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FORMATION OF PEDAGOGICAL THINKING OF FUTURE SPECIALISTS BASED ON THE ACMEOLOGICAL APPROACH

Abstract

Professional training of future teachers in higher educational institutions of the country is based on the system of acmeological training through the means of self-education, self-correction, self-management. In this regard, higher educational institutions set the task of training future specialists who have received high-quality education, can think creatively, and are focused on achieving heights in professional activities. Currently, in theoretical acmeological studies, the development of personal and professional development, strengthening of personal potential, self-expression of the personality in professional activity is based on and formulated by the intellectual shaft of acmeological laws.

One of the most pressing problems of modern pedagogical science and best practices in the education system is the achievement of the highest level of performance in their professional activities, creativity, relationships, development,

objective and subjective factors that contribute or hinder the progressive development of the future specialist. In the system of professional training of future teachers, their qualitative skills must correspond to social processes. In this sense, the place occupied by acmeology as an integrative-complex science is special.

The purpose of acmeology is to improve the personality, help it reach the heights of its physical, spiritual, professional development, substantiate the theory and practice of personal growth and professional development, consider the conditions and methodological ways to reach the highest ladder of professionalism.

In this regard, the article analyzes the specifics of acmeological approaches in scientific terms to the relevance and rationality of developing qualitative skills in the system of professional training of future teachers in pedagogical universities.

Keywords: acmeological approach, acmeological education, acmeological formation, professional pedagogy, acmeological direction.

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ФОРМИРОВАНИЕ ПЕДАГОГИЧЕСКОГО МЫШЛЕНИЯ БУДУЩИХ СПЕЦИАЛИСТОВ НА ОСНОВЕ АКМЕОЛОГИЧЕСКОГО ПОДХОДА

Аннотация

Профессиональная подготовка будущих преподавателей в вузах страны базируется на акмеологической системе обучения через средства самообразования, саморегуляции, самоуправления. В этой связи высшие учебные заведения ставят перед собой задачу подготовки будущих специалистов, получивших качественное образование, умеющих творчески мыслить, ориентированных на достижение высот в профессиональной деятельности. В настоящее время в теоретических акмеологических исследованиях развитие личностного и профессионального развития, укрепление личностного потенциала, самовыражение личности в профессиональной деятельности основаны и сформулированы интеллектуальные умения акмеологических законов.

Одной из актуальных проблем современной педагогической науки и передового опыта в системе образования является достижение высокого уровня в их профессиональной деятельности, творчестве, общении, развитии, объективных и субъективных факторах. факторы, способствующие или препятствующие прогрессивному развитию будущего специалиста. В системе профессиональной подготовки будущих учителей их качественные навыки должны соответствовать социальным процессам. В этом смысле особое место занимает акмеология как интегративно-сложная наука.

Цель акмеологии-совершенствование личности, помощь в достижении высот ее физического, духовного, профессионального развития, обоснование теории и практики роста и профессионального развития личности, рассмотрение условий и методологических подходов к достижению высокого уровня. стадия профессионализма. В связи с этим в статье анализируются особенности акмеологических подходов с научной точки зрения к актуальности и рациональности развития качественных навыков в системе профессиональной подготовки будущих преподавателей в педагогических вузах.

Ключевые слова: акмеологический подход, акмеологическое образование, акмеологическая формация, профессиональная педагогика, акмеологическое направление.

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АКМЕОЛОГИЯЛЫҚ ТӘСІЛ НЕГІЗІНДЕ БОЛАШАҚ МАМАНДАРДЫҢ ПЕДАГОГИКАЛЫҚ ОЙЛАУЫН ҚАЛЫПТАСТЫРУ

Аңдатпа

Еліміздің жоғары оқу орындарында болашақ оқытушыларды кәсіби даярлау өзін-өзі тәрбиелеу, өзін-өзі түзету, өзін-өзі басқару құралдары арқылы акмеологиялық оқыту жүйесіне негізделген. Осыған байланысты жоғары оқу орындары алдына сапалы білім алған, шығармашылықпен ойлай алатын, кәсіби қызметте биіктерге жетуге бағытталған болашақ мамандарды даярлау міндетін қояды. Қазіргі уақытта теориялық акмеологиялық зерттеулерде тұлғалық және кәсіби дамыту, тұлғалық әлеуетті нығайту, кәсіби қызметте тұлғаның өзін-өзі көрсетуі акмеологиялық заңдардың интеллектуалдық білігіне негізделген және тұжырымдалған.

