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DEVELOPMENT OF PROFESSIONAL QUALITIES OF STUDENTS IN THE PROCESS OF STUDYING SPECIALIZED DISCIPLINES

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Abstract. The article is devoted to the analysis and substantiation of methods and approaches to the formation of students' qualities necessary for their future professional activity during the study of specialized academic disciplines. The work examines the importance of integrating theoretical knowledge and practical skills necessary for successful professional development of an individual.

The main focus is on such aspects as the development of critical thinking, the ability to solve complex problems, creative approach to work, as well as communication skills and the ability to work in a team. The authors emphasize that the study of specialized disciplines should be aimed not only at transferring knowledge to students, but also at developing their professional competencies, such as responsibility, initiative and resistance to stress.

The authors provide examples of successful implementation of these approaches in educational programs and discuss the results of the conducted research confirming the effectiveness of such methods. In conclusion, the article formulates recommendations for further improvement of the process of training and development of professional qualities of students, which is a key factor in the preparation of highly qualified specialists capable of working effectively in the rapidly changing conditions of the modern professional environment.

The article also focuses on the importance of adapting educational programs to modern labor market requirements and technological changes. The authors emphasize that in the context of the transformation of society and the economy, the development of students' skills of self-development and self-realization, the achievement of multi-level learning goals and the ability to build their individual educational trajectory is becoming especially relevant.

In addition, the article examines in detail the formative experiment, where the leading role is given to the author's course. The study emphasizes the importance of a competence-based approach to teaching, which promotes a deeper integration of various areas of knowledge and skills, which allows students to solve complex professional problems more effectively.

Key words: professional qualities, students, credit technology, specialized disciplines, student personality, professionally significant qualities, professional self-development, professional competencies

Introduction

The aim of the study is the theoretical substantiation and methodological support of the process of developing students' professional qualities in the study of specialized disciplines. Research objectives:to clarify the essence of the concept of 'professional qualities of the individual'; to develop criteria and indicators for the development of professional qualities of the students in the process of studying specialized disciplines at the university; to experimentally test the developed model, to analyze the results.

The experimental work was carried out at S. Amanzholov East Kazakhstan University; 87 students majoring in Pedagogy and Psychology and 9 teachers took part in it.

Analysis of psychological and pedagogical literature shows that the term 'professional qualities of an individual' is considered in relation to the professional activity of a teacher: psychological aspects were studied by T.V. Goncharenko, L.I. Dobryakova, E.V. Egorova; methodological aspects in the conditions of training at the university were considered by K.A. Abdimazhitov, A.B. Abibullaeva, V.V. Efrosinina, L.P. Malakhova, G.M. Rumyantseva, A.K. Markova, N.E. Semenko, G.V. Serkutyeva, N.G. Khudoliy and others.

In psychological and pedagogical literature, the terms 'professionally significant' and 'professionally important' qualities are used. V.D. Shadrikov understands professionally significant qualities as individual qualities of the subject of activity that influence the effectiveness of professional activity and the success of its development [1]. K.M. Levitan notes that 'professionally significant qualities' are an established attitude towards one's profession, towards oneself, towards work, people, nature, things and a certain system of motives, forms and methods of professional behavior in which these relations are realized [2]. A.K. Markova emphasizes that professional qualities are qualities of a person that influence the effectiveness of their work according to its main characteristics. They serve as a prerequisite for professional activity, being its new formation [3, p. 310]. One of the main professional qualities of the teacher's personality is his 'personal focus'.

In our research, by professional qualities of an individual we will understand their individual characteristics that determine a positive attitude towards professional activity, ensure success in mastering professional competencies, and promote the desire for professional self-development, self-improvement, and self-realization.

In the changed socio-cultural conditions, the primary tasks of the multi-level system of professional education, implementing advanced training of a competitive, competent specialist, include the systematic formation of professional qualities of the students' personality in the process of university education. At the same time, as the conducted analysis of educational practice shows, it is discovered that in adaptation to professional activity, along with professional knowledge and skills, the role of individual qualities of the young specialist's personality, their mobility, activity, ability to find optimal solutions in difficult conditions, aspirations to express himself and find his place in the

professional environment, etc., significantly increases.

The reaction to these changes is some adjustment of strategies in the system of higher education using the credit technology of education: increased interest in the problem of humanization of higher education; actualization of the principles of variability, alternativeness, level-based training; implementation of the possibility of choice of an individual educational route, trajectory of education by the student. But the problem of development of professional qualities of the personality of the future specialist requires not only studying the role of individual qualities of the future specialist in professional development - it requires creation of conditions allowing: to take into account all the variety of factors influencing the holistic development of the personality as the subject of pedagogical activity; to ensure a harmonious combination of personal and professional interests based on the individuality of the future specialist; to develop the desire of students for constant self-realization and self-actualization in professional activity; to take into account the features and conditions of professional activity.

