

Маманның кәсіби бейімделуіне әсер ететін факторлар

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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

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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

UDC:375:5.783
CSCSTI: 31.01.45

<https://vestnik.oqmpu.kz/kk>

Fundamentals of professional orientation in the system of continuing education

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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,

development of knowledge, skills and competencies of teachers in the negaroruk process in digital technologies, multimedia, advanced negaroruk technologies "Monodzukuri" technologies developed (Aichi University Education); through the introduction of mediatechnologies and a system of training, scientific research is carried out in higher educational institutions such as the development of creative thinking on vocational training in students (National Consultation on pedagogical technologies).

Key words: *professional orientation, factors, educational institutions, professional and practical activities*

Goal. The issues of professional orientation are determined to a certain extent by the socio-economic policy of the state. Economic growth, good employment opportunities, competitiveness in the domestic and global markets, individual personality traits, as well as the correspondence of work and information focused on the profession and specialization to the needs of the labor market, compliance with the principle of fairness in the distribution of jobs, benefits and other social benefits will largely depend on professional orientation. Career guidance in the system of continuing education despite the fact that there is a lot of scientific research work on the introduction of socio-pedagogical conditions, the mechanisms for the development of their professional competence in the preparation of students of the continuing education direction for professional activities are to introduce anicality into it so that the solutions are not sufficiently studied

The task of the article. Tasks for professional orientation include:
regular acquaintance of students and school graduates with modern types of work, socio-economic and psychophysiological features of professions;
continuous study of the need for qualified personnel;
requirements for individuals when engaging in professions, further expansion of professional opportunities and professional development;
the fact is that in the process of work, you can independently improve your work activity.

Therefore, one of the urgent problems being solved in the republic is the creation of the most optimal, socially oriented necessary conditions for employment, the creation of a real opportunity for every citizen of the republic to freely choose the type or form of work [1].
scientific and methodological foundations of preparing students for professional and pedagogical activity and the necessary competencies based on the requirements of the employer;
analysis of the content, essence of "professional orientation" based on international pedagogical experiments, definition of the space of continuing education, its features, functions, components, principles of organization;
improving the professional competence of graduates in the implementation of a professional and didactic process aimed at integrating professional and pedagogical knowledge, performing professional tasks;
development of the content of pedagogical diagnostics and functional tasks for the development of professional competence of students in the system of continuing education;
development of scientific and practical recommendations to improve the effectiveness of the approbation of the developed methodology for studying the problem in the course of a pedagogical experiment and to improve the theoretical and methodological foundations of professional orientation [2,3,8].

Research methods. On the way to a radical reform of the education system, there are several unresolved problems that hinder the development of the vocational guidance system:
- the existing vocational guidance units cover only educational institutions of the public education system; vocational education and higher education institutions are not yet covered by management services for systematic work on professional counseling, psychocorrection and professional adaptation;
- the existing criteria for evaluating the career guidance activities of educational institutions are aimed only at quantitative indicators, and professional consultants of the school and specialists of the

- regional career guidance center do not encourage the improvement of the qualification level;
- a system of professional orientation of students of all social institutions of the country and a system of social partnership is gradually being formed, which encourages interest in the development of their activities;
 - the material and technical base of career guidance work is still in an unsatisfactory state [10,11, 12].
 - modern standards of production and public education place high demands on the level of skills and psychological and pedagogical qualifications of specialists of school professional consultants and career guidance units, but they have not found sufficient expression in the content of work on training and advanced training of such specialists;
 - there are no effective vocational guidance programs designed taking into account the age characteristics of students;
 - in terms of improving the quality of vocational guidance services for students, the structure and content of information support for territorial divisions and school offices of vocational guidance have not been developed.

theoretical and methodological foundations of step-by-step implementation of professional and pedagogical training and vocational guidance of students based on the integration of professional and pedagogical knowledge, the fulfillment of professional tasks and the development of professional competence of students, familiarization of schoolchildren with professional interests, logical and creative thinking, analysis and practice of professional activity. [13, 14, 15].

Professional orientation is a scientifically based system of measures aimed at preparing young people (students) to choose a profession, independently determining their future and helping them to start working, taking into account individual personality characteristics and the socio-economic situation on the labor market.

Professional orientation forms motivational professional intentions among young people based on awareness of socio-economic needs and their psychophysiological capabilities.

