve this problem is to prepare future design professionals for innovative action in a student – centered learning process. After analyzing a large-scale fund that studied the specific features and aspects of innovative pedagogical activity, it was found that there

are opportunities to recognize the essence and content of the development of innovative activity of future design specialists on the basis of student-oriented training.

**Results and discusson.** In the works considered innovative activity in pedagogy, the following levels of readiness for innovative activity are indicated.

Intuitive level of formation of readiness for innovative activity.

Reproductive level of formation of readiness for innovative activity.

Search level of formation of readiness for innovative activity.

Creative level of formation of readiness for innovative activity.

From these levels, you can see that each initial level serves as a stage of the level that begins after it (Figure 1).

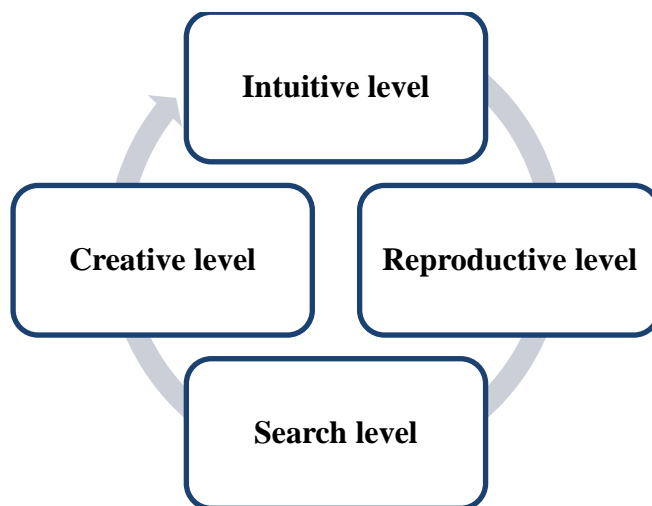


Figure 1-levels of readiness for innovative action

Here, the innovative activity of a specialist at an intuitive level is more comparable to traditional pedagogy. But attempts to recognize the new, to internally prepare for its adoption are clearly recognized.

And at the reproductive level, the specialist is well acquainted with the experience of the innovator from a theoretical and practical point of view. Uses new ideas in his lessons. But it is used systematically, not sequentially, but in a fragmentary form, in separate classes, as separate elements.

At the search level, the specialist wants to make a breakthrough, increasing the desire to use new methods and technologies. He recognizes, analyzes and experimentally applies popular, common methods and technologies in his lessons. Will be able to openly express the achievements and shortcomings achieved, will be able to understand the essence of innovation.

At the creative level, a specialist will be able to consciously engage in innovative activity, expand the range of scientific and practical knowledge, get acquainted in depth with new learning technologies, analyze their pedagogical mechanisms. At the same time, he creates his own innovative methodology or technology, which, based on his creative potential and the support of colleagues, begins to apply in the pedagogical process as an experiment in systematic classes. By realizing the creative potential of a future specialist in preparing for innovative activity, it is possible to determine the most important orientation of his future holistic innovative activity. After analyzing the various views and recommendations given in pedagogical works on the indicators of the development of innovative activity of future design specialists on the basis of student-oriented training, the following indicators were systematized that demonstrate the readiness of a specialist for innovative activity.

*First of all*, it is necessary to feel and understand the need for innovative activity in their professional activity.

*Secondly*, knowledge, information about new pedagogical technologies should be rich and reliable.

*Third*, they must have special skills to work with new methods.

*Fourth*, based on their experience, they should be able to develop new creative tasks and exercises, methods for passing topics.

*Fifth*, it is necessary to have the skills to conduct experiments, analyze it, improve the results well.

*Sixth*, innovation must be prepared to face challenges related to content and organization in the course of its activities, and must have the skills and efforts to solve complex problems.

*Seventh*, have the necessary skills to master innovative methods.

*Eighth*, he must be ready to create and implement his new innovative projects, have the necessary abilities and knowledge of the methods and methods of implementation.

These indicators of the training of future design specialists in innovative activities on the basis of student-oriented training are not reflected separately, they are interconnected and are several facets of a single problem. It is known that the process of developing innovative activities of future design specialists on the basis of student-oriented training is not formed at lectures or seminars. Therefore, we emphasize that student-centered learning is of great importance.

