

THE SIGNIFICANCE OF FORMING A SELF-ORGANISATION CULTURE OF EDUCATIONAL AND PROFESSIONAL ACTIVITIES AMONG PEDAGOGICAL STUDENTS

*Khassanova S.A.¹, Degtyareva X.S.², Yessenaman S.Y.³, Kemelbekova Z.A.⁴

*¹doctoral student, Abai Kazakh National University, Almaty, Kazakhstan
e-mail: hasanova94@list.ru

²master, senior lecturer, Abai Kazakh National Pedagogical University, Almaty,
Kazakhstan

e-mail: martynyukkseniya1@gmail.com

³master, senior lecturer, Abai Kazakh National Pedagogical University, Almaty,
Kazakhstan

e-mail: saule.yessenaman@mail.ru

⁴c.Phil.s., ass. professor, Abai Kazakh National Pedagogical University, Almaty,
Kazakhstan

e-mail: zada-k.68@mail.ru

Abstract. The article reflects modern realities and labour market requirements for future teachers in the period of digitalisation and lifelong learning. The definitions of "self-organisation" and "culture of self-organisation" and their position in psychological and pedagogical researches of foreign and Kazakhstani scientists are considered. The basic components of self-organisation of educational and professional activity are described and the pedagogical conditions of successful formation of students' self-organisation culture are highlighted. Important conditions of success in the educational process for students are the presence of their own responsibility for achieving positive results and discipline, which is formed directly in the conditions of the educational environment of the university. Difficulties in the process of formation of culture of self-organisation of educational and professional activity of students are revealed. It is essential for educators to recognize the unique needs of each student and create an environment that fosters self-directed learning and organisational skills. By doing so, we can help students to develop critical skills that will benefit them both academically and in their future careers. An integral approach was chosen to consider the peculiarities of the process of students' self-organisation culture taking place in certain pedagogical conditions of a higher education institution. The results of research on determining the level of self-organisation of activities, conducted on the basis of Abai University among the first-year and second-year students of pedagogical specialties are presented (n=138). According to the Activity Self-organisation Questionnaire, the lowest and highest scores were found on 6 scales that are components of the activity self-organisation process. Recommendations for teachers of pedagogical universities on the use of relevant methods and forms of work aimed at the formation of a sustainable culture of self-organisation of students of pedagogical universities are given.

Keywords: self-organisation, self-organisation culture, higher education, pedagogical university students, educational and professional activities, lifelong learning, self-education, pedagogical conditions, integral approach

Basic provisions

Modern realities of higher education are constantly undergoing changes and setting more complex and multi-tasking goals in the organisation of educational and

professional activities of pedagogical university students. In order to achieve these goals, it is important that students develop skills such as self-organisation of learning and cognitive activities, the ability to allocate time rationally, to understand and diligently complete learning tasks, to correctly assess the results obtained and to identify weak points in the work done.

The process of students' self-organisation is one of the main components in a holistic learning and cognitive activity and in parallel with the changes in the goals and objectives of education, the approach to students' independent work is also changing, it becomes necessary to select suitable forms and methods for the formation of the culture of self-management. Considering the results of pedagogical research related to the effectiveness of learning activities in higher education institutions, one of the most important factors is a student's self-organisation culture. It is a determinant of the success of educational and professional activity, including such personal characteristics as "purposefulness, learning motivation, intellectual development, health, development of volitional sphere, value orientations" [1, 141].

Introduction

As part of the Concept of Lifelong Learning dated July 8, 2021 No. 471, the development paths for both formal and non-formal and informal education were determined in our country. To complete the level of formal education, i.e. cycle "school-college-university", pedagogical university students must first of all develop the skills of understanding and memorising information, comparing new knowledge with those already obtained earlier and applying the acquired knowledge in practice [2].

