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THE ROLE OF PEDAGOGICAL PRACTICE IN THE DEVELOPMENT OF THE SPIRITUAL AND CREATIVE POTENTIAL OF THE FUTURE TEACHER IN THE "SCHOOL-HIGHER EDUCATIONAL INSTITUTION" SYSTEM

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Abstract. This article explores the role of pedagogical practice in Enhancing the individual's spiritual awareness and creative abilities of future teachers in the "school-higher education institution" system. In today's education system, a teacher's creative abilities and professional competencies are key factors. In this context, pedagogical practice is considered an effective tool for improving the professional preparation of future specialists, developing their creative abilities, and strengthening their personal qualities.

The research was conducted using an experimental method. The experiment involved 3rd and 4th-year students from "Miras" University and students from the M.Yu. Lermontov Secondary School No. 17 in the city of Shymkent. Special surveys, tests, and analyses of creative tasks performed during pedagogical practice were used to assess the creative potential, professional skills, and personal development levels of future educators. Additionally, pedagogical observation and self-assessment methods were applied to monitor the quality of students' professional activities during the experiment.

The results of the experiment showed a significant improvement in the creative potential and professional competencies of future educators. The creative potential of future teachers increased by 30%, professional skills by 30%, and personal development by 25%. Additionally, positive changes were observed in the communication skills and leadership qualities of future educators.

The findings of the study confirm the important role of pedagogical practice in developing the creative potential and enhancing the professional competencies of future educators. Pedagogical practice serves as an effective tool for both professional and personal development of future teachers. The results provide scientifically grounded recommendations for improving the system of training future educators.

Keywords: pedagogical practice, future educator, creative potential, professional competence, personal development, spiritual and creative development, creative tasks, pedagogical competence, school-higher education institution

Introduction

The contemporary education system demands the preparation of highly qualified professionals capable of addressing the social, economic, and cultural needs of society. Within this context, special attention is given to nurturing spiritual values and creative potential among future pedagogues. Nurturing the creative abilities of the younger generation, promoting their spiritual growth, and strengthening their self-confidence are essential components of today's educational process.

In this regard, the professional training of future teachers should not be limited only to academic knowledge, but should also be aimed at developing their personal qualities and creative potential. The spiritual and creative potential of a future teacher plays a decisive role in his professional development. The Address of our President of the Republic of Kazakhstan Kassym-Jomart Kemelovich Tokayev to the nation of Kazakhstan emphasized the need to introduce innovations into the education system and use modern methods and innovative technologies to ensure that young people who choose a pedagogical profession receive high-quality professional education [1]. In addition, the development of creative potential is considered an important factor influencing the comprehensive development of an individual. Based on these findings, the development of the creative potential of teachers is one of the main directions of today's education system.

The pedagogical education process in the school and higher education system plays an important role in the development of the spiritual and creative potential of a future teacher. This system uses various pedagogical methods and technologies that allow young specialists to develop creative thinking, emotional intelligence, and the ability to make independent decisions. In addition, the effectiveness of interaction between school and higher education is an important factor in the professional development of teachers.

A review of studies on the professional training of future teachers and the development of personal and creative potential reveals that this topic encompasses a wide range of aspects. The problems of enhancing creative abilities and improving the effectiveness of pedagogical processes are explored in the works of Bogoyavlenskaya D.B. [2], Darinskaya L.A. [3], Zagvyazinsky V.I. [4], and Tuzova N.N. [5]. These researchers examine psychological and pedagogical strategies for fostering students' creative potential, along with systematic approaches to stimulating its development.

In the course of studying creative potential from a psychological perspective, Stepanov S.Yu., Semenov I.N., Zaretsky V.K. [6], Bogdanova E.F., Sarsekeeva Zh.E. [7] and others have examined in more depth the role of creative abilities in the interpersonal development and their influence on the human psyche. In addition, Kulyutkin Y.N. [8], Kashteluk Y. [9], Bakhytova G. [10], Espolova

G.K. analyze the theoretical and methodological foundations of the development of creative potential. They introduce methods of value-semantic analysis for the development of creativity and identify the deep philosophical and psychological meaning of this concept.