It is advisable for students studying in higher education institutions, especially in the field of art, to learn according to the result of training and the need of each future designer through student-oriented training. This is due to the fact that in the field of design there is not enough creativity alone, it is also known that new technologies are very effective for its comprehensive development. We believe that the importance of innovative action in adapting to new technologies should be the main focus.

Student-oriented learning involves the ability of the student to invent something new, based on the acquired theoretical knowledge of innovative content and practical skills in practical classes. Shows the ability to present, use, identify ways to achieve results, show the innovative model in the form of a picture, a drawing, a symbol.

Since the preparation of the innovative activity of future design specialists for innovative activity on the basis of student-oriented training is the main direction of the search, there is a need to conduct experimental work aimed at achieving the educational effectiveness of a specially created methodology by systematizing the theoretical foundations of this problem.

The purpose of the experimental work is to determine the effectiveness of the methodology of student-oriented training for preparing future design specialists for innovative activities.

In the organization of experimental work, the site for the experiment was selected. As an experimental platform for 2018-2021, 2,3-year students of the Abai Kazakh National Pedagogical University were selected for the specialty «6B02118-Fashion design, 6B02119-Architectural design, 6B02120-Graphic design». Experimental work was carried out during the educational process of the identified sites.

112 students, 21 undergraduates and 18 designer specialists took part in the experimental work process.

Scientists note that empirical methods, i.e. specific methods such as surveys, interviews, and monitoring of the educational process, have a great impact on the effectiveness of experimental work. Experimental work makes it necessary to apply empirical research methods in a comprehensive manner.

In the course of conducting the determining stage of experimental work, the following research tools were used:

- to identify and consolidate the experience of innovative activities of future design specialists;
- implementation of cross-cutting tasks for bachelors on innovative activities;

– talk to specialists in the institution where future design specialists undergo industrial practice about the innovation process, innovative activity, determine how much innovative activity takes place in their practice.

The scientific and theoretical literature related to the study was analyzed, the methodological foundations of research work, the process of innovation, innovative activity, student-oriented training, etc.important concepts and concepts were systematized.

In order to prepare the innovative activity of future design specialists for innovative activity on the basis of student-oriented training, the following methods were specially developed and applied:

1. Self-Assessment Questionnaire of the ability and qualities of future design specialists to innovative activity (author's development)

2. Determination of the level of innovative activity of future design specialists (author's development)

The innovative activity of future design specialists is considered as a condition for their formation; for self-assessment of the ability and property of future design specialists to innovative activity as a driving force of activity, a questionnaire was taken from students «Self-assessment of the ability and property of future design specialists to innovative activity».

After conducting this survey with students, the results were analyzed as follows, and a final conversation was conducted with students based on the data obtained. The results of the answers «Self-assessment of the ability and qualities of future design specialists to innovative activity» were grouped according to the characteristics that demonstrate the teacher's readiness for innovative activity.

– *Motivational and creative orientation of the future designer to innovative activity:*

0-10 lower level

11-20 intermediate level

21-30 upper level

– *Evaluation of the degree of creativity of the future designer:*

0-13 lower level

13-27 intermediate level

28-40 upper level

– *Assessment by the future designer of his professional abilities for the implementation of an innovative activity:*

0-15 lower level

16-30 intermediate level

31-45 upper level

– *Assessment by the future designer of his personal qualities:*

0-12 lower level

13-23 middle level

24-35 upper level

*Table 1-the result of the survey «Self-assessment of the ability and qualities of future design specialists to innovative activity»*

Characteristics of the teacher's readiness for innovative activity	Level	Control group (66)		Experimental group (67)	
		number	%	number	%
Motivational and creative orientation of the future designer to innovative activity	Top	6	9,1	7	10,4
	Average	37	56,1	37	55,3
	Lower	23	34,8	23	34,3
Assessment of the degree of creativity of the future designer	Top	9	13,6	11	16,4
	Average	32	48,6	28	41,8



	Lower	25	37,8	28	41,8
Assessment by the future designer of his professional abilities for the implementation of an innovative activity	Top	7	10,6	16	22,4
	Average	37	56,1	39	59,7
	Lower	22	33,3	12	17,9
Assessment of his personal qualities by the future designer	Top	11	16,6	13	19,4
	Average	34	51,6	33	49,3
	Lower	21	31,8	21	31,3