It should be noted that the main approaches to the creation of a theoretical and methodological base for professional education have been formulated in pedagogical science (B.A. Abdikarimov, S.I. Arkhangelsky, S.Ya. Batyshev, G.A. Kishkashbaev, V.S. Lednev, G.K. Nurgalieva, A.P. Seyteshev, etc.); the foundations of psychological and pedagogical concept and the model of professional activity of the teacher have been created (V.S. Bezrukova, E.F. Zeer, N.V. Kuzmina, etc.); the study of psychological and pedagogical conditions of the university educational process in the training of teachers has been intensified (V.F. Bessarab, V.V. Egorov, N.M. Zhukova, G.A. Karpova, B.K. Mominbaev, T.A. Smolokina, M.K. Tanaseychuk, S.M. Udartseva, L.A. Shkutina, etc.). The issues of formation of professional qualities of the personality of specialists of various profiles in the conditions of higher education are studied in the works of F.N. Gonobolin, A.A. Derkach, A.B. Kaganov, N.V. Kuzmina, V.A. Slastenin, V.D. Shadrikov. The works of B.A. Abdykarimov, S.T. Kargin, V.N. Kozlov, A.K. Rysbaeva, L.A. Shkutina, K.S. Uspanov et.al. are devoted to the development of various components of professional qualities of the personality of the teacher at the stage of higher education. However, in most works the interests of researchers are often focused only on general problems of formation of professionally significant qualities; methods of conducting classes, selection of optimal methods and forms of organization of training.The following problems have not been studied properly: identifying professionally significant personality traits in relation to future professional activity; designing scientifically based content and technologies for developing professional qualities in the process of studying at the university; developing pedagogical tools for measuring and assessing the process of developing professional qualities of the student's personality. Based on the analysis of the state of the problem, we have identified the contradiction between the potential of specialized disciplines in developing professional qualities and the insufficient development of pedagogical means, methods and technologies for developing the desired qualities. The need to resolve this contradiction is the problem of our research.

The results of the theoretical analysis allowed us to determine the initial directions in identifying the professional qualities of a future teacher. In particular, we proceeded from the fact that these qualities, on the one hand, should contribute to the personal development of a future specialist, and on the other hand, should provide the opportunity for professional self-development in a professional environment. The list of such qualities was compiled, presented in two groups: personal and professional qualities and qualities aimed at self-development as a subject of professional activity.

Professional development of an individual includes the following stages: formation of professional intentions, professional training, professional adaptation, realization of an individual in professional activity. At the same time, most researchers [3,4,5, etc.] assign a special role to the stage of university education. We have analyzed a number of specialized disciplines of the educational program of the specialty 'Pedagogy and Psychology', and concluded that they have high pedagogical potential aimed at developing the professional qualities of the personality of a future specialist.

In the logic of our research, we distinguish motivational, cognitive and technological spheres, which allow us to present the process of development of professional qualities of an individual as a single and integral one [6]. The distinguished spheres are characterized by the following indicators: personal significance, attitude and focus on development of professional qualities of a student's personality; formation of certain knowledge for development of professional qualities of an individual; possession of skills and abilities that allow successfully carrying out activities aimed at self-development of professional qualities. The selected indicators illustrate the existing scientific ideas about personality development as an individual's activity in self-change, self-actualization, as the highest level of self-movement, at which conscious, targeted changes occur, which become more complex, interacting with the environment [7]. Moreover, each indicator can be presented at three levels: high, average, low. In particular, a high level of manifestation of the three indicators is characterized by a complete understanding of the significance of professional qualities of an individual; as well as the need to demonstrate professional qualities, both in a professional environment and in personal interaction; good knowledge of the requirements for a modern specialist and the list of professional qualities that are in demand in modern society; knowledge of the forms and methods aimed at the development and self-development of an individual's professional qualities; demonstration of stable manifestation of professional qualities in educational activities; planning and organizing activities aimed at the development and self-development of professional qualities; ability to manage the development of one's subjective qualities. For the average level - the student does not fully understand the importance of an individual's professional qualities and the need to demonstrate professional qualities, both in the professional environment and in personal interactions; does not fully know the requirements for a modern specialist and the list of professional qualities that are in demand in modern society; does not have sufficient knowledge of the forms and methods aimed at

the development and self-development of an individual's professional qualities; demonstrates unstable manifestation of professional qualities in educational activities; cannot always plan and organize activities aimed at the development and self-development of professional qualities; is not good enough at managing the development of their subjective qualities.

For a low level, a student does not understand the importance of professional qualities of an individual and the need to demonstrate professional qualities both in a professional environment and in personal interactions; he does not know the requirements for a modern specialist and the list of professional qualities that are in demand in modern society; has poor knowledge of the forms and methods aimed at the development and self-development of professional qualities of an individual; does not demonstrate a stable manifestation of professional qualities in educational activities; cannot plan and organize activities aimed at the development and self-development of professional qualities; cannot manage the development of his subjective qualities.