Various models and methods of creative potential formation, including ways of developing creative abilities in the education system, are reflected in the works of Adakhin E.E. [11], Kayumova N.A. [12], Nagel O.I. [13]. These studies require the introduction of new models and methods in the development of creative potential. Their proposals allow the formation of complex approaches aimed at the development of creative potential in the education system.

Although Kazakhstani scientists also pay special attention to the development of creative potential, their research is often focused on the issues of professional training of teachers, educational methodology and the application of this knowledge in the education system. For example, scientists such as Berkimbayev K.M., Dzhakupov S.M., Orazbayeva A.Sh., studying the methods and models used in the development of pedagogical creativity and creativity, analyze the role of creative potential formation in the education system. In addition, Nagymzhanova K., Kenzhebayeva T.B. studied the issue of developing creative potential as a basis for the formation of pedagogical professional competence and proposed methodological foundations for the development of creative potential in the system of higher education. These studies allow us to introduce innovative approaches aimed at developing the creative potential of future specialists in the “school-university” education system.

Thus, the analysis of these studies demonstrates the breadth and depth of scientific views on the issues in the professional preparation of prospective teachers and the enhancement of their creative capacities.

The purpose of this article is to scientifically substantiate the ways of developing the enhancement of prospective teachers’ spiritual and creative development in the context of school–university collaboration. The study considers the components and structures of the pedagogical education system, the psychological and pedagogical features of spiritual and creative development, as well as the effectiveness of joint work between school and university.

Materials and methods

The methodological basis of the study was created based on the close relationship between pedagogy and psychology, as well as an integrated approach to personal and professional development. During the study, theoretical and empirical methodologies were used to determine the place and significance of pedagogical practice in the development of professional and personal qualities of a future educators.

During the study, the place of pedagogical practice in the education system and its role in the formation of the spiritual and creative potential of a future

teacher require a deep analysis of the foundations of pedagogical science. In particular, important mechanisms for the integrated development of professional skills and personal abilities through practice, stimulation of creative potential and self-development were considered. In this context, such theoretical foundations as humanistic pedagogy, personality-oriented approaches, as well as the place of creativity in the pedagogical process were given special attention [14].

Pedagogical practice goes beyond merely combining theoretical learning with practical application; it serves as a professional activity aimed at nurturing the spiritual and creative growth of future teachers. Its main purpose is to develop students' ability to use their knowledge and skills in innovative ways, while supporting their personal and spiritual formation as they prepare for teaching careers [15]. This process is essential for the development of individual traits and pedagogical creativity in aspiring educators.

To solve the tasks set in the study, empirical methods such as pedagogical observation, surveying, testing, creative tasks and pedagogical experiments were used. These methods allow for a more accurate assessment of the professional competencies of a future teacher, pedagogical communication skills, creative thinking abilities and the level of self-development. In addition, in order to measure the impact of pedagogical practice, changes in the level of preparation of future specialists for professional activity were studied based on the results of experimental and observational methods.

Results and Discussion

Pedagogical practice is a platform for the exchange of experiences that will provide a deep understanding of the future teacher's influence on the education system and the basis for his professional development. At this stage, students are not limited to theoretical knowledge, but learn to effectively apply it in real pedagogical situations in the learning process. Thus, pedagogical practice becomes an important tool aimed at improving the professional skills of the future teacher and developing his creative potential. In particular, the future teacher's skills in implementing pedagogical innovations, creative thinking and finding new solutions are formed. These qualities increase his spiritual and creative potential and allow him to make qualitative changes in the field of education.

Pedagogical practice plays a special role in the development of creative thinking abilities of future teachers. During practice, a future teacher not only learns the basic methods of working with students, but also searches for creative ways to solve pedagogical problems. This process reveals the creative potential of the student, allows him to use innovative approaches in his professional activity, effectively implement new educational methods and techniques. Creative tasks and projects during practice contribute to the formation of a new attitude towards pedagogical activity by students, their creative development. Therefore, pedagogical practice should be considered as a key tool in the development of creative abilities of future teachers.