Professional counseling is when it means helping students to self-determine their future and giving recommendations about possible areas of their psychological and professional activities, as well as providing advice on the specifics of professions, psychological results, while psychological assistance is methods that help to form a positive attitude to the profession and confidence in the future [17].

Discussion of the results. In the course of the study, we identified the main components of the professional and practical activities of students in career guidance (Table 1).

Table 1. The main components of professional and practical activity of students in career guidance

Components	Tasks
Organizational	- Organization of the students' learning process; - development of students' self-education system. - Organization of education and multifaceted development of the student's personality at the university; - development of students' self-education system.
Information	- providing methodological assistance to teachers; - to help students successfully adapt to IT at the initial stage; - interact with educational institutions and employers.

Target	- development of scientific-experimental, problem-searching, educational-research, scientific-research, scientific-practical, scientific-methodical work of students and teachers; - use of innovative scientific potential of higher professional education - training of future specialists; - development of creativity and innovative thinking.
Technological	- development of directions, forms, methods and means of education; - development and use of educational materials in the educational process.
Final results	- personality monitoring from the point of view of education and professional training - analysis and evaluation of the state and efficiency of work at the university.

The main components of the professional and practical activity of students in career guidance are:

- organizational, which include the organization of the students' learning process; the development of the students' self-education system, the organization of education and multifaceted development of the student's personality at the university; the development of the students' self-education system.
- informational - providing methodological assistance to teachers; helping students successfully adapt to IT at the initial stage; interacting with educational institutions and employers.
- targeted - development of scientific-experimental, problem-searching, educational-research, scientific-research, scientific-practical, scientific-methodical work of students and teachers; use of innovative scientific potential of higher professional education; training of future specialists; development of creativity and innovative thinking [16].
- technological - -development of directions, forms, methods and means of education; development and use of educational materials in the educational process.
- final - monitoring of the individual from the point of view of education and professional training; analysis and assessment of the state and effectiveness of work at the university.

Currently, higher education often faces new problems of a multidimensional nature:

1. Determining the place of the university in the current and future society; creating a new form of existence that allows it to maintain and strengthen its position as a mechanism of social reproduction and development;
2. providing high-quality educational services that meet the requirements of constant updating of professional knowledge, that is, lifelong learning;
3. adequate assessment of educational results and continuous improvement of their activities, in particular, the development and transformation of new fields of activity, taking into account the need for professional "reorientation" of specialists [18].

Thus, the principle of vertical integration of the system of continuing education is conceptually connected with the principle of continuity of goals, educational content, organizational structures and pedagogical technologies.

Currently, no country in the world has developed a full-fledged system of continuing professional education. But in a number of countries, the necessary conditions for its implementation have already been created, and some elements of continuing education in existing educational systems indicate a desire to adhere to its principles.

In Sweden, for example, a new concept of continuing education has emerged, based on the needs of the economy - the higher education system includes all educational institutions that train and retrain specialists, and training at traditional universities is divided into certain stages. The trend of integration of educational institutions, including their position, as well as those that differ in level and direction of training, is becoming more stable. In order to create a system that provides training and retraining of specialists of different levels and profiles, the principles of combining various

educational institutions have become the basis for the changes that have been implemented in Sweden in recent years.

Thus, to date, the relevance of creating an integral pedagogical system for the formation of professional self-determination of students in the conditions of pre-university education, vocational training and additional education is determined by the following reasons:

- psychological and pedagogical educational integration associated with the growing need of the younger generation for professional self-determination, choosing a profession in accordance with the interests, inclinations and abilities of the individual in modern conditions of social development;
- * education related to the implementation of the idea and principles of continuing education, which allows each graduate to immediately teach in accordance with psychological and physiological characteristics, inclinations and abilities, tasks and opportunities in a particular field;
- demographic factors determining the ever-decreasing enrollment in general education schools, which may lead to equality of school graduates and places in secondary educational institutions and, as a result, may lead to an increase in the number of students attending secondary and higher vocational educational institutions, which will lead to a decrease in the choice of applicants.

Conclusion. The implementation of the competence approach in professional orientation in the system of continuing education is a set of actions that lead to the formation of competencies in the educational process; their assessment is the formation of competence in modules that determine the role of the audience and independent types of education in the formation of professional competence; the structure and organization of the educational process.

In professional orientation, one of the important conditions is to achieve the proportionality of conditions affecting the quality of preparation for professional and pedagogical activity and the preparation of students for professional and practical activities.

