

Lesson study әдісінің орта мектепте экономиканы оқытудағы тиімділігі

ХУСНИДИНОВА .М. - студент, Оңтүстік Қазақстан мемлекеттік педагогикалық университеті, Шымкент/Қазақстан, ORCID:<https://orcid.org/0009-0008-0068-8059> e-mail:husnidinovatiftuna715@gmail.com
БЕРДЫБЕКОВА А. Л. - э.ғ.к., аға оқытушы, Оңтүстік Қазақстан мемлекеттік педагогикалық университеті, Шымкент/Қазақстан, ORCID:<https://orcid.org/0000-0003-2395-7844> e-mail:aitan_9_may@mail.ru

Аңдатпа. Lesson Study-бұл білімнің дамуына және оқуды жақсартуға тікелей әсер ететін тәжірибеге негізделген кәсіптік оқыту. Lesson Study моделінде әдетте бірдей деңгейдегі мұғалімдер (параллель сыныптарда немесе бірдей курстарда өткізілетін сабақтар) тиімді оқыту әдістерін табу үшін жұмысты бірлесіп құру және жоспарлау үшін үнемі жиналады. Lesson Study әдісі шетелде де, Қазақстанда да мұғалімдерді, сарапшылар мен кәсіпқойларды өзіне тартты. Бұл әдіс бастапқыда Жапонияда, математиканы оқытуда қолданылған, ал қазір ол басқа елдерде, басқа пәндерді оқуда қолданылады, мысалы: экономика. Lesson Study бейімделуі қызықты, өйткені Жапония мен Қазақстанның мәдениеті әртүрлі. Жапония мен АҚШ-та Lesson Study әдісі оқытуда қалай қолданылатыны туралы көптеген ақпарат бар, бірақ Қазақстанда ұқсас ақпарат аз. Бұл кейс-стади болғандықтан, ол тек мектепке бағытталған. Сұхбат пен бақылау осы зерттеуде қолданылған құралдар болды. Әңгіме әдетте Lesson Study қалай жүргізілетіні туралы ақпарат алу үшін пайдаланылды және бақылау әдісі зерттеушілердің қатысуымен Lesson Study бағдарламасының нақты іске асырылуын анықтау үшін де пайдаланылды. Бұл мақалада оқу процесінде Lesson Study бағдарламасын жүзеге асыру кезінде болған оқиғаларға көп көңіл бөлінеді.

Кілт сөздер: Lesson Study әдісі, экономикалық білім, экономикалық оқыту, сабақ, мектеп, мұғалімнің қызметі.

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FACTORS AFFECTING THE PROFESSIONAL ADAPTATION OF A SPECIALIST

TUYCHIEV K.- Candidate of Pedagogical Sciences, Associate Professor of the National Research University "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers", Uzbekistan/Tashkent, ORCID-<https://orcid.org/0009-0003-1235-1457> e-mail: x.tuychiyev@tiame.uz

Abstract. Now, in the higher education system, it is important for students to adapt to the educational process and the process of producing specialists. In the era of a market economy, the compatibility of supply and demand and the significant role of competitive personnel in production depend precisely on the professional adaptation of personnel. The author speaks in this article about the factors influencing the professional adaptation of specialists. Pedagogical conditions are diagnostics of new professional qualities for the adaptation of students to further professional activity, which ensures the effective implementation of other pedagogical conditions, rather than concepts of the development of professional qualities and subjects and professional indicators corresponding to new modern diagnostic requirements. The article is aimed at improving the effectiveness of the methodology aimed at adapting students to the educational process, which includes the results of the study of the didactic, psychological, social adaptation of students to the educational process, as well as the perception of national identity, the view of values as a priority problem and professional flexibility.

Key words: professional adaptation, production, professional adaptation, professional activity, conditions

Goal. As a result of the pedagogical adaptation of young people to higher educational institutions of our country, the implementation of colossal work on the development of mental health of students and youth, organizational and pedagogical conditions and information and methodological opportunities for the training of future specialists are expanding. Analyzing the research conducted in higher educational institutions on the formation of skills of adaptation to the educational environment in the process of preparing students for the profession, we witness that its scientific and theoretical foundations have not been developed and fully applied in practice. Therefore, in the process of preparing for the profession, it is necessary to establish work on the development and implementation of innovative forms of approach, methods and tools in the

formation of skills of adaptation of students of higher educational institutions to the educational environment. As a student adapts to the environment of a higher educational institution, this serves to develop his theoretical and practical knowledge, skills and abilities, turning these skills into qualifications in the process of pedagogical practice, improving his qualifications when he begins his professional activity.