The professional competence of a teacher is closely related not only to his knowledge in the field of education, but also to his spiritual and moral values. Pedagogical practice allows him to effectively combine these two aspects. Future teachers, guided by humanistic values, pedagogical ethics, and social responsibility in their professional activities, have a positive impact on the personal development of students. In addition, pedagogical practice contributes to a clear understanding of the social role of the future teacher in society, his place in the education system, and supports his spiritual development. This opens the way for a teacher to deeply understand the important aspects of educational activity, improving not only his professional competencies, but also his moral and spiritual values. Therefore, the effective organization of pedagogical practice and its integration into the process of professional and personal development are the key to high-quality training of future teachers. In order to achieve the main goal of the study, two main bases were selected as the research base: 3rd-4th year students of Miras University and M.Yu. Lermontov Secondary School № 17. The experiment conducted on the basis of these two bases will identify effective ways and methods of developing the creative potential of future teachers. Students of Miras University, who are studying in the pedagogical direction, who are studying under the educational programs 6B01301 - “Methodology and Pedagogy of Primary Education”, 6B01101 - “Pedagogy and Psychology”, were considered as the subjects of the research work. These students, as future teachers, had the opportunity to apply their theoretical knowledge in practice during their pedagogical practice. In addition, M.Yu. Lermontov Secondary School № 17 was selected as a pedagogical practice site, because in this school students can test their knowledge while working with real students. Direct interaction with schoolchildren allows future teachers to develop their creative abilities and build their professional competencies. During the organization of the experiment, a research process consisting of two stages was planned:

1. The initial stage (diagnostic stage). During this stage, the pedagogical, creative and personal potential of future teachers is initially assessed. Students are given special questionnaires and tests to determine the level of their theoretical knowledge and practical skills. In addition, the self-assessment and reflection skills of future teachers were also studied. The data obtained at this stage allowed us to determine the main indicators used in the next stage of the experiment.

2. The main stage (experimental stage). During this stage, students underwent pedagogical practice at M.Yu. Lermontov Secondary School № 17. They applied their theoretical knowledge and creative methods in practice, working with students at school. During the experimental stage, the professional competencies of future teachers, the effectiveness of pedagogical approaches and creative methods are studied. The pedagogical activity of students and their relationship with students are analyzed, and the impact of pedagogical practice

on the development of their spiritual and creative potential is assessed.

During the study, 60 students participated in the pedagogical practice, all of whom are 3rd-4th year students of Miras University. In addition, more than 150 students of M.Yu. Lermontov secondary school № 17 were involved in the research. The work and actions of future teachers during the practice period, their relationship with students and professional skills were systematically monitored. At the first stage of the research, pedagogical supervision was carried out for students undergoing pedagogical practice. The results of pedagogical supervision are shown in Table 1.

Table 1. Results of pedagogical observation

<i>Key factors</i>	<i>Student performance</i>	<i>Relationship with students</i>	<i>Development of professional skills</i>	<i>Challenges and limitations</i>
1	2	3	4	5
Using lesson plans and methods	90%	85%	80%	20%
Establishing relationships with students	85%	90%	75%	25%
The effectiveness of pedagogical methods	80%	88%	85%	15%
Communication skills	75%	80%	78%	22%
Establishing the connection between pedagogical theory and practice	70%	72%	75%	30%

According to the results of pedagogical observation, the following conclusions can be drawn:

- 90% of the respondents were able to effectively organize the lesson plan and use the right methods and techniques. However, for 10%, some difficulties arose in this aspect. During the internship, future teachers tried to use various methods and techniques to implement their theoretical knowledge in practical activities. They demonstrated the ability to effectively use specific methods and techniques in accordance with the planned goals during the lesson.

- 85% of the respondents established good relationships with students, but for 15%, a lack of emotional skills and self-confidence was observed when establishing contact with students. The relationship of future teachers with students was mainly positive. They aimed to provide individualized support to each student, considering their unique traits and needs. However, for some students, it was difficult to manage their emotions and correctly assess the emotional state of students during the establishment of effective relationships

with students. 80% of the respondents managed to demonstrate their professional skills by effectively organizing the content of the lesson. However, 20% had difficulties in developing professional skills. The formation of professional skills of future teachers was clearly visible during the internship. It was found that they had a high level of professional competence in organizing the lesson and managing the learning process.

- 25% of the respondents had difficulties in establishing relationships with students, and 30% had problems in correctly establishing the connection between pedagogical theory and practice.

