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PRACTICE-ORIENTED TRAINING OF SOCIAL EDUCATORS AT THE UNIVERSITY: DIFFICULTIES OF PROFESSIONAL AND PERSONAL FORMATION

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Abstract. The article is concerned with the problem of specialists training for the socio-pedagogical sphere. One of the modern technologies, providing high-quality training of future specialists, is practice-oriented learning, which involves the formation of personal and professional competencies of the future social educator, contributing to the proper level of implementation of professional tasks, set before social educator as a specialist. The article substantiates the relevance of practice-oriented learning of future social educators, its essence and conditions of implementation are revealed. The authors analyzed the scientific and pedagogical literature on the application of a practice-oriented approach in the system of higher education and the problems of professional development of future specialists. The article presents the results of a student survey that determined the presence or absence of the necessary qualities of a future social pedagogue as a person and a professional and the difficulties of professional and personal development identified on their basis. This survey is one of the qualitative and quantitative methods that will be conducted during the research. It helped to identify the presence and formation of personal qualities of future social educators at the pre-university and primary university stages of professional education. The analysis of the interview results helps to determine the necessary personality qualities, the development of which contributes to the successful realization of professional abilities. The difficulties that students face when entering the profession and related to the lack of formation of certain personal and professional qualities and competencies were identified.

The article aims to substantiate the impossibility of training personnel for socio-pedagogical work without the practice-oriented approach to training specialists in higher educational establishment, without the formation of personal and professional competencies of the future social educator, to perform professional tasks qualitatively and at the proper level.

Key words: approach, practice-oriented learning, future specialist, future social pedagogue, formation, professional formation, competence, professional and personal competencies

Introduction

Practice-oriented learning takes an active position in higher education, since the intensive development of economic and social processes in Kazakhstan

requires the training of competitive, competent specialists adapted to their professional field of knowledge.

The authors of the article research the theoretical aspects of practice-oriented learning at the university and the difficulties of professional and personal development of students - future social educators.

In the course of the study, existing approaches to the essence of the concept of “practice-oriented learning”, “professional formation” in the context of the specifics of training future social educators were studied and analyzed.

The analysis of existing scientific concepts helped to determine the main goal of practice-oriented training, the implementation of which at the university involves obtaining at the exit a ready-made specialist with formed competencies for professional activities and experience in it.

Researchers of this approach agree that one of the primary tasks of the university is the formation of competencies necessary for successful further activities and the development of personal and professional qualities of the future specialist. It allows the future social pedagogue to reveal professional and personal potential for a qualitative solution of the tasks of the socio-pedagogical process.

The main means and tools for implementing a practice-oriented approach for the professional development of future social educators can be called; conditions for professional self-development; solution of practical problems; changing the role of a teacher to a consultant, manager; practice; practice-oriented active and interactive methods in theoretical training; practice-oriented learning technologies.

Students of the educational program “Social Pedagogy” of the L.N. Gumilyov Eurasian National University (Republic of Kazakhstan, Astana) were interviewed to determine the difficulties of professional development of future social educators and to determine the formation of their own professional and personal qualities.

A study of the data of the respondents shows that not every student can and is ready to work as a social pedagogue. The teaching staff of the university must make efforts to help the student develop such qualities as altruism, empathy, tolerance, communication, reflection, and the ability to find effective ways to resolve the problem.

The state compulsory education standards of Kazakhstan prioritize the quality of professional training of graduates before higher educational institutions. The vocational education system is aimed at joint partnership work with potential employers to nurture future specialists with already formed competencies and abilities adapted to the conditions of professional activity.

The existing coloboration of traditional and modern approaches to education, including higher professional education, still cannot hide the contradiction between the market sphere and the system of higher professional education. This contradiction manifests itself in the need for employers to make efforts to adapt at the workplace, and sometimes in additional training for young professionals. The search for modern approaches and technologies for students to gain work

experience while still at the university has led to a practice-oriented approach. [1].

The practice-oriented approach in the training of specialists has recently become relevant and the most discussed in the scientific community. The development and implementation of practice-oriented training was facilitated, firstly, by a change in priorities in state policy, and secondly, by the dynamic development of the socio-economic sphere.