A special area of research in the field of pedagogy and psychology in the world is the study of the peculiarities of the formation of theoretical and practical, innovative, creative, rational and irrational, critical and technical thinking in students, in which it is important to improve the expansion of the apparatus of concepts, integrative areas, values and educational content arising in pedagogy. In this direction, in particular, the adaptive mechanism of pedagogical adaptation of students to higher education, as well as the identification and development of adaptive abilities of students, is widely paid attention and they become relevant. Internal conditions and factors affecting the professional adaptation of a specialist are the degree of his adaptive capabilities, the degree of development and flexibility of the individual and the body, the compliance of his motivation with the requirements of professional adaptation.

The task of the study. The authors studied in detail L.N.Boronina, A.L.Andreev, G.V.Bezyuleva, S.V.Vasilyeva, S.M.Vishnyakova, V.A.Kruchinin, E.O.Leontieva, E.I.Muratova, E.A.Osipov, E.V.Osipchukova, A.V.Panikhina, S.A.Runova, R.R.Husainova, T.E.Chikina, L.A.Yasyukova different approaches to the problems of adaptation of students to study at a higher educational institution.

The peculiarities of the development of a person receiving education in foreign countries have been studied by scientists such as D.Bartram, A.Bandura, A.N.Leontiev, A.Maslow, F.Barron, S.L.Rubinstein, R.Dyson, D.Harrison, S.Hoare, O.Lopez-Fernandez, A.Morales, C.Palmer.

Determination of the theoretical and methodological foundations for improving the professional and pedagogical activities of students based on an adaptive approach. Analysis of the adaptive structure of professional and pedagogical activity based on the definition of criteria, indicators of components of students' adaptation to the profession and the degree of their formation.

Improving the methodology for diagnosing the process of professional and pedagogical activity of its students based on the components of the degree of pedagogical adaptation and the creation of an adaptive educational environment. Development of a model for improving the professional and pedagogical activity of students based on an adaptive approach based on the components of readiness for an adaptive environment.

Research methods. In the professional adaptation of a specialist, the fundamental, determining role is played by external conditions, areas and branches of professional adaptation of a person. It is they who manifest themselves as a kind of professional sphere into which a specialist falls. Any of these areas of professional adaptability of a specialist assumes that he has a level of training, adaptive capabilities in a specific field of activity. In the process of adaptation of an individual in a particular area, respectively, dominant trends manifest themselves. With regard to professional activity and organizational conditions, flexibility lies to the same extent as the process of mastering their requirements. This is due to the fact that it is impossible to make adjustments in these areas of professional adaptation, therefore, adaptation is reduced to adaptation and assimilation with them. The successful or unsuccessful course of adaptation of a young specialist in these areas is relatively independent. But these processes are particularly interrelated in professional activity, socio-psychological and other areas. Socio-psychological adaptation of a specialist has a significant impact on the success of adaptation to professional activity, as well as on professional adaptation in general [6,7,8].

In the professional adaptation of young specialists, the success of their adaptation to professional activity plays a leading role. Therefore, the difficulties and attitudes faced by a specialist in this field serve as a source of increasing his activity in the process of professional adaptation.

Thus, when preparing a modern specialist, the main attention should be paid to the formation of his professional and psychological readiness for professional activity. At the same time, the value of his organizational, socio-professional and social (in a broad sense) training does not decrease.

Professional adaptation of a young specialist is a continuous process that has its own dynamics, content and features.

The success of a specialist's professional adaptation depends on a number of factors:

1. Availability of the necessary internal capabilities of the specialist:

- appropriate level of training;
- sufficient flexibility;
- motives of professional activity;
- a clear understanding of the content and conditions of this activity.

2. Special attention to the process of professional adaptation in general on the part of the specialist himself, his supervisors and the working team;

3. Implementation of the adaptation process taking into account the specifics of the specialist, the patterns of development of this process itself and the social environment;

4. Special psychological support, which is based on the early prediction of the features of the process and the provision of necessary psychological assistance to a specialist [9, 10].

From the point of view of a systematic approach, these conditions are interrelated, manifesting themselves in the main directions of professional adaptation of a young specialist:

- organizational sphere,
- in the field of professional activity,
- in the field of social and psychological role relations.