Қазіргі педагогика ғылымының және білім беру жүйесіндегі озық тәжірибелердің өзекті мәселелерінің бірі-олардың кәсіби қызметінде, шығармашылығында, қарым-қатынасында, дамуында, объективті және субъективті факторларында жоғары деңгейге жету. Болашақ маманның прогрессивті дамуына ықпал ететін немесе кедергі келтіретін факторлар. Болашақ мұғалімдерді кәсіби даярлау жүйесінде олардың сапалық дағдылары әлеуметтік процестерге сәйкес келуі керек. Бұл тұрғыда акмеологияның интегративті-күрделі ғылым ретіндегі орны ерекше.

Акмеологияның мақсаты-тұлғаны жетілдіру, оның физикалық, рухани, кәсіби дамуының биігіне жетуіне көмектесу, тұлғаның өсуі мен кәсіби дамуының теориясы мен практикасын негіздеу, жоғары деңгейге жетудің шарттары мен әдіснамалық тәсілдерін қарастыру.кәсіпқойлық сатысы. Осыған байланысты мақалада педагогикалық университеттерде болашақ оқытушыларды кәсіби даярлау жүйесінде сапалы дағдыларды дамытудың өзектілігі мен ұтымдылығына ғылыми тұрғыдан акмеологиялық тәсілдердің ерекшеліктері талданады.

Түйін сөздер: акмеологиялық көзқарас, акмеологиялық білім, акмеологиялық формация, кәсіби педагогика, акмеологиялық бағыт.

Introduction. The formation of practical skills of future specialists in pedagogical universities of our state in accordance with the state mandatory standard of preschool education and training is currently one of the most pressing issues. Modern institutions of professional pedagogical education should move to the education system in the direction of training future high-quality professionals who can independently solve their life and personal problems, work creatively, apply acmeological problems in raising children.

The professionalism (professionalism, professional competence) of future teachers-educators plays a decisive role in creating full conditions for the development of the personality of a preschool child and preparing them for the system of continuing education and upbringing. The future teacher is distinguished not only by professional knowledge and qualifications, but also by professionally important personal qualities aimed at the individual.

In pedagogical universities, not only mastering the basics of pedagogical activity, but also focusing on achieving the peak of professional skills will allow the formation of acmeological training of a young specialist. At the same time, acmeology as an integrative-complex science occupies a special place.

President of the Republic of Kazakhstan Kassym-Jomart Tokayev, speaking at the Republican Congress of Teachers, which was held on October 5, 2023, said: «the teacher is the most important link in the process of forming a new quality of the nation. Therefore, it is very important to provide the education system with highly qualified specialists. Only 23% of teachers have the highest qualification category. All this requires a radical change in the approach to training and professional development of teachers. Most of the programs related to pedagogical specialties in higher educational institutions are based on previous methods that do not take into account the

requirements of the time. It is necessary to revise and modernize the curricula with the introduction of modern approaches and technologies» [1]. Therefore, this speech of the president is a new direction in the training of future teachers in the Kazakh higher education system.

Basic provisions. «The Concept for the development of higher education and science in the Republic of Kazakhstan for 2023-2029» mandates the development of scientific and pedagogical schools on the basis of pedagogical universities, updating educational programs. At the same time, this important document clearly states that the system of training specialists should switch to a model of providing advanced personnel. It is also noted that universities are the main link in the training of new generation specialists [2].

Special attention is paid to the issue of training future specialists in pedagogical and psychological sciences. As a result of the trend in this direction, which dates back to the middle of the last century, it can be assumed that today there is a scientific fund necessary to raise this issue and study its various origins in depth.

Russian scientists in the field of pedagogy S.I.Arkhangel'sky [3], A.A.Verbitsky [4], V.A.Slastenin [5], A.A.Derkach [6] deeply study the problem of the formation of the readiness of future specialists for professional activity, their self-development through constant and continuing education, educational institutions on the basis of mastering the laws of the educational process, using modern training technologies for future specialists, developing a model of IC-activity of a specialist.

In addition, the following scientists V.I.Andreev, O.V.Moskalenko, A.P.Sitnikov, L.E.Varfolomeeva [7] paid special attention to the theoretical foundations of the process of professional training of a future specialist, the content and essence of the profession and their functions. Substantiating its structure, emphasizes the professional orientation of the activities of the future specialist in scientific and methodological works dedicated to the creative and independent improvement of students' knowledge.