The empirical part of the study was aimed at testing the hypothesis during the testing and implementation of the constructed model of development of professional qualities of students' personalities in the process of studying specialized disciplines. The experiment was conducted in natural conditions at SarsenAmanzholovEast Kazakhstan University, educational program 'Pedagogy and Psychology' (bachelor's degree). The experimental work consisted of a ascertaining, formative and control experiment. At the ascertaining stage, the following research tasks were solved: identification of criteria, indicators of development of professional qualities of a person; diagnostics and analysis of the initial state of the process of development of professional qualities of students' personalities; study of the composition of the control and experimental groups.

Materials and methods

After determining the composition of the experimental and control groups using various methods: survey and diagnostic methods (questionnaires, interviews, conversations); observations; expert assessment, generalization of pedagogical experience, comparisons, etc., the subjects of these groups were studied. Special classes were held with the teachers involved in the experimental work. The methodology of the experiment was studied with them, its concept was explained, the methods of primary collection of material and methods of information processing were studied. The purpose of the control experiment of our experimental work was to check the sustainability of positive changes in the process of development of professional qualities of the students' personality, to analyze the dynamics of changes in the levels of development of professional qualities of the students' personality, according to the developed pedagogical conditions. At this stage of the experimental work, the following were used to collect data: questionnaires, study of the results of activities. Verification of the effectiveness of the implementation of the model was determined at the end of the formative experiment, according to the level of development of professional qualities of the students' personality.

The questionnaire we developed included the following blocks: interest in studying at the university; satisfaction with the results of studying in specialized disciplines; satisfaction with one's own results of studying; difficulties in mastering specialized disciplines; feelings experienced by the student during the study of specialized disciplines; relationships with teachers; professional qualities that a future educational psychologist should have; valuable qualities for one's professional development.

Results and discussion

As the analysis of the obtained data showed, the overwhelming majority of students (72%) consider the most important professional characteristics to be deep professional knowledge; developed psychological and pedagogical thinking (76%); the ability to resolve pedagogical situations (87%). A significantly smaller number of students recognize the importance of such qualities as: focus on self-development and self-improvement (41%); emotional stability (31%), the ability to communicate with children (26%), pedagogical observation (10%). At the same time, in the process of analyzing the questionnaires, we found out that such qualities as the ability to foresee the result, reflectivity, optimism are valued to a lesser extent. The survey data confirm the importance of specialized training for students, but only 52% of students are completely satisfied with the results of their professional training.

From the data analysis, we can conclude that the data changes from year to year, far from for the better. In particular, in the second year, students of the educational program 'Pedagogy and Psychology' were dominated by higher-level motives, motives - the value of professional duty, achieving success (positive) - awareness of the value of the profession, the desire to know it, the desire and readiness to participate in creative activities (50%). By the fourth year, students were already dominated by low-level motives, avoidance motives (negative), or negative. That is, the internal need to participate in professional activities is absent among students, or the attitude to professional activity as imposed 'from above' prevails, as a way to get education, or more precisely, a document on graduation from the university.

The results of the study of the formation of the motivational component were supported by the results of the analysis of the content of the essay on the topic 'The role of specialized disciplines in my professional training'. We found out that the role of specialized disciplines as fundamental is recognized by all (100%) students. As the most compelling arguments, students cited ideas about the importance of specialized disciplines 'when applying for a job', 'for passing state exams', 'when carrying out professional activities' . At the same time, students noted that sometimes the teaching of specialized disciplines is not at the proper level or 'very distant' from pedagogical reality. 37% of students noted in their works that they often do not see the relationship between individual specialized subjects; their teaching does not fully implement the principle of continuity.

At the ascertaining stage of the experiment, students were asked to characterize their work in the course of studying specialized disciplines in

accordance with the three levels of development of professional qualities that we identified, in particular, they had to indicate how consciously and purposefully they study; what position (active or passive) they most often take during classes. The results of the interviews showed that most students have a low level of manifestation of professional qualities (59% of respondents), 25% - an average level of manifestation and only 16% - a high level. According to respondents, they often have a poor understanding of the goals and objectives of the activity, cannot properly organize their work in preparation for classes, rarely show initiative in classes, as a rule, it manifests itself when the teacher activates students, preparation for seminars often consists of them 'downloading information from the Internet' and coming to classes without even reading it beforehand.

Students identified difficulties in mastering their specialized disciplines: lack of time for preparation (68%), overload of assignments; lack of willpower and motivation (56%). When asked about the desire to change something in specialized training at the university, students answered that they would like to change the content (32%) and organization of training (18%), without specifying what exactly.

Summarizing the results of the study of the ascertaining experiment on the development of professional qualities of the personality of students in all three components, we came to the conclusion that in the practice of university education the potential of specialized disciplines is not sufficiently realized. In particular, two main problems were discovered: the lack of formation of the value-semantic basis for the development and self-development of professional qualities of the personality; the subjective potential of the personality of students, which provides the basis for the development of professional qualities of the personality, is not fully realized. The analysis of the data obtained during the study leads to the need to identify the causes of this state of development of professional qualities in the process of studying specialized disciplines.