According to the results of the study, the results of pedagogical observation showed that the internship period plays a vital role in the development of professional skills of future teachers. Their methodological approaches and professional competencies in communicating with students improved over time, forming the main skills in pedagogical activity.

During the study, a special test was created to assess the initial manifestations of the creative skills of future teachers. This test covers aspects such as creative thinking, decision-making skills, creative problem solving, and innovation. The test consisted of four main components:

1. Creative thinking – the ability of future teachers to come up with new ideas and look at existing problems from a new perspective.

2. Decision-making skills – the ability to make effective decisions in difficult situations. 3. Propensity for innovation - readiness to accept and apply new methods and approaches.

4. Participation in group work and discussion - the ability of future teachers to work in a creative team and participate in constructive discussions.

According to the results of the test, the results were classified into percentages that allow assessing the initial manifestations of the creative potential of future teachers. The results of the test are shown in Figure 1.

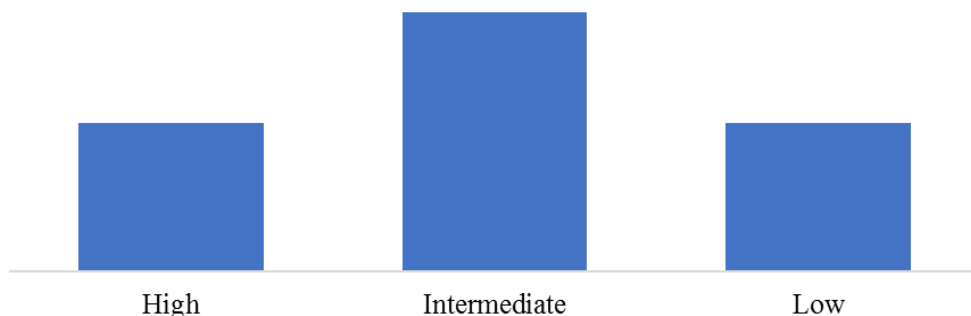


Figure 1 - Initial results of the creative potential of future teachers

According to the test results, the initial manifestations of the creative capabilities of future teachers were assessed at different levels. 26.7% showed a high level of creative potential, which means that their ability to come up with new ideas and creatively solve problems is well developed. 46.7% showed results at an average level, that is, their creative potential is formed, but not fully

developed, and 26.7% showed results at a low level, which means that they have difficulties in solving problems or coming up with new ideas creatively.

As the test results show, the development of the creative potential of future teachers depends not only on their knowledge of the pedagogical profession, but also on their personal qualities, and their ability to perceive new ideas. Therefore, it is very important to continue working on the development of creative skills.

In the course of the study, a specially structured test “Measuring Creative Abilities” was used to assess the ability of future teachers to think creatively and come up with new ideas. The test included tasks and questions that measured students’ ability to make creative decisions, think effectively in difficult situations, and embrace innovation. The results of the study are depicted in Figure 2.