Domestic scientists N.D.Khmel [8], A.A.Beisenbayeva [9], S.T.Kargin [10], A.K.Rysbaeva [11], Sh.T.Taubayeva, K.K.Zhampeisova, A.Zh.Seiteshov [12], considered the problems of the theory and practice of a single pedagogical process in the training of future specialists, the experience of training teachers in accordance with the purpose of education, the problems of the formation of a research culture of teachers and creativity of future specialists, proposed a certain methodological structure. However, it is necessary to clarify the requirements that determine the professional competence of teachers of preschool organizations.

Materials and methods. Pedagogical thinking - like the professional thinking of any specialist, reflects the specifics of a particular profession and also contributes to the formation of certain professional qualities of future individual specialists.

Acmeological approach to the formation of pedagogical thinking - aimed at self-improvement of the future specialist in the educational environment, its development, the movement of the student from one peak to another, the achievement of Acme maturity at different levels, creativity, health, etc. (Table 1).

Table 1. Acmeological approach to the formation of pedagogical thinking of future specialists:

- 1 Holistic study of the student in the educational environment - as an individual, personality, individuality and subject of life;
- 2 Motivation for success: actualizing the need for achievements in the subjects of the educational process, creating pedagogical conditions for their desire for high results, creativity;
- 3 Organization of creative activity and creative potential of each person as a variable educational space;
- 4 Assessment of the quality of education in terms of Integral criteria for self-development and self-improvement of a future specialist in synergistic education systems.

The fact that the pedagogical thinking of future specialists is at a low level is influenced by two main factors, subjective and objective factors. Subjective factors can be noted the lack of systematic acmeological diagnostics of students' real capabilities, interests and motives, as well as the low level of training of teachers in the formation of pedagogical thinking.

Objective factors include insufficient use of dialogue, task, training, project and game technologies, as well as insufficient educational and research work, stimulating students' desire for New Knowledge, Initiative, and the development of pedagogical thinking (Figure 1).

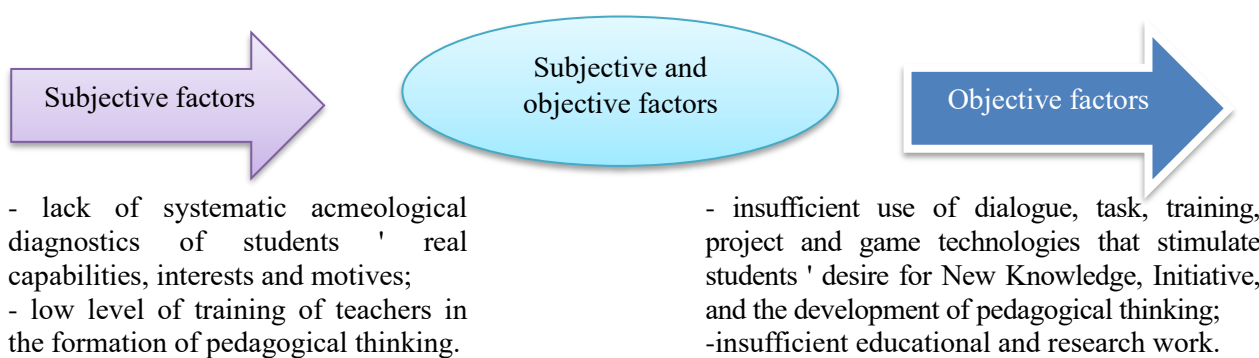


Figure 1: The main factors of the low level of pedagogical thinking of future specialists

In order to create a system of work of teachers of the Department of preschool education and social pedagogy at the Abai Kazakh National Pedagogical University, we have identified ways to further improve the organization of work on the formation of pedagogical thinking of future students-specialists.

The main tasks of the work of teachers in this direction are:

- identification and testing of the main forms, methods and means of formation of pedagogical thinking, which contributed to the development of motivational readiness of future specialists for self-education;
- determining the content of their self-education activities;
- the study of the possibilities of preparing future specialists for the ability to control their systematic cognitive activities.

In accordance with the developed action plan for the formation of pedagogical thinking of students, the general goals of the work, its stages and the main means of achieving the tasks set were determined.

To begin with, work was carried out to expand the understanding of future specialists about the essence, content and specifics of pedagogical activity, to understand the need for self-education for a future teacher, etc. Here the teacher studied their motivation for pedagogical activity.

