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HIGHER EDUCATION IN KAZAKHSTAN

МАЗМҰНЫ / СОДЕРЖАНИЕ / CONTENTS

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DOES KAZAKHSTAN NEED TO RATIFY THE TOKYO CONVENTION?

Abstract: The article considers the importance of further development of the process of internationalization of higher education in Kazakhstan, in particular, increasing the competitiveness of exports of Kazakhstani educational services through integration into the educational area of the Asia-Pacific region (APAC). It is shown that ratification of the Tokyo Convention will contribute to the implementation of one of the indicators of the Concept of Development of Higher Education and Science in the Republic of Kazakhstan for 2023 - 2029, specifically increasing the proportion of foreign students. Ratification of the Tokyo Convention will give Kazakhstan the opportunity to strengthen diplomatic relations with the countries of the Asia-Pacific region. It will raise awareness of Southeast Asians about Kazakhstan's education system, higher education institutions, educational programmes, the national system of qualifications of higher education, the process of issuing diplomas and certificates. This will help to improve mutual understanding and trust between the countries, as well as promote wider intercultural exchange of knowledge and experience.

Ratification of the Convention will strengthen the status of Kazakhstani educational institutions in the educational area in the Asia-Pacific region, thereby attracting international students and researchers. Comparative analysis of the Lisbon and Tokyo Conventions on the Recognition of Qualifications in Higher Education shows that joining the Tokyo Convention can make the APAC countries one of the important platforms for the export of Kazakhstani higher education.

Keywords: Internationalization of higher education, mobility, recognition, cooperation.

Introduction. The main document that defines the directions and priorities for the development of higher education in Kazakhstan is the Concept of Development of Higher Education and Science in the Republic of Kazakhstan (Concept) for 2023-2029, approved by the order of the Government of the Republic of Kazakhstan in March 2023 [1].

One of the main purposes of the Concept is to increase the attractiveness of higher and postgraduate education and positioning of higher education institutions of Kazakhstan at the international educational level. To achieve this, the implementation of the Internationalization strategy will be continued, including the creation of favorable conditions for the education of foreign students (infrastructure, grants, scholarships, etc.), information mechanisms, simplification of obtaining a student visa. To attract talented foreign youth, the implementation of the scholarship programme will be continued.

According to the Concept, one of the key indicators is the proportion of foreign students. Thus, by 2029 the contingent of foreign students is expected to be 10 % of the total number of students, which will amount to approximately 80-90 thousand.

Consider the dynamics of the arrival of foreign students in higher education institutions of Kazakhstan (Fig.1). If excluding the deviating value of 2019 due to the record number of students from Uzbekistan, the measures taken in recent years do not provide the dynamics of the number of foreign citizens. The proportion of foreign students in recent years does not exceed 3.3-3.5% of the total number of students. Now it is necessary to triple this indicator in 6 years.
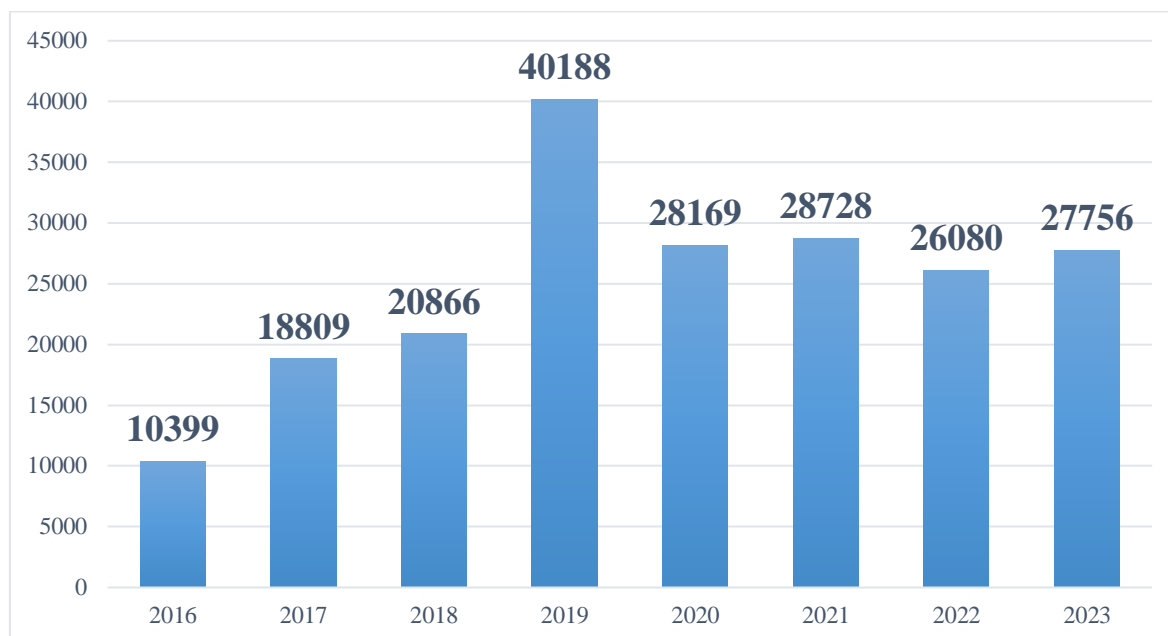
Fig.1 Dynamics of the number of foreign students in higher education institutions of Kazakhstan

The aim of this study is to explore the feasibility of achieving this strategic objective through accession to the Tokyo Convention on the Recognition of Higher Education Qualifications in Asia and the Pacific.

The originality of the research is that for the first time it shows the advantages for the development of Internationalization processes, obtained by opening new markets for the export of educational services.

As a research *methodology*, the authors used various scientometric approaches that are used in the analysis of internationalization of education in international practice.

Materials and methods. As methods and sources of the research the study of the mentioned issues conducted on the basis of comparative analysis of materials and documents of the Current Archive of the Centre for Higher Education Development of the Ministry of Science and Higher Education of the Republic of Kazakhstan, regulatory materials, involvement of some statistical and factual data of UNESCO, works of foreign and domestic scientists on Internationalization of higher education.

Results and Discussion. Internationalization in higher education is commonly understood as a process whereby the activities of higher education institutions acquire an international dimension [2].

The internationalisation of education is a developmental process that is constantly discovering new and diverse forms of cooperation [3]. The concept of internationalization in higher education in

international practice traditionally includes two aspects: "internal" internationalization (internationalization at home) and "external" internationalization (education abroad, across borders, cross-border education). From year to year the number of students travelling abroad to study[4] is growing. So if in the year 2000, according to the UNESCO Institute for Statistics, 1.6 million students studied abroad, in 2022 there will be 6.4 million students[5].

International organisations and regional associations play an important role in the process of internationalisation of education, in particular, in promoting export of educational services. The active phase of formation of integration associations in Europe, which started in the middle of the last century, accompanied by migration of population between countries, posed a logical question of recognition of education documents issued abroad [6].

Mutual recognition of educational credentials is becoming an increasingly important tool to facilitate student and labour mobility. Citizens usually face this problem when going to work or study abroad with diplomas or returning to their own country after studying abroad. It is also relevant in cases where education was received in one's own country but a foreign diploma was issued.

One of the principles of academic recognition is that the first condition for the recognition of a qualification is that it is recognized in the country where it was obtained. Recognition Conventions, which can cover the whole region and its borders, provide a legal basis for fair, transparent and non-discriminatory recognition of qualifications, both between countries in the region and worldwide. It is a form of agreement between sovereign nation states that ensures that the parties' responsibilities in the recognition process are shared on the basis of mutual trust and information. A recognition convention does not lead to the harmonization of education systems. Conventions are important for legal rationality, as well as for the exchange of best practices and benefit analysis, which contributes to the implementation of the principles of fair recognition.

The issue concerning the recognition of higher education qualifications was raised for the first time at the second session of the UNESCO General Conference in 1947 [7]. And in the period from 1960-1991 the initial legal framework for the recognition of qualifications under the auspices of UNESCO was formed. In 1997, the Convention on the Recognition of Qualifications concerning Higher Education in the European Region, the so-called Lisbon Convention [8], adopted in Lisbon.

In 1998, Kazakhstan officially adopted the Lisbon Convention, which became the legal basis for the active development of international co-operation with 56 countries that have also signed the Convention. This step contributed to the establishment of common approaches to the structure of higher education, quality assurance system and awarded qualifications. As a result, the mobility of students and teachers between higher education institutions has been expanded and a new impetus has been given to the development of scientific co-operation. An important step towards fair recognition processes, making it more transparent and effective has been switched from nostrification to recognition, starting from June 2021. As a result, the Rules for Recognition of foreign education documents were developed [9].

Intensive activities in line with the Lisbon Convention have ensured the increasing academic mobility of students, providing them with the opportunity to receive education in educational institutions mainly from the Commonwealth of Independent States (CIS) and Europe [10].

There were 108,504 applications for the procedure of recognition of educational documents from 2018 to 2023. The largest number of submitted educational documents for the recognition procedure comes from the regions as follows: Central Asia 62,445, Europe 26,016, West and South Asia 19,122, Americas 309, Asia-Pacific 340, Africa 272. [11].

The scholarship programme for foreign citizens, which has been implemented since 2019, has also become a catalyst for attracting foreign students, 550 grants are allocated annually for its implementation. This year, 6024 applications were received from 80 countries. The leaders are

Afghanistan (2156), Uzbekistan (692). Only 317 applications (2.9 per cent) were received from Asia-Pacific countries.

Such low representation of applicants from APAC countries is due to low informativeness of citizens of APAC countries about the quality of higher education in Kazakhstan, higher education institutions, their educational programmes, national qualification framework, diplomas awarded, etc.

The past few decades have seen a significant expansion of higher education in the region, with important implications for social mobility.... According to the UNESCO Institute for Statistics, more than 20 per cent of the youth population (15-24 years old) are not in education, employment or training. This example illustrates significant gaps in young people's access to education. Among the total number of mobile outbound students from the Asia-Pacific region, 2/3 of students are from China, India, Republic of Korea, and Vietnam. In 2020, more than 1 million Chinese citizens, 132,000 from Vietnam, and 100,000 from South Korea studied overseas.

According to A. Muzayev, one of the important factors in assessing the attractiveness of a country's education system in terms of attracting international students is the transparency and understandability of the procedure for recognizing qualifications, use of common tools, and compliance with international recommendations [12].

In this regard, it is timely and important to pay attention to the Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education (Tokyo Convention), which entered into force on 1 February 2018[13]. As of September 2023, it has 12 States Parties.

This convention, developed within UNESCO, is an instrument aimed at establishing commonly accepted standards for the recognition and assessment of higher education qualifications in the Asia-Pacific region.

As outlined by Mr. Shigeru Aoyagi, Director of UNESCO's Regional Bureau for Education in Asia and the Pacific (UNESCO Bangkok), «The Tokyo Convention will help countries minimize further disruption for all students and graduates through fair and transparent recognition of online and blended learning. This is key in the context of COVID-19 and for the future of higher education» [14].

The main goals of the Tokyo Convention are: to strengthen links and cooperation between Asia and the Pacific countries through the recognition of qualifications, to support academic mobility and knowledge exchange, and to preserve and promote cultural specificities and traditions in the different countries of the region by recognizing and respecting the diversity of study programmes and qualifications.

The Tokyo Convention seeks to recognize the diversity of educational programmes and qualifications, which can be difficult to compare, in order to support lifelong learning and encourage learning in different countries.

Thus, the Tokyo Convention has purposes that transcend the simple recognition of qualifications, encompassing important aspects of cooperation, mobility and diversity of education systems to improve education and promote sustainable development in the Asia and the Pacific region.

A comparison of the Tokyo and Lisbon Conventions shows the similarity of the main provisions. However, the concept of «Higher education» in the Tokyo Convention on the Recognition of Qualifications has a wider aspect and is adapted to the current realities in higher education. This broadened definition of «Higher education» in the Tokyo Convention reflects current trends and the diversity of educational opportunities available in different countries. It also takes into account the importance of recognizing qualifications from different educational systems, including vocational and technical education.

In this way, the Tokyo Convention on the Recognition of Qualifications approaches the definition of «Higher Education» in a more flexible and modern way, taking into account the

diversity of educational pathways and forms of learning that are becoming increasingly relevant in today's world.

Both Conventions provide for the competences of central authorities, other Parties (constituent parties) or institutions of higher education. The Conventions also specify the need to take measures to ensure that information is transmitted to the relevant authorized bodies (constituent Parties, Parties, institutions of higher education) and that the provisions of this Convention are implemented in the territory of the Party where recognition takes place.

Both the Lisbon and Tokyo Conventions define the basic principles of qualifications assessment:

- Adequate access for qualification holders to information on the education system, procedures and criteria for the assessment and recognition of qualifications;
- Non-discrimination;
- Reasonable timeframes for recognition and review procedures;
- Transparency, consistency, reliability of assessment procedures and criteria;
- Accountability of higher education institutions for providing information upon request.

In each of the conventions, recognition of qualifications issued by other parties is a condition for access to higher education. Except where there are substantial differences. Nevertheless, in such cases both conventions provide for the use of mutatis mutandis[1].

Both conventions, however, recognize the importance of ensuring the quality of education and the recognition of qualifications obtained in different countries. They seek to establish mechanisms for the recognition of academic mobility and take into account the uniqueness and diversity of study programmes.

Both Conventions stipulate that Parties should have National Information Centers (NICs) providing access to information on higher education.

The Tokyo and Lisbon Conventions oblige the establishment of transparent systems to fully describe qualifications and learning outcomes obtained on its territory and to provide adequate information on any institution within its higher education system.

The executive structures and procedures of both conventions are the same: establishment of a National Information Centre, designation of a member of the Network of National Information Centers and participation in the Committee of the Convention (Intergovernmental Conference).

However, the two conventions have different geographical coverage, with the Tokyo Convention focusing only on the Asia-Pacific region, while the Lisbon Convention focuses primarily on the European region.

In Kazakhstan, the Bologna Process and Academic Mobility Center, which was transformed into the Higher Education Development National Center in 2023, served as the National Information Centre under the Lisbon Convention. This center provides the Convention countries with information on Kazakhstan's higher education system and quality assurance mechanisms, qualifications and institutions, and issues qualification assessments to individuals in accordance with the obligations established by the Convention.

If the Tokyo Convention is ratified, the Centre may expand its geographical scope.