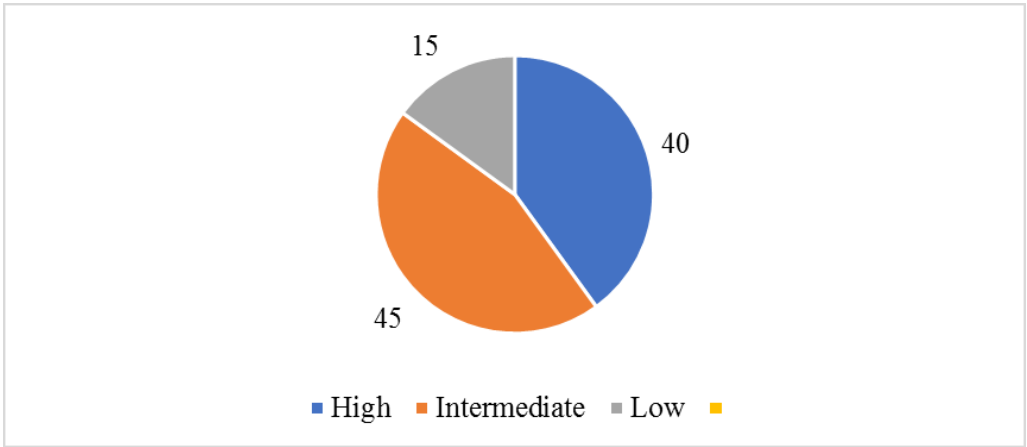


Figure 2 - Percentage of creative abilities of future teachers

As we can see from Figure 2, the test results showed that the creative abilities of future teachers are at different levels. 40% showed high levels of creative abilities, showing high results in presenting new ideas and making creative decisions. While 45% showed average results and encountered certain difficulties in making creative decisions. Also, 15% showed low results, which indicated that they encountered difficulties in creativity and had limited opportunities to use new methods.

Further, we determined the professional competencies of future teachers using specially designed questionnaires to determine the level of personal development. The results of the study are shown in Table 2.

Table 2. Survey results

<i>Results</i>	<i>Professional competencies</i>	<i>Level of personal development</i>
High level	50%	30%
Intermediate level	35%	50%
Low level	15%	20%

As we can see from Table 2, the survey results clearly showed the level of development of professional competencies of future teachers. 50% showed a high level of professional competencies, which indicates a high level of their preparation for pedagogical activity. 35% showed results at an average level, which means that their professional skills are formed, but still need to be developed, 15% showed results at a low level, identifying students whose pedagogical competencies are not fully formed.

In addition, in terms of the level of personal development and social skills of future teachers, 30% had a high level of personal development, indicating that their emotional intelligence and self-awareness are well developed, while 50% showed an average level of development, that is, their personal and social skills are formed, but still require full development. 20% showed a low level of development, indicating that their communication skills and difficulties in social relations were identified.

In conclusion, it was determined that in order to develop the creative potential, abilities and professional competencies of future teachers, it is necessary to revitalize the educational process and introduce special programs and methods, taking into account aspects of personal development. According to the results of the conducted tests and surveys, it was determined that the level of creative growth of future teachers is below average. In this regard, special creative tasks and projects were proposed to develop the creative potential of future teachers. These tasks were aimed at developing creative thinking of future teachers, making innovative decisions, improving pedagogical methods and techniques, and forming teamwork skills. The main goal of creative tasks is to increase the creative growth of future teachers and increase their level of preparation for professional activity. Within the framework of this study, several important activities were carried out to develop the spiritual and creative potential of future teachers. These activities were aimed at increasing the level of professional and personal development of students, improving their creative abilities, and increasing their pedagogical competence:

1. Creative task. Special creative tasks were proposed to develop the creative thinking abilities of future teachers. These tasks allowed students to make innovative decisions and organize pedagogical processes in a new way. They were given various projects and tasks, and each task required the use of creative approaches and solutions. For example:

- Use creative approaches in the preparation of lesson plans.
- Develop teaching projects by integrating various pedagogical methods and approaches.
- Improve the learning process of students through the use of modern educational technologies.

2. Trainings and seminars aimed at personal development. Various trainings and seminars were organized to increase the level of personal development of future teachers. At these events, students performed tasks aimed at developing their communication skills, emotional intelligence, and leadership abilities. During the seminars and trainings, students mastered the skills of working with

difficulties encountered in teaching, gaining self-confidence, and suggesting creative steps.

3. Introduction to innovative pedagogical methods. During the period of pedagogical practice, seminars on innovative pedagogical methods and educational technologies were held for future teachers. These events introduced future teachers to new trends in the education system and allowed them to apply them in practice. They were introduced to various innovative teaching methodologies, modular learning, methods for developing design and critical thinking skills.

4. Assessment of pedagogical practice and feedback. An assessment was conducted to assess the skills acquired by future teachers during their pedagogical practice and discuss the development of their creative abilities. During the expert work, students discussed their experiences with teachers and experienced teachers, received suggestions and feedback. This feedback allowed them to improve their knowledge and skills in their future teaching activities. 5. Development of work with students. In order to practically improve the pedagogical abilities of future teachers, they organized various creative works and projects with students. By giving students creative tasks and providing them with pedagogical guidance, students improved their professional skills. This work with students allowed future teachers to develop their communicative and organizational skills.