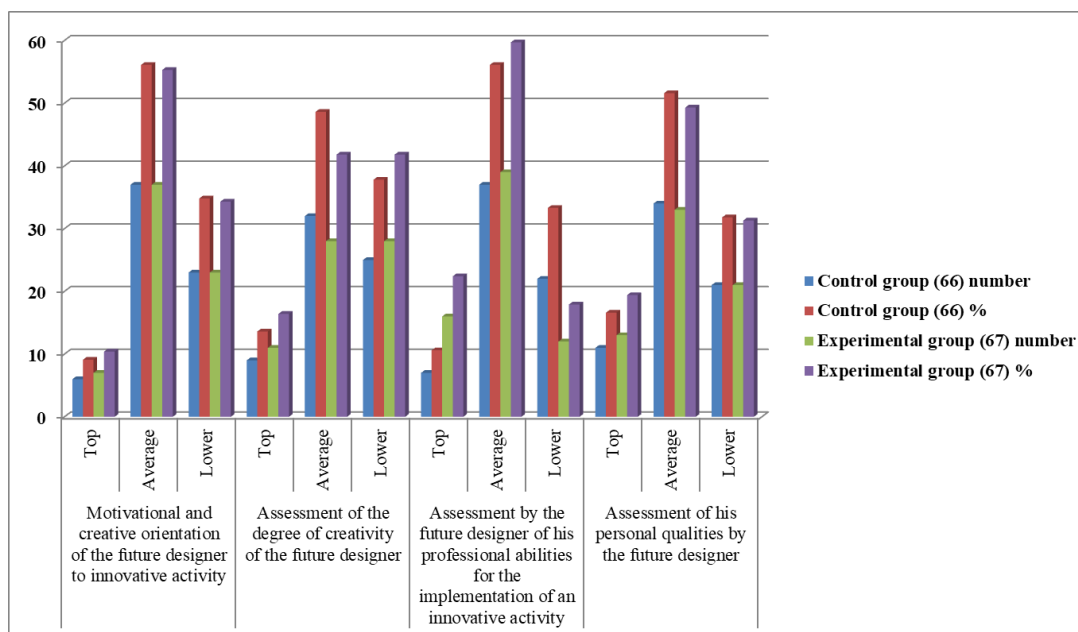


Figure 2-the result of the survey «Self-assessment of the ability and qualities of future design specialists to innovative activity»

According to the results of the survey, the respondents motivational and creative orientation to innovative activity was confirmed by their answers in the experimental group by 10.4% at the high level, 55.3% at the middle level and 34.3% at the low level. We noted that the assessment of the degree of creativity of the future designer has a high level of 16.4%, a medium level of 41.8% and a low level of 41.8%. An assessment of the future designer's own professional abilities to carry out an innovative activity can be seen that there are 22.4% at the high level, 59.7% at the middle level and 17.9% at the low level. It has been observed that the future designer has the character of assessing his personal qualities at 19.4% high level, 49.3% medium level and 31.3% low level.

Next, in order to determine the level of innovative activity of design specialists working in production, respondents were instructed to answer the following questionnaire "determining the level of innovative activity of design specialists". During the analysis of the response of design specialists, the following (table 2) results were revealed.

Table 2-the result of a survey to determine the level of innovative activity of design specialists

	Inquisitive	Curiosity	Confidence	Confidence	Unreliable
Top	27,7	13,2	17,9	14,8	29,4
Average	38,8	42,7	52,7	39,3	31,2
Lower	33,3	44,1	29,4	45,9	39,4