Conclusions. Ratification of the Tokyo Convention will give Kazakhstan an opportunity to strengthen diplomatic relations with like-minded countries and make a significant contribution to the development of the Asia-Pacific region. It will raise awareness of the residents of the Asia-Pacific region about Kazakhstan's education system, higher education institutions, educational programmes, the national higher education qualification system, the process of issuing diplomas and certificates.

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[1] Mutatis mutandis - is a Latin phrase meaning "with respective differences taken into consideration"

This will help to improve mutual understanding and trust between the countries, as well as promote wider intercultural exchange of knowledge and experience.

Joining this important document will raise awareness among citizens of APAC countries about Kazakhstan's education system, higher education institutions, educational programmes, the national higher education qualification system and the process of issuing diplomas and certificates. Such interaction will contribute to improving mutual understanding and trust between the countries, as well as expanding intercultural exchange of knowledge and experience.

Cooperation with APAC countries in this area will allow Kazakhstan to share its experience and successful practices in the field of education quality assurance, as well as to take into account international standards and methodologies for further development of its system. It will also help to attract more international students from APAC countries, providing them with access to quality education and creating conditions for the exchange of knowledge and experience between students of different cultures.

The development of cooperation in this area will establish fair recognition of diplomas and certificates, which will facilitate the mobility of students between countries, as well as promote the integration of Kazakh educational structures into the international educational space.

Implementation of the Tokyo Convention does not require changes in domestic legislation or policy. Kazakhstan already fulfils similar obligations under the Lisbon Convention.

Therefore, we consider that ratification of the Tokyo Convention is necessary. Ratification of the Convention will strengthen the status of Kazakhstani educational institutions in the educational space of the Asia-Pacific region, thus attracting international students and researchers, which will not only diversify the cultural and scientific environment, but also bring additional funds into the educational field.

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**ҚАЗАҚСТАНҒА ТОКИО КОНВЕНЦИЯСЫН РАТИФИКАЦИЯЛАУ
КЕРЕК ПЕ?**

Аңдатпа. Қазақстандық жоғары білім беруді интернационалдандыру процесін одан әрі дамытудың, атап айтқанда Азия-Тынық мұхиты аймағының білім беру кеңістігіне интеграциялау арқылы қазақстандық білім беру қызметтері экспортының бәсекеге қабілеттілігін арттырудың маңыздылығы қарастырылуда. Токио конвенциясын ратификациялау Қазақстан Республикасында жоғары білім мен ғылымды дамытудың 2023 – 2029 жылдарға арналған тұжырымдамасының индикаторларының бірін, атап айтқанда шетелдік студенттердің үлесін арттыруға ықпал ететіні көрсетілген. Токио конвенциясын ратификациялау Қазақстанға Азия-Тынық мұхиты аймағындағы елдерімен дипломатиялық қатынастарды нығайтуға мүмкіндік береді. Оңтүстік-Шығыс Азия тұрғындарының Қазақстанның білім беру жүйесі, жоғары оқу орындары, білім беру бағдарламалары, жоғары білімнің ұлттық біліктілік жүйесі, дипломдар мен сертификаттар беру процесі

туралы хабардар болуын арттыру. Бұл елдер арасындағы өзара түсіністік пен сенімді жақсартуға, сондай-ақ білім мен тәжірибенің кеңірек мәдениетаралық алмасуына ықпал етеді.

Конвенцияны ратификациялау Азия-Тынық мұхиты аймағының білім беру кеңістігіндегі қазақстандық оқу орындарының мәртебесін күшейтеді, осылайша Халықаралық студенттер мен зерттеушілерді тартады. Жоғары білімнің біліктілігін тану туралы Лиссабон және Токио конвенцияларының салыстырмалы талдауы Токио конвенциясына қосылу Азия-Тынық мұхиты аймағы елдерін қазақстандық жоғары білімнің экспорты үшін маңызды алаңдардың біріне айналдыра алатынын көрсетеді.

Кілт сөздер: жоғары білім беруді интернационалдандыру, ұтқырлық, тану, ынтымақтастық.

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НАДО ЛИ КАЗАХСТАНУ РАТИФИЦИРОВАТЬ ТОКИЙСКУЮ КОНВЕНЦИЮ?

Аннотация. Рассматривается важность дальнейшего развития процесса интернационализации казахстанского высшего образования, в частности увеличения конкурентоспособности экспорта казахстанских образовательных услуг через интеграцию в образовательное пространство Азиатско-Тихоокеанского региона (АТР). Показано, что ратификации Токийской Конвенции будет способствовать релизации одного из индикаторов Концепции развития высшего образования и науки в Республике Казахстан на 2023 – 2029 годы, а именно увеличения доли иностранных студентов. Ратификация Токийской конвенции даст Казахстану возможность укрепить дипломатические отношения со странами Азиатско-Тихоокеанского региона. Повысит информированность жителей Юго-Восточной Азии о системе образования Казахстана, высших учебных заведениях, образовательных программах, национальной системе квалификаций высшего образования, процессе выдачи дипломов и сертификатов. Это поможет улучшить взаимопонимание и доверие между странами, а также будет способствовать более широкому межкультурному обмену знаниями и опытом.

Ратификация конвенции усилит статус казахстанских учебных заведений в образовательном пространстве АТР, тем самым привлечет международных студентов и исследователей. Сравнительный анализ Лиссабонской и Токийской конвенций о признании квалификаций высшего образования показывает, что присоединение к Токийской конвенции может сделать страны АТР, одной из важных площадок для экспорта казахстанкого высшего образования.

Ключевые слова: интернационализация высшего образования, мобильность, признание, сотрудничество.

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ON THE QUESTION OF METHODICAL COMPETENCE ASSESSING

Abstract. This article explores the assessment of methodical competence in the context of education, focusing on the tools and practices employed to evaluate the effectiveness of teaching methods. Methodical competence, a critical component of teaching excellence, encompasses a teacher's ability to design, implement, and adapt instructional strategies to facilitate meaningful learning experiences. The assessment of methodical competence plays a pivotal role in enhancing the quality of education. This article provides insights into various assessment tools and practices, including curriculum analysis, student feedback, pedagogical material analysis, and classroom observation. It discusses the significance of feedback, professional development, and collaboration among educators in improving methodical competence. By examining these tools and practices, thisarticle offers valuable perspectives for educators, institutions, and policymakers striving to enhanceteaching quality and student learning outcomes.

Keywords: Methodical competence, teaching effectiveness, assessment tools, educational practices,curriculum analysis, student feedback, pedagogical materials, classroom observation, professional development

Introduction. Assessing the methodical competence of educators is a critical endeavor in the realm of education. Methodical competence encompasses an instructor's ability to effectively plan, deliver, and evaluate educational experiences to promote meaningful learning. It is a multifaceted attribute that extends beyond subject matter expertise and encompasses pedagogical skills, teaching strategies,and the capacity to engage and inspire learners.

This article delves into the vital domain of methodical competence assessment, shedding light on the tools and practices that educational institutions and stakeholders can employ to ensure the continuous improvement of teaching and learning experiences. In a rapidly evolving educational landscape, the evaluation of methodical competence stands as a cornerstone for fostering innovation and quality assurance.

Following authors of this field of study are bringing a unique perspective to the discourse:

Mata L. - distinguished educator and researcher has dedicated career to advancing teaching methodologies and assessing pedagogical competence. Mata L. conducted research to assess the methodological competence of teachers and its impact on the educational process. His work covers various aspects of assessment and development of methodological competence. [1]

Shevchuk S., Kulishov V. focuses on developing standards for assessing the methodological competence of teachers and creating tools for measuring this competence. [2]

Agapov, A.M., Mysina, T.Yu. are the authors of numerous works on assessing and assessing the methodological competence of academic staff. Their research addresses both assessment methodsand ways to develop methodological competence. They have made significant strides in innovative assessment methods. Their recent research endeavors have earned them recognition within the academic community. [3]

Biloshchytskyi, A.; Omirbayev, S.; Mukhatayev, A. explore the issues of assessing methodological competence and its connection with student learning outcomes. Their work

evaluates the impact of methodological competence on the educational process. They offer profound insights into curriculum design and educational assessment. Their contributions have shaped contemporary educational practices. [4]

Works of the researcher in the field of assessment of educational programs and the competence of teachers Zhuldybaeva G.Zh. touch upon the economic aspects of assessing methodologicalcompetence. [5]

Together, these authors provide a comprehensive outlook on the subject matter, combining established wisdom with contemporary perspectives. Their collaboration ensures a holistic exploration of the tools and practices essential for the assessment of methodical competence.

In the forthcoming sections, we will delve into the specific tools and practices employed in theassessment of methodical competence, elucidating their practical applicability within the educationallandscape. Our aim is to equip educators, administrators, and policymakers with valuable insights to bolster the quality of teaching and learning.

Experimental. The twenty-first century has witnessed a transformative shift in education. With the advent of technology and evolving pedagogical theories, the role of educators has expanded beyond traditionalteaching methods. Modern educators are now expected to employ innovative instructional strategies, adapt to diverse learning styles, and foster critical thinking among students. This paradigm shift necessitates a robust evaluation of educators' methodical competence.

Methodical competence, as defined in this context, encompasses a multifaceted skill set. It involves the ability to design effective lesson plans, utilize varied teaching methodologies, incorporate technology seamlessly, and engage students actively in the learning process. Additionally, it includesthe capacity to assess and adapt teaching strategies to meet the needs of a diverse student body. In essence, methodical competence is the linchpin that ensures the quality of education.

Why Assess Methodical Competence? An unambiguous answer cannot be found from one author; only an integrated approach to the analysis of the research topic can shed light on the key points. For instance: Danielson, C. - author of "Enhancing Professional Practice: A Framework for Teaching" and developer of the Framework for Teaching, which is widely used to assess teacher instructional competence. [6]

The article titled "Competence-Based Readiness of Future Teachers to Professional Activity inEducational Institutions" by Svitlana Romanyuk, Ivan Rusnak, Ievgen Dolynskiy et al. appears to explore the readiness of future teachers for professional roles in educational institutions, with a focuson competence-based approaches. The article begins by highlighting the crucial role that teachers playin the educational system and the importance of their competence in ensuring effective teaching and learning. It sets the context by emphasizing the shift towards competence-based education and the need for teachers to possess specific competencies to excel in their roles. [7]

Marzano, R. J. - Author of the book "The Art and Science of Teaching" and developer of the Marzano Evaluation Model, which is also used to assess the teaching competence of academic staff. In The Art and Science of Teaching, Robert J. Marzano offers a comprehensive and practical guide toeffective teaching. His framework, emphasis on evidence-based practices, and focus on teacher growth make this work a valuable resource for educators looking to improve their instructional skillsand, ultimately, enhance student learning outcomes. [8]

Assessing methodical competence serves several crucial purposes in the realm of education:

• Quality Assurance: educational institutions strive to maintain high standards of instruction. Assessing the methodical competence of educators ensures that teaching practices align with institutional goals and contemporary educational standards.

• Continuous Improvement: evaluation provides educators with constructive feedback. It

highlights areas where improvement is needed and offers opportunities for ongoing professional development.

• Student-Centered Learning: effective teaching methods enhance the learning experience for students. By assessing methodical competence, educators can tailor their approaches to cater to the diverse needs and learning styles of their students.

• Innovation and Adaptation: education is a dynamic field. Assessing methodical competence encourages educators to embrace innovation, adapt to emerging trends, and incorporate technology- driven pedagogical advancements.

Assessing methodical competence necessitates a thoughtful and comprehensive approach. A number of authors propose the following classification of tools for Methodical Competence Assessing:

• Peer Review: colleague assessments provide valuable insights. Educators can observe andprovide feedback to one another, fostering a culture of collaboration and improvement.

• Self-Assessment: educators can engage in reflective practices, assessing their own teachingmethodologies and identifying areas for enhancement.

• Student Feedback: soliciting feedback from students is invaluable. Their perspectives onteaching effectiveness, engagement, and clarity of instruction offer direct insights.

• Portfolio Assessment: compiling a teaching portfolio allows educators to showcase their work,including lesson plans, instructional materials, and evidence of student learning.

• Classroom Observations: administrators or peers can conduct classroom observations toevaluate teaching methods, classroom management, and student interaction.

• Assessment of Student Learning Outcomes: assessing whether students achieve the intendedlearning outcomes provides a measure of teaching effectiveness. [9]

In the subsequent sections of this article, we will delve into these tools and practices, exploringtheir nuances and applicability. By understanding these assessment methods, educators and educational institutions can make informed decisions about enhancing methodical competence.

Exploring the subject matter elucidated in the article represents a pivotal domain of scholarly inquiry within the sphere of education and pedagogical competence. It is imperative to recognize theseminal contributions made by various erudite scholars who have diligently engaged with this pertinent theme:

Sharifbaeva K., Niyazova G., Abdurazzakova D. have undeniably furnished an invaluable oeuvre to the understanding of methodical competence, especially within the context of aspiring educators. Their scholarly endeavors have proffered profound insights into the efficacious tools and practices germane to the evaluation and cultivation of methodical competence. [10]

The erudition of Ivan Rusnak, another luminary whose scholarship graces this article, has been instrumental in shaping a methodological paradigm for assessing the competence of prospective educators. Rusnak's scholarly oeuvre has been instrumental in identifying the salient components of pedagogical competence and in formulating the requisite evaluative instruments to gauge their manifestation.

The contributions of Ievgen Dolynskiy are noteworthy, as he has diligently embarked on scholarly pursuits closely aligned with teacher preparation and pedagogical competence. His seminal research endeavors have significantly contributed to the discernment of the most efficacious practicesand tools germane to the assessment and enhancement of methodological competence.

It is imperative to underscore that the exploration of this thematic terrain holds immense pragmatic import. The astute evaluation and amelioration of methodical competence amongst educators invariably redound to the amelioration of the quality of education dispensed and the consequential advancement of student achievements. The collective body of research authored

by these erudite scholars serves as a guiding beacon in delineating best practices and tools requisite for nurturing a cadre of adept educators and elevating educational benchmarks.

Here's an observation section for an experiment related to "Methodical Competence Assessing:Tools and Practices":

The experiment aimed to assess the methodical competence of educators using a range of toolsand practices. The observation phase was conducted over a period of six months and involved a diverse group of educators from various educational institutions. Total number of experiment participants are 60 people.

Selection of Participants: the study participants were selected from a pool of educators with varying years of teaching experience. This diversity aimed to capture a broad spectrum of methodicalcompetence levels.