The above-mentioned activities were aimed at developing the creative potential of future teachers and improving their professional preparation. These activities allowed future teachers to improve their personal and professional abilities, develop creative thinking and innovative decision-making skills. Each activity contributed to future teachers achieving good results in pedagogical practice. At the initial stage of the experiment, the initial indicators of future teachers were studied, and at the end they were re-evaluated. This comparative analysis shows how effective the students' impressions of these activities were and their level of development. The results of this study are shown in Table 3.

Table 3. Pre-experimental and post-experimental results

<i>Research indicators</i>	<i>Pre-experimental level (%)</i>	<i>Post-experimental level (%)</i>
Creative potential	45%	75%
Professional competencies	50%	80%
Level of personal development	40%	70%
Ability to perform creative tasks	50%	85%
Communication skills	55%	80%
Leadership qualities	40%	65%

The information in Table 3 show that the creative potential of future teachers developed during the period of pedagogical practice. In particular, the level of creative thinking and innovative decision-making of future teachers increased during the implementation of creative tasks. In this regard, the impact of pedagogical practice on the development of creative potential was particularly

noticeable. The professional competencies of future teachers, that is, the ability to effectively communicate with students, implement pedagogical goals, and use innovative methods in the learning process, also significantly improved under the influence of pedagogical practice. This indicator showed the level of effective application of theoretical knowledge by future teachers in practice. The formation of professional skills of each student during the practice undoubtedly has its own characteristics and influence on decision-making in their future pedagogical activity. Before the experiment, the creative potential of future teachers was 45%, that is, they showed weak results in performing creative tasks. After the experiment, this figure increased to 75%, which proves that pedagogical practice has a positive effect on the ability to think creatively and make innovative decisions.

Before the experiment, the professional competence of students was only 50%, but as a result of the experiment, this figure increased to 80%. This indicates that pedagogical practice played an important role in increasing the professional competence of future teachers.

The level of personal development was 40% before the experiment, that is, students showed weak indicators in self-confidence, leadership and communication skills. After the experiment, this figure increased to 70%, which proves that pedagogical practice has a significant impact on the personal development of students.

If before the experiment, students performed 50% of creative tasks, then at the end of the experiment this figure reached 85%. This indicates an increase in the ability of future teachers to perform creative tasks, and also proves that pedagogical practice has a significant impact on the development of creative potential. At the initial stage of the experiment, students' communicative skills were 55%, and at the end this figure increased to 80%. This indicates that pedagogical practice is an important tool for developing students' communicative abilities. The leadership qualities of students were 40% before the experiment, and at the end of the experiment this figure increased to 65%. These findings demonstrate that pedagogical practice had a substantial impact on shaping the leadership competencies of prospective educators. The results of the study show that during the period of pedagogical practice, the creative potential, professional competencies, level of personal development and other important pedagogical skills of future teachers significantly increased. As can be seen from the comparison before and after the experiment, pedagogical practice is of great importance in the development of professional training of future teachers. The activities and tasks carried out had a positive effect on increasing the creative abilities of future teachers, improving their professional competencies and personal development.

The empirical study proved that pedagogical practice plays a decisive role in the development of the spiritual and creative growth of future teachers. The results of our study show that pedagogical practice has a significant impact not only on the formation of professional skills, but also on increasing the level of creative abilities and personal development.

This study demonstrates the importance of pedagogical practice in improving the training of future teachers and identifies the importance to improve the quality of pedagogical education in the school-higher education system. The results of the study can serve as a basis for improving pedagogical curricula and introducing new approaches to training future teachers.

Conclusion

The study aimed to show that pedagogical practice has a significant impact on the formation of future teachers, that it is aimed not only at the formation of professional knowledge and skills, but also at supporting creative thinking and personal development. Pedagogical practice allows future teachers to apply their professional knowledge in real educational activities, as a conclusion of which they acquire the skills needed to solve real problems encountered in the learning process. The empirical results of this study showed that during the practice of future teachers, it is necessary to pay attention not only to the implementation of theoretical knowledge in practice, but also to such important aspects as improving their creative abilities, mastering new methods and approaches, and creatively solving pedagogical problems. During the study, we found that the impact of pedagogical practice on the professional competencies of future teachers is significant. The increase in professional competencies of students during the practice, their ability to regulate their relationships with students, and the improvement of their skills in effectively organizing the lesson plan indicate that pedagogical practice is aimed at systematically and effectively organizing the educational process.