Therefore, self-organisation culture is an important factor that helps in the process of mastering knowledge, skills and abilities during schooling, as it is formed daily under the close supervision of teachers and parents. However, at the stage of obtaining a future profession, it is the ability for independent learning, the responsibility for the distribution of time and control over educational achievements that fall on the shoulders of students.

Since the beginning of 2020, the ability for independent organisation of educational and cognitive activity by a student has been subject to critical testing in the process of online and distance learning [3]. The rapidly changing conditions and forms of learning have revealed difficulties for pedagogical university students that are not evident in the traditional learning format, which has contributed to a more careful selection of teaching methods and monitoring of students' knowledge by university lecturers.

According to the results of the thematic analysis on the theme "The impact of the COVID-19 pandemic on higher education in Kazakhstan", conducted by IQAA, teachers highlighted such positive aspects as increased digital literacy and the possibility of self-development, but at the same time, difficulties arose, for example, decreased opportunities for conducting ongoing monitoring and evaluation of learning outcomes. Some students noted that they have become more independent in planning their daily routine, however, most identified such difficulties as the lack

of skills to quickly adapt to the online learning format, the lack of self-expression and the insufficient level of self-control of educational activities [4].

For a future highly qualified specialist, it is necessary to be able to independently determine the vector of their further professional development. Therefore, it is necessary to improve the culture of self-organisation of students, which will be the starting point for them to form the professional competencies necessary for a modern competitive specialist [5].

The concept of self-organisation is interpreted in many scientific fields, but so far there has not been a single precise definition of this concept. In our article, we will consider the concept of self-organisation from the perspective of psychological and pedagogical research.

According to Babakova, self-organisation is the activity and ability of a person associated with the ability to organise oneself, which manifests itself in purposefulness, activity, justification of motivation, planning one's activities, independence, speed of decision-making and responsibility for them, critical assessment of the results of one's actions, a sense of duty [6]. This definition shows that the ability to organise oneself requires certain personal qualities that will be controlled by the volitional and intellectual mechanisms of a person.

Consider self-organisation as a system of ways and skills to mobilise the capabilities of the individual, which are aimed at achieving personal and socially significant goals, which turns the student from an object into a full-fledged subject of his own educational activity. This process will include the following structural components: goal setting, modelling, planning, reflection and volitional regulation [7].

A positive "effect of self-organisation" can arise with optimal coordination and interaction of the structural elements of a single system in the process of adaptation to external conditions. To achieve the set goals, it is important to carry out a purposeful synthesis of actions in the management loop of each association as a social organisation [8], [9].

In the studies of domestic scientists, the components of self-organisation of students' educational activities were identified, which are aimed at developing the ability of pedagogical university students to rationally organise educational work and their life:

- the ability to set goals and the desire to achieve them;
- show commitment and creativity;
- plan your own activities;
- perform self-reflection and self-correction [10].

For the successful formation of a self-organisation culture of educational and professional activities in higher educational institutions, it is necessary to organise certain pedagogical conditions. The first condition is the interaction of students in collaboration with teachers to carry out joint activities for the organisation, control and self-control of professionally significant educational work of students. The next condition is the introduction of programs of psychological and pedagogical support for the educational and professional activities of pedagogical university students in the educational process. An important pedagogical condition for the formation of a

culture of self-organisation is the complex use of active forms, teaching methods and specially designed tasks and assignments during the educational and professional activities of students. The final condition is the formation and development of a reflective position among students [11].

The organisation of a nurturing environment within higher education institutions, which includes socially significant circumstances in the lives and learning and professional activities of young people, has a direct impact on the personal development of students and further contributes to their entry into the modern culture of society. Important conditions of success in the educational process for students are the presence of their own responsibility for achieving positive results and discipline, which is formed directly in the conditions of the educational environment of the university. In the framework of this article, we believe that through conscious self-regulation of educational and cognitive activity, pedagogical university students will be able to develop the necessary skills and acquire the appropriate skills for further self-development, which will be an important milestone in their future professional path.