The adaptation process exists in various interrelated forms. Most researchers distinguish the following forms of adaptation of students to the educational process of a higher educational institution:

1) the student and the adaptive environment, i.e. situations that activate the adaptive development needs of the student ;

2) social adaptation, i.e. the process of rapprochement of the first Boskich student groups and integration of these groups with the entire student environment;

3) creation of organizational and pedagogical conditions aimed at the development of the student's personality, flexible in professional and pedagogical activity.

Discussion of the results. In the learning process, while observing the process of didactic adaptation of students to higher education in pedagogical practice, their activity in the learning process, for example, students in training, their interests in relation to the material being mastered, correctness, completeness, accuracy, awareness of these answers, as well as communicative and adaptive abilities established with the results obtained during the study were recorded in a well-defined order.

The successful course of professional adaptation of a young specialist will depend primarily on his personal and psychological qualities. One of these qualities is the compatibility of a specialist's ideas about living conditions and activities in the implementation of professional activities.

The simplicity of the future way of professional activity allows adaptation to be more successful, and vice versa, the incompatibility of a person's perception of the real conditions of his future life activity makes him psychologically unprepared to face unexpected difficulties, to be able to carry out the process of psychological adaptation. But specialists do not have the opportunity to form a complete correspondence of expected and real situations.

The model of improving the professional and pedagogical competencies of its students based on an adaptive approach consists of an organizational and spatial process and analytical and sequential components, in which the main goal is to improve the professional and pedagogical competencies of students based on an adaptive approach. When implementing this process, referring to the psychological and pedagogical foundations of professional and pedagogical adaptation: educational environment - in it, such processes as the educational process of students and their activities outside it, the formation and development of general academic skills are of particular importance; in the socio-psychological environment, students are able to demonstrate communication skills and adaptive abilities, develop practical skills in; it is assumed that as a result of the implementation of education as a value in a value-motivational environment, various types of activities and social processes (binary exercises, conferences and open dialogue trainings), the level of professional qualifications of students will increase [11].

Table 1. Criteria of professional and pedagogical activity of students

Criteria	Indicators of the dynamics of change
Creative	Intellectual (self-assessment); - Creative potential (self-control)
Activity	- culture of values (assessment of the experimental group) - Communication and leadership skills
Reflexive	- The ability to self-development - Feedback (building good relationships)

The table shows the criteria of students' professional and pedagogical activity: in this case, students' readiness for the educational process is the necessary components of their knowledge acquisition activities: educational-cognitive, value-motivational, educational-informational, intellectual, reflexive, intellectual (self-assessment), in addition to the communicative knowledge of future engineers in socio-psychological disciplines; creative potential (self-control),; we rely on the indicators obtained on the basis of the ability to self-development, feedback (building good relationships with each other), the presence of independent cognitive activity, as well as motivation to get an education.

Professional adaptation of a specialist is carried out in the main directions of his professional interaction with the environment:

1. Flexibility to professional activity in the field of professional activity (its goals, content, technologies, means of implementation, procedure and intensity of activity);
2. Adaptability to industrial and labor discipline, organizational rules and regulations and other requirements in the organizational sphere;
3. In the field of socio-professional, adaptability to social tasks and socio-professional status (doctor, teacher, lawyer, civil engineer, etc.) ;
4. Socio-psychological tasks in the field of sociopsychology, informal norms, rules, values, adaptability to relationships in the organization and in the labor community;
5. In the broad sense of the social sphere, the professional activity of a specialist is a social condition that implies flexibility (in social, ethnic, legal, religious and other environments) (1-Fig)