Initial Assessment: prior to the experiment, participants completed a self-assessment questionnaire to gauge their perception of their own methodical competence. This provided a baselinefor the experiment.

Tool Utilization: throughout the experiment, various tools were employed to assess methodical competence. These tools included analysis of teaching materials, classroom observation, and studentfeedback.

Classroom Observations: trained observers conducted regular classroom observations using a standardized rubric designed to evaluate teaching methods, communication skills, and the ability to adapt to different learning styles.

Analysis of Teaching Materials: educational materials, such as lesson plans, handouts, and multimedia presentations, were collected and analyzed for alignment with best practices in teaching and learning.

Student Feedback: students were asked to provide anonymous feedback on their educators, focusing on clarity of instruction, engagement, and support for different learning needs.

Data Collection and Analysis: Collected data were subjected to quantitative and qualitative analysis. This involved statistical tests, content analysis of teaching materials, and thematic analysis of student feedback.

Progress Monitoring: the experiment included periodic progress assessments to track any changes in methodical competence throughout the study.

Feedback and Support: educators were provided with regular feedback on their performance based on the observations and data analysis. Recommendations and strategies for improvement werealso offered.

Conclusion: The observation phase of the experiment allowed for a comprehensive evaluation of methodical competence among educators. It provided valuable insights into areas of strength and areas needing improvement, which will inform the subsequent stages of the study.

Results and Discussion. Objective: the primary objective of the experiment was to comprehensively evaluate themethodical competence of educators across different educational levels and settings. This assessmentaimed to identify strengths and areas for improvement in teaching methodologies, ultimately contributing to enhancing the quality of education.

Participant Selection: For the experiment assessing methodical competence among educators, a diverse group of 60 participants was selected. Participants were drawn from a variety of educational institutions, including: universities and colleges, vocational and technical training centers. This broad representation ensured that the assessment considered various educational environments.

The selection aimed to capture a broad spectrum of teaching experiences, from novice educators to seasoned professionals. The participants were further categorized into three groups based on their years of teaching experience:

Novice Educators (0-2 years): This group comprised individuals who were relatively new

to the field of teaching, with up to two years of experience. They represented educators in the early stages of their careers.

Mid-Career Educators (3-10 years): Participants in this group had accumulated moderate teaching experience, ranging from three to ten years. They represented educators with more substantial experience but who were not yet considered veterans.

Experienced Educators (10+ years): This group included participants with over ten years of teaching experience. They represented seasoned professionals with extensive classroom expertise.

The experiment was conducted over a six-month period and followed a systematic process to assess and enhance methodical competence among the participants:

Pre-Assessment: Before the experiment's commencement, a pre-assessment was administered to gauge the participants' baseline methodical competence. This assessment included a combination of written tests, self-evaluation questionnaires, and peer evaluations.

Methodical Competence Workshops: To improve methodical competence, the participants attended a series of workshops. These workshops covered various aspects of teaching methodologies, curriculum design, assessment techniques, and classroom management. The content was tailored to the specific needs of each group (novice, mid-career, and experienced educators).

Throughout the six-month duration, the participants' classes were regularly observed by experienced educators and educational experts. These observers used standardized rubrics and checklists to assess the educators' teaching methods, communication skills, and classroom strategies.

At the midpoint of the experiment, a mid-assessment was conducted to measure any progress or changes in the participants' methodical competence. This assessment mirrored the pre-assessment tools and allowed for a comparison of growth.

The educators were encouraged to collaborate with peers, share best practices, and provide feedback to one another. This peer interaction aimed to create a supportive learning environment and promote professional growth.

At the end of the six-month period, a post-assessment was administered to evaluate the educators' methodical competence following the workshops and feedback. This post-assessment was similar to the mid-assessment and pre-assessment to assess changes over time.

The data collected from the pre-assessment, mid-assessment, and post-assessment were analyzed to determine the impact of the experiment on methodical competence. The results were then used to draw conclusions about the effectiveness of the intervention.

Self-Assessment Surveys: participants were asked to periodically self-assess their teaching practices and reflect on their pedagogical approaches. Educators compiled teaching portfolios, which included lesson plans, assessment strategies, and evidence of innovative teaching methods.

Peer Reviews: educators engaged in peer evaluations, where they observed and provided feedback to their colleagues.

Student Feedback Surveys: students anonymously provided feedback on their educators' teaching methods, communication skills, and overall effectiveness.

The experiment adhered to strict ethical guidelines, ensuring informed consent from all participants. Data privacy and confidentiality were rigorously maintained to protect participants' identities and feedback.

A team of educational experts and methodologists oversaw the experiment. They provided training to observers, analyzed the collected data, and ensured the validity and reliability of the assessment process.

By adopting these detailed procedures and conditions, the experiment sought to offer a thorough evaluation of methodical competence among educators while accounting for the diverse educational landscape they navigate. The ultimate goal was to contribute to the enhancement of

teaching quality and educational outcomes.

The experiment yielded insightful findings regarding the methodical competence of the participating educators. The assessment tools and practices provided a comprehensive view of their teaching capabilities. Below are key results, presented with corresponding percentages figure 1:

Figure 1. Classroom observation
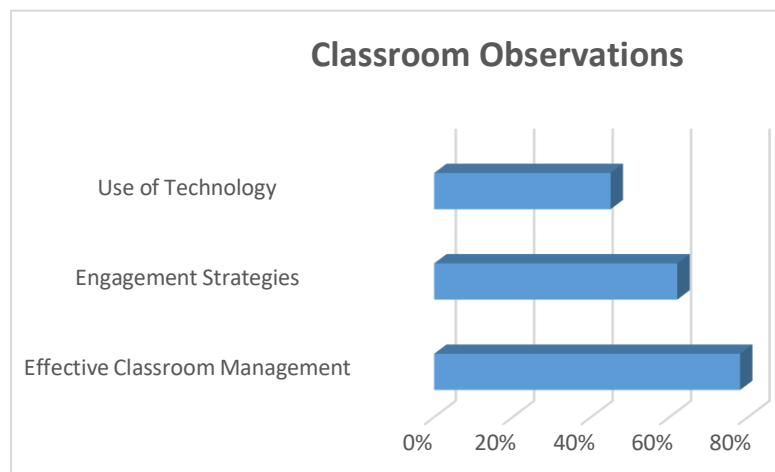
Effecive Classroom Management: 78% of educators demonstrated effective classroom management skills,maintaining an organized andproductive learning environment.

Engagement Strategies: 62% of educators implemented engaging teaching strategies, fostering student participation and enthusiasm.

Use of Technology: 45% of educators effectively integrated technology into their lessons to enhance learning.

Reflective Practice: 85% of educators showed a commitment to reflective practice by regularlyassessing their teaching methods and making adjustments.

Identifying Strengths and Weaknesses: 70% of educators accurately identified their teachingstrengths and areas needing improvement.

Peer Feedback Integration: 68% of educators effectively integrated feedback from peer evaluations into their teaching practices.

Collaborative Learning: 53% of educators engaged in collaborative learning with peers to sharebest practices and improve their methods.

Figure 2. Self-Assessment Surveys and Peer Reviews
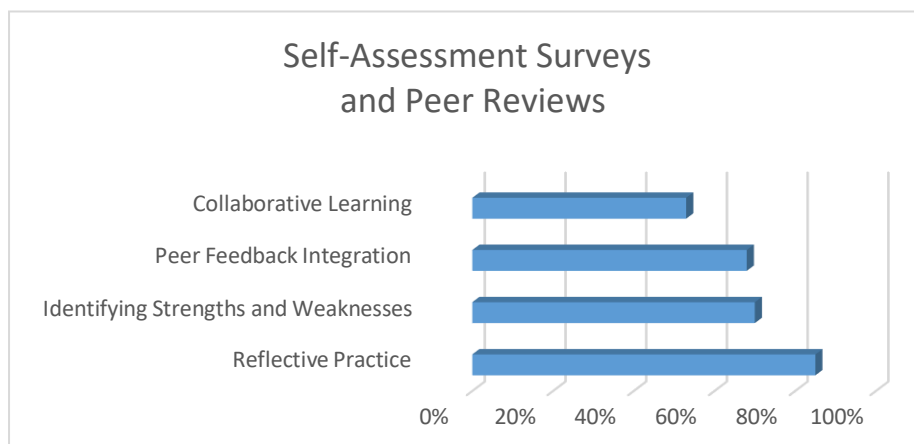
Student Feedback Surveys:

Effective Communication: 75% of educators received positive feedback from students regardingtheir communication skills and clarity of instruction.

Overall Teaching Effectiveness: 80% of students rated their educators as effective teachers.

Teaching Portfolios:

Comprehensive Lesson Planning: 58% of educators demonstrated comprehensive lesson planning skills, aligning instructional objectives with assessment strategies.

Innovative Teaching Methods: 42% of educators showcased innovative teaching methods intheir portfolios.

During the experimental part, criteria for assessing the methodical competence of educatorswere developed.

1. Classroom Management:

Effective Discipline: The educator demonstrates the ability to maintain discipline in the classroom, ensuring a conducive learning environment.

Time Management: The educator manages class time efficiently, covering the planned materialwithin the allocated time frame.

Resource Utilization: The educator effectively uses teaching resources, such as visual aids ortechnology, to enhance the learning experience.

2. Engagement Strategies:

Student Engagement: The educator employs various strategies to actively engage students in the learning process.

Interactive Teaching: The educator encourages student participation through discussions, questions, and activities.

Differentiation: The educator adapts teaching methods to accommodate diverse learning stylesand abilities.

3. Technology Integration:

Tech Proficiency: The educator demonstrates proficiency in using relevant technology tools and platforms for teaching.

Innovative Use: The educator employs technology to enhance instructional delivery, student engagement, and assessment.

4. Reflective Practice:

Self-Assessment: The educator regularly reflects on their teaching practices, identifyingstrengths and areas for improvement.

Adjustment: The educator adjusts their teaching methods based on reflective insights and feedback.

5. Peer Collaboration:

Feedback Integration: The educator effectively integrates feedback from peer evaluations into their teaching practices.

Collaborative Learning: The educator actively participates in collaborative learning with peersto share best practices.

6. Student Feedback:

Communication Skills: The educator communicates clearly and effectively, as evidenced by positive feedback from students.

Teaching Clarity: Students report a high level of understanding and clarity in the educator's instruction.

7. Lesson Planning:

Learning Objectives: The educator's lesson plans align with clear and measurable learning objectives.

Assessment Alignment: Assessment strategies align with instructional objectives and effectively measure student progress.

8. Innovative Teaching Methods:

Creativity: The educator demonstrates creativity in designing and delivering lessons.

Critical Thinking Promotion: Innovative methods promote critical thinking and problem-solving skills among students.

9. Collaboration and Communication:

Collaboration Skills: The educator effectively collaborates with colleagues, fostering a culture of teamwork.

Communication with Stakeholders: The educator maintains open and effective communication with students, parents, and colleagues.

10. Professional Development:

Commitment to Growth: The educator shows a commitment to continuous professional development and stays updated on educational trends.

These criteria were used to assess various facets of methodical competence among educators, helping to identify strengths and areas for improvement. The combination of classroom observations, self-assessment surveys, peer reviews, student feedback surveys, and teaching portfolios contributedto a comprehensive evaluation process. [12]

Discussion. While a majority of educators demonstrated competence in various aspects of teaching, there isroom for improvement in areas like integrating technology and implementing innovative methods.

• Self-assessment and reflective practices were widely adopted, indicating educators' commitment to ongoing professional development.

• The positive outcomes of peer reviews and collaborative learning underscore the value ofeducators supporting each other in improving their methodical competence.

• High ratings from students suggest that effective communication and overall teaching effectiveness are common strengths among the educators.

• A significant percentage of educators could benefit from further training in integrating technology into their teaching methods.

• Encouragingly, over 40% of educators showcased innovative teaching methods, indicating awillingness to explore new approaches.

Recommendations. Based on these findings, targeted professional development programs should be designed to enhance technology integration, innovative teaching methods, and collaborative learning among educators.

Encouraging educators to continue their reflective practices and self-assessment can lead

to continuous improvement.

Overall, the experiment's results indicate a positive picture of methodical competence among educators, with several areas for enhancement. By addressing these areas, educational institutions canfurther elevate the quality of teaching and learning experiences for students.

Conclusion. In conclusion, the experiment conducted over a six-month period to assess the methodical competence of educators yielded valuable insights and underscored the critical importance of this aspect in the realm of education. The results of the experiment provided a multifaceted view of educators' competencies, shedding light on their strengths and areas for improvement.

Throughout this journey, it became evident that methodical competence is not a static quality but a dynamic skill that can be cultivated and refined through reflective practice and continuous professional development. Educators who actively engaged in self-assessment, embraced innovative teaching methods, and collaborated with peers exhibited notable growth in their methodical competence.

The experiment emphasized the significance of fostering a culture of feedback and collaborationwithin educational institutions. Peer evaluations and student feedback proved to be invaluable tools for educators seeking to enhance their teaching methods. Furthermore, the integration of technology and innovative teaching approaches played a pivotal role in promoting engaging and effective learningexperiences.

As we reflect on the outcomes of this experiment, it becomes apparent that methodical competence is at the core of effective teaching. It is not merely a set of skills but a commitment to excellence in education. The dedication of educators to refine their methodical competence directly impacts the quality of education and, subsequently, the success of students.

In the ever-evolving landscape of education, the pursuit of methodical competence remains a constant, guiding educators toward excellence in their profession. It is a journey of growth, adaptability, and a relentless commitment to fostering the best possible learning environment for students.

As we move forward, the findings of this experiment encourage all stakeholders in education torecognize the pivotal role of methodical competence in shaping the future of learning. It is not just a skill; it is a testament to the unwavering dedication of educators to empower the next generation withknowledge and inspiration.

As proposal for further studies we can notice that future studies could adopt a longitudinal approach to assess the development of methodical competence over a more extended period, providing insights into long-term growth and changes. Comparing methodical competence across different cultural and educational settings could uncover how cultural factors influence teaching practices and the development of methodical competence. Further research could delve into the efficacy of teacher preparation programs in enhancing methodical competence. It could explore the specific components of these programs that contribute most to skill development.

By addressing these limitations and pursuing these avenues of further research, we can deepen our understanding of methodical competence and continue to enhance the quality of teaching and learning in educational institutions.