Methods and materials

In the framework of this work, the following research methods were used:

1. at the theoretical level, the analysis of pedagogical, methodological literature was used to clarify the concept of "self-organisation culture" and identify the features of the formation of this culture among students;

2. at the empirical level, the method of questioning students was used to identify the current level of their abilities for self-organisation according to the main six criteria: planning, purposefulness, persistence, fixation, self-organisation and present orientation;

3. T-Test: Two-Sample Assuming Equal Variances was used for statistical data analysis and hypothesis testing.

Considering the concept of self-organisation culture in the context of psychological and pedagogical research, we have chosen the integral approach, which includes two main approaches - personal and activity approaches. This approach considers self-organisation of students' learning activity through the prism of their personal qualities, such as independence, integrity and self-organisation, which directly influence the results of this activity.

Representatives of the integral approach consider the relationship between the concept of "self-organisation" and its object in two ways: on the one hand, self-organisation acts as a set of skills included in the structure of activity, and on the other hand, it acts as a property or set of personal properties (V.B. Aryutkin, O.N. Ptitsyna, M.M. Kurnev, Y.A. Tsagarelli, N.A. Zaenutdinova, S.S. Kulikova, etc.).

According to L.V. Faleeva's point of view, the personality-activity approach is necessary to define such a concept as "self-organisation culture". This concept indicates the activity of students who have the ability to organise themselves as a person, demonstrate purposefulness, activity, motivation, plan their learning and cognitive activities, demonstrate independence in making decisions and

responsibility for them, as well as openness to criticism in assessing the results of their actions [12].

In this study, we would like to test the hypothesis: are students really able to form a culture of self-organisation more effectively under certain pedagogical conditions? In order to identify the actual level of self-organisation of activities among pedagogical university students we took as a basis the questionnaire of self-organisation of activities developed by M. Bond, N. Feather and translated and extended version by E.Y. Mandrikova [13], [14]. The main aim of the questionnaire presented is to determine the degree of development of tactical planning and strategic goal-setting abilities, which will reflect the level of self-organisation and self-regulation of the activity as a whole.

Primary and secondary students at Abai University were selected to participate in the survey. The total number of students was 138 people. The breakdown of students by courses was as follows:

- the 1st year representatives - 69 students;
- the 2nd year representatives - 69 students.

The questionnaire includes 6 components, which, in collation, reflect the overall level of self-organisation of activities. The first scale - "Planning" - determines the level of participation of an individual in tactical planning of their daily activities based on specific principles. The "Purposefulness" scale measures an individual's capacity to concentrate on achieving an objective. The "Persistence" scale measures an individual's inclination to exert intentional effort to finish a task initiated and optimise their actions. The "Fixation" scale evaluates an individual's inclination to focus on a predetermined framework for arranging and scheduling events. The "Self-organisation" scale calculates the inclination of the individual to employ external methods of structuring their actions. The scale "Present Orientation" assesses the focus on the current time frame.

Results

As a result of the analysis of pedagogical, methodological literature, it was revealed that at the moment the definition of the self-organisation culture of students has not been clarified. Therefore, there are several approaches to its definition, and in this paper an integral approach was chosen.

Based on the results of the students' survey, the strongest and weakest aspects of their activities were identified, which contribute to and hinder the formation of a culture of self-organisation in educational and professional activities (Table 1). As a result of the analysis of the obtained data, the t-criterion was used in the course of the survey. With the help of the T-Test: Two-Sample Assuming Equal Variances, the difference between the state of formation of the self-organisation culture of students of a pedagogical university in the first and second year was clarified (Table 2).

The results of the survey of 138 pedagogical university students showed the following percentage results on the six scales of the Activity Self-Organisation Questionnaire, where 1 point expresses complete disagreement with the statement, 7 points express complete agreement, 4 points show the middle of the scale, and the

remaining numbers are intermediate values. There are scales: Planning, Purposefulness, Persistence, Fixation, Self-organisation and Present Orientation.