As explained above, pedagogical thinking-like the professional thinking of any specialist, here describes the specifics of a particular profession and, as such, forms the professional qualities of a particular person. S.N.Begidova (2007) [13], M.M.Kashapov (2000) et al. [14], professional thinking is considered the most important property of an individual specialist and a type of mental performance of activity.

Turning to the point of view of M.M.Kashapov, it is better to consider pedagogical thinking as multi - component processes for solving problems. Because it, in turn, is considered the main direction of the formation of pedagogical thinking of future specialists.

The study of this problem at various levels can effectively study and determine the main directions of professional development of the individual. Pedagogical thinking is the process of finding, identifying and solving problems in the course of pedagogical professional activities. Professional thinking of specialists is organized at two levels.

Level 1 - together with specialists, find solutions to situational problems related to the prospects for the development of pedagogical processes;

Level 2 - finding a comprehensive solution to current pedagogical problematic situations.

The study of the dynamics of the formation of the motives of future specialists for pedagogical activity convinces us that each time we move from course to course, it has its own characteristics. As future specialists move from one course to another, their motives undergo changes in content and effectiveness. For example, some freshmen believe that their main task is to become a high school student and get a diploma. In the third year, other motives are strengthened: the development of pedagogical thinking for professional growth, self-improvement in professional activity, etc.

The motives for the development of pedagogical thinking were revealed through questionnaires, group and individual conversations, during which the essence, content and specifics of pedagogical activity were revealed.

The second stage of work, as a rule, begins in the second year. During this period, the teacher in oldes future specialists in the process of self-education related to pedagogical Activity, which awakens their desire to develop pedagogical thinking.

The activation of the activities of future specialists in the development of pedagogical thinking is also facilitated by the rating system for assessing their knowledge, which provides for the accumulation of additional points by future teachers-educators of the Abai Kazakh National Pedagogical University for performing various types of independent work that contribute to the development of pedagogical thinking included in the educational process.

The state educational standard of higher professional education of the third generation states that a graduate should understand the social significance of his professional profession and be motivated to carry out professional activities. This provision is considered in the standard as one of the main general professional competencies that a future specialist must possess.

The condition for a successful solution to this problem is the formation of pedagogical thinking of future specialists.

This is no coincidence, because in the context of market relations and dynamic processes of restructuring the socio-economic sphere of society, one of the most important tasks of the Higher School is to involve future specialists in independent education and their use in various life situations, including in future pedagogical activities. This, as the results of the study show in the formation of pedagogical thinking of future specialists, increases the strength of knowledge acquisition, fosters a culture of mind, forms the motivational participation of future specialists in pedagogical activity.

At the third stage, the teacher approves ideas about the system of work on the formation of pedagogical thinking of future specialists in the educational process.

Results. The development of pedagogical thinking of future specialists in pedagogical universities forms the skills of self-regulation and self-organization.

Based on the experience of Abai Kazakh National Pedagogical University in the educational process, we have noticed that the optimal use of the general and special capabilities of future specialists contributes to the effective formation of pedagogical thinking. Thus, we can see the effective development of pedagogical thinking of a future specialist in the table below (table 2).

Table 2. Ways to effectively develop pedagogical thinking of future specialists

- 1 The use of interactive methods for activating problem-based learning and cognitive activity of students
- 2 Optimal use of individual, group and frontal organizational forms of training
- 3 Involvement of future specialists in various types of research and project activities, as well as their participation in scientific conferences, seminars, etc
- 4 Active participation of future specialists in various competitions, Olympiads in various fields of natural, technical and humanitarian Sciences, held by the Ministry of Education and science of Kazakhstan, scientific communities and foundations, as well as competitive grants

All of the above is the basis for considering the following pedagogical conditions for the effective formation of pedagogical thinking among future specialists:

1. conduct acmeological diagnostics of the individual characteristics of future specialists in order to identify their specific learning opportunities, motives, interests, values, the results of which will be used in future pedagogical activities;

