

Хасанова С., \*<sup>1</sup> Мукашева А. <sup>1</sup>

<sup>1</sup> КазНУ имени Аль-Фараби  
Алматы, Казахстан

## ЗНАЧИМОСТЬ ФОРМИРОВАНИЯ КУЛЬТУРЫ САМООРГАНИЗАЦИИ У СТУДЕНТОВ ПЕДАГОГИЧЕСКИХ ВУЗОВ

### Аннотация

Современные реалии общества требуют от выпускника высшего учебного заведения не только владения определенными знаниями и навыками в сфере профессиональной деятельности, но и таких социально значимых личностных качеств, как способность и готовность к непрерывному образованию, к инновациям в профессиональной деятельности.

В связи с этим в образовательном процессе вуза возрастает необходимость управления процессом формирования навыков самоорганизации студентов.

Решение данной проблемы, формирования способности личности к самоорганизации требует понимания образования как важнейшей части культуры, как «механизма запуска новых форм культуры», «расширенного воспроизводства и передачи культуры» [1].

Одной из главных целей нашего исследования является обеспечение всестороннего развития личности будущего специалиста, включая развитие способности к самоуправлению и саморегуляции, к выбору культурно приемлемого образа жизни и поведения. Как результат, полученный нами, культура самоорганизации, сформированная в период обучения в вузе, является залогом успешного формирования профессиональной культуры, творческого саморазвития и самореализации, достижения вершины развития личности.

**Ключевые слова:** формирование, культура самоорганизации, студенты, подход, особенности.

С.Хасанова, <sup>1</sup>\* А.Мукашева <sup>1</sup>  
<sup>1</sup>Эл-Фараби атындағы ҚазҰУ, Алматы, Қазақстан

## ПЕДАГОГИКАЛЫҚ ЖОО СТУДЕНТТЕРІНДЕ ӨЗІН-ӨЗІ ҰЙЫМДАСТЫРУ МӘДЕНИЕТІН ҚАЛЫПТАСТЫРУДЫҢ МАҢЫЗДЫЛЫҒЫ

### Аннотация

Қоғамның қазіргі жағдайы жоғары оқу орнын бітірушінің кәсіби қызмет саласында арнайы білім мен дағдыларды ғана емес, сонымен қатар үздіксіз білім алуға және кәсіби қызметтегі жаңашылдыққа қабілеттілік пен дайын болу сияқты элеуметтік маңызы бар тұлғалық қасиеттерді де талап етеді. Осыған байланысты университеттің оқу процесінде студенттердің өзін-өзі ұйымдастыру дағдыларын дамыту үдерісін басқару қажеттілігі артып отыр.

Жеке тұлғаның өзін-өзі ұйымдастыру қабілетін қалыптастыру мәселесін шешу білім беруді мәдениеттің ең маңызды функциясы, «мәдениеттің жаңа формаларын іске қосу механизмі», «мәдениеттің кеңейтілген ұдайы өндірісі мен берілуі» ретінде түсінуді талап етеді [1].

Біздің зерттеу жұмысымыздың басты мақсаттарының бірі – болашақ маманның жеке басының жан-жақты дамуын қамтамасыз ету, оның ішінде өзін-өзі басқару және өзін-өзі реттеу қабілетін дамыту, мәдени қолайлы өмір салты мен мінез-құлықты таңдау. Нәтижесінде біз университетте оқу кезеңінде қалыптасқан өзін-өзі ұйымдастыру мәдениеті кәсіби мәдениеттің табысты қалыптасуының, шығармашылық өзін-өзі дамытудың және өзін-өзі жүзеге асырудың, жеке тұлғаның шыңына жетудің кепілі екеніне көз жеткіздік.

**Түйін сөздер:** қалыптастыру, өзін-өзі ұйымдастыру мәдениеті, студенттер, тәсіл, ерекшеліктері.

Khassanova S.,\*<sup>1</sup> Mukasheva A.<sup>1</sup>  
<sup>1</sup>Al-Farabi Kazakh National University  
Almaty, Kazakhstan

## SIGNIFICANCE OF THE SELF-ORGANIZATION CULTURE FORMATION AMONG STUDENTS OF PEDAGOGICAL UNIVERSITIES

### *Abstract*

The current state of society requires a graduate of higher education not only to possess concrete knowledge and skills in the field of professional activity, but also such socially significant personal qualities as ability and readiness for continuous education, to make innovation in professional activities. That's why, in the educational process of the university increases the need to manage the process of formation of skills of self-organization of students. Solution of the problem of formation of personality's ability to self-organization requires understanding of education as the most important function of culture, as «mechanism of launching new forms of culture», «extended reproduction and transfer of culture» [1].