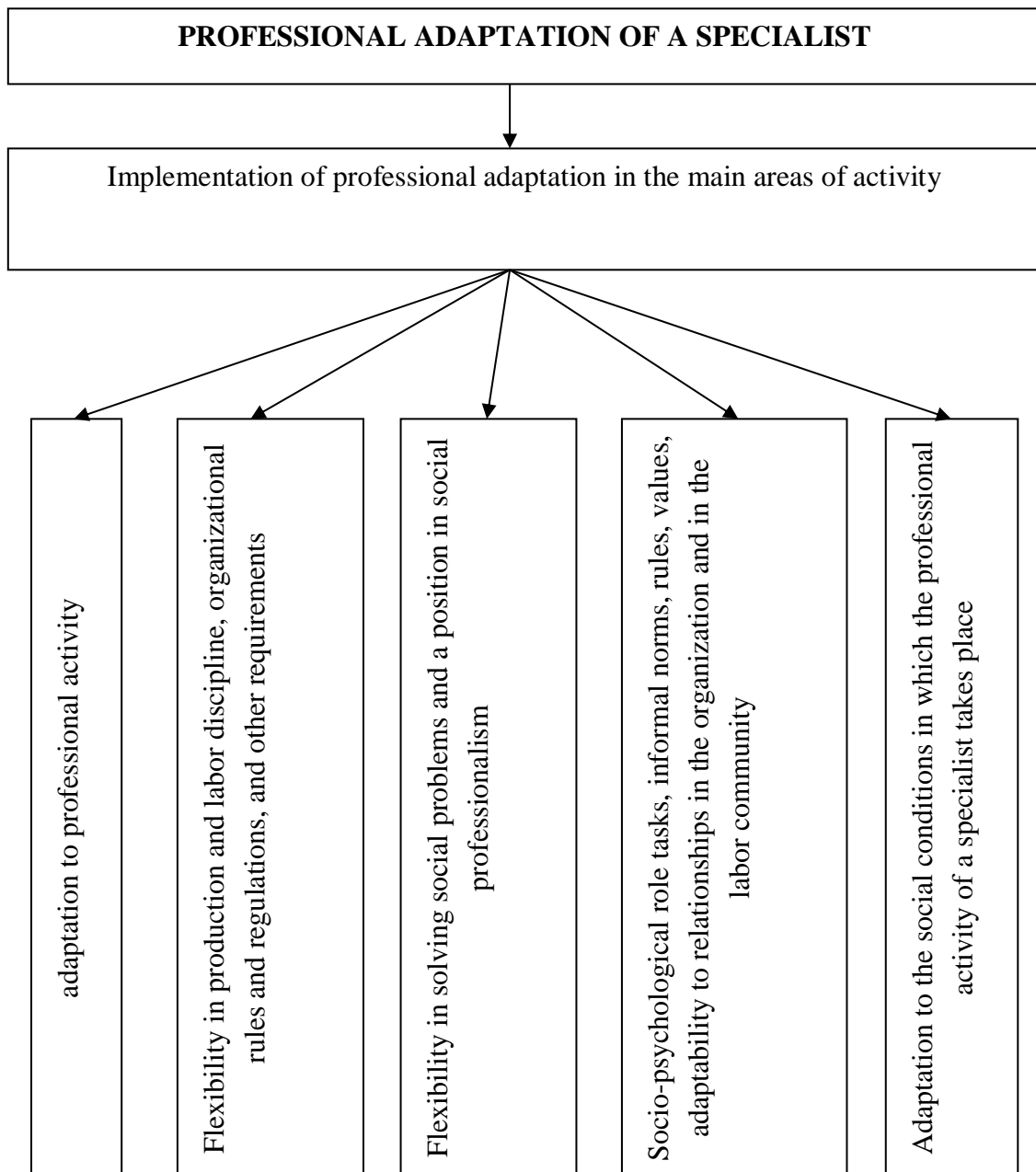


Fig - 1. Types of professional adaptation in professional activity Conclusion.

In professional and pedagogical adaptation of students to the educational, social, psychological and value environment, motivational criterion in professional and pedagogical adaptation: intellectual and creative potential of students; communicative criterion: orientation of students to search for solutions to tasks in the classroom with a creative approach; cognitive criterion: development of professional and pedagogical competencies as a result of self-knowledge and control of abilities, and the evaluation criterion is to determine the level of professional and pedagogical adaptation of students.

It should be noted that it is advisable to assess the levels of professional and pedagogical adaptation of students with productive, didactic, creative and motivational levels. For most young professionals, their imagination and expectations do not coincide with what they face in real life after graduation. Therefore, the formation of correct ideas among students about their professions, their capabilities and the conditions of the proposed activity is considered one of the important

problems in the training of specialists. The formation of ideas corresponding to real conditions is the task of professional education [12, 13].

When implementing the existing pedagogical conditions, students' activity was observed in the process of working individually or in groups, and the emphasis was placed on the activity of the recipient of education. In this process, the student himself is a necessary factor in order to feel, feel and understand the organizational stage of the cognitive process independently or with the help of a teacher, and as a result, he develops the necessary cognitive skills and qualifications. Students have socio-psychological training aimed at the formation of various professional knowledge, personal qualities, increasing resistance to socio-psychological conflicts, eliminating interpersonal and group conflicts, as well as a quick search for solutions to problems, gives very popular and interesting results.