The works of O.A. Abdullina, Sh.T. Taubaeva, A.A.Moldazhanova, A.A. Bulatbaeva, A.K. Mynbaeva, S. Arkhangelsky, V. Davydov, and others investigated from the point of view of theoretical science the problems of approaches to determining the essence of traditional and innovative technologies of vocational training.

Questions of practice-oriented learning were asked by domestic and foreign scientists, such as Z.A. Issayeva, Sh.T. Taubayeva, G. K. Akhmetova, D. Warneke, S. Pietsch, E. M. Post and others.

As for the practice-oriented training of future social educators, this problem remains poorly understood, since unified conceptual and methodological approaches to eliminating the problem of professionalization of social educators in the context of practical training of students have not yet been developed. Higher educational institutions, together with state and non-governmental institutions of the social sphere, independently work out models and technologies of practice-oriented education for the organization of training of social educators.

However, pedagogical science has already had some experience in solving the problem of research. In modern Kazakhstani scientific and pedagogical literature, the issues of the peculiarities of the training of social educators are considered, such as: the history and experience of training and practical training of social educators (Sh.T. Taubayeva, I.R. Khalitova, A.B. Aitbayeva); designing the content of socio-pedagogical training (A.B. Abibullayeva, R.I. Burganova, G.Zh. Menlibekova, A.N. Teslenko); environmental approach in the training of social educators and the study of factors affecting the quality of the educational environment (A.K. Mynbayeva, A.A. Bulatbayeva); study of the technology of socialization of future social educators (A.S. Magauova).

In the scientific works of many domestic and foreign scientists, a practice-oriented approach is presented as a condition for professional training, allowing students to make independent efforts to develop the necessary competencies during the interaction of educational and professional activities.

Materials and methods

One of the hypotheses of our study states that practice-oriented learning of future social educators will be much more effective if higher education institutions focus on the formation of professionally important personal qualities of their students. To prove this hypothesis, we used qualitative and quantitative research methods. A theoretical analysis of the scientific literature and the sources of the database of indexed journals was carried out. We used questionnaires and interviews with students studying the educational program “Social Pedagogy”

at the L.N. Gumilyov Eurasian National University, and applied mathematical statistics methods to process the results.

The maximum approximation of students to their future professional activity allows us to consider this approach one of the most effective means of vocational training at the university. The essence of practice-oriented learning is the organization of the educational process in the context of a future profession, where real psychological and social situations of future professional activity are applied in the forms and methods of students' educational activity.

In the course of the analysis of scientific and pedagogical literature, both Kazakhstani and foreign scientists, we find out that there are the following main approaches to practice-oriented learning of future specialists, the difference of which is determined by the roles of teachers and students, the features and elements of the learning process:

- students gain professional experience in order to acquire real professional competencies in the field of training through all types of practices (Vetrov Yu., Klushina N.) [2];

- the use of innovative professionally -oriented learning technologies and methods of modeling fragments of future professional activity in the study of academic disciplines in order to form a student's motivation and conscious need to acquire professional competence during the entire time of study at the university. (Dmitrienko N.A.) [3];

- practice-oriented education is aimed at the formation of students' personality qualities that are significant for their future professional activity, at acquiring, in addition to knowledge, skills and practical experience in order to achieve professionally and socially significant competencies that ensure high-quality performance of professional duties in the training field. (Yalalov F. G.) [4];

- creation of innovative forms of professional employment of students at the university in order to solve real scientific, practical and experimental production works in accordance with the field of training. (Polisadov S.S.) [5];

- active form of the organization of professional training, intended for use in theoretical and practical components, is implemented by including in the educational process the elements of professional activity (D. Warneke) [6];

- orientation of the content and methods of the pedagogical process to the formation of practical work skills by future specialists (E. M. Post) [7];

- system of educational problem situations, methodological and situational tasks designed for professional training of specialists (S. Pietsch) [8].

Based on the above-mentioned authors, it can be summarized that in higher education institutions, when training a specialist, the main objectives of the introduction of practice-oriented training are: the formation of students' professional experience in the process of their immersion in the professional environment during practical training and the use of practice-oriented learning technologies aimed at the formation of competencies, significant for professional activity, by future specialists.

As a result of the above, the model of the practice-oriented specialist necessarily includes key concepts: professional competence; readiness for professional activity; personal qualities.