One of the main objectives of our research is to ensure the comprehensive development of the personality of the future specialist, including the development of the ability to self-government and self-regulation, to choose a culturally acceptable way of life and behavior. As a result, the culture of self-organization, formed during the period of study at the university, is the key to the successful formation of professional culture, creative self-development and self-realization, achieving the top of personal development.

**Keywords:** formation, self-organization culture, students, approach, features.

**Basic provisions.** When developing a model for the formation of a culture of self-organization among university students, we started from the following principles: The culture of student self-organization is a personal education that manifests in a student's abilities for self-management, rational organization of educational-cognitive activities, and awareness of these abilities as a personal value.

The foundation of the culture of student self-organization consists of knowledge, activity, motivation-value, and reflexive characteristics. The process of forming the culture of student self-organization depends on the students' level of value relation to the culture of self-organization and self-improvement. The higher the level of value relation, the more intensively the students acquire self-organization skills.

The effectiveness of forming the culture of student self-organization is determined by the teacher's activities in designing a model for forming the culture of student self-organization in the educational process at the university, formulating and creatively solving tasks, his/her value-meaningful reflection, and directions of activity in forming this culture.

Providing for the formation of the culture of student self-organization in the educational process at the university relies on a culturological approach, in accordance with which value-goals and principles for forming the culture of student self-organization in the educational process at the university are defined.

Shaping the culture of student self-organization is realized in educational and extracurricular activities, in group and individual forms of learning.

**Introduction.** Self-organization is a unique concept that integrates in its structure the whole variety of self-processes, self-analysis, self-diagnosis, self-design, self-control, self-assessment, self-disclosure, self-actualization, self-regulation, self-determination, self-education, etc.). If we take into account the existing demand for a project-based lifestyle and the information and communication richness of the environment, such clear attention to the phenomenon of self-organization in psychology and pedagogy becomes understandable. A person, both in the professional sphere, and in the personal, and even in everyday life, implements various kinds of large and small projects. To be effective, he must be aware of his needs and skillfully comes them into the language of goals and objectives, that is, understand what steps and in what sequence he needs to take to achieve results. A self-organizing person solves the tasks assigned to him faster and

more economically, overcomes difficulties more effectively, shows initiative, creativity. Follow according to the plan, he takes responsibility for the implementation of the project (professional, domestic, personal) and is ready to adjust his activities in case of failure.

A significant feature of any self-organization is its purposeful, but at the same time natural, spontaneous character. The processes of self-organization are relatively autonomous. Their most important feature is the ability to accumulate and use past experience, which undoubtedly acts as a purposeful process. For a person, this is a very important value moment of self-building of a living thing, the process of birth, self-reproduction, undergoing directed irreversible changes, destruction and death of semantic formations, in which the regulatory component can determine the possibility of purposeful and conscious control of ongoing processes. The formation of self-organization on the way to the ordering of the elements of the structure can also arise spontaneously, leading to the emergence of new relationships between elements and emergent formations. According to our domestic scientists who study problems of Kazakhstani higher education and a process of its organisation, it is important to mention Stukalenko, Naviy, and Menlibekova's views that pointed to the main outcomes of the education process studied include the cognitive activity of prospective teachers, their professional competences and their recognition of the importance of cognitive participation and personal self-education. In addition, this process is characterised by a remarkable level of motivation and self-management. Effective communication focuses on business-related issues and promotes the development of cognitive abilities, creative thinking and strong interpersonal skills [2].

The research conducted by Yertargynkyzy, Akhmetova, Arinova, and Moldassan conformed that motivations for professional education and education are interconnected with self-development in professional education and education activities. The results showed a significant positive correlation between the level of professional and educational motivation and the ability to undertake self-development. Higher levels of motivation are associated with greater capacity for professional and pedagogical self-improvement and ultimately contribute to the formation of professional ideals among students [3].