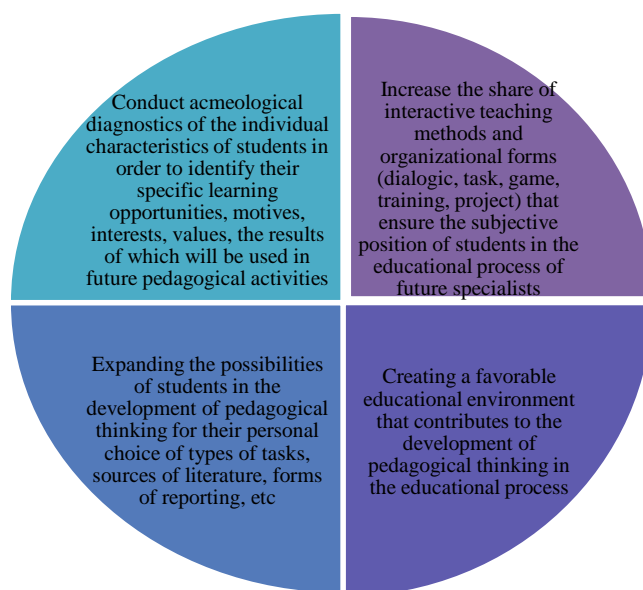
2. creating a favorable educational environment that contributes to the development of pedagogical thinking in the educational process;

3. increase the share of interactive methods and organizational forms of training (dialogue, task, game, training, project) that ensure the subjective position of future specialists in the educational process;

4. expanding the possibilities of students' personal choice of the type of task, literature, form of reporting, etc. in the process of developing pedagogical thinking.

Discussion. Thus, in the course of studying the psychological, pedagogical and acmeological literature and the results of our own research, the university has led to the need to recognize that a gratis (subjective-objective) approach to organizing the practice of forming pedagogical thinking cannot be recognized as formed.

In methodological terms, acmeology is a complex science of a fundamental and applied nature. Fundamental is determined by the recognition of patterns in the sphere of being that cannot be studied in other sciences. The cognitive nature of acmeology is reflected in practice-oriented acmeological technologies.



In acmeological terms, the following aspects are considered: age, education, professional skills. In addition, the possibilities of acmeological creativity, existential and cultural studies are studied. Here, the reflexivity of skill is considered as a system-forming factor. The data and patterns revealed as a result of such research are systematically interpreted on a pedestal. In interaction with management theory, pedagogy and psychology, acmeology makes some changes in the sphere of professional training of future teachers. The main place on the acmeological pedestal in the training of personnel is occupied by the issues of developing pedagogical thinking of specialists and improving their qualifications. The issues under consideration are guided by the following directions:

- age – diagnosis of symbols and abilities in the context of pedagogy (studying children and young people), in the context of adult Andrology (studying students and specialists), in the context of Gerontology (studying labor veterans);
- education-diagnosis and development of knowledge and skills in the system of general, professional and continuing education;
- professional – by determining professional suitability for a particular type of work, psychological readiness and determining responsibility for its results, determining the possibilities and results of the implementation of labor activities;
- creative-determination of the effort expended in implementation (determination of the level of professionalism, reflexive-innovative potential of skill and assessment of the social significance of innovations obtained in the creative process).

The specifics of the professional development of a future specialist, considering his professional development, in particular, does not distinguish the concept of «professional» from the concept of «human individuality», which, in turn, is reflected in new facets of the development of human individuality. It should be taken into account in clarifying the goals for the development of pedagogical thinking of a future specialist.

The unity of professional and personal development of the future specialist, the goal of professional development – as a single quality of the teacher's individuality, is expressed through pedagogical thinking. However, there are also differences justified by the substitution of the leading type of activity: in one case, professional activity is taken as the leading activity, and in the next-educational activity. However, educational activity is «embedded» in professional activity, because through pedagogical thinking it will not be possible to effectively develop the competence and individuality of the teacher as the main working tool. It is better to adhere to the definition that if the unity of professional and educational activities of a future specialist is distinguished from any activity by the fact that educational activity is objectively focused on pedagogical thinking in the development of individuality, then its subjective purpose will be exactly the same.

Conclusion. As a result of the constant search for future specialists, the ability to acquire analytical skills in their activities and use methods of emotional impact and cognitive regulation (for optimization) of one's own activity and mental state" develops acmeological thinking. Thus, he gets the opportunity to create his own life path. Therefore, the effective use of acmeological methods and technologies for the personal growth of future specialists contributes to the development of acmeological thinking.

Consequently, the education system itself is based on a competency-based approach, aimed at creating conditions for the development of acmeological thinking of future specialists within the framework of general cultural and professional competencies declared in the state mandatory standard of preschool education and training. However, their development within the framework of only educational and professional disciplines is not enough, therefore, the development and implementation of special technologies for the development of acmeological thinking of future specialists in higher educational institutions requires the need. In conclusion, acmeology makes it possible to look for new opportunities, as well as to look for new opportunities for building and approving the model of acmeological kindergartens.

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