Thus, professional orientation is a scientifically based system of training young people to choose a free and independent profession, which is designed to take into account both the individual characteristics of each person and the need for a full distribution of labor resources in the interests of society. In the recent past, professional orientation has generally focused on practical work aimed at directing students primarily to working professions. Subsequently, attention was drawn to the need to develop a theory, and only recently the need to develop methodological issues of professional orientation was felt.

The differentiation of students and students of different levels creates conditions for the implementation of an individual approach; an acceptable combination of mass, group and individual forms of Career Orientation work with students, students of different levels, and their parents.

Thus, in the theory of professional orientation, there are both general pedagogical principles and specific principles that characterize the activity of professional orientation as a social phenomenon.

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Үздіксіз білім беру жүйесіндегі кәсіптік бағдарлау негіздері

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Аңдатпа. Кәсіптік бағдар беру жүйесі кәсіптік білім беру жүйесінде өндіріш күштерді дайындау арқылы қоғамдық өндіріс жүйесімен тікелей байланысты. Осыған байланысты қоғамдық өндіріс жүйесіндегі кез келген өзгерістер білім берудің басқа салаларымен салыстырғанда кәсіптік бағдар беру қызметінің қызметіне үлкен

эсер етеді. Автор кәсіби дамудың теориялық факторларын басшылыққа алады. Қазіргі жағдайда кәсіптік (үздіксіз) білім беру бағыты студенттерінің кәсіби іс-әрекетке дайындаудағы кәсіби құзыреттілігін дамыту асосына-ның әдістемелік және ғылыми-әдістемелік негіздерін жетілдіру, цифрлық технологиялар бойынша неғарорук процесінде мұғалімдердің білім, білік және дағдыларын дамыту, мультимедиялық, озық неғарорук технологиялары «Монодзукури» технологиялары әзірленді (Aichi University Education); медиатехнологиялар мен оқыту жүйесін енгізу арқылы жоғары оқу орындарында студенттердің кәсіптік оқыту бойынша шығармашылық ойлауын дамыту сияқты ғылыми зерттеулер жүргізіледі (Педагогикалық технологиялар бойынша ұлттық консультация).

Кілт сөздер: кәсіптік бағдар, факторлар, оқу орындары, кәсіптік-практикалық іс-әрекет

Основы профессиональной ориентации в системе непрерывного образования

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Аннотация. Система профориентации напрямую связана с системой общественного производства через подготовку производительных сил в системе профессионального образования. В связи с этим любые изменения в системе общественного производства оказывают большое влияние на деятельность профориентационной деятельности по сравнению с другими отраслями образования. Автор руководствуется теоретическими факторами профессионального развития. Развитие профессиональных компетенций в подготовке студентов направления профессионального (непрерывного) образования к профессиональной деятельности в современных условиях совершенствование методических и научно-методических основ асосына, развитие знаний, умений и навыков учителей в неғарорукском процессе по цифровым технологиям, мультимедийные, передовые неғарорукские технологии разработаны технологии «Монодзукури» (Aichi University Education); посредством внедрения медиатехнологий и системы обучения в вузах проводятся такие научные исследования, как развитие творческого мышления студентов по профессиональному обучению (национальная консультация по педагогическим технологиям).

Ключевые слова: профориентация, факторы, учебные заведения, профессионально-практическая деятельность

«ОҚМПУ ХАБАРШЫСЫ – ВЕСТНИК ЮКГПУ» №2 (36), 2023

ISSN2415-8186 (Online)

ISSN2415-8178 (Print)



ОҢТУСТІК ҚАЗАҚСТАН МЕМЛЕКЕТТІК ПЕДАГОГИКАЛЫҚ УНИВЕРСИТЕТІНІҢ

ХАБАРШЫСЫ

ВЕСТНИК

**ЮЖНО-КАЗАХСТАНСКОГО ГОСУДАРСТВЕННОГО ПЕДАГОГИЧЕСКОГО
УНИВЕРСИТЕТА**

BULLETIN

OF SOUTH KAZAKHSTAN STATE PEDAGOGICAL UNIVERSITY

ҒЫЛЫМИ-ПЕДАГОГИКАЛЫҚ ЖУРНАЛ

НАУЧНО-ПЕДАГОГИЧЕСКИЙ ЖУРНАЛ

SCIENTIFIC-PEDAGOGICAL JOURNAL

№2 (36) 2023

**Шымкент
2023**