We analyzed the syllabuses of the following specialized disciplines using ten developed criteria: 'Methods of Teaching Pedagogy', 'Pedagogy of Specialized Education', 'Modern Technologies of Social and Psychological Problem solving', 'Organization of Experimental Work at School', 'Socio-Pedagogical Design', 'Pedagogical Monitoring'. The analysis revealed that not a single syllabus scored the maximum number of points (i.e. 10). Only 4 syllabuses scored 5 points out of 10 possible. In 70% of syllabuses, the goals and objectives are not clearly formulated, and there is no way to check their achievement. The choice of organizational forms of classes (lectures, practical) in 90% of syllabuses is made randomly; the same applies to the distribution by hours. In 50% of cases, the control materials do not have a clearly expressed professional orientation; in 60% of cases, the control materials presented to students do not require them to apply knowledge, skills to solve specific situations, experience, and there are no general orientations and ideas; various forms of control are not used.

The effectiveness of pedagogical conditions for the development of professional qualities of the student's personality was tested using the example of the discipline 'Methods of Teaching Pedagogy', major 'Pedagogy and

Psychology' (bachelor's degree). The goals and objectives of this discipline are directly related to the development of the student's personality as a future specialist 'Teacher-Psychologist', and allow developing professional qualities of the student's personality in students.

In accordance with the objectives of the study, we developed a program of a formative experiment that ensures the development of professional qualities of the student's personality, including: saturating the content of the academic discipline with elements that ensure the achievement of activity-oriented learning goals; developing didactic support that allows organizing educational interaction in accordance with the goal of developing professional qualities of the student's personality; implementing the content of the learning process aimed at developing professional qualities of the student's personality.

The development of the content of the academic discipline 'Methods of Teaching Pedagogy' ensures the development of the following skills in students, contributing to the development of professional qualities of the individual: focus on self-improvement and self-development; pedagogical focus; ability for professional self-realization; pedagogical observation; ability to quickly respond and resolve pedagogical situations, pedagogical reflection. In accordance with these skills, the content of the course was built in line with the logic of mastering multi-level activity-oriented learning goals by students. This required the identification of general and specific learning goals, their distribution throughout the entire period of studying the discipline, as well as the formulation of learning goals and objectives as practice-oriented, i.e. related to skills, the ability to solve real practical problems. Thus, this training program was a didactic tool that ensures goal-setting for participants in the learning process.

The formative experiment based on the developed didactic support assumed the consistent organization of special educational situations in which the teacher set the corresponding educational tasks, and the students solved them, offering their own options. The setting and solution of educational tasks occurred in the process of pedagogical communication, which was a means of educational interpersonal interaction between the teacher and students. The initial inclusion of students in the process of mastering professional personality traits was associated with conducting conversations aimed at forming in students a holistic idea of the possibilities and means of self-development of these qualities in the learning process. Such training included elements of heuristic (Socratic) conversation, when students were not given ready-made knowledge about the necessary personality traits and the possibilities for their development, but were asked to come to certain conclusions themselves with the help of the teacher's 'leading' questions.

An important aspect of the conversations with students was the understanding of the role of discipline in the development of professional qualities of the individual. The methods of achieving these goals, the organization of independent educational activities, possible directions of further educational activities that contribute to the development of the desired personal qualities were discussed. During the conversations, conclusions were made that the teacher is an equal

partner of the student, that the teacher is interested in achieving individual progress of each student, and also that the effectiveness and satisfaction of the teacher in his work completely depend on the results of the students' educational work. At the same time, the leading role in the analysis of these situations belonged to the teacher, who, during the control (in the form of a conversation), explained to the students the types and purpose of educational tasks, his actions, as well as the ways of solving problems by students.

At the second stage of the formative experiment, the method of analyzing a specific (educational) situation with an unclear target setting was 'fully' included. For this purpose, the teacher created conditions for pedagogical communication in which the educational task was 'imperceptibly' and naturally set, requiring students to apply the acquired knowledge and skills that correspond to the goals and objectives of the training. Their setting assumed the possibility of variable interpretations by students of the actual purpose of the educational task, including the possibility of adequate and inadequate interpretation. From the teacher's point of view, these educational situations can be characterized as situations of provocation of inadequate actions by students, and from the point of view of the latter - as situations for the manifestation of conscious, purposeful actions for orientation in the social, interpersonal context of educational activity, orientation in a situation of interpersonal educational interaction.The organization of educational situations with an unclear goal setting assumed the following stages of the process of solving educational problems: the formulation of an educational problem, which the teacher logically integrated into the general context of pedagogical communication; the solution of this problem by students; detailed analysis of the already completed solution process from the point of view of the completeness and adequacy of the students' perception of the components of the educational situation (external circumstances, participants, their goals/ motives). After solving the educational problem, the teacher set another, control educational problem - to analyze the educational situation of setting and solving the previous educational problem. At the second stage of the formative experiment, the analysis was a frontal (heuristic) conversation between the teacher and the students, in which the main guiding role was played by the teacher's questions ("'did we just do?', 'Why do you think I asked the question ...?', 'What did ... do?', 'Do you think the actions of ... corresponded to the goals of the problem/my goals?', 'What personal qualities are necessary for more successful teamwork?' etc.). By organizing the discussion of educational situations, the teacher directed the students' analysis, but did not prescribe the 'correct' solutions. If necessary, he acted as a 'standard' when the analysis concerned his own actions in the educational situation, needs, goals, efforts, etc. In case of difficulties, the teacher, using questions, directed the students' analysis into a logical framework that would lead to adequate conclusions.