The increase in the development of the creative potential of future teachers in the “school-university” system is also an important result of this study. During the period of pedagogical practice, the level of future teachers’ ability to perform creative tasks and their ability to make innovative decisions has significantly increased. This, in turn, increases the ability of future teachers to effectively use their creative potential in the educational process. In terms of personal development, students’ communication skills, leadership qualities, emotional intelligence, and self-management have increased, which plays an important role in the professional activity of teachers. One of the main conclusions of the study was to demonstrate the methodological importance of pedagogical practice in the professional training of future teachers in the education system. Pedagogical practice conducted in educational institutions provides students not only with professional knowledge, but also with creative and personal development of a person. During the practice, students are not limited to the implementation of theoretical knowledge, they develop their ability to creatively solve various problems in the educational process. This, in turn, allows strengthening the social and professional role of the future teacher in society.

To increase the effectiveness of pedagogical practice, it is necessary to use creative, innovative approaches in its planning, take into account the individual abilities and needs of students. During the study, we showed that pedagogical practice contributes to the development of not only professional skills, but also personal qualities. These results indicate the importance of revising pedagogical curricula and improving them in accordance with the development needs of students.

Developing the creative potential of future teachers is one of the main tasks of the education system. The development of creative potential, especially during pedagogical practice, allows the future teacher to introduce new methods and approaches in his professional activity. The mastery of new knowledge and methods by future teachers through the implementation of creative tasks during practice facilitates the development of a creative approach in their professional activity. These results prove that pedagogical practice significantly contributes to enhancing creative thinking and the ability to make innovative decisions. The results of the study presented that internship significantly influences the personal development of future teachers. The main indicators of personal development were communication skills, leadership qualities, social and emotional intelligence. Pedagogical internship is aimed at improving these qualities of future teachers, forming them as socially responsible and professionally prepared specialists. During internship, students had the opportunity to develop skills in interaction, solving social problems, and acting independently in pedagogical situations. The study proved the importance of pedagogical internship in the professional, personal, and creative development of future teachers in the “school-university” system. The results of the empirical study showed that pedagogical internship has a positive effect on the realization of the creative potential of future teachers in the “school-university” system, improving their professional competencies, and developing their personal qualities. This study may contribute to the improvement of pedagogical education and the revision of pedagogical curricula. It revealed a high importance to take into account the aspects of creative and personal development in the process of training future teachers.

The results of the study show that pedagogical practice is an important methodological tool, which plays a key role in fully preparing future teachers for professional activity. Therefore, the systematic organization of pedagogical practice and its improvement using various methods will be a key factor contributing to improving the quality of education.

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«МЕКТЕП-ЖОҒАРЫ ОҚУ ОРНЫ» ЖҮЙЕСІНДЕ БОЛАШАҚ ПЕДАГОГТЫҢ РУХАНИ-ШЫҒАРМАШЫЛЫҚ ӘЛЕУЕТІН ДАМУДА ПЕДАГОГИКАЛЫҚ ІС-ТӘЖІРИБЕНІҢ РӨЛІ

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Аңдатпа. Бұл мақалада «мектеп-жоғары оқу орны» жүйесінде болашақ педагогтардың рухани-шығармашылық әлеуетін дамытуда педагогикалық

іс-тәжірибенің рөлі зерттеледі. Бүгінгі білім беру жүйесінде педагогтың шығармашылық қабілеттері мен кәсіби құзыреттіліктері маңызды факторлар болып табылады. Осы тұрғыда, педагогикалық іс-тәжірибе болашақ мамандардың кәсіби дайындықтарын жетілдіруге, шығармашылық қабілеттерін дамытуға және тұлғалық қасиеттерін нығайтуға ықпал ететін тиімді құрал ретінде қарастырылады.