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ӘДІСТЕМЕЛІК ҚҰЗЫРЕТТІЛІКТІ БАҒАЛАУ СҰРАҒЫ БОЙЫНША

Аңдатпа. Бұл мақалада оқыту әдістерінің тиімділігін бағалау үшін қолданылатын құралдар мен тәжірибелерге назар аудара отырып, білім беру контекстіндегі оқыту құзыреттілігін бағалау қарастырылады. Оқыту сапасының маңызды құрамдас бөлігі болып табылатынқұзыреттілігі оқытушының оқыту тәжірибесін жеңілдету үшін оқыту стратегияларын әзірлеу, енгізу және бейімдеу қабілетін қамтиды. Әдістемелік құзыреттілікті бағалау білім сапасынарттыруда шешуші рөл атқарады. Бұл мақалада оқу бағдарламасын талдау, студенттердің кері байланысы, оқу материалдарын талдау және дәрістегі бақылауды қоса алғанда, бағалаудыңәртүрлі құралдары мен әдістеріне кіріспе қарастырылған. Ол оқыту құзыреттілігінарттырудағы кері байланыстың, кәсіби дамудың және оқытушылар арасындағы ынтымақтастықтың маңыздылығын талқылайды. Осы құралдар мен тәжірибелерді қарастыра отырып, бұл мақала оқыту сапасы мен студенттердің оқу нәтижелерін жақсартуға ұмтылатыноқытушыларға, мекемелерге және саясаткерлерге арналған даму перспективаларын ұсынады.

Түйін сөздер: әдістемелік құзіреттілік, оқытудың тиімділігі, бағалау құралдары, оқутәжірибесі, оқу бағдарламасын талдау, студенттердің кері байланысы, педагогикалық материалдар, дәрістегі бақылау, кәсіби даму.

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К ВОПРОСУ ОБ ОЦЕНКЕ МЕТОДИЧЕСКОЙ КОМПЕТЕНТНОСТИ

Аннотация. В данной статье исследуется оценка методической компетентности в контексте образования, где уделяется особое внимание инструментам и практикам, используемым для оценки эффективности методов обучения. Методическая компетентность, важнейший компонент качества преподавания, включает в себя способность преподавателя разрабатывать, реализовывать и адаптировать стратегии обучения для облегчения получения опыта обучения.

Оценка методической компетентности играет решающую роль в повышении качества образования. В этой статье дается представление о различных инструментах и методах оценки, включая анализ учебной программы, отзывы обучающихся, анализ педагогических материалов и наблюдение в учебной аудитории. В нем обсуждается значение обратной связи, профессионального развития и сотрудничества преподавателей в повышении методической компетентности. Изучая эти инструменты и практики, эта статья предлагает перспективы развития для преподавателей, учреждений и политиков, стремящихся повысить качество преподавания и результаты обучения студентов.

Ключевые слова: методическая компетентность, эффективность преподавания, инструментыоценки, образовательная практика, анализ учебной программы, обратная связь студентов, педагогические материалы, наблюдение в учебной аудитории, профессиональное развитие.

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FEATURES OF ADAPTATION OF PRIMARY SCHOOL STUDENTS TO THE PROFESSION

Abstract. This article deals with the problem of adaptation of younger schoolchildren to the profession. The essence of the concept of adaptation is revealed, attention is focused on identifying the features of adaptation of younger schoolchildren to the profession.

The problem of children's adaptation to the profession from an early age creates favorable conditions for the activities of the younger generation in the conscious choice of their future profession.

The need to adapt children from an early age to the profession, outlined in the Address of the Head of State Kassym-Jomart Tokayev to the people of Kazakhstan, is associated with the development of science. The development of science is our most important priority.

Also in the article, the main aspects of the phenomenon of adaptation of younger schoolchildren to the profession can begin with the definition of its features.

Forms a single self-governing system as a result of adaptive activity to perception, allowing to realize a human orientation that combines psychophysiological, socio-psychological, activity-psychological ways of interacting with the environment and all levels of mental organization.

A number of scientists consider human adaptation to be inextricably linked with socialization.

Overall adaptability matters. The process of overcoming each individual problem situation can be considered as a process of socio-psychological adaptation of a person, during which she applies the skills acquired at previous stages of her development and socialization, behavioral models or discovers new ways of behavior and problem solving, new programs and plans for internal psychological processes. When the mechanisms of human adaptation lead to the adaptation of a person to a social situation and the natural environment, he successfully performs this function.

Key words: specialty, adaptation, adaptation to a profession, elementary school student, environment, neoplasm, process, result, action, need for adaptation.

Introduction. Of particular importance is the adaptation of children to the profession from an early age. The younger generation should be able to wisely choose their future profession. The government, together with "Atameken" National Chamber of Entrepreneurs, must solve this important task.

We will continue to implement the Free Technical and Vocational Education project.Today, 237,000 NEETs are not in school or working.

Every year, 50,000 school graduates enter on a paid basis. 85 percent of them are children from low-income families.

This situation needs to be corrected. Technical and vocational education in all professions in demand should be provided one hundred percent free of charge.

The competent ministry should ensure the improvement of the quality of higher education. Higher education institutions are obliged to respond to the quality training of specialists.

The development of science is our top priority. In order to find a solution to problems in this area, it is necessary to amend the legislation by the end of the year. First of all, it is necessary to solve the problem of stable and decent wages for our leading scientists [1].

It is important to adapt children to the profession from an early age, as indicated in the address of the head of state Kassym-Jomart Tokayev to the people of Kazakhstan. With the adaptation of children to the profession from an early age, consulting work should be carried out on their choice of profession in higher grades. Consulting work on choosing a profession is primarily carried out by future teachers-psychologists.

Identification of the features of adaptation of younger schoolchildren to the profession at an early age makes it possible for the younger generation to choose the right profession in the context of modern globalization.

Studying at school is a stage that prepares students for professional activities. Career success often depends on careful and wise career choices. Often school graduates think about their future profession only in the last year of study or at the end of school. This will not be enough to prepare students for choosing a profession, professional self-determination.

If we focus on the activities of adaptation to the profession, we will consider them below:

- diagnostic-diagnostic study of the personality of the student of the subjects leading the adaptation process;

- predictor - implementation of initial and comprehensive forecasting of the student's adaptation to a professional educational institution, the ability to identify problems during the adaptation period;

- training - the ability to successfully adapt to future professional activities and conditions in a higher educational institution and provide this process with methods and methods of work of a leading teacher;

- developing-the creative development of the pedagogical environment and the adaptive subject, which carries out systematic management of the adaptation process. The main criterion here is the development of the student and teacher;

- assessment-the ability of teachers to consider the general patterns of activity in a higher educational institution,the ability of students to adapt, methods, individual features of adaptation;

- to identify individual aspects of students in accordance with corrective first and comprehensive forecasts. Adaptive subjects should take an active, conscious part in this work;

- balance - the demonstration of developed personal qualities that ensure the successful adaptation of students to a highly professional place of study, the use of methods and techniques that alleviate crises during the adaptation period.

-creation of a scientific and methodological structure, holding events of this nature.

Research methods. Therefore, it is necessary to systematically acquaint schoolchildren with professions from the first grade by combining classroom and extracurricular activities, where students are given the opportunity to choose a profession according to their interests.

Difficulties in professional self - determination arise in two categories of children: some children study well, they attend several circles. However, he also cannot determine whether he likes what he wants to connect his life with. As a result, both due to the lack of information about the profession, about the requirements for its owner, they choose a profession by chance or incorrectly, or choose a profession that is not demanded in the labor market.

It is important for students to understand that people differ from each other in abilities and interests, and in accordance with these qualities, they learn to certain professions. It is important that each profession sets its own requirements for the individual, and the individual must meet these specific requirements, show perseverance in the development of the necessary skills and abilities, and also learn to interact with other people at work.

The Wikipedia-open encyclopedia defines the concept of adaptation as follows:

Adaptation-harmonizing the system to a specific situation.

A. L.Sventzytsky points out the importance of taking into account the qualities and interconnections of a person, which are actively developed in the process of adaptation. He writes: the most important indicator of mastering a particular professional and functional role is the state of adaptation of a person to social production working conditions. Adaptation is based not only on passive-adaptive, but also on active-transformational connections of the individual with the environment, is an integral unity of both those and other forms of communication.

As studies have shown by E. A. Klimova, during adaptation, the corresponding personal style of the individual is formed, which allows him to fulfill his professional and functional role with a certain success. Adaptation seems to be based on a certain complex of cognitive, behavioral, individual mechanisms, their neurophysiological support, in the process of adaptation of which the adaptantus actively appears.

Highlighting this aspect, we can show in more detail the adaptive mental activity of the individual, and in the future, based on the analysis of comprehensive studies of adaptation, we can propose our own model of the adaptation process of the leader, on the basis of which there will be a sequence of stages characterized. In general, personal characteristics largely determine success or failure [3,16].

Conceptual scheme of adaptation since the phenomenon of adaptation of an individual is characterized by various psychological formations from the point of view of the three main aspects identified by us (as a result, adaptation is characterized by the level of final adaptation, as a process — spatial and temporal mechanisms, as a source of neoplasms — a complex of actively formed properties), conceptually possible we show the adaptation in the form of a triangle [3,17].

Neoplasms

Quality Adaptation

Process   **Result**
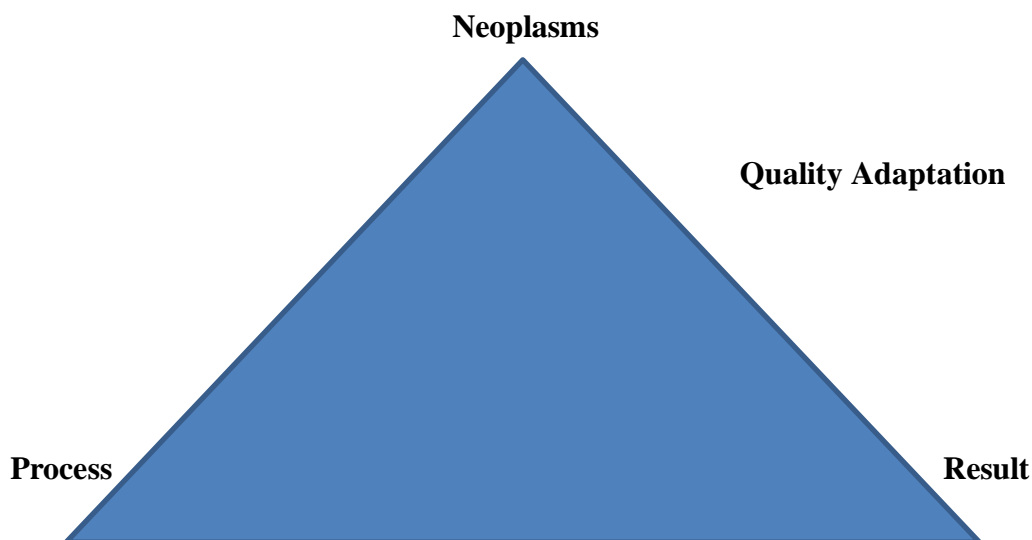
Fig. 1. Main aspects of the consideration of the phenomenon of adaptation

Adaptation in the most general way refers to the adaptation of a person. Living life education it can be interpreted as an adaptation to the learning of an educational institution: to the team of students, norms of behavior,forms of training, acquired profession and future labor activity.

The formation of working capacity in primary school students are carried out in parallel with the formation of their adaptation to the profession.

"Work" (Work)-a specific goal that requires strength in achieving results social-necessity activity of human.

"Goal", task " (task) is a unit of labor that offers to perform labor actions.

" Place of work", position (position)-a labor collective consists of many positions, and all of them are full and have vacancies for some positions.

"Job" (Job)-or similar to a specific type of activity that combines in the workplace and the task of work. The type of work can be group or individual.(Here will be the subject of Labor-one person or group or team).

"Profession" -a sphere of social division in labor,which is engaged by in the creation of a certain product that has a price in demand: the process of labor activity, it is distinctive features;requires a special level of professional knowledge and awareness from the worker;a keen sense of belonging to a professional association.

"Professional role" -the self-responsibility of the worker,his typical activity,as well as the perceived duty of a person in the organization.

With in the framework of Labor psychology,a special direction is proffessiographic,which gives a definition of the requirements for the profession of a person, the relationship of the profession with the knowledge of the world, gives a psychological characteristic of the main professions.This is also called Career (career) psychology.Psychological patterns of personality in the process of professionalization:that includes stages starting with professional orientation and learning and ending with professional biography [4,193-194].

The reasons for the conscious choice of a profession consist in a system of views aimed at realizing the need for mastering this type of work. It is formed in primary by school students in a conscious understanding of the social essence of the chosen activity and in the adaptation of their own individuality.

As the child grows up, he begins to master many types of activities. Different types of the same activity contribute to development and formation in different ways. The main changes in the formation of the mental properties and personality of the child, which take place at each age stage, are associated with the leading activity.

Any action will have a structure.Firstly, it is worth noting that there is no action without motivation. The first component of the action structure. He is motivated. Need is able to motivate action and direct it. Hence the motivation [5,18-19]. We indicate the needs according to A. Maslow:
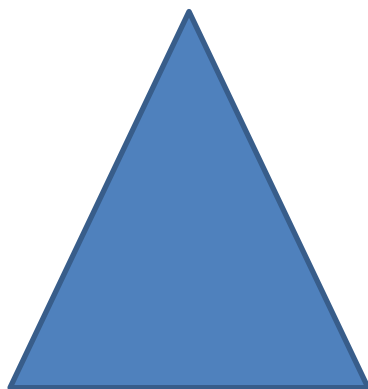
The desire for self-knowledge
Aesthetic needs
Cognitive needs
The need for respect
The need for love
Emotional needs
Biological needs

Fig. 2. Maslow Pyramid

In the list of needs for self-knowledge, that is, in the course of labor activity caused by the need, a primary school students adapted to the choice of the profession.

In the works of V. Stern, in the interpretation of mental development, an organism in which there are certain signs of organic inclinations, intuition, innate desires from the moment of birth of a child. The listed internal features constitute the first factor of mental development. As well as factor is natural and environmental.

The mental development of the child is the result of the convergence of internal signs with external conditions.

W. Stern points out the need for effective mastery of sensitive stages of development, organized in a targeted manner: for example, to teach language, music, body parts and others. [5,19].

In the primary school period, the child receives the status of a "student" and takes on several responsibilities.

In the studies of psychologists, the need for a child to master the achievements of human society, spiritual wealth, and form a worldview in life experience with personal social knowledge is revealed.