In order for students to be able to navigate independently in educational situations, the content of educational tasks was selected based on the didactic principle of accessibility; students received an idea of the ways of achieving educational goals, of some mechanisms underlying the process of mastering the

skills being formed; each student had an idea of the individual zone of proximal development, of the criteria for evaluating the result and the process of solving educational tasks. In order to ensure the possibility of transferring students' actions to other similar situations, forming on this basis the corresponding skills and self-development of the corresponding professional qualities of the student's personality, generalization was organized at the final stage of the analysis of educational situations. At the second stage of experimental training, generalization included recording the general components of the educational situation and conclusions about the appropriateness of general, 'typical' actions of students in solving certain educational problems as a class of problems in similar educational situations.

In order to develop students' professional qualities of a future specialist's personality, we created conditions in which students could track the process of their own self-development, achievement of multi-level learning goals and build their individual educational trajectory in accordance with them. This contributed to the development of students' sense of purpose, ability to self-organize educational activities taking into account operational and long-term goals, desire and ability for professional self-development. For this purpose, educational situations with a clear target setting - control setting - were created in the experimental work.

In order to provide students with the opportunity to develop such professional qualities of personality as pedagogical reflection, purposefulness, focus on self-improvement and self-development, the goals of educational tasks in these educational situations have always been activity-oriented: to assess the degree of assimilation of educational material , skills, etc. This required special attention to the development of texts of educational tasks and instructions for educational tasks for independent, extracurricular educational activities. In particular, when formulating tasks, the concepts of 'skill', 'ability' to perform this or that activity, etc. were always used. For example, in the conditions of classroom work, students were asked to assess the ability to communicate/find out information about a particular subject of pedagogical communication. Such a focus of educational tasks required students to clearly self-organize their educational activities: clear planning, distribution of educational work in time, self-monitoring of its process and result.

It should be noted that, in general, the objects of control in educational situations were the external circumstances of students' educational activities, the educational activity itself (the process of solving educational problems) and their perception by students. For example, the organizational conditions of educational activities were related to external circumstances. Control of educational activities included identifying and analyzing information about the educational task, its purpose/result, as well as about the students' actions to solve it, about the student's ability to carry out these actions, his personal qualities. Control of students' perception of educational situations included identifying their ideas and attitudes toward the components of these situations: participants, their motives/ actions, educational tasks, and educational interaction.

In the conditions of extracurricular (independent) educational work, students independently analyzed the control educational situation. For this purpose, the teacher carefully thought out the instructions for educational tasks, ensuring self-monitoring of the process of achieving activity-oriented goals (results). The objects of self-monitoring were: the set goal/result of the educational task; actions in the process of solving the educational task (criteria, educational actions, actions of goal-setting and strategic self-management of educational activity); the actual individual ('relative to oneself before') result of the solution (the ability to perform criterion actions, a set of actions, the ability to carry out an activity); the effectiveness (the ratio of expended efforts and the result) of educational activity. Instructions for self-organization of independent educational activity included recommendations for self-monitoring of criterion and educational actions, in particular, a detailed presentation of the sequence of educational actions. The content and process of independent educational activity subsequently served as the object of control directly in the classroom.

In the conditions of classroom work in control educational situations, the analysis additionally included the comparison of the indicators of educational activity of different students. In this case, the following were discussed: the skills of different students to perform criterion actions/their totality; educational actions of different students; actions of goal-setting and strategic self-management of current educational activity; the effectiveness of educational activity of different students taking into account the individual 'initial' state of formation of skills to perform different actions/activities; corresponding personal qualities.

Such means, in particular, included criteria and indicators for assessing the results of solving tactical and strategic learning problems. These indicators also served as the standard for control in solving operational learning problems in different learning situations. Thus, in control learning situations in the classroom, based on these criteria and indicators, students and the teacher jointly developed criteria for assessing operational learning problems. The criteria and indicators we developed were also a means of goal-setting in learning activities, since they were used to formulate goals and requirements for the results of learning activities and learning outcomes. When analyzing learning situations, students also used different learning materials (rules, texts, diagrams, training programs, etc.), which allowed them to navigate the learning situation.

Since it is important for a future teacher-psychologist to have the ability to self-organize activities taking into account operational and long-term goals, the ability to predict, plan and implement their self-development, in the process of developing students' professional personal qualities, we needed to provide them with the opportunity for self-organization and self-control of the process of achieving long-term learning goals. This was the goal of organizing educational situations for solving operational, tactical and strategic learning tasks.