Professional training of a future specialist is defined as the process of mastering the norms, models and rules of professional activity, as the formation of subjective experience of mastering a holistic professional activity. [1]. Consequently, the content of professional training is dynamic, based on the cooperation of all subjects of the pedagogical process (teachers, students, employers), taking into account the desired competencies, capabilities of each student to ensure the professional development of a future professional.

Professional development occupies an important place in the life of every teacher. Professional formation is a long, long-term, almost endless process that assumes the possibility of unlimited human development. This process is associated with different goals and has different content at different stages of teaching.

Theoretical approaches to the definition of the concept of “professional formation” are taken into consideration – they are:

- “the sphere of social practice, where the interests of society and a particular person are closely intertwined... and its essence lies in the transformation of an individual into a professional capable of exerting an active influence on the development of professional work and professional community as a whole” (Yu.P. Povarenkov);

- “the process of progressive personality change under the influence of social influences, professional work and self-activity aimed at self-improvement and self-fulfillment” (E.F. Zeer);

- solving professionally significant, increasingly complex tasks – cognitive, moral and communicative, in the process of which a professional masters the necessary complex of business and moral qualities associated with his profession. (K.M. Levitan);

-productive process of personal development and self-development, mastering and self-designing professionally oriented activity, determining one’s place in the world of professions, realizing oneself in the profession and self-actualization of one’s potential to reach the heights of professionalism. (A.K. Markova);

- step-by-step, dynamic and controlled process of entering the profession, during which qualitative transformations of personality occur, leading to the development and change of personal and professional qualities, the formation of a positive attitude to the profession and the acquisition of professional knowledge and skills. (E.A. Ryabokon and others).

Of all the variety of interpretations of the concept of “professional formation”, we are impressed by the definition that N.V. Matolygina offers. Professional formation, in her opinion, is a dynamic property of a personality that forms and develops personal and professional qualities, a conscious choice of profession that affects professional training and professional activity, is characterized by a constant need for self-development, in the transformation of life and oneself as a person.

Results and Discussion

The practice-oriented approach in the professional development of a future social educator is the orientation of the content and methods of the entire pedagogical process to the formation of students' practical work skills. According to the results of our analysis of the didactic category "practice-oriented training in professional formation", we can state that professional training of pedagogical personnel plays an important role in solving this problem. The introduction of the practice-oriented approach results in a change in the orientation of the content of vocational training to the final product of training and methods for achieving the goals set - the formation and development of competencies. In this context, the practice-oriented approach makes it possible to model the subject content of professional activity, thereby providing conditions for the transformation of the student's learning activity into the professional activity of a specialist. The ratio of theoretical material and practical reproduction of real professional situations during the academic and educational-practical part of the training of specialists is the main characteristic of the introduction of the practice-oriented approach.

The study of fundamental sciences in combination with applied, practical disciplines is possible on the basis of the implementation of a number of principles, namely:

- 1) the construction of a holistic educational environment in three dimensions: learning, educational and socio-practical;
- 2) the implementation of academic mobility and academic freedoms;
- 3) the ensuring flexibility and dynamism of updating educational and professional programs as a whole and in separate blocks;
- 4) the use of various forms and methods of vocational training.

The content of practice-oriented training consists of theoretical and practical part. The theoretical part traditionally includes lectures, seminars, and independent work, course and diploma projects. Practical and laboratory work, active and interactive methods of training, training and production practices, project fulfillment fill the practical part. Since the scope of disciplines and their number is limited by the curriculum, then, as a rule, departments independently make a choice in favor of theoretical information aimed at forming students' general understanding of the training program or the choice of disciplines for practical training in professional actions. There is a third way that L.N. Gumilyov Eurasian National University follows – this is the integration of theory, methodology and practice. By implementing practice-oriented training, the content of academic disciplines, goals and objectives, methods and techniques of training are aimed at creating favorable conditions for the professional development of a future specialist.

One of the main means of implementing the practice-oriented approach is correctly formulated practice-oriented tasks that allow students to independently formulate professional problems, identify ways to achieve their goals and analyze the results achieved depending on the features of the conditions of each specific task. The solution of practice-oriented tasks should be phased, which will ensure the meaningfulness of students' actions.