The need to form a worldview
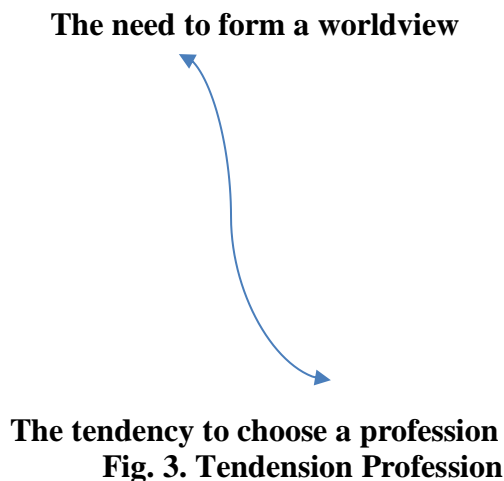
The tendency to choose a profession
Fig. 3. Tendension Profession

Self-assessment will be of great importance in combining the need to form a worldview with the need to adapt to Maan.How do you imagine yourself in 10-15 years ?"Let's take the conversation he conducted on the question:" During the conversation: I will build a car and fly to Mars with a friend. I work as a translator and travel all over the country, it can be seen from the opinion that primary school students create prerequisites for choosing a profession.

Adaptation to the profession is an active process of adapting a person to production, a new social environment, working conditions and the specifics of a particular profession.
The following interrelated stages of self-determination of the younger generation are conditionally distinguished:

1. Pre-school - children develop a positive attitude towards working people and their profession, that is, to the professional world, the formation of the child's first labor skills in the types of activities available to him begins.
2. Primary Grades - Primary School students awaken a loyal attitude to work, an understanding of its role in the life of a person and society, interest in the professions of parents, etc.; all this contributes to the participation of children in various cognitive, game, labor, social useful activities.

It should be borne in mind that the work of adaptation to the profession at school can bring benefits only when the entire staff of the school is involved in Career Guidance work and the following principles are observed:

1. Consistency and continuity - career guidance work should not be limited to working with high school students. This work must be carried out from elementary school to graduation class.
2. A differentiated and individual approach to students depending on their age and the level of formation of their labor and professional interests, differences in value orientations and life plans, and the level of academic performance.
3. Optimal combination of mass, group and individual forms of Career Guidance work with students and parents.

4. Interaction of school, family, vocational training youth, institutions, vocational guidance centers of public/professional youth organizations, social partners.

5. The relationship of vocational guidance with the labor market, regional and Country (organic unity with the needs of society for personnel).

The problem of human adaptation has long been one of the areas of theoretical and applied research of many sciences: sociology, psychology, pedagogy, medicine, biology and so on.

In general, considering the problems of human adaptation, it is worth taking as a basis a well –known fact: a person appears in a combination of two systems-biological and psychological.

The first scientific explanation of the essence of adaptation is adaptation in the works of Ch. Darwin and his followers. Theoretical and medical-biological problems of adaptation It is fully represented in the works of W. Kennon, G. Selye, I. P. Pavlov, L. A. Orbeli, P. K. Anokhin, etc. [6,420-421].

Psychological adaptation is the process of psychological inclusion of an individual in the systems of social, socio - psychological and professional-active connections and relationships, in the performance of appropriate role functions [6,423].

The process of professional adaptation of a specialist includes the following basic procedures and issues.

1. Personality interaction with the environment:
- social interaction;
- socio-psychological interaction;
- interaction with the material and technical environment, artificial environment, their habitat;
- environmental, interaction with nature.

2. The emergence of a conflict between personality and environment, a conflict situation (HF).

3. The emergence of a state of need (PF), a state of adaptation of the individual.

4. Manifestations of reactive States of a protective nature, defensive reactions in humans (RK).

5. Implementation of protective, adaptive behavior (BM) to reduce maladaptive States.

6. Reducing the conflict between personality and environment, eliminating the conflict situation.

Results and discussion. In Russian psychology, there are many approaches to determining the essence of the process of adaptation of the individual. According to many scientists (P. K. Anokhin, A. G. Asmolov, L. S. Vygotsky, A. N. Leontiev, B. F. Lomov), it is conducted from the point of view of a systematic approach to the study of personality on the problem of adaptation.

To focus on a person who combines psychophysiological, socio-psychological, activity-psychological approaches to interaction with the environment and all levels of mental organization forms a single self-governing system as a result of adaptive activity to perception, allowing it to be implemented.

A number of scientists consider the adaptation of a person in an inextricable connection with socialization.

According to A.V. Petrovsky, the process of socialization is a change in the stages of adaptation, individualization and integration. Each stage of a person's life begins with a period of adaptation, during which there is a assimilation of the norms in force in society and the development of appropriate forms and means of activity. The period of individualization is associated with the contradiction between the achieved result of adaptation and the need for the maximum realization of their individual characteristics. The third of the mentioned phases arises from the contradiction between the individual's need for self-realization and the group's desire to

accept only part of their individual characteristics, and in the case of successful socialization, it is resolved as an integration of the individual.

A. A. Nalchadzhyan understands ontogenetic socialization as the process of interaction between the individual and the social environment, during which a person, faced with various problematic situations arising in the field of interpersonal relations, acquires mechanisms and norms of social behavior, attitudes, character traits and their complexes, other features and structures.

There is a general adaptive value. The process of overcoming each individual problematic situation can be viewed as a process of socio-psychological adaptation of the individual, during which she uses the skills acquired at previous stages of her development and socialization, behavior patterns or new ways of behavior and problem solving, new programs of internal psychological processes and reveals his plans . The adaptive mechanisms of a person successfully perform their functions if they lead to the adaptation of a person to a social situation and the natural environment [7,28-30].

It should be noted that the processes of adaptation are continuous, since there are constant changes both around and in the person himself. In real life, a person is constantly faced with new work situations and relationships, so he must consciously choose the appropriate way of behavior and self-improvement. Unlike socialization, which shows the formation of a person mainly under the influence of society, the process of adaptation shows the subjectively-mediated development of a person in accordance with his personal characteristics and inclinations.

L.Rastova gives her point of view on the relationship between the process of socialization and adaptation, arguing that socialization is, first of all, a general direction of individual development, and adaptation is associated with the connection of the personality of a particular program of action in a particular group. In addition, the condition for a successful adaptation process is the presence of the necessary level of socialization of the individual (appropriate knowledge, skills, etc., which allow a person to adapt in certain conditions), and at the same time, the adaptation process is a certain contribution to the socialization of a person. She emphasizes the importance of the conditions that are formed in the process of socialization, since their absence not only slows down, but also does not allow the individual to adapt to a certain environment. This indicates the feasibility of studying the social environment in which the adaptation process is carried out, since the environment can correspond to the general direction of socialization of the individual or interfere with it . O.I.Zotova and I. K.Kryazheva approve this [8,45].

The qualitative processes carried out in the complex of actively formed properties in neoplasms create the prerequisites for the adaptation of Primary School students to the profession.

The created prerequisites make it possible to further determine the main essence of the adaptation of Primary School students to the profession in the upcoming research work.

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ОСОБЕННОСТИ АДАПТАЦИИ МЛАДШИХ ШКОЛЬНИКОВ К ПРОФЕССИИ

Аннотация. В данной статье рассматривается проблема адаптации младших школьников к профессии. Раскрывается сущность понятия адаптации, акцентируется внимание на выявлении особенностей адаптации младших школьников к профессии.

Проблема адаптации детей к профессии с раннего возраста создает благоприятные условия для деятельности подрастающего поколения в осознанном выборе своей будущей профессии.

Необходимость адаптации детей с раннего возраста к профессии, обозначенная в Послании Главы государства Касым-Жомарта Токаева народу Казахстана, сопряжена с развитием науки. Развитие науки-наш важнейший приоритет.

Также в статье основные аспекты феномена адаптации младших школьников к профессии можно начать с определения его особенностей.

Основными аспектами рассмотрения феномена адаптации являются новообразования, потребность в адаптации к качеству, степень механизмов в процессе и результирующая структура.

Формирует единую самоуправляемую систему как результат адаптационной деятельности к восприятию, позволяя реализовать ориентацию на человека, объединяющую психофизиологические, социально-психологические, деятельностно-психологические способы взаимодействия с окружающей средой и все уровни психической организации.

Ряд ученых рассматривает адаптацию человека в неразрывной связи с социализацией.

Общая адаптивность имеет значение. Процесс преодоления каждой отдельной проблемной ситуации можно рассматривать как процесс социально-психологической адаптации личности, в ходе которого она применяет приобретенные на предыдущих этапах своего развития и социализации навыки, модели поведения или открывает новые способы поведения и решения проблем, новые программы и планы внутренних психологических процессов. Когда механизмы адаптации человека приводят к адаптации человека к социальной ситуации и природной среде, он успешно выполняет эту функцию.

Ключевые слова: специальность, адаптация, адаптация к профессии, ученик начальной школы, окружающая среда, новообразование, процесс, результат, действие, потребность в адаптации.

БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫН МАМАНДЫҚҚА БЕЙІМДЕУДІҢ ЕРЕКШЕЛІКТЕРІ

Аңдатпа. Бұл мақалада бастауыш сынып оқушыларын мамандыққа бейімдеу мәселесі қарастырылады. Бейімдеу ұғымының мәні ашылып, бастауыш сынып оқушыларын мамандыққа бейімдеу ерекшеліктерін анықтауға назар аударылады.

Балаларды ерте жастан мамандыққа бейімдеу мәселесі өскелең ұрпақты өзінің болашақ кәсібін саналы түрде таңдай білуге әрекет етуіне қолайлы жағдай туғызады.

Мемлекет басшысы Қасым-Жомарт Тоқаевтың Қазақстан халқына жолдауында көрсетілген балаларды ерте жастан мамандыққа бейімдеудің қажеттілігі ғылымды дамытумен ұштасып жатыр. Ғылымды дамыту – біздің аса маңызды басымдығымыз.

Сонымен қатар мақалада бастауыш сынып оқушыларын мамандыққа бейімдеу құбылысының негізгі аспектілері оның ерекшеліктерін анықтауға бастау болады.

Бейімдеу құбылысын қарастырудың негізгі аспектілері неоплазмалар, сапаға бейімделуге деген қажеттілік, процестегі тетіктер дәрежесі және нәтижелік құрылымнан тұрады.

Қоршаған ортамен өзара әрекеттесудің психофизиологиялық, әлеуметтік-психологиялық, белсенділік-психологиялық тәсілдерін және психикалық ұйымның барлық деңгейлерін біріктіретін адамға бағдарлауға іске асыруға мүмкіндік бере отырып, қабылдауға бейімдеу қызметінің нәтижесі ретіндегі біртұтас өзін-өзі басқаратын жүйе қалыптастырады.

Бірқатар ғалымдар адамның әлеуметтенумен ажырамас байланыста бейімделуін қарастырады.

Жалпы бейімделу мәні бар. Әрбір жеке мәселелелік жағдайларды жеңу процессін жеке тұлғаның әлеуметтік-психологиялық бейімделу процесі деп санауға болады, оның барысында ол өзінің дамуы мен әлеуметтенуінің алдыңғы кезеңдерінде алған дағдыларын, мінез-құлық үлгілерін қолданады немесе мінез-құлықтың жаңа тәсілдерін және проблемаларды шешуді, ішкі психологиялық процестердің жаңа бағдарламалары мен

жоспарларын ашады. Адамның бейімделу механизмдері адамның әлеуметтік жағдайға және табиғи ортаға бейімделуіне әкелсе, ол қызметті сәтті орындайды.

Түйін сөздер: мамандық, бейімдеу, мамандыққа бейімдеу, бастауыш сынып оқушысы, қоршаған орта, неоплазма, процесс, нәтиже, әрекет, бейімделу қажеттілігі

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СОДЕРЖАТЕЛЬНО-ТЕХНОЛОГИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ФОРМИРОВАНИЯ МОДЕЛИ ЭТИКО-ДЕОНТОЛОГИЧЕСКОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ ПЕДАГОГОВ

Аннотация. Обобщение теоретических основ процесса моделирования позволило разработать структурно-функциональную модель формирования этико-деонтологической компетентности будущих педагогов в процессе обучения в вузе. Авторами обоснованы составляющие структурно-функциональной модели формирования этико-деонтологической компетентности будущих педагогов. При разработке модели авторы исходили из структурно-функционального подхода и стремились, чтобы все составляющие этой модели имели выход на содержательно-технологическое обеспечение процесса формирования этико-деонтологической компетентности студентов – будущих педагогов. Отдельным структурным блоком данной модели определены условия формирования этико-деонтологической компетентности. К таким условиям относятся: планирование и организация социально-воспитательной работы в вузах с учетом базовых этико-деонтологических категорий; внедрение разнообразных интерактивных форм социально-воспитательной работы со студентами; направленность коммуникативного взаимодействия субъектов социально-воспитательной работы на формирование этико-деонтологической компетентности студентов. В связи с этим, в данной статье детализируется содержание формирующей работы посредством обобщения теоретико-методических основ процесса формирования этико-деонтологической компетентности будущих педагогов.

Ключевые слова: модель, содержательно-технологическое обеспечение, формирование, этико-деонтологическая компетентность.

Введение. В современных реалиях развития социокультурной жизни нашего общества, а также системы высшего образования в Республике Казахстан необходимы кардинальные изменения в духовно-психологическом облике будущих специалистов, которым необходимо быть этико-деонтологически подготовленными с опорой на нравственно-этические основания деятельности.

Исследования в данной области говорят о том, что помимо профессиональной подготовки высшее образование должно систематически и разносторонне пропагандировать фундаментальные нравственные ценности, пояснять их смысл и их действенность в профессиональной деятельности. При этом «нравственное и этическое содержание должно проникать в самые разные части учебного плана», так как именно этическое воспитание представляет собой один из важнейших элементов в формировании личности будущего специалиста. На основе общей этической культуры личности должна сформироваться профессиональная этико-деонтологическая подготовленность специалиста.

В этой связи обращение к проблеме развития у будущих специалистов этико-деонтологической компетентности является одной из важнейших стратегий развития педагогической науки.

Актуальность настоящего исследования обусловлена необходимостью определения научно-методических основ формирования этико-деонтологической компетентности будущих педагогов посредством синтеза компетентностного, деятельностного и аксиологического подходов и разработки модели формирования этико-деонтологической

компетентности будущих педагогов, а также реализующего ее механизма, обеспечивающего продуктивность деятельности будущих специалистов.