The analysis of educational situations of solving tactical educational problems included: analysis of individual indicators of students' academic performance rating, their actual and possible level of achievement; factors that determined the achievement of this level, including the corresponding personal

qualities; comparison and analysis of indicators of different students; analysis of the dynamics of indicators. In conclusion of the analysis, generalizations were made - conclusions on the advisability of actions in other (subsequent) educational situations, opportunities for additional educational activity in the discipline in similar educational situations. Students, together with the teacher, gave individual recommendations on self-organization of independent educational activity. The form of the analysis varied and was a conversation, individual self-report, group assignment.

In order to develop pedagogical reflection, pedagogical orientation of students in educational activities based on the results of solving tactical educational tasks, the effectiveness of the activities of not only individual students, but also the effectiveness of the teacher's activities, as well as the effectiveness of the educational work of the entire group and educational interaction in general, was also analyzed. This analysis was implemented in the form of a group assignment, as well as in the form of a self-report by the teacher, which presented his assessment of joint activities, his own and the group as a whole, its results, including the degree of achievement of individual learning goals.

To organize self-monitoring and mutual monitoring of students in solving tactical learning tasks, the teacher helped them develop criteria for assessing the effectiveness of group activities and the effectiveness of learning (for example, general group indicators of learning activities, dynamics of indicators of the results of learning activities in a group, consistency/'sufficiency' of the actions of the teacher and students in achieving learning goals, demonstration of professional personal qualities by students).

The transition to the third stage of the experimental work was gradual, distributed in time and associated with the ability of the majority of students in the experimental groups to independently and adequately navigate the educational interaction. This ability was demonstrated in the course of students solving educational problems and analyzing educational situations and was monitored by us through observation. During the implementation of the third stage of the formative experiment in the experimental groups, diagnostics of individual indicators of the development of professional qualities of the student's personality were carried out.

The data of the conducted diagnostics show that, in general, at the second stage of the formative experiment, there was a further decrease in the proportion of students with a low level of indicators of the development of professional qualities of the student's personality (from 10 to 20%), as well as further increase in the proportion of students with a high level of expression of these indicators (from 5 to 15%). The data obtained indicate that the students of the experimental groups in the process of experimental work began to better navigate the educational interaction, more consciously and purposefully carry out its self-control, in accordance with the goal of developing the professional qualities of the student's personality.

At the third stage of the experimental work, the educational interaction was distinguished by the fact that during the analysis of educational situations, the

independence of the students increased. Pedagogical control began to appear in a more condensed form ('Evaluate the answer/actions ...', 'Compare the answers/ actions ... in this situation', 'Evaluate the coordination of our actions in the situation of a conversation about .., 'Evaluate the effectiveness of our work', 'Determine whether enough ... independent work was done', 'What problems did you see in this situation?' etc.). These tasks created conditions for independent analysis of the educational situation by students in the form of individual and group work with the participation of the teacher as needed.

In addition, at the final stage of the analysis of educational situations, generalization of information about the actions and personality of students in relation to the conditions of a professional situation, the situation of professional interaction took place. The teacher asked students to project the educational situation onto professional activity, to imagine a professional situation, the process and result of solving a professional problem, into which the actions of the participants in the situation of solving the educational problem were transferred. Professional situations and problems were considered as generalized situation-models, problem-models, into which actions corresponding to the actual actions of the participants in the process of solving educational problems were transferred. Then the possible result of such a solution to the problem, its social significance were discussed, conclusions were made about the professional self-development of students, about the self-development of their personal qualities. Students drew conclusions about the consequences of such a situation using the teacher's questions ('What does an (insufficiently) effective/efficient solution to a professional problem lead to?', 'Give examples from your experience or from the experience of other people ...?', 'What attitude will a specialist who ... evoke?', 'What qualities does a professional need to avoid problems ...?', 'Do you have these qualities?', 'Do you need to develop these qualities, why?' etc.). This task was completed in the form of a conversation, as well as creative individual and group tasks (for example, draw a diagram and describe a situation, act out a situation).

Thus, in the process of training, conditions were created that required students to demonstrate professional qualities of the student's personality in educational interaction. Its organization provided an opportunity for students to freely demonstrate theactive, subjective position in various situations of educational interaction. A common professionally oriented environment was created in which the interpersonal interaction of the teacher and students was aimed at strengthening the control function of students. The use of a set of developed didactic tools technologically provided the opportunity to organize conscious, purposeful activity of students, develop their reflection, the ability to more deeply navigate not only in solving current, operational educational tasks, but also in their pedagogical, interpersonal context, as well as in a broad, strategic plan of educational activity, professional development and self-development [9]. In the process of experimental work, the opportunity was provided for students to achieve individual learning goals due to level differentiation. Comparison and analysis of the process and results of educational work of different students

provided an opportunity for the constructive use of their experience in self-organization by students of the process of achieving 'their bar' in training. Formal indicators of learning outcomes expressed in the form of rating and quantitative indicators were used as an indicator of the qualitative state of the student's personality and their activities. This contributed to the possibility of refocusing students' attention and efforts from achieving formal learning indicators to achieving qualitative, meaningful changes in their personality. In order to realize the pedagogical potential of the discipline 'Methods of Teaching Pedagogy' in developing the qualities of the student's professional personality, situations were created in which students searched for the meaning and value of their actions and activities in terms of achieving individual and pedagogically significant results during educational interaction. Organization of the process of students' understanding of the 'professional basis' of these results, the qualities of a personality that contribute to their success in interpersonal interaction and in the sphere of self-development, was aimed at creating conditions for students' awareness and self-development of these qualities during the learning process. During the experimental work, diagnostics of the development of students' professional qualities of a personality was carried out using the developed criteria and indicators. The information obtained on the basis of diagnostics served as the basis for assessing the pedagogical conditions for the development of professional qualities of a personality in the process of studying specialized disciplines.