**Materials and methods.** The Self-Organization Activities Questionnaire developed by M. Bond and N. Feather and translated and extended by E.Y. Mandrikova was the basis. The main objective of the questionnaire was to determine the extent to which tactical planning and strategic goal-setting skills developed, reflecting the level of self-organisation and self-regulatory activity as a whole.

Questionnaire text;

1. I hard get up and start running.
2. I always plan my activities.
3. Unexpected things piss me off and knock me out of my usual schedule.
4. I usually plan the day and try to complete it.
5. I find it hard to finish what I have started.
6. I can't refuse the thing I started, even if it's "too tough for me"
7. I know what I want and I do everything to achieve it.
8. I plan for the day ahead.
9. What I do and experience at the moment is more important to me, not what will be or was
10. I can start doing several things and not finish any of them.
11. I plan my daily activities according to certain principles.
12. I'm a person living "here and now"
13. I cannot move on to another case if I have not completed the previous one.
14. I consider myself a goal-oriented person.
15. Instead of doing activity, I often waste time.
16. I like to keep a diary and record what happens to me in it.

17. Sometimes I can't even fall asleep, remembering the unfinished activity
18. I have something to strive for
19. I enjoy using my diary and other time management tools.
20. My life is aimed at achieving certain goals.
21. I have difficulty in organizing my affairs.
22. I like writing performance speeches.
23. I don't aspire to anything
24. If I have not finished something, then it does not go out of my head
25. I have a main purpose in life

The basis for the study became the leading national pedagogical university in Kazakhstan - Abai Kazakh National Pedagogical University. Primary and secondary students from Abai University were selected to participate in the study. The total number of students was 150. The number of students by course is as follows:

- 1st year representatives - 75 students;
- 2nd year representatives - 75 students.

The questionnaire consists of six components, which in the compilation reflect the overall level of self-organisation of activities.

1. The "Planning" scale determines the level of involvement of a person in the tactical planning of his daily activities, based on specific principles.

2. The "Purposefulness" scale measures the ability of an individual to focus on achieving a goal.

3. The "Persistence" scale measures an individual's willingness to make intentional efforts to complete a task initiated and optimise his actions.

4. The "Fixation" scale evaluates the individual's tendency to focus on a predefined framework for organising and scheduling events.

5. The "Self-organisation" scale calculates the individual's tendency to adopt external methods to structure their actions.

6. The "Present Orientation" scale evaluates the focus on the current timeframe.

In the survey, a link to the Google form was sent out an electronic questionnaire to the respondents. The questionnaire was made in two languages.

The summary of the results of the survey shown in Table 1. After the survey of first and second-year students, a T-test: two-sample was conducted assuming the equal variation was used to test the null hypothesis that students of pedagogical universities are able to develop a self-organisational culture by doing educational and professional activities.

Table 1. T-Test: Two-Sample Assuming Equal Variances

	Group 1	Group 2
Mean	113,1733333	112,29
Variance	292,4425223	339,3935136
Observations	75	75
Pooled Variance	314,918017	
Hypothesised Mean Difference	0	
df	149	
t Stat	0,3082694008	

P(T<=t) one-tail	0,3791554117	
t Critical one-tail	1,655214446	
P(T<=t) two-tail	0,7583108237	
t Critical two-tail	1,976122461	

According to the data presented in Table 1, the means of Group 1 (the 1st course students) and Group 2 (the 2nd course students) are not significantly different at  $p < 0.05$  (Table 1).

The average score on the questionnaire was 113 points for 1st year students and 112 points for 2nd year students. However, comparing the empirical and critical values of the criterion, we obtain  $|t| < t_{crt.}: 0.75 < 1.97$ . Null hypothesis should not be refuted, because it suggests that the differences in the test results of the two student groups can be attributed to the impact of the teaching environment.