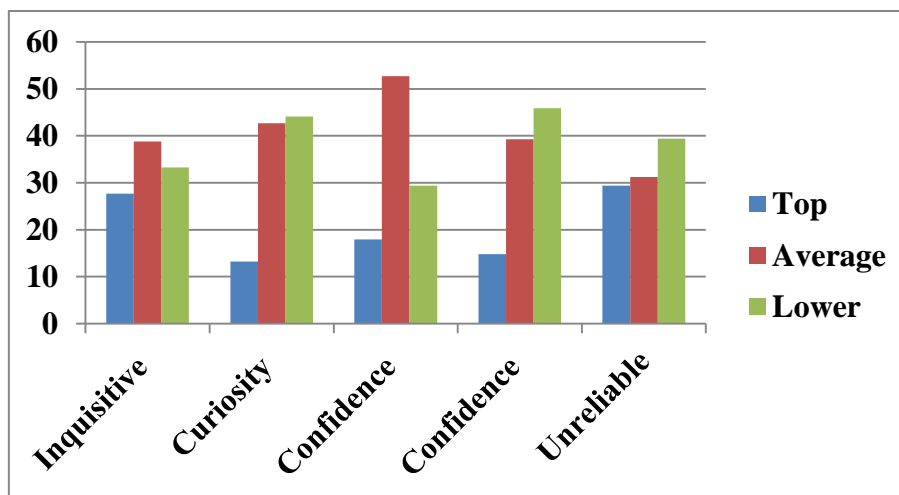


Figure 3-indicators of the level of innovative activity of design specialists

As can be seen from the diagram, the third group is answered by 18 respondents. They want to be «in the thick of things», not ahead or behind, in an innovative endeavor. An interesting fact according to this questionnaire is that those who are very interested in innovation and the opposite, that is, those who do not believe in the new, who consider traditional production activities to be reliable, are at the same level. In the next step of the experiment, cross-sectional tasks were performed in order to determine how much they attach importance to innovative activity, how much they understand the innovative nature of student-centered learning, and to test their understanding of innovation, innovative activity. 1-cut-off task. Among the definitions given to the concept of «innovative activity», mark the correct one (table 3).

Table 3-cut-off task 1

Innovative activity -	The type of professional activity, the content of which consists in training, upbringing, education, development of students in various educational institutions.
	An attempt to transfer the cultural and historical experience of the next generation to the next generation.
	An important action that constantly updates the educational process, brings new exclamations, prevents stagnation and stagnation.

2-cut-off task. Look at the image provided and find and write unwritten types of activity in empty circles.

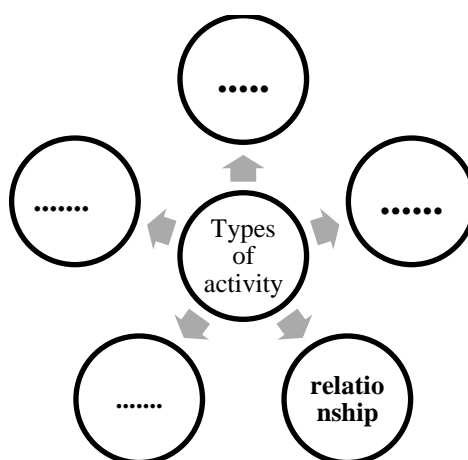


Figure 4-cut-off task 2

In the following table and diagram, you can see the performance levels of the given segment tasks in this regard.

Students were given the results of these 1,2 - piece tasks completed during the determining period in the media chart of the following table (table 4).

Table 4-the result of students ' completion of cross-section tasks

Groups	number	1- task				2- task			
		right		wrong		right		wrong c	
Experiment. group	67	24	35,8 %	43	64,2 %	15	22,4 %	52	77,6 %
Control group	66	19	28 %	48	72 %	13	18,6 %	53	80,3%