The following changes occurred in the experimental group:

- the indicator on the scale 'Acquisition of knowledge' decreased from 11.3 points in the group of beginners to 10.6 points in the group of graduates. As in the control group, this is evidence of the shift in attention from the acquisition of theoretical knowledge, skills, and abilities to the direct mastery of a profession;

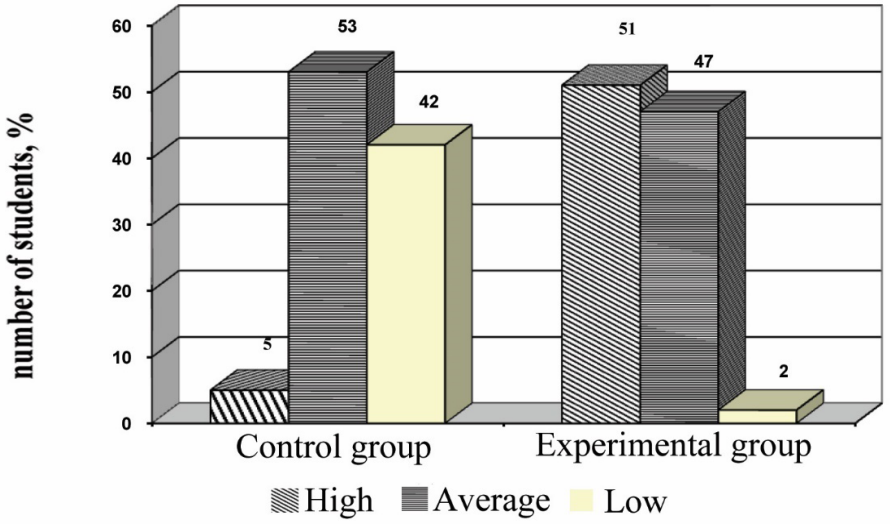
- as a result of targeted work on developing the professional qualities of students, the average score on the 'Mastery of profession' scale increased from 8.1 to 9.4 points;

- the result on the scale 'Obtaining diploma' has increased slightly. The insignificance of the increase - from 4.6 points in the group of beginning students to 5 points in the group of graduates - allows us to associate this increase with the approaching moment of graduation, the excitement associated with defending the diploma thesis. The results of the analysis of the survey results of the control and experimental groups are presented in Table 1.

Table 1 - Analysis of the results of testing theoretical knowledge of the control and experimental groups (cognitive component), %

Levels	Groups	
	Control, %	Experimental,%
High	2	52
Average	45	42
Low	53	6
Total:	100	100

The obtained data allow us to speak about positive changes in the acquisition of professional knowledge, the development of professional qualities in the experimental group. The comparative analysis of the formation of professional skills of the control and experimental groups is presented in Picture 1.



Picture 1 - Diagram of the results of the level of development of professional skills (technological component)

To confirm the reliability of the differences in the results in the control and experimental groups, we used K. Pearson's agreement criterion. The results of the experimental group, obtained during the implementation of the model of development of professional qualities of the individual in the process of studying specialized disciplines, are significantly higher than the results of the control group, and this is legitimate in the case of random selection of students with the probability of 95%, which confirms the representativeness of the study.

Conclusion

Summing up our work on developing the professional qualities of students, we came to the following conclusions:participation in the experimental work helped students to realize their potential; to gain experience of subject-subject interaction; to ensure the orientation of teachers in changing the directions of activity, each teacher to build the content of classes and syllabuses, formulating their goals and objectives as practice-oriented; the level of development of professional qualities that increased during the experimental work became for us a 'starting point' for their further development.

The article describes the activities for the implementation of the Program within the framework of the grant projectfunding for scientific and (or) scientific and technical projects of the Committeeof the Ministry of Science and Higher

Education of the Republic of Kazakhstan on the topic: IRN AP19679046 'Pedagogical referendariat as a condition for professional adaptation of the young teacher on the basis of the INTERNcreated innovative platform'.

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БЕЙІНДІК ПӘНДЕРДІ ОҚУ БАРЫСЫНДА СТУДЕНТТЕРДІҢ ЖЕКЕ ТҰЛҒАСЫНЫҢ КӘСІБИ ҚАСИЕТТЕРІН ДАМЫТУ

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Аңдатпа. Мақала мамандандырылған оқу пәндерін оқу барысында студенттердің болашақ кәсіби қызметіне қажетті қасиеттерді қалыптастырудың әдістері мен тәсілдерін талдауға және негіздеуге арналған. Жұмыс жеке тұлғаның табысты кәсіби дамуы үшін қажетті теориялық білім мен практикалық дағдыларды біріктірудің маңыздылығын қарастырады.