A future social educator, according to the requirements of employers, needs to realize his interest in knowledge, make it conscious need for self-development, professional and social adaptation in a favorable environment that a teacher should create. A favorable environment is another condition for the introduction of practice-oriented learning. This approach significantly changes the role of a teacher, from a source of information to a consultant, a manager of various types of student activity, in his professional training and the formation of competencies. [11]

As follows from the analysis of the concepts of the essence of practice-oriented learning, practice, being a traditional element of university training programs, is integrated into the most important learning tool.

The bachelor's degree program provides for three types of practices, for which up to 26% of the study time is allocated. Each of the practices has its own goals and objectives, achieving which, ideally, the student acquires the experience of educational and cognitive activity, modeling the actions of specialists (introductory); experience of professional activity as an institution specialist (pedagogical); experience of integrating academic theoretical understanding of activities and solving urgent social problems during practical activity (pre-graduate).

The continuity of practice, that it is in one institution of the appropriate field, the involvement of the employer in the direct educational activity of the future specialist, contributes, in our opinion, to the qualitative and effective practice-oriented professional training of the future social educator. The continuous practice model cannot be implemented if the place of practice is accidental. The presence of permanent bases (branches) of practices and employers provides feedback to the university, such as suggestions for improving the content of disciplines, work and training programs, the introduction of new, necessary elective courses, employment of graduates.

Practice-oriented learning is also manifested in the theoretical training of specialists, where up to 50% of the total number of hours is devoted to practical classes; practice-oriented active and interactive methods are used in lecture classes, such as, for example, the project method; the method of problem-oriented learning; group, teamwork, situation analysis close to reality, etc.

For the gradual formation of professional competencies of future social educators in practice-oriented training, the following are used:

The adaptation stage is designed to adapt to the educational process and understand the significance of their future profession.

The value stage is designed to deepen the professional specialization and interests of future specialists, to be independent in determining the tasks of professional and personal growth.

The practical-semantic stage is designed for a differentiated assessment of the level of one's professional activity during practice and personal qualities necessary for a future profession.

The final stage is designed for the ability to independently organize educational activities, the choice of necessary methods for performing

professionally oriented tasks, the ability to evaluate their effectiveness and quality.

To determine the pre-university and university stages of professional training, and to clarify the work on the formation and development of their own personal qualities for the professional development of future social educators, discussions and interviews were conducted among 58 students of the academic program “Social Pedagogy and Self- awareness “ of the L.N.Gumilyov Eurasian National University (the Republic of Kazakhstan, Astana). The students answered a number of questions, among which were these ones:

- their idea of what professional and personal qualities a social educator should possess;
- what knowledge, skills and abilities are important for the implementation of socio-pedagogical work;
- what difficulties they encounter during the practice;
- which course is preferable for practical activity- theoretical or practice-oriented one.

The analysis showed that 79.3% of respondents named responsiveness, sociability, patience, kindness and professional competence as the main personal qualities for a social educator. 18.7% chose a profession on the advice of parents or friends. They are just beginning to understand the specifics of the profession of a “social educator”, who must have high moral and ethical traits of character in order to professionally solve the life problems of schoolchildren and their parents. Almost all respondents stressed the lack of prestige of the profession in society, which rather indicates a lack of understanding by society of the importance of the functions of a social educator.

The main knowledge, skills and abilities for social educators, 46.6% of respondents answered – diagnosis and correction of various disorders by children and adults. 53.4% of students believe that to help a person adapt to society, to be able to communicate with a child, suffering from some kind of violation, and his parents, such knowledge, skills and abilities are necessary for a social educator. Only a few (4 out of 58 students, 0.07%) noted the need to control their emotions and the importance of decision-making.

Almost all respondents (93%) noted the importance of practice and preferably an increase in the duration of internship. Here are the examples that are most often found in the answers to difficulties: 84% experienced stress during practice due to a lack of practical skills, they needed more time to adapt; 55% experienced difficulties in communicating with parents and students; 48% complained about the lack of a workplace; 79% were frightened by a large amount of paperwork.

Almost all students, 94.8% of respondents, preferred the practice-oriented training that creates real conditions for future professional activity.

The respondents’ answers made it possible to determine the need for the formation and development of personal qualities of a future social educator:

- humanistic qualities (kindness, altruism, self-esteem, etc.);
- psychological characteristics (stable mental states, high level of emotional and forceful characteristics);

- psychoanalytic qualities (self-control, self-criticism, self-esteem);
- psychological and pedagogical qualities (sociability, empathy, visual, eloquence, etc.).