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Маманның кәсіби бейімделуіне әсер ететін факторлар

ТУЙЧИЕВ К. - "Ташкент ирригация және ауыл шаруашылығын механикаландыру инженерлері институты" Ұлттық Зерттеу университетінің доценті, педагогика ғылымдарының кандидаты, Өзбекстан, Ташкент, ORCID <https://orcid.org/0009-0003-1235-1457> e-mail: x.tuychiyev@tiiame.uz

Аңдатпа. Қазір жоғары білім беру жүйесінде студенттердің оқу үрдісіне бейімделуі, мамандарды шығару үрдісі маңызды. Нарықтық экономика дәуірінде сұраныс пен ұсыныстың үйлесімділігі және бәсекеге қабілетті кадрлардың өндірістегі маңызды рөлі дәл кадрлардың кәсіби бейімделуіне байланысты. Автор бұл мақалада мамандардың кәсіби бейімделуіне әсер ететін факторлар туралы айтады. Педагогикалық шарттар – бұл жаңа заманауи диагностикалық талаптарға сәйкес кәсіби қасиеттер мен пәндерді және кәсіби көрсеткіштерді дамыту концепцияларынан гөрі, басқа педагогикалық шарттарды тиімді жүзеге асыруды қамтамасыз ететін, студенттерді одан әрі кәсіби іс-әрекетке бейімдеу үшін жаңа кәсіби сапалардың диагностикасы. Мақала студенттердің оқу-тәрбие процесіне дидактикалық, психологиялық, әлеуметтік бейімделуін, сондай-ақ ұлттық бірегейлікті қабылдауын зерттеу нәтижелерін қамтитын оқу-тәрбие процесіне студенттерді бейімдеуге бағытталған әдістеменің тиімділігін арттыруға бағытталған. , құндылықтарды басым мәселе және кәсіби икемділік ретінде қарастыру.

Кілт сөздер: кәсіби бейімделу, өндірістік, кәсіби бейімделу, кәсіби қызмет, шарттар

Факторы влияющие на профессиональную адаптацию специалиста

ТУЙЧИЕВ К. - к.п.н., доцент Национального исследовательского университета "Ташкентский институт ирригации и механизации сельского хозяйственной инженерии", Узбекистан/Ташкент, ORCID <https://orcid.org/0009-0003-1235-1457> e-mail: x.tuychiyev@tiiame.uz

Аннотация. Сейчас в системе высшего образования важен процесс адаптации студентов к учебному процессу, выпуск специалистов. В эпоху рыночной экономики сочетание спроса и предложения и важная роль конкурентоспособных кадров в производстве зависят именно от профессиональной адаптации кадров. В этой статье Автор рассказывает о факторах, влияющих на профессиональную адаптацию специалистов. Педагогические условия-это диагностика новых профессиональных качеств для дальнейшей адаптации студентов к профессиональной деятельности, обеспечивающая эффективную реализацию других педагогических условий, а не концепций развития профессиональных качеств и дисциплин и профессиональных показателей в соответствии с новыми современными диагностическими требованиями. Статья направлена на повышение эффективности методики, направленной на адаптацию студентов к учебно-воспитательному процессу, включающей результаты исследования дидактической, психологической, социальной адаптации студентов к учебно-воспитательному процессу, а также восприятия национальной идентичности. рассматривая ценности как приоритетную проблему и профессиональную гибкость.

Ключевые слова: профессиональная адаптация, производство, профессиональная адаптация, профессиональная деятельность, условия

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Fundamentals of professional orientation in the system of continuing education

ISMAILOVA Z. - Doctor of Pedagogical Sciences, Professor, National Research University, "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers", Uzbekistan. Tashkent, ORCID:<https://orcid.org/0000-0001-7896-3497> e-mail:z.ismailova@tiiame.uz

Abstract. The system of vocational guidance is directly connected with the system of social production through the training of productive forces in the system of vocational education. In this regard, any changes in the system of social production have a huge impact on the activities of vocational guidance services in comparison with other areas of education. The author is guided by theoretical factors of professional development. In modern conditions, the development of professional competence of students of professional (continuing) educational direction in preparation for professional activities improvement of methodological and scientific and methodological foundations of acocuga,