Зерттеу жұмысы эксперименттік әдіс арқылы жүргізілді. Экспериментке Шымкент қаласындағы «Мирас» университетінің 3-4 курс студенттері мен М.Ю. Лермонтов атындағы №17 жалпы орта мектебінің оқушылары қатысты. Болашақ педагогтардың шығармашылық әлеуетін, кәсіби дағдыларын және тұлғалық даму деңгейін бағалау үшін арнайы сауалнамалар, тесттер және педагогикалық іс-тәжірибе кезеңінде орындалған шығармашылық тапсырмаларды талдау әдістері қолданылды. Сонымен қатар, эксперимент барысында студенттердің кәсіби іс-әрекетінің сапасын бақылау мақсатында педагогикалық бақылау мен өзін-өзі бағалау әдістері қолданылды.

Эксперимент нәтижелері бойынша болашақ педагогтардың шығармашылық әлеуеті мен кәсіби құзыреттіліктерінің деңгейі айтарлықтай артқаны анықталды. Болашақ педагогтардың шығармашылық әлеуеті 30%-ға, кәсіби дағдылары 30%-ға, тұлғалық даму деңгейі 25%-ға өсті. Сонымен қатар, болашақ педагогтардың коммуникативтік дағдылары мен көшбасшылық қасиеттерінде оң өзгерістер байқалды.

Зерттеу нәтижелері педагогикалық іс-тәжірибенің болашақ педагогтардың шығармашылық әлеуетін дамытудағы және кәсіби құзыреттіліктерін арттырудағы маңызды рөлін дәлелдейді. Педагогикалық іс-тәжірибе болашақ педагогтарды кәсіби және тұлғалық дамытудың тиімді құралы ретінде әрекет етеді. Зерттеу нәтижелері болашақ педагогтарды даярлау жүйесін жетілдіру бойынша ғылыми негізделген ұсыныстар ұсынуға мүмкіндік береді.

Тірек сөздер: педагогикалық іс-тәжірибе, болашақ педагог, шығармашылық әлеует, кәсіби құзыреттілік, тұлғалық даму, рухани-шығармашылық даму, шығармашылық тапсырмалар, педагогикалық құзыреттілік, мектеп-жоғары оқу орны

РОЛЬ ПЕДАГОГИЧЕСКОЙ ПРАКТИКИ В РАЗВИТИИ ДУХОВНО-ТВОРЧЕСКОГО ПОТЕНЦИАЛА БУДУЩЕГО ПЕДАГОГА В СИСТЕМЕ «ШКОЛА-ВУЗ»

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Аннотация. В данной статье рассматривается роль педагогической практики в развитии духовно-творческого потенциала будущих педагогов в системе «школа-высшее учебное заведение». В современной системе образования творческие способности и профессиональные компетенции педагога являются ключевыми факторами. В этом контексте педагогическая практика рассматривается как эффективный инструмент для улучшения профессиональной подготовки будущих специалистов, развития их творческих способностей и укрепления личных качеств.

Исследование было проведено с использованием экспериментального метода. В эксперименте приняли участие студенты 3-4 курса Университета «Мирас» в городе Шымкент, и учащиеся средней школы №17 имени М.Ю. Лермонтова. Для оценки творческого потенциала, профессиональных навыков и уровня личностного развития будущих педагогов использовались специальные анкеты, тесты и анализ творческих заданий, выполненных в ходе педагогической практики. Также для мониторинга качества профессиональной деятельности студентов в ходе эксперимента применялись педагогическое наблюдение и методы самооценки.

Результаты эксперимента показали значительное улучшение творческого потенциала и профессиональных компетенций будущих педагогов. Творческий потенциал будущих педагогов увеличился на 30%, профессиональные навыки — на 30%, уровень личностного развития — на 25%. Также наблюдаются положительные изменения в коммуникативных навыках и лидерских качествах будущих педагогов.

Результаты исследования подтверждают важную роль педагогической практики в развитии творческого потенциала и повышении профессиональных компетенций будущих педагогов. Педагогическая практика является эффективным инструментом для профессионального и личностного развития будущих педагогов. Результаты работы дают научно обоснованные рекомендации для совершенствования системы подготовки будущих педагогов.

Ключевые слова: педагогическая практика, будущий педагог, творческий потенциал, профессиональная компетентность, личностное развитие, духовно-творческое развитие, творческие задания, педагогическая компетентность, школа-высшее учебное заведение

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