Based on the listed personal qualities and answers, it follows that not everyone will be able to work as a social educator. The student, as a future professional, should have an already established system of values, where the ability to do good (altruism), sociability, the ability to “take” the place of a child subject to bullying (empathy), the child’s problems will be in the first place.

Among the professional qualities of a person, it should be noted:

- analytical skills involving theoretical analysis of processes that negatively affect the condition and development of the child; analysis of the condition of the child and the surrounding society; and others;
- reflexive skills, that is, self-analysis of the social educator activity at each of its stages,
- communicative skills, assuming possession of the culture of interpersonal communication and including: the ability to “listen and hear” the child.

According to the results of the interview, we assessed the level of professional readiness and the formation of personal and professional qualities of students of the AP “Social Pedagogy and self-awareness” through *personal, intellectual, motivational, communicative and reflexive components of activity*, using well-known techniques.

Higher educational institution during the educational and pedagogical process should contribute to the student’s search for his own path of professional development. There are different directions of it. As part of our research, we will focus on professional-personal and professional-pedagogical directions and adhere to the following definitions, which are given by I.A. Kolesnikova:

Professional and personal development, in her opinion, is an understanding of the main values and meaning in one’s own social life; determining the nature of one’s relationships with others; establishing principles in solving topical life situations. *Professional pedagogical formation* is the definition of one’s own position in the theory and practice of pedagogy in the context of modern conditions of poly-paradigm pedagogical reality (I.A., Kolesnikova) [10].

We believe that it is practice-oriented training that contributes to the balance of mastering new theoretical knowledge, skills, goals, through the use of innovative socio-pedagogical technologies, but also to practical mastery of the experience of future professional work. It helps the future social educator to reveal his intellectual and moral potential, his ability to freely navigate complex socio-cultural challenges, to qualitatively carry out both socio-pedagogical and socio-educational processes. [12]

Currently, the system of training specialists, including socio-pedagogical personnel in Kazakhstan is developing in accordance with the Decree of the Government of the Republic of Kazakhstan dated July 8, 2021 No. 471 “On approval of the Concept of lifelong learning (continuing education)”, based on the basic principles of continuity and predictiveness, fundamentalization and humanization, universality and alternatives.

This is due to the transition from knowledge-based learning to personality-oriented learning. The principles of continuity and predictiveness are implemented through educational programs of different levels and types of education, various types of educational institutions. The principle of fundamentalization ensures the integrity and depth of the student's general and special knowledge, the combination of his theoretical and practical training. The principle of humanization is based on universal principles, focused on the personality of the student, on identifying his essential forces. The principles of universality and alternativeness are focused on the needs of society in certain specialists and ensure the training of professionals necessary in the labor market.

Practice-oriented learning cannot be realized without students acquiring experience of activity, the level of which is determined in the logic of the activity-competence approach. At the same time, competence should be understood as the ability to mobilize one's knowledge and experience to solve specific tasks in the field of future work. Unlike traditional education focused on the assimilation of knowledge, practice-oriented training is aimed at the student's acquisition of practical experience, which acts as a student's readiness for certain actions and operations based on existing knowledge, skills and abilities. [5].

The acquisition of competencies is impossible without the acquisition of work experience, i.e. competencies and work are inextricably linked. Competencies are formed in the process of activity and for the sake of future professional work. In these conditions, the learning process acquires a new meaning - it turns into learning/ learning activity process, i.e. the acquisition of knowledge, skills and experience in order to achieve professionally and socially significant competencies. In the report of the International Commission on Education for the XXI Century "Education: a hidden Treasure", Jacques Delor four times named the verb "learn" as global competencies: learn to know, learn to live together, learn to do, learn to be. We believe that it is the activity-competence approach that can become an effective methodology for building practice-oriented learning.

This led to tightening of the requirements for the professional training of future social educators. Due to drastic changes in society and rapidly developing technologies, employers want to get a professionally mature person ready for continuous professional self-education and self-development.

The whole activity of a social educator is in the concept of a Person and the solution of his problem in society. This implies the tasks and functions of the practical activity of specialists in the socio-pedagogical sphere.