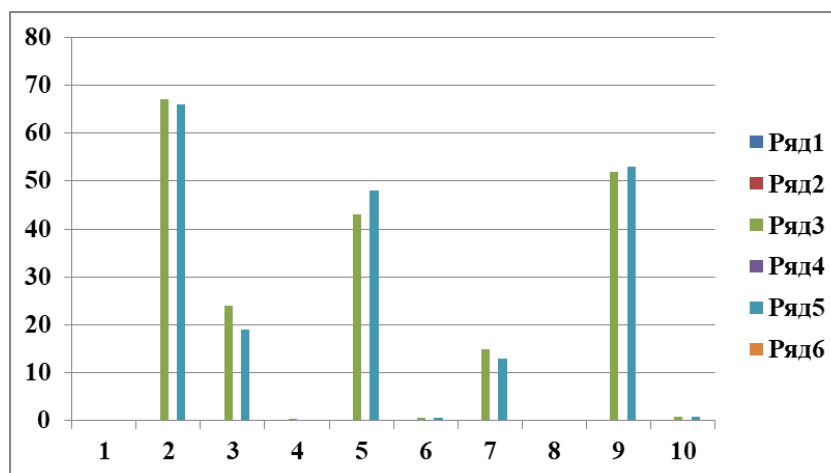


Figure 5-the result of performing cuttings of experimental and control groups

Considering separately the result of the experimental group and the result of the control group in the form of a diagram from these obtained data, it is easy to see that they did not diverge so much from each other. Cognitive criteria for the readiness of future design specialists for innovative activity – a set of knowledge necessary for the innovative successful pedagogical activity of a student. Cognitive dimensions are closely related to the cognitive activity of students. It is known that the following action criterion represents the set of knowledge and skills necessary in the process of solving practical tasks that must be solved in the course of the implementation of innovative activity by the future designer in his activities. According to this criterion, it was clearly recognized that the experimental group went to a higher level, and the control group remained at a lower level.

In the course of experimental work, we can say that the survey of future design specialists, designers of production institutions, and cross-section tasks – those that are being prepared at the University and future design specialists, clearly showed the need for special training for innovative activities. We have seen the need for major changes in the field of education in order to develop innovative activities of students in the future on the basis of student-centered learning. Therefore, we tried to conclude that in the training of specialists, in addition to only methodological and subject knowledge, it is necessary to carry out work on the development of creative thinking skills, it competencies, equipping them with modern methods based on innovative education.

**Conclusion.** In conclusion, it should be noted that today the main goal of education is not only to equip students with knowledge, but also to form their general learning skills, subject and communicative competence, a wide range of skills and functional literacy. Thus, we emphasize that

the main task is to create conditions for the harmonious, comprehensive development of the personality of a specialist who is ready for innovative activities. This, in turn, allows future design specialists to design and organize their activities from an innovative point of view; critically evaluate the results of pedagogical activity in the process of structuring from an innovative point of view. In addition, along with methodological knowledge, it abilities, skills of creativity and search, research and critical thinking are also formed in our future designers.

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## АРНАЙЫ ПЕДАГОГТАР МЕН ИНКЛЮЗИВТІ БІЛІМ БЕРУ МАМАНДАРЫН ДАЯРЛАУДЫҢ ӨЗЕКТІ МӘСЕЛЕЛЕРІ

*Аңдатпа*

Мақалада арнайы педагогтар мен инклюзивті білім беру мамандарын даярлау, ерекше білім беру қажеттіліктері бар балаларды оқыту және тәрбиелеуді олардың жеке мүмкіндіктеріне қарай бейімдеу мәселелері қарастырылады. Қазіргі жағдайда ерекше білім беру қажеттіліктері бар балаларды оқыту және тәрбиелеу мүмкіндіктері өзекті мәселелердің бірі.

Зерттеудің өзектілігі. Инклюзивті білім беруге қойылатын қазіргі нормативтік талаптар және білікті мамандар даярлаудағы негізгі мәселелерді зерттеу.

Мақалада қолданылатын әдістер ресми және заңнамалық деректерді талдау, сондай-ақ Қ.Жұбанов атындағы Ақтөбе өңірлік университетінің «Арнайы педагогика» білім беру бағдарламасы бойынша оқытушылармен жүргізілген сауалнаманы қамтиды. Сауалнама білім беру бағдарламасы бойынша маман-кадрлар даярлаудағы өзекті мәселелерді анықтау және оны жетілдіруге бағытталған.

Талдау көрсеткендей, негізгі мәселелер студенттердің тәжірибелік даярлығының қазіргі талаптарға сай болуы, оқу материалдарын, оқытудың жаңа технологиялары мен әдістемелерін жаңарту, сондай-ақ еңбек нарығындағы арнайы педагог мамандарға деген сұраныспен байланысты.

Зерттеу нәтижелері Ақтөбе өңірінде инклюзивті білім беруді дамыту үшін маңызды мәнге ие және арнайы педагогтардың білім беру саласындағы стратегияларын қалыптастыру үшін пайдаланылуы мүмкін. Ұсыныстар тиімді білім беру ортасын құруға ықпал етеді, бұл өз кезегінде ерекше білім беру қажеттіліктері бар балаларды оқыту сапасын арттыруға ықпал етеді.

**Түйін сөздер:** инклюзивті білім беру, арнайы педагогика, Ақтөбе өңірі, ерекше білім беру қажеттілігі, мамандар даярлау.