Обоснование необходимости деонтологической подготовки будущих педагогов представлено в работах Е.К. Веселовой [1], Г.А. Карахановой [2], М.Л. Кропачевой [3], К.М. Левитана [4], Г.П. Медведевой [5]. Ряд работ посвящен исследованию психологических, педагогических и культурологических аспектов формирования нравственных представлений учителя, его ценностных ориентаций, убеждений, принципов на разных этапах становления его как специалиста (Э.А.Гришин [6], В.Д.Давыдов [7], В.И.Журавлев [8], Л.М.Митина [9], В.А.Сластенин [10], Э.А. Урунбасарова [11], Г.Т. Уразбаева [12, 13]).

В условиях совершенствования кадровой политики в Казахстане проблема формирования и развития этико-деонтологической подготовленности будущих педагогов в системе вузовского обучения становится особенно актуальной. Этико-деонтологическая подготовка студентов является универсальным средством обеспечения высококачественного профессионального образования педагогов, которые обеспечат становление выпускников школ – с высокой гражданской позицией, патриотов, что приведет к долгосрочному экономическому росту, создаст базу для будущих научных и технологических прорывов, повысит качество жизни граждан страны, укрепит социальную основу государства, будет способствовать формированию интеллектуальной нации.

Ранее Г.Т. Уразбаевой и Х.Н. Касеновым [14] была представлена модель формирования этико-деонтологической компетентности будущих педагогов. В работе отражено обоснование структурно-функциональной модели формирования этико-деонтологической компетентности будущих педагогов. Составляющими модели являются: цель; критерии, показатели и уровни сформированности этико-деонтологической компетентности будущих педагогов; содержательно-технологическое обеспечение (содержательные компоненты, формы и методы социально-воспитательной работы высшего учебного заведения); условия и результат формирования этико-деонтологической компетентности будущих педагогов. Также, охарактеризованы содержательные компоненты (профессиональный, характерологический, морально-этический) социально-воспитательной работы вуза. Атворами осуществлено предположение, что внедрение структурно-функциональной модели формирования этико-деонтологической компетентности будущих педагогов будет эффективным в случае применения организационных форм (словесные формы – диспуты, дискуссии, этические беседы; тематические экскурсии; комплексные и интерактивные формы) и методов социально-воспитательной работы.

В связи с этим, в данной статье детализируется содержание формирующей работы посредством обобщения теоретико-методических основ процесса формирования этико-деонтологической компетентности будущих педагогов.

Результаты и их обсуждение. Обобщение теоретико-методических основ процесса формирования этико-деонтологической компетентности будущих педагогов, разработка содержания структурно-функциональной модели формирования этико-деонтологической компетентности студентов позволили нам детализировать содержание формирующей работы.

Содержательно-технологическое обеспечение модели формирования этико-деонтологической компетентности будущих педагогов предусматривает внедрение в практику социально-воспитательной работы таких форм и методов формирования этико-деонтологической компетентности, как:

- беседы на этико-деонтологическую тематику;
- диспуты и дискуссии на этико-деонтологическую тематику;
- просветительский тренинг;
- экскурсии;

- проведение Дня защиты прав ребенка и т.д.

Данные формы и методы социально-воспитательной работы направлены на достижение ряда целей, а именно:

- создание благоприятного психологического и эмоционального микроклимата;
- стимулирование деятельности студентов к профессиональному самосовершенствованию и осознанию значения выполнения профессионального долга;
- формирование эмоционально-ценностных основ этико-деонтологической культуры в процессе социально-воспитательной деятельности;
- привлечение студентов к решению искусственно созданных конфликтных ситуаций для выявления и проверки уровня сформированности показателей этико-деонтологической компетентности.

Формирование педагогических компетенций может осуществляться во время учебно-воспитательного процесса путем активного усвоения ведущих профессиональных позиций в контексте личностного роста. Притом исследователь считает целесообразным использование активных методов и приемов обучения, направленных на оптимизацию процесса подготовки будущих педагогов через активизацию самопознания, профессионального самоопределения, осознание реальности жизненных планов и т.д. Наиболее эффективными методами обучения являются активные методы групповой деятельности, а именно тренинговую работу со студентами. Эффективность активных методов заключается в том, что они, давая возможность включиться в ситуации профессиональной деятельности, способствуют развитию профессиональной идентичности, а также побуждают к привлечению мыслительных процессов для анализа прототипа профессиональной деятельности, проектирования образа профессионального будущего, совершенствуют интерактивную и перцептивную стороны общения, способствуют осмыслению собственной профессиональной позиции, формированию адекватного Я образа и преодолению кризисных тенденций в развитии профессиональной идентичности.

Формирование профессиональной компетентности может происходить в двух формах: тренинге и практико-ориентированном курсе обучения. Тренинг исследователь рассматривает как активное средство личностно-позиционного обучения. Модификация профессиональной составляющей Я-концепции в разных группах психотренинга происходит под влиянием таких детерминант как:

- повышение мотивации к самопознанию под влиянием (действием), групповых норм, акцентирующих интроспекцию;
- осознание собственных потребностей, возможностей, профессиональных интересов и ценностей;
- построение позитивных образов и перспектив профессионального и личностного будущего, постановка целей для поддержания и развития образа Я;
- предоставление максимальной обратной связи о его личностных проявлениях и профессиональном поведении.

Для развития профессиональной компетентности будущих педагогов в процессе профессиональной подготовки используются эмоциональные состояния, которые играют важную роль для профессионального самоопределения, профессиональной деятельности учителя. Осмысление профессиональной деятельности будущими педагогами имеет целью формирование стратегий достижения результатов. Формирование стратегий достижения результата – это тщательно продуманные последовательные мыслительные и поведенческие шаги, или по-другому, внутренние репрезентации – образы, звуки, слова, чувства и т.д., благодаря которым будущие педагоги представляют себя в своей профессиональной деятельности, видят возможности дальнейшего профессионального развития и построения карьеры.

Для осмысления будущей профессиональной деятельности будущими педагогами недостаточно только четкого представления себя в будущем. Поэтому нами для дальнейшего формирования профессиональной самоидентичности студентов – будущих педагогов предлагается несколько вариантов построения позитивной модели учителя, целью которых является осознание и переживание состояний успешной профессиональной самоидентичности будущих учителей и сохранение этого состояния. Чаще всего это такие состояния, как уверенность, решительность, спокойствие, бодрость и т.д.

На наш взгляд, формирование этико-деонтологической компетентности возможно провести в тренинговой форме, поскольку тренинг имеет ряд преимуществ по сравнению с другими формами обучения:
- возбуждает активность группы;
- объединяет и синтезирует новое знание, информацию, формирует эмоциональное отношение к ней;
- повышает уровень мотивации к усвоению знаний и навыков;
- формирует способность группы к коллективному мышлению и принятию решений;
- способствует практической проверке и закреплению полученных знаний.

Еще одна особенность тренинговых занятий - это отсутствие советов, наставлений, поощрения, наказания и поучения. Участники имеют возможность самостоятельно сделать выводы. Взаимодействие между ведущим тренинга и студентами в форме должно помогать последним осознанно и самостоятельно выполнять тренинговые задания.

Основная цель тренинга - научить конкретным навыкам и умениям. Тренинг дает участникам возможность не только получить теоретическую информацию, но и применить полученные знания на практике. Поэтому тренинговая форма работы все шире применяется в современных системах обучения, в частности в рамках профориентационной работы.

Итак, процесс формирование этико-деонтологической компетентности с помощью такой формы работы как тренинг, предполагает два основных аспекта – познание и коррекцию. Для того чтобы помочь студентам успешно осуществлять этот процесс, необходимо на занятиях опираться на развитие познавательных компонентов. Основным механизмом здесь является педагогическая рефлексия, которую трактуют как «осознание педагогом самого себя как субъекта деятельности: своих особенностей, способностей, того, как его воспринимают ученики, родители, коллеги, администрация. В то же время это осознание целей и структуры своей деятельности, средств ее оптимизации». Модель педагогической рефлексии формируется с помощью вопросов педагога к самому себя: «Какой цели я хочу достичь?», «Почему?», «Какими средствами?», то есть она функционирует как анализ субъектом собственного психического состояния и направлена на его самосовершенствование. Рефлексия способствует сознательному выполнению любой деятельности. Особенностью этого механизма в процессе обучения будущих педагогов является его интеллектуальная направленность (получение знаний, способов действий, овладение умениями планирования и самоорганизации). Таким образом, на занятиях в форме тренинга отдельным обязательным этапом должна быть саморефлексия (с помощью устных и письменных самоотчетов участников тренинга, в процессе которых они могут осознать и оценить свои достижения, проанализировать неудачи).

Структура занятий в форме тренинга должна содержать определенные последовательные этапы: разминку (информирование, правила работы в группе, знакомство, «ледоколы»), основную часть (игры и упражнения), разрядку (обсуждение, рефлексия). Содержание тренинга представлено в таблице 1.

Таблица 1

№	Содержание работы	Длительность
	День 1 Тема: Формирование навыков эффективного взаимодействия	
1.	Открытие тренинга	10 мин.
2.	Мини-лекция: «Что такое тренинг?»	10 мин.
3.	Презентация цели и задачи тренинга	10 мин.
4.	Упражнение «Знакомство»	25 мин.
5.	Упражнение «Правила»	10 мин.
6.	Определение ожиданий участников: Упражнение «Копилка»	25 мин.
	День 2 Тема: Моя будущая профессия	
7.	Упражнение «Приветствие»	5 мин.
8.	Упражнение «Перекличка»	5 мин.
9.	Вспоминание цели, задачи и правил работы тренинга	10 мин.
10.	Упражнение «Профессия – это...»	20 мин.
11.	Упражнение «Колесо профессиональной жизни»	45 мин.
	День 3 Тема: Профессиональный портрет будущего педагога	
12.	Упражнение «Приветствие»	10 мин.
13.	Упражнение «Профессиональный автопортрет»	30 мин.
14.	Мозговой штурм «Педагогические профессии – это...»	40 мин.
15.	Подведение итогов I части	10 мин.
16.	Упражнение «Мое жизненное и профессиональное кредо»	45 мин.
17.	Мозговой штурм «Кем я буду через несколько лет»	35 мин.
18.	Подведение итогов II части	10 мин.
	День 4 Тема: Профессиональные обязанности будущих педагогов	
19.	Упражнение «Приветствие»	5 мин.
20.	Мини-лекция «Что такое профессиональный долг?»	45 мин.
21.	Упражнение «Помоги ученику»	15 мин.
22.	Упражнение «Воспитывать детей – это обязанность педагога?»	15 мин.
23.	Мозговой штурм «Зачем выполнять профессиональные обязанности?»	15 мин.
24.	Подведение итогов I части	5 мин.
	Тема: Значение этико-деонтологической компетентности в профессиональной деятельности педагогов	
25.	Мини-лекция «этико-деонтологическая компетентность -это...»	45 мин.
26.	Мозговой штурм «важно ли владеть этико-деонтологической компетентностью, выбрав профессию педагога»	25 мин.
27.	Подведение итогов II части	15 мин.

№	Содержание работы	Длительность
	День 5 Тема: Место этико-деонтологических категорий в профессиональной деятельности педагогов	
28.	Мини-лекция «Деонтологические категории – это...»	45 мин.
29.	Мозговой штурм «Что лишнее – добро, зло, долг?»	30 мин.
30.	Подведение итогов I части	15 мин.

№	Содержание работы	Длительность
	Тема: Формирование профессионального идеала средствами этико-деонтологической культуры	
31.	Мини-лекция «этико-деонтологическая культура и ее составляющие»	45 мин.
32.	Упражнение «Профессиональный идеал – это ...»	15 мин.
33.	Подведение итогов тренинга	30 мин.

Во время проведения тренинга обращается особое внимание на формирование навыков эффективного взаимодействия, на осознание участниками профессионального портрета будущего специалиста, на конфликты в профессиональной деятельности и пути их решения, профессиональные обязанности будущих педагогов, значение этико-деонтологической компетентности в профессиональной деятельности педагогов, место деонтологических категорий в профессиональной деятельности педагогов, формирование профессионального идеала через этико-деонтологическую культуру.

Заключение. Таким образом, предложенное содержательно-технологическое обеспечение формирования модели выступило одним из путей реализации модели этико-деонтологической подготовки педагога.

При проведении тренинга соблюдались определенные требования. Прежде всего, выделены содержательные принципы. Это требования профессионально-прикладной направленности подготовки, которая бы соответствовала основному ее назначению, конкретизировалась:

- в соответствии содержания и всех элементов подготовки специфике профессиональной деятельности будущих учителей;

- в актуальности содержания, то есть его соответствии актуальным вопросам современности, важнейшей задачей профессиональной деятельности, проблемам повышения уровня профессионализма и улучшения решения отдельных задач, остро поставленных реальной практикой.

В процессе этико-деонтологической подготовки будущих педагогов использовались педагогические технологии, в основе которых лежит личностно-деятельностный подход, определяющий субъект-субъектные взаимодействия участников педагогического процесса, самоактуализацию и самоопределения личности будущего специалиста. Педагогические технологии, которые использовались, предусматривали преобразование позиций педагога-преподавателя и студента   будущего педагога в равноправные позиции (такая модель отношений в будущей профессиональной деятельности учителей должна перейти на отношения типа «учитель – ученик»). Такое преобразование связано с тем, что преподаватель не столько учит и воспитывает, сколько актуализирует, стимулирует студента к общему и профессиональному развитию, создает условия для его самодвижения.

Следовательно, проведение тренинга по вопросам педагогической деонтологии требовало четкости, логичности, содержательности. По окончании тренинга проводились деонтологические конференции, творческие отчеты по научно-исследовательской работе.

Таким образом, нами было осуществлено внедрение ряда организационных форм и методов социально-воспитательной работы в соответствии с разработанной моделью формирования этико-деонтологической компетентности будущих педагогов. Результаты внедрения экспериментальной программы представлены в следующих исследованиях.