Сыни тұрғыдан ойлауды дамыту, күрделі мәселелерді шеше білу, жұмысқа шығармашылық көзқарас, сонымен қатар коммуникативті дағдылар мен топта жұмыс істей білу сияқты аспектілерге басты назар аударылады. Авторлар бейіндік пәндерді оқу студенттерге білім беруді ғана емес, сонымен қатар олардың жауапкершілік, бастамашылдық, күйзеліске төзімділік сияқты кәсіби құзыреттіліктерін дамытуға бағытталуы керектігін атап көрсетеді.

Авторлар осы тәсілдерді білім беру бағдарламаларына сәтті енгізу мысалдарын келтіреді және мұндай әдістердің тиімділігін растайтын зерттеулердің нәтижелерін талқылайды. Қорытындылай келе, мақалада қазіргі кәсіби ортаның тез өзгеретін жағдайында тиімді жұмыс істей алатын жоғары білікті мамандарды даярлаудың негізгі факторы болып табылатын оқу үдерісін одан әрі жетілдіру және студенттердің кәсіби қасиеттерін дамыту бойынша ұсыныстар тұжырымдалған.

Мақалада сонымен қатар білім беру бағдарламаларын заманауи еңбек нарығының талаптарына және технологиялық өзгерістерге бейімдеудің маңыздылығына баса назар аударылады. Авторлар қоғам мен экономиканың трансформациясы жағдайында оқушылардың өзін-өзі дамыту және өзін-өзі жүзеге асыру, көп деңгейлі оқу мақсаттарына қол жеткізу және өзіндік жеке білім беру траекториясын құру қабілетін дамытудың ерекше маңызды екенін атап көрсетеді.

Сонымен қатар, мақалада жетекші рөл авторлық курсқа берілген, қалыптастырушы эксперимент егжей-тегжейлі қарастырылған. Зерттеу, студенттерге күрделі кәсіби мәселелерді тиімдірек шешуге мүмкіндік беретін білім мен дағдылардың әртүрлі салаларын тереңірек интеграциялауға ықпал ететін оқытудың құзыреттілікке негізделген тәсілінің маңыздылығын атап көрсетеді.

Тірек сөздер: кәсіби сапалар, студенттер, кредиттік технология, бейіндік пәндер, студент тұлғасы, кәсіби маңызды қасиеттер, кәсіби өзін-өзі дамыту, кәсіби құзыреттіліктер

РАЗВИТИЕ ПРОФЕССИОНАЛЬНЫХ КАЧЕСТВ ЛИЧНОСТИ СТУДЕНТОВ В ПРОЦЕССЕ ИЗУЧЕНИЯ ПРОФИЛЬНЫХ ДИСЦИПЛИН

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Аннотация. Статья посвящена анализу и обоснованию методов и подходов к формированию у студентов необходимых для их будущей профессиональной деятельности качеств в ходе изучения специализированных учебных дисциплин. В работе рассматривается важность интеграции теоретических знаний и практических навыков, необходимых для успешного профессионального становления личности.

Основное внимание уделяется таким аспектам, как развитие критического мышления, способности к решению комплексных задач, творческого подхода к работе, а также коммуникативных навыков и умения работать в команде. Авторы подчеркивают, что изучение профильных дисциплин должно быть направлено не только на передачу студентам знаний, но и на формирование их профессиональных компетенций, таких как ответственность, инициативность и устойчивость к стрессам.

Авторы приводят примеры успешной реализации данных подходов в образовательных программах и обсуждают результаты проведенных исследований, подтверждающих эффективность таких методик. В заключение статьи формулируются рекомендации по дальнейшему совершенствованию процесса обучения и развития профессиональных качеств студентов, что является ключевым фактором в подготовке высококвалифицированных специалистов, способных эффективно работать в быстро меняющихся условиях современной профессиональной среды.

Статья также акцентирует внимание на важности адаптации образовательных программ к современным требованиям рынка труда и технологическим изменениям. Авторы подчеркивают, что в условиях трансформации общества и экономики особенно актуальным становится развитие у студентов навыков саморазвития и самореализации, достижения разноуровневых целей обучения и умений выстраивать свою индивидуальную образовательную траекторию.

Кроме того, в статье детально рассмотрен формирующий эксперимент, где ведущая роль отводится авторскому курсу. Исследование подчеркивает значимость компетентностного подхода в обучении, который способствует более глубокой интеграции различных областей знаний и умений, что позволяет студентам более эффективно решать сложные профессиональные задачи.

Ключевые слова: профессиональные качества, студенты, кредитная технология, профильные дисциплины, личность студента, профессионально-значимые качества, профессиональное саморазвитие, профессиональные компетенции

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