The main objectives of the practical activity of a social educator are: support and assistance to people, encouraging them to use their available resources; support and protection of people throughout a certain life period, activating people to help those in need; influence on authorities and management in order to improve the quality of service and social protection; informing authorities at all levels about the factors, negatively affecting the living conditions for certain groups of the population. *The key basic characteristics* of a social educator are: the ability to provide acceptable and expedient mediation between a person,

family, microenvironment, and society, various state and public organizations; the ability to influence relationships between people, stimulate the client to a particular activity; the ability to empathize with the client in solving his problems; sociability, extroversion [11]. Qualitative characteristics of the professional self-determination of a social teacher for his successful formation, as shown by observations during the practice of students, conversations with mentors and employers, are a holistic vision of the child, knowledge about the conditions of his life and development; about the place and role of the teacher in solving his life problems, etc.

Conclusion

Practice-oriented learning in the training of future social educators ensures the assimilation of any professionally significant knowledge, skills and abilities in practical activity in the organization of the educational process.

When applying this approach to the training of personnel in the socio-pedagogical sphere, universities need to pay close attention to the following:

- identification of topical problems of children’s further and additional education;
- correction of the content of students’ training, taking into account the identified socio-pedagogical problems in educational institutions;
- diagnosis and consideration of the professional difficulties of existing social educators in training;
- ensuring the interrelation of target, conceptual guidelines in the upbringing and education of children, with the goals, objectives, content of the training of socio-pedagogical personnel;
- students’ mastering of modern technologies in the process of academic and extracurricular activity at the university;
- targeted, systematic interaction of the university with educational institutions, educational authorities. [13].

According to the analysis of scientific and methodological sources, a survey of students, employers and observations during the training practices of future social educators, in addition to insufficiently formed professional and personal competencies, endless reports to various authorities present particular difficulties to the detriment of functional responsibilities; insufficient methodological support, and sometimes an insufficiently equipped workplace; misunderstanding by some managers of the functions of a social teacher and the effectiveness of his work; formalism in the work. [10]. When becoming a specialist, the future social educator overcomes a number of difficulties, the main of which are the absence of a philosophy of specialty; the absence of a theory of social pedagogy as a specific field of science; uncertain boundaries, evaluation criteria, functions of a specialist in social and pedagogical work. In addition to these problems, there are other difficulties associated with the functional responsibilities of a social teacher: the problems of children who are maladjusted in relation to the norms of social life and to life in a team; problems of pedagogical neglect of children, pedagogical illiteracy of parents and many other problems. In addition,

the profession of a social teacher is associated with a large psychological load and therefore social teacher must be stress-resistant. Moreover, it is necessary to mention an irregular working day, a small salary and a lack of career growth.

Therefore, we can stress that a social teacher is a person who loves his work and works hard, loves children and sincerely wants to help them. [11].

In conclusion, we emphasize that practice-oriented training plays an important role in the system of vocational education, in the formation of professional and personal competencies of future specialists, whose professional readiness will contribute to the qualitative implementation of the main socio-pedagogical activity: providing support to children in overcoming struggling situations; organizing children's activity with a view to their development in accordance with individual and age characteristics; creation of favorable pedagogical conditions for the upbringing of children; implementation of cooperation with parents on education issues; organization of cultural and educational work in the microcommunity; self-education, professional development and improvement of pedagogical skills. This approach helps future social educators to cope with the difficulties of professional formation.

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ЖОҒАРЫ ОҚУ ОРНЫНДА ӘЛЕУМЕТТІК ПЕДАГОГТАРДЫ ТӘЖІРИБЕГЕ БАҒЫТТАЛҒАН ОҚЫТУ: КӘСІБИ-ТҰЛҒАЛЫҚ ҚАЛЫПТАСУДАҒЫ ҚИЫНДЫҚТАР