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БОЛАШАҚ ПЕДАГОГТАРДЫҢ ЭТИКАЛЫҚ ЖӘНЕ ДЕОНТОЛОГИЯЛЫҚ ҚҰЗЫРЕТТІЛІК МОДЕЛІН ҚАЛЫПТАСТЫРУДЫ МАЗМҰНЫ МЕН ТЕХНОЛОГИЯЛЫҚ ҚАМТАМАСЫЗ ЕТУ

Аңдатпа. Модельдеу процесінің теориялық негіздерін жалпылау университетте Оқу процесінде болашақ мұғалімдердің этикалық-деонтологиялық құзыреттілігін қалыптастырудың құрылымдық және функционалды моделін жасауға мүмкіндік берді. Авторлар болашақ мұғалімдердің этикалық-деонтологиялық құзыреттілігін қалыптастырудың құрылымдық-функционалдық моделінің компоненттерін негіздеді.

Модельді әзірлеу кезінде авторлар құрылымдық-функционалдық тәсілден туындады және осы модельдің барлық компоненттері студенттердің-Болашақ мұғалімдердің этикалық-деонтологиялық құзыреттілігін қалыптастыру процесін мазмұнды – технологиялық қамтамасыз етуге қол жеткізуге тырысты. Осы модельдің жеке құрылымдық блогы этикалық-деонтологиялық құзыреттілікті қалыптастыру шарттарын анықтайды. Мұндай шарттарға мыналар жатады: базалық этикалық-деонтологиялық санаттарды ескере отырып, ЖОО-да әлеуметтік-тәрбие жұмысын жоспарлау және ұйымдастыру; студенттермен әлеуметтік-тәрбие жұмысының әр түрлі интерактивті түрлерін енгізу; студенттердің этикалық-деонтологиялық құзыреттілігін қалыптастыруға әлеуметтік-тәрбие жұмысы субъектілерінің коммуникативтік өзара іс-қимылының бағыты. Осыған байланысты, бұл мақалада болашақ мұғалімдердің этикалық-деонтологиялық құзыреттілігін қалыптастыру процесінің теориялық және әдістемелік негіздерін жалпылау арқылы қалыптастырушы жұмыстың мазмұны егжей-тегжейлі көрсетілген.

Түйін сөздер: модель, мазмұнды-технологиялық қамтамасыз ету, қалыптастыру, этикалық-деонтологиялық құзыреттілік.

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CONTENT AND TECHNOLOGICAL SUPPORT FOR THE FORMATION OF A MODEL OF ETHICAL AND DEONTOLOGICAL COMPETENCE OF FUTURE TEACHERS

Abstract. Generalization of the theoretical foundations of the modeling process made it possible to develop a structural and functional model for the formation of ethical and deontological competence of future teachers in the process of studying at a university. The authors substantiate the components of the structural and functional model of the formation of ethical and deontological competence of future teachers. When developing the model, the authors proceeded from a structural and functional approach and sought to ensure that all components of this model had access to the content and technological support of the process of forming the ethical and deontological competence of students - future teachers. A separate structural block of this model defines the conditions for the formation of ethical and deontological competence. Such conditions include: planning and organization of social and educational work in universities, taking into account basic ethical and deontological categories; introduction of various interactive forms of social and educational work with students; orientation of communicative interaction of subjects of social and educational work on the formation of ethical and deontological competence of students. In this regard, this article details the content of the formative work by generalizing the theoretical and methodological foundations of the process of forming the ethical and deontological competence of future teachers.

Key words: model, content and technological support, formation, ethical and deontological competence.

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В ПОИСКАХ АКАДЕМИЧЕСКИХ ЛИДЕРОВ: ТРИ ВОПРОСА ДЛЯ СОБЕСЕДОВАНИЯ

Аннотация: В статье предлагаются три важных вопроса, которые могут быть использованы на собеседовании при найме на должность декана факультета вуза. Автор основывается на собственном опыте работы деканом ВШО и анализе лидерских качеств и навыков управления изменениями. Каждый из вопросов направлен на оценку различных аспектов лидерского потенциала кандидата, его управленческих навыков и готовности к профессиональному росту. Автор подчеркивает важность этих аспектов для успешного выполнения роли декана и обеспечения успеха факультета.

Ключевые слова: декан, лидерские качества, лидерские навыки, управление изменениями, ситуационные факторы.

Данная статья представляет собой попытку помочь выявить и проанализировать важные лидерские качества и навыки управления изменениями кандидата на должность декана. Управление изменениями представляет собой набор концепций, стратегий и навыков, которые можно применить для эффективности процесса изменений. Оно также включает в себя управление коммуникацией между теми, кто инициирует изменения, и теми, кто должен их осуществить, а также управление организационным контекстом, в котором происходят изменения. Кроме того, управление изменениями – это управление эмоциональными аспектами, необходимыми для успешной реализации любых преобразований. С опорой на собственный профессиональный опыт, автором составлены три вопроса, которые могут быть использованы в процессе собеседования с соискателями. По моему мнению, постановка этих вопросов будет способствовать более глубокому пониманию лидерского потенциала претендентов, их управленческих навыков и готовности к профессиональному росту. Именно эти три аспекта представляются наиболее важными для эффективного выполнения обязанностей декана и обеспечения успеха факультета, поэтому предложенные вопросы - это своего рода инструмент для оценки лидерских качеств соискателей на должность декана.

После каждого вопроса следует краткое пояснение, в котором обосновывается выбор вопроса и формулируются поставленные цели.

Вопрос 1: Представьте, пожалуйста, ситуацию, когда Вам необходимо принять решение о закрытии давно существующей академической программы (возможно, программа была слишком затратной или перестала соответствовать современным требованиям). У Вас есть убедительные аргументы в пользу закрытия программы, но существует вероятность, что Вы столкнетесь с сопротивлением преподавателей и руководства университета. Как Вы представите предлагаемые изменения команде факультета и вышестоящему руководству?

Пояснение: этот вопрос направлен на оценку лидерских качеств кандидата и его способности управлять изменениями и внедрять их. Особое внимание уделяется умению преодолевать сопротивление изменениям со стороны заинтересованных сторон - профессорско-преподавательского состава, руководства разных уровней, офиса проректора по академической деятельности и др. Кандидату необходимо показать свой опыт управления изменениями и продемонстрировать навыки лидерства, учитывая типичные аспекты психологии изменений - инерцию, усилия, эмоции и реакции [1]. Кроме того, соискатель должен проявить способность формулировать концепции и эффективно взаимодействовать со стейкхолдерами по всем аспектам изменений. Важную роль в формировании понимания и поддержки изменений членами организации играют концептуальные навыки, а для разрешения описанной выше ситуации, согласно теории Нордгрена и Шонталя, имеет значение и этическое лидерство [1].

Вопрос 2: *На факультете происходят изменения, в том числе, пересматриваются образовательные программы и устанавливаются новые партнерские отношения. Какие лидерские качества, по Вашему мнению, наиболее важны в управлении такими изменениями, и какие из них Вы считаете своими сильными сторонами? Пожалуйста, покажите на примере, как Вы могли бы применить эти качества в конкретной ситуации.*

Пояснение: учитывая, что лидерские черты и ситуационные факторы являются детерминантами лидерства [2], важно понять, какие именно лидерские качества кандидата позволяют эффективно управлять изменениями в конкретных обстоятельствах. Исходя из предложенного Нортхаусом [2] списка пяти основных лидерских качеств (интеллект, уверенность в себе, решительность, честность и общительность), полагаю, что ответ на этот вопрос поможет понять, какими именно лидерскими качествами обладает кандидат. С помощью этого вопроса интервьюер может оценить, подходит ли соискатель для роли эффективного лидера, в частности, будет ли он способен проводить изменения на факультете (например, внедрять новые образовательные программы, устанавливать и координировать партнерские отношения, закрывать устаревшие программы и т.д.). Кандидату также предлагается привести конкретный пример, демонстрирующий его умение использовать свои лидерские качества в определенной ситуации. Вопрос помогает выявить сильные стороны кандидата, то есть те качества, которые объясняют успешную работу человека [2]. Следовательно, наиболее достойным кандидатом будет тот/та, кто способен четко и уверенно определить свои сильные стороны и таланты, а также продемонстрировать, как он/она использует их в своей профессиональной деятельности.

Вопрос 3: *Размышляя о своих лидерских способностях в должности декана, определите, какие из Ваших лидерских качеств нуждаются в совершенствовании? Как бы Вы развивали их в ближайшем будущем?*

Пояснение: важно отметить, что данный вопрос для соискателя, скорее всего, окажется сложным, но он служит своего рода проверкой кандидата на честность перед собой и нанимающей командой относительно его потенциальной слабости как лидера. Этот вопрос подталкивает кандидата к самоанализу и оценке своих лидерских навыков, что важно в контексте развития лидерских качеств. Определение и признание своих слабых сторон имеет критически важное значение, так как от декана ожидается постоянное стремление к профессиональному росту (как своему, так и коллег) и совершенствованию лидерских способностей. Ответы кандидатов могут быть также проанализированы с точки зрения модели лидерства, основанной на навыках: технических, человеческих и концептуальных [1]. Один из кандидатов может указать на недостаток технических

навыков, в то время как другой испытывает трудности с концептуальными навыками. Для декана, как руководителя среднего звена, наиболее важны концептуальные навыки, в частности, умение работать с абстрактными идеями и гипотетическими концепциями [2]. Если ответы кандидата указывают на недостаток данных навыков, особенно при обсуждении разработки стратегии факультета, это может вызвать беспокойство у интервьюеров.

Каждый из этих трех вопросов имеет определяющее значение в контексте поиска декана факультета вуза. Первый вопрос позволяет не только оценить способность кандидата принимать сложные управленческие решения, но и проверить его навыки адаптации к изменяющейся академической среде. Важность этой области для роли декана обусловлена требованием обеспечивать эффективное управление факультетом. Второй вопрос направлен на выявление и оценку ключевых лидерских качеств, которые соискатель считает необходимыми для управления большими изменениями на факультете. Ответ на этот вопрос дает представление о том, насколько хорошо кандидат готов и способен не только эффективно руководить процессами изменений, но и убеждать сотрудников в их целесообразности. Третий вопрос выявляет уровень самооценки кандидата и его стремление к постоянному развитию. Рефлексия и готовность работать над собой как лидером являются важными качествами в руководстве факультетом. Это позволяет декану не только лучше выполнять свои обязанности, но и продолжать расти в своей профессиональной роли.

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АКАДЕМИЯЛЫҚ КӨШБАСШЫЛАРДЫ ІЗДЕУ: СҰХБАТТАСУҒА АРНАЛҒАН ҮШ СҰРАҚ

Аннотация. Мақалада ЖОО факультетінің деканы лауазымына жұмысқа қабылдау үшін сұхбаттасу кезінде қолдануға болатын үш маңызды сұрақ ұсынылады. Автор ЖББМ деканы ретіндегі өзінің тәжірибесі мен өзгерістерді басқарудың дағдылары және көшбасшылық қасиеттерді талдауға сүйенген. Сұрақтардың әрқайсысы үміткердің көшбасшылық әлеуетінің әртүрлі аспектілерін, оның басқару дағдыларын және кәсіби өсуге дайындығын бағалауға бағытталған. Автор декан рөлін сәтті орындау және факультеттің жетістігін қамтамасыз ету үшін осы аспектілердің маңыздылығын баса көрсетеді.

Түйінді сөздер: декан, көшбасшылық қасиеттер, көшбасшылық дағдылар, өзгерістерді басқару, ситуациялық факторлар.

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IN SEARCH OF ACADEMIC LEADERS:
THREE QUESTIONS IN A JOB INTERVIEW

Abstract. The paper presents three significant inquiries suitable for interviewing candidates for a university dean position. Leveraging her own tenure as the GSE dean, the author delves into leadership capabilities and change management principles. These questions aim to evaluate various facets of the candidate's leadership aptitude, managerial proficiencies, and willingness to advance professionally. The author underscores the criticality of these attributes for both the dean's effectiveness and the School's success.

Key words: dean, leadership qualities, leadership skills, change management, situational factors.

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Құрметті авторлар!

Біздің журналда жоғары және жоғары оқу орнынан кейінгі білім беру саласындағы өзекті мәселелерге арналған өз материалдарын орналастыруға қатысуға шақырамыз.

"Қазақстанның жоғары мектебі" журналы" келесі бағыттар бойынша ғылыми және практикалық мақалалар жариялауды жүзеге асырады:

• Жоғары білім беру саласындағы білім беру саясаты
• Жоғары білім сапасын қамтамасыз ету мәселелері
• Жоғары білім беруді цифрландыру
• Жоғары білім беруді интернационалдандыру
• Жоғары білім берудегі оқыту мен оқытудың әдістері мен стратегиялары
• Болон процесі және қазақстандық университеттер

Мақсатты аудитория

Қазақстанның жоғары оқу орындарының, ғылыми-зерттеу институттарының, талдау және қоғамдық білім беру ұйымдарының зерттеушілері, талдаушылары және білім беру практиктері үшін, сондай-ақ қазіргі қоғамдағы жоғары және жоғары оқу орнынан кейінгі білімнің даму проблемаларына қызығушылық танытатын оқырмандардың кең ауқымы үшін ғылыми-талдамалық басылым.

Авторларға арналған ережелер

Журнал тоқсан сайын қазақ, орыс және ағылшын тілдерінде шығарылады. Плагиатты анықтау жағдайларын қоса алғанда, ғылыми нәтижелердің сенімділігі мен маңыздылығы және жұмыстардың ғылыми мазмұнының өзектілігі үшін авторлар жауапты болады.

Журналда жариялауға ғылыми мақалалар, конференциялар, диссертациялық кеңестердің жұмысы туралы хабарламалар, рецензиялар қабылданады. Жарияланатын ғылыми мақалалар (соның ішінде рецензиялар) журналдың тақырыптық бағытына сәйкес келуі тиіс.

Ғылыми мақала бұрын жарияланбаған және жаңалығы бар авторлық әзірлемелерді, қорытындыларды, ұсынымдарды қамтитын; немесе жалпы тақырыппен байланысты бұрын жарияланған ғылыми мақалаларды қарауға арналған (жүйелі шолу) ғылыми зерттеудің, эксперименттік немесе талдамалық қызметтің өз қорытындыларын және аралық немесе түпкілікті нәтижелерін баяндау болып табылады.

Редакцияға келіп түскен мақалалар қос "соқыр" рецензиялау рәсімінен өтеді. Рецензиялау рецензенттер үшін және мақала авторлары үшін жабық болып табылады. Рецензент мақалаға түзетулер енгізу қажеттілігін көрсеткен жағдайда автор үш күн ішінде жаңартылған материалды түзетіп, редакцияға жіберуі қажет. Рецензенттердің оң бағасын алған мақалалар журналдың редакциялық алқасына талқылауға және бекітуге жіберіледі. Теріс рецензиясы бар мақалалар қайта қарауға қабылданбайды.