**Results and discussion.** During developing a model for the formation of a culture of self-organization of university students, we proceeded from the following statements:

student self-organization culture - is a personal education, occurred in the student's ability to self-government, to the rational organization of educational and cognitive activity and in the awareness of these abilities as a personal value;

the student's self-organization culture is based on knowledge, activity, motivational-value and reflective characteristics;

the process of forming a of self-organizational culture of students depends on the level of value attitude of students to the culture of self-organization of the individual, self-improvement. The higher the level of value attitude, the more intense the mastering of the skills of self-organization of the individual;

the fecundity of the formation of a culture of self-organization of students is determined by the activity of the teacher in designing a model for the formation of a culture of self-organization of students in the process of studying at a university, formulating and creatively solving problems, his value-semantic reflection, areas of activity for the formation of this culture;

makes the formation of a culture of self-organization of students in the process of studying at a university based on a cultural approach, in accordance with which the value-target settings and principles for the formation of a culture of self-organization of students in the process of studying at a university are determined;

the formation of a culture of self-organization of students is realized in educational and extracurricular activities, in group and individual forms of education; The developed model for the formation of a of self-organizational culture of university students is a unity of the target, theoretical and methodological, content-technological and result-evaluating blocks.

The target block of the model reflects the teacher's strategy for the formation of a culture of self-organization of students.

The theoretical and methodological block of the model includes a scientific understanding of the content of the phenomenon "student self-organization culture", components of the student's self-organization culture, scientific approach, principles, directions of activity of a university teacher in the formation of a culture of self-organization students. The principles of forming a culture of self-organization of students are: the principle of cooperation, the principle of dialogization of the pedagogical process, the principle of humanization of the educational environment, the principle of reflective orientation, the principle of educating a personality through artistic and creative activity. The principles that guide the teacher determine the nature and direction of his activities.

The main directions of work of a university teacher in the formation of a culture of self-organization of students are: 1) the formation of students' knowledge about the culture of student

self-organization; 2) the formation of students' value attitude to the culture of student self-organization; 3) development of students' reflective skills; 4) the formation of students' personal experience in the rational organization of educational and cognitive activities and self-government.

Taken together, the principles and directions of the teacher's activity determine the content of the process of forming a culture of self-organization of students, pedagogical conditions, means and methods of its formation.

The content-technological block of the model includes the content, forms of organization of the process of forming a culture of self-organization of students, pedagogical conditions that are significant for such formation, means and methods.

The result-evaluative block of the model contains indicators of the formation of the student's self-organization culture, the levels of its formation, diagnostic methods.

The indicators of the formation of the student's self-organization culture are: 1) knowledge about the student's self-organization culture; 2) motivational-value attitude to the student's self-organization culture; 3) educational and professional motives; 4) reflective skills; 5) rational organization of educational activities. Diagnostic methods are: a survey, pedagogical observation, analysis and interpretation of the products of artistic and creative activity of students. The levels through which the formation of a culture of self-organization of students passes, we designated as low, medium and high.

Thus, in the model of the process of forming a culture of self-organization of students in the process of studying at a university, in our opinion, there are sufficient meaningful opportunities for realizing our goal. At the same time, the productivity of the implementation of the content of the pedagogical process is also determined by the procedural aspect - specific technologies, means, methods and forms of education.

The model of the formation of a culture of self-organization of university students allowed us to study the process of formation in more detail, to present and implement its content, pedagogical conditions, areas of activity of the teacher, forms, methods and means of such formation. The results obtained in the course of the experimental work indicate that the students of the experimental group experienced positive changes in all the indicators we have identified.

The amount of students with a low level of formation of a culture of self-organization decreased by 21.00%; the number of students with a predominance of the average level of formation increased by 12.33%; with a predominance of a high level increased by 6.67%. In the control group, the reverse dynamics is observed: the number of students with a low level of formation of the culture of self-organization of the student's personality increased by 6.67%; the number of students with a predominance of the average level of formation decreased by 6.67%; the number of students with a high level has not changed.

The most significant change in the control group is the decrease in the level of students' knowledge about the culture of student self-organization, as well as the motivational-value attitude towards it. This indicates the need to broadcast in the educational process of the university the value of the culture of self-organization of the individual, the implementation of purposeful work on its formation. Otherwise, over time, the level of students' knowledge about the culture of self-organization of the individual and the value attitude towards it decreases. The results of the experiment point us of the expediency of introducing the model developed by us for the formation of a culture of self-organization of university students, which involves concrete work to develop such a culture throughout the entire period of study at the university.

The results of the experimental work also allow us to state that the educational process at the university needs time, organizational, material and technical resources for the formation of a self-organization culture in students in the process of studying at the university.