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Аңдатпа. Мақала әлеуметтік-педагогикалық қызмет саласы үшін кадрлар даярлау мәселесіне арналған. Болашақ мамандарды сапалы даярлауды қамтамасыз ететін заманауи технологиялардың бірі-болашақ әлеуметтік педагогтың жеке және кәсіби құзыреттіліктерін қалыптастыруды көздейтін тәжірибеге бағытталған оқыту, ол маман ретінде алдына қойылған кәсіби міндеттерді орындаудың тиісті деңгейіне ықпал етеді. Мақалада болашақ әлеуметтік педагогтарды тәжірибеге бағдарланған оқытудың өзектілігі негізделеді, оның мәні, іске асыру шарттары ашылады. Авторлар жоғары білім беру жүйесіндегі тәжірибеге бағдарланған тәсіл және болашақ мамандардың кәсіби қалыптасуы мәселелері бойынша ғылыми-педагогикалық әдебиеттерді талдады. Мақалада болашақ әлеуметтік мұғалімнің тұлға және кәсіби маман ретіндегі қажетті қасиеттерінің болуын немесе болмауын және олардың негізінде анықталған кәсіби және жеке тұлғаның қалыптасуындағы қиындықтарды анықтаған студенттердің сауалнамасының нәтижелері келтірілген. Бұл сауалнама зерттеу барысында жүргізілетін сапалық және сандық әдістердің бірі болып табылады. Ол жоғары оқу орнына дейінгі және кәсіптік оқытудың бастауыш кезеңдеріндегі болашақ әлеуметтік педагогтардың жеке қасиеттерінің болуы мен қалыптасуын анықтауға көмектесті. Сұхбат нәтижелерін талдау жеке тұлғаның қажетті қасиеттерін анықтауға және олардың дамуы кәсіби қабілеттерін сәтті жүзеге асыруға ықпал етеді. Студенттердің мамандыққа ену кезінде кездесетін және белгілі бір жеке және кәсіби қасиеттер мен құзыреттердің жеткіліксіз қалыптасуымен байланысты қиындықтар анықталды.

Мақала жоғары оқу орнында мамандарды оқытуға тәжірибеге бағдарланған көзқарассыз, болашақ әлеуметтік педагогтың жеке және кәсіби құзыреттерін қалыптастырмай, кәсіби міндеттерді сапалы және тиісті деңгейде орындау үшін әлеуметтік-педагогикалық қызмет үшін кадрлар даярлаудың мүмкін еместігін негіздеуге бағытталған.

Тірек сөздер: тәсіл, тәжірибеге бағытталған оқыту, болашақ маман, болашақ әлеуметтік педагог, қалыптасу, кәсіби қалыптасу, құзыреттілік, кәсіби-жеке құзыреттілік

ПРАКТИКООРИЕНТИРОВАННОЕ ОБУЧЕНИЕ СОЦИАЛЬНЫХ ПЕДАГОГОВ В ВУЗЕ: ТРУДНОСТИ ПРОФЕССИОНАЛЬНО-ЛИЧНОСТНОГО СТАНОВЛЕНИЯ

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Аннотация. Статья посвящена проблеме подготовки кадров для социально-педагогической сферы деятельности. Одним из современных технологий, обеспечивающих качественную подготовку будущих специалистов, является практико-ориентированное обучение, которое предполагает формирование личностных и профессиональных компетенций будущего социального педагога, способствующих должному уровню выполнения поставленных перед ним как специалистом, профессиональных задач. В статье обосновывается актуальность практико-ориентированного обучения будущих социальных педагогов, раскрывается его сущность, условия реализации. Авторы проанализировали научно-педагогическую литературу по вопросам применения практико-ориентированного подхода в системе высшего образования и проблемам профессионального становления будущих специалистов. В статье представлены результаты опроса студентов, определившем наличие или отсутствии необходимых качеств будущего социального педагога как личности и профессионала и трудности профессионально-личностного становления, выявленные на их основе. Данный опрос является одним из качественных и количественных методов, которые будут проведены в ходе исследования. Он помог выявить наличие и сформированность личностных качеств будущих социальных педагогов довузовского и начального вузовского этапов профессионального обучения. Анализ итогов интервью способствует определению необходимых качеств личности, развитие которых способствует успешной реализации профессиональных способностей. Были определены сложности, с которыми студенты сталкиваются при вхождении в профессию и связанные именно с недостаточной сформированностью определенных личностно-профессиональных качеств и компетенций.

Статья имеет своей целью обосновать невозможность подготовки кадров для социально-педагогической деятельности без применения практико-ориентированного подхода к обучению специалистов в высшем учебном заведении, без формирования личностных и профессиональных компетенций будущего социального педагога, для выполнения качественно и на должном уровне поставленных перед ним профессиональных задач.

Ключевые слова: подход, практико-ориентированное обучение, будущий специалист, будущий социальный педагог, становление, профессиональное становление, компетенция, профессионально-личностные компетенции

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