Журналда жариялау үшін жұмыс мәтінін ұсына отырып, автор берілген мақаланың басқа ғылыми басылымда қарастырылмауын қамтамасыз етеді. Автор басқа мақаладан алынған барлық мәтіндер, кестелер, диаграммалар, иллюстрацияларды тиісті түрде рәсімдеуге міндетті. Басқа автордың мәтінін пайдалану, автордың нұсқауынсыз дәйексөздерді ойнату, басқа зерттеулердің нәтижелерін өзгерту, плагиат кез-келген түрде қабылданбайды. Ғылыми плагиатты анықтау және оның алдын алу мақсатында "ғылыми плагиатты анықтау және оның алдын алу жөніндегі қызметті ұйымдастыру туралы Ережеге" сәйкес журнал редакциясы жариялауға ұсынылған мақалалардың антиплагиатына

тексеру жүргізеді. Мәтіннің өзіндік ерекшелігі кемінде 70% болуы керек. Плагиат анықталған жағдайда редакциялық алқа мақаланы жариялаудан бас тартуға және авторға кезекті мақаланы қабылдаудан бас тартуға құқылы.

Авторлар редакция мен рецензенттердің жұмысына құрметпен және түсіністікпен қарап, көрсетілген кемшіліктерді уақтылы жоюы тиіс.

Мақала жазуға қойылатын талаптар

"Қазақстанның жоғары мектебі" ғылыми-теориялық журналында материалдар жариялау. "Open Journal System - ғылыми мақалаларды онлайн-беру және рецензиялау жүйесін пайдалана отырып жүзеге асырылады. Тіркеу немесе авторизация "материалды жіберу" бөлімінде қол жетімді. Журнал сайты https://highedujournal.kz

Мақалаларды ресімдеу тәртібі

Мақала келесі ережелерге сәйкес рәсімделуі тиіс: жоғарғы сол жақ бұрышында – ҒТАМР, бос жолдан кейін, ортасында авторлардың тегі және аты-жөнінің инициалы, ғылыми дәрежесі мен ғылыми атағы (қысқартусыз, толық жазылуы қажет), төменірек ЖОО-ның немесе ғылыми мекеменің атауын, мемлекет пен қала атауын жазу керек. Ортасында бос жолдан кейін мақаланың атауы бас әріптермен жазылады. Бос жолдан кейін, парақтың ені бойынша бос жолдан кейін – аңдатпа (100-200 сөз аралаығында) және 5-7 кілттік сөздер және бос жолдан кейін, мақаланың мәтіні жазылады. Мақаланың соңында бос жолдан кейін әдебиет тізімі көрсетіледі. Әрі қарай, аударылған әдебиеттер тізімі.

Мақала атауы, авторлардың толық аты-жөні, аңдатпа және кілт сөздер үш тілде (қазақ, орыс, ағылшын) болуы тиіс. Аударма сапалы және мамандар тарапынан орындауы керек. Жеке парақта авторлардың толық аты-жөні, ғылыми (академиялық) дәрежелері мен ғылыми атақтары (бар болса), лауазымы, кафедра, ұйым, қызметтік мекен-жайлары, теле-фондары және e-mail адресі толық көрсетіледі.

Аңдатпа орыс, қазақ және ағылшын тілдерінде 100-200 сөзден тұрып, мақаланың мазмұнын көрсету керек, себебі көптеген оқырмандар үшін бұл зерттеу туралы негізгі ақпарат көзі болады.

Барлық қысқартулар мақалада бірінші рет қолданған кезде толық жазылуы керек.

Мақаланың құрылымы: кіріспе (зерттеудің өзектілігі, мақсаты мен міндеттері); Зерттеудің әдістері мен ұйымдастырылуы; зерттеу нәтижелері және оларды талқылау; қорытындылар.

Автордың (лардың) аты-жөнін*, мақаланың атауын және «Аңдатпа», «Кілт сөздер», «Кіріспе» (зерттеудің өзектілігі, мақсаты мен міндеттері), «Зерттеудің әдістері мен ұйымдастырылуы», «Зерттеу нәтижелері және оларды талқылау», «Қорытындылар», «Әдебиет тізімі»бөлімдерінің атауларын қалың қаріппен жазып көрсету қажет.* Хат - хабарға арналған авторды (бірінші авторды) автордың аты-жөнінен кейін латын әрпімен «*» белгілеу қажет, мысалы, [1]Иванов А.Т.*

Кириллицада ұсынылған әдебиеттер екі нұсқада беріледі – түпнұсқада және романизацияланған алфавитте (транслитерация):

Орыс тілінен латын тіліне аудару / Онлайн түрлендіргіш http://www.translit.ru

Қазақ тілінен латын әліпбиіне аудару / Онлайн конвертер https://qazlat.kz

Редакциялық алқа кеңес мақалаларды жариялау немесе қабылдамау құқығын өзіне қалдырады.

Біздің басылымға қайта басылған кезде сілтеме міндетті болып табылады.Біздің басылымға қайта басылған кезде сілтеме міндетті.

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Уважаемые авторы!

Приглашаем принять участие в размещении в нашем журнале своих материалов, посвященных актуальным проблемам в области высшего и послевузовского образования.

Журнал «Высшая школа Казахстана» осуществляет публикацию научных и практических статей по следующим направлениям:

- Образовательная политика в области высшего образования
- Вопросы обеспечения качества высшего образования
- Цифровизация высшего образования
- Интернационализация высшего образования
- Методы и стратегии обучения и преподавания в высшем образовании
- Болонский процесс и казахстанские университеты

Целевая аудитория

Это научно-аналитическое издание для исследователей, аналитиков и практиков образования высших учебных заведений Казахстана, научно-исследовательских институтов, аналитических и общественных образовательных организаций, а также для широкого круга читателей, интересующихся проблемами развития высшего и послевузовского образования в современном обществе.

Правила для авторов

Журнал издается ежеквартально на казахском, русском и английском языках. За достоверность и значимость научных результатов и актуальность научного содержания работ, включая случаи выявления плагиата, ответственность несут авторы.

К публикации в журнале принимаются научные статьи, сообщения о конференциях, работе диссертационных советов, рецензии. Публикуемые научные статьи (в том числе обзоры) должны соответствовать тематическому направлению журнала.

Научная статья представляет собой изложение собственных выводов и промежуточных или окончательных результатов научного исследования, экспериментальной или аналитической деятельности, содержащее авторские разработки, выводы, рекомендации ранее не опубликованные и обладающие новизной; или посвященное рассмотрению ранее опубликованных научных статей, связанных общей темой (систематический обзор).

Статьи, поступившие в редакцию, проходят процедуру двойного «слепого» рецензирования. Рецензирование является закрытым для рецензентов и для авторов статей. В случае, когда рецензент указывает на необходимость внесения поправок в статью, автору в течение трех дней необходимо откорректировать и отправить обновленный материал в редакцию. Статьи, получившие положительную оценку рецензентов, отправляются на обсуждение и утверждение к публикации в редколлегию журнала. Статьи, имеющие отрицательную рецензию к повторному рассмотрению, не принимаются.

Представляя текст работы для публикации в журнале, автор гарантирует, что подаваемая статья не находится на рассмотрении в другом научном издании. Автор обязан надлежащим образом оформить все заимствования текста, таблиц, схем, диаграмм, иллюстраций. Использование чужого текста, воспроизведение цитат без указания автора, изменение результатов других исследований, плагиат в любой форме неприемлемы. В целях выявления и предотвращения научного плагиата в соответствии с «Положением об организации деятельности по выявлению и предотвращению научного плагиата» редакцией журнала проводится проверка на антиплагиат статей, представленных для публикации. Оригинальность текста должна составлять не менее 70%. В случае обнаружения плагиата

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редколлегия имеет право отклонить статью от публикации и отказать автору в приёме очередной статьи.

Авторы должны с уважением и с пониманием относиться к работе редакции и рецензентов, своевременно устранять указанные недостатки.

Требования к написанию статей

Публикация материалов в научно-теоретическом журнале «Высшая школа Казахстана» осуществляется с использованием Open Journal System - системы онлайн-подачи и рецензирования научных статей. Регистрация или авторизация доступны в разделе «Отправка материала». Сайт журнала https://highedujournal.kz

Порядок оформления статей

Статья должна быть оформлена в строгом соответствии со следующими правилами: в верхнем левом углу – МРНТИ, через пустую строку по центру – фамилия и инициалы автора (-ров), ученая степень и ученое звание (без сокращений), ниже без пропуска наименование вуза или научного учреждения, город и страна. Через пустую строку по центру прописными буквами – название статьи. Далее через пустую строку по ширине страницы – аннотация (от 100 до 200 слов) и ключевые слова (5-7 слов) и через пустую строку – текст статьи. В конце статьи через пустую строку – «Литература». И далее транслитерированный список литературы.

Название статьи, ФИО авторов (полностью), аннотация и ключевые слова должны быть на трех языках (казахский, русский, английский). Перевод должен быть качественным и выполнен специалистами.

Аннотация, объемом 100-200 слов, на русском, казахском и английском языках, должна отражать содержание статьи, поскольку для большинства читателей она будет главным источником информации о проведенном исследовании.

Все аббревиатуры и сокращения должны быть расшифрованы при первом использовании в статье. Структура статьи: Введение (актуальность, цель и задачи исследования); Методы и организация исследования; Результаты исследования и их обсуждение; Выводы. Необходимо выделить жирным шрифтом ФИО автора (-ров)*, наименование статьи и наименования разделов: «Аннотация», «Ключевые слова», «Введение» (актуальность, цель и задачи исследования), «Методы и организация исследования», «Результаты исследования и их обсуждение», «Выводы», «Литература». *Первого Автора для корреспонденции необходимо отметить «*» после инициалов автора, например, [1]Иванов И.И.*.

Литература, представленная на кириллице, дается в двух вариантах – в оригинале и романизированным алфавитом (транслитерация):

Перевод с русского на латиницу / Онлайн конвертер http://www.translit.ru

Перевод с казахского на латиницу / Онлайн конвертер https://qazlat.kz

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Ссылка при перепечатке на наше издание обязательна.

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Dear authors!

We invite you to take part in the placement in our magazine of your materials on topical issues in the field of higher and postgraduate education.

The magazine "Higher education in Kazakhstan" publishes scientific and practical articles in the following areas:
• Educational policy in the field of higher education
• Issues of quality assurance of higher education
• Digitalization of higher education
• Internationalization of higher education
• Methods and strategies of teaching and learning in higher education
• The Bologna Process and Kazakhstan universities

Target audience

This is a scientific and analytical publication for researchers, analysts and practitioners of education of higher educational institutions of Kazakhstan, research institutes, analytical and public educational organizations, as well as for a wide range of readers interested in the problems of the development of higher and postgraduate education in modern society.

Rules for authors

The journal is published quarterly in Kazakh, Russian and English. The authors are responsible for the reliability and significance of scientific results and the relevance of the scientific content of works, including cases of detection of plagiarism.

Scientific articles, reports on conferences, work of dissertation councils, reviews are accepted for publication in the journal. Published scientific articles (including reviews) must correspond to the thematic area of the journal.

A scientific article is a statement of one's own conclusions and intermediate or final results of scientific research, experimental or analytical activity, containing author's developments, conclusions, recommendations that have not been previously published and are new; or reviewing previously published scientific articles related to a common topic (systematic review).

Articles submitted to the editorial office undergo a double-blind peer review procedure. Peer review is closed to reviewers and authors of articles. In the event that the reviewer indicates the need to amend the article, the author must correct and send the updated material to the editor within three days. Articles that have received a positive assessment of the reviewers are sent for discussion and approval for publication to the editorial board of the journal. Articles with a negative review are not accepted for reconsideration.

By submitting the text of the work for publication in the journal, the author guarantees that the submitted article is not under consideration in another scientific publication. The author is obliged to formalize properly all borrowings of text, tables, diagrams, diagrams, illustrations. The use of someone else's text, the reproduction of quotations without the indication of the author, changes in the results of other studies, plagiarism in any form are unacceptable. In order to identify and prevent scientific plagiarism in accordance with the "Regulations on the organization of activities to identify and prevent scientific plagiarism", the editorial board of the journal conducts an anti-plagiarism check of articles submitted for publication. The originality of the text must be no less than 70%. If plagiarism is found, the editorial board has the right to reject the article from publication and refuse to accept the next article for the author.

Authors should respect the work of the editorial board and reviewers with respect and understanding, and promptly eliminate these shortcomings.

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Requirements for writing articles

Publication of materials in the scientific and theoretical journal "Higher education in Kazakhstan" is carried out using the Open Journal System, an online system for submitting and reviewing scientific articles. Registration or authorization is available in the section "Sending material". The magazine's website https://highedujournal.kz

The order of registration of articles

The article should be designed in strict accordance with the following rules: in the upper left corner – MRNTI, through an empty line in the center – the surname and initials of the author (s), academic degree and academic title (without abbreviations), below without a pass the name of the university or scientific institution, city and country. Through an empty line in the center in capital letters – the title of the article. Then, through an empty line along the width of the page – an abstract (from 100 to 200 words) and keywords (5-7 words) and through an empty line – the text of the article. At the end of the article, through an empty line – "Literature". And then a transliterated list of references.

The title of the article, the full name of the authors (in full), the abstract and keywords should be in three languages (Kazakh, Russian, English). The translation must be of high quality and performed by specialists.

The abstract, 100-200 words in Russian, Kazakh and English, should reflect the content of the article, since for most readers it will be the main source of information about the research. All abbreviations and abbreviations should be deciphered when first used in the article.

Structure of the article: Introduction (relevance, purpose and objectives of the study); Methods and organization of the study; Results of the study and their discussion; Conclusions. It is necessary to highlight in bold the full name of the author(s)*, the title of the article and the names of the sections: "An-notation", "Keywords", "Introduction" (relevance, purpose and objectives of the study), "Methods and organization of research", "Research results and their discussion", "Conclusions", "Literature". * The first Author for correspondence should be marked "*" after the initials of the author, for example, [1]Ivanov I.I.*.

The literature presented in Cyrillic is given in two versions – in the original and in the Romanized alphabet (transliteration):

Translation from Russian into Latin / Online converter http://www.translit.ru

Translation from Kazakh to Latin / Online Converter https://qazlat.kz

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