**Conclusion.** Our work summarizes the main results of the study and outlines the following conclusions:

The article specifies the following basic concepts of the study:

1) self-organizational culture is an ordered conscious activity of a personality aimed at goal setting, planning, rational organization of time, as well as self-control, self-analysis and self-correction of

actions and behavior during learning activities and beyond;

2) student's self-organization culture is a unique, personality formation, ensures in the ability of a student to self-organize, to rationally organize learning and cognitive activity of a student. The student's self-organization culture consists of four interrelated and interdependent components: cognitive, reflective, motivational-valuable and activity-oriented, each fulfilling its own functions.

The research concretize that the formation of a culturally self-organized personality of a pedagogical university student is a specially organized process of interrelated activities of a teacher and students, aimed at creating pedagogical conditions for providing students with pedagogical assistance, support and assistance in developing their experience of behavior based on the culture of self-organization by introducing it to independent formulation and reflection of learning goals in higher education.

However, the conducted research does not touch all the aspects of the complex and multifaceted problem. The mentioned directions seem promising from the point of view of further development of the problem: experimental work on the formation of students' self organization culture in a pedagogical university in the conditions of ecological educational environment, analysis of the cultural environment of a university as a factor of students' self-organization culture, development of an electronic educational-methodical complex as a means of forming students' self-organization culture in an university, Design of theoretical-methodological and methodological aspects of the succession principle of school and university continuity in the formation of student's personality with the culture of self-organization.

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Қ.Қ. Шалғынбаева<sup>1</sup>, П.А. Санатбай,<sup>1\*</sup> К.Медеубаева<sup>2</sup>

<sup>1</sup>Л.Н. Гумилев атындағы Еуразия Ұлттық университеті  
Астана қ., Қазақстан

<sup>2</sup> Қазақ ұлттық қыздар педагогикалық университеті  
Алматы қ., Қазақстан

## SOFT SKILLS ДАҒДЫЛАРЫ ЖӘНЕ ӘЛЕУМЕТТІК ПЕДАГОГТАРДЫ КӘСІБИ ДАЯРЛАУ ҮДЕРІСІНДЕ ОЛАРДЫҢ РӨЛІ

Аңдатпа

Мақалада soft skills дағдылары және олардың әлеуметтік педагогтарды дайындаудағы рөлі қарастырылады. Қазіргі уақытта тәжірибе көрсеткендей, кәсіби саладағы терең білім мен тәжірибеге ғана сүйену жеткіліксіз. Болашақ мамандар үшін кәсіби қызметте табысты болуға көмектесетін дағдылар қажет. Әр түрлі зерттеулерді талдау негізінде авторлар бұл дағдылар soft skills екенін анықтады. Болашақ мамандарды кәсіби даярлау жүйесінде де, әлеуметтік педагогтарды даярлауда да soft skills дағдыларын дамытудағы шетелдік зерттеулер мен тәжірибелер талданды. Шет елдердің мысалында әлеуметтік педагогтардың маңызды soft skills дағдылары анықталды. Soft skills дағдыларының еңбек нарығындағы өзектілігі мен отандық әлеуметтік педагогтарды кәсіби даярлауда осы дағдылардың рөлін зерттеу жұмыстарының жеткіліксіздігі «Әлеуметтік педагогтарды даярлау» білім беру бағдарламасы студенттердің soft skills дағдылары мәселесіне қатынасын зерттеу қажеттілігін туындатты. Зерттеу үшін авторлар сапалы әдістерді, атап айтқанда терең сұхбат пен тақырыптық талдауды қолданды. Зерттеу нәтижелері көрсеткендей, студенттер soft skills тұжырымдамасының мәні мен мазмұнын жалпы түрде ұғынғанымен, бұл дағдыларды даярлық үдерісінде дамыту туралы маңызды қырлары туралы түсінік нақты емес. Осыған сүйене отырып, әлеуметтік педагогтарды даярлау процесінде soft skills дағдыларын дамыту бойынша мақсатты жұмыс қажет.

**Түйін сөздер:** soft skills, дағдылар, әлеуметтік педагог, болашақ маман, жоғары оқу орны, еңбек нарығы, кәсіби даярлау.