Table 1 - The results of the Activity Self-organisation Questionnaire among Abai University students

Scale	Total questions	Point 1	Point 2	Point 3	Point 4	Point 5	Point 6	Point 7
Planning	4	5,19%	3,77%	11,79%	20,75%	11,32%	14,15%	33,02%
Purposefulness	6	13,52%	3,77%	4,40%	9,43%	10,69%	12,58%	45,60%
Persistence	5	19,62%	12,08%	12,83%	24,91%	13,96%	8,68%	7,92%
Fixation	5	13,96%	4,91%	10,94%	22,64%	12,08%	11,70%	23,77%
Self-organisation	3	27,04%	8,18%	8,81%	13,84%	10,06%	5,03%	27,04%
Present Orientation	2	8,49%	7,55%	9,43%	33,96%	15,09%	3,77%	21,70%

The results on the "Planning" scale showed that about 20% of students were moderately inclined to develop clear plans, 33% of those surveyed preferred to consistently implement the goals set and the responses of 20% of students indicated that they found it rather difficult to plan their activities (points 1-3 in total).

On the "Purposefulness" scale, 45% of respondents indicated that they were purposeful and knew what they wanted, however, about 22% of students had no idea what their future goals were and they were not inclined to set clear goals for themselves.

Analysing the respondents' answers on the "Perseverance" scale, it is necessary to mention that there is a reverse scoring along a downward trajectory. According to Table 1, the number of students who experience difficulties in manifesting strong-willed efforts to bring the work they have started to its logical conclusion is 30%. A quarter of the respondents showed a sufficient level of organisation, they are capable of strong-willed efforts, although they can leave the work they have begun, switching to more significant activities. More than 44% of the respondents can be described as strong-willed and organised personalities, capable of structuring their behavioural activity and completing the work they have begun by an effort of will.

Based on the responses to the "Fixation" scale, 30% of students scored low, which defines them as flexible and easy going, but in some cases this is perceived as a lack of consistency. About 22% of respondents are able to plan their activities flexibly and at the same time fulfil all the tasks and commitments they have made. 48% of the respondents scored high, which positions them as executive and obligatory people who strive in every possible way to complete the work they have begun, but this prevents them from being flexible in planning their activities and building relationships.

Considering the scale of "Self-organisation", it was found that the same number of respondents (27%) have high and low rates. The students with the highest scores are characterised by a high level of self-organisation; when planning, they

tend to use auxiliary tools (diary, planning, time budgeting). Students with low scores, on the contrary, are not inclined to use external tools to help manage time when organising their activities, which can negatively affect their level of self-organisation.

The "Present Orientation" scale singled out 33% of students who are able to see and appreciate their psychological past and future, along with what is happening at the present moment in time. Almost 22% of the respondents scored the highest score, which indicates that they tend to fixate on what is happening at the present time, what is happening "here and now" for them is of particular value and significance. In total, 25% of respondents tend to find their psychological past or future more valuable than the events happening to them in the present.

Discussions

In summarising the results of the study, we have obtained the following results. After conducting a survey of first- and second-year students, a t-test: two-sample assuming equal variances was conducted to test the null hypothesis that the pedagogical environment of the university contributes to the formation of students' self-organisation culture. According to the data shown in Table 2, the means of Group 1 (the 1st course students) and Group 2 (the 2nd course students) are not significantly different at $p < 0.05$.

The average score on the questionnaire was 111 points for 1st year students and 113 points for 2nd year students, with a maximum possible score of 175. However, comparing the empirical and critical values of the criterion, we obtain $|t| < t_{crt.}: 0.79 < 1.97$.

The null hypothesis does not need to be disproven as it suggests that the variation in the test outcomes of the two groups of students can be attributed to the impact of pedagogical conditions. Since the calculated value is lower than the critical value, it indicates that there is no significant difference between the means.

Table 2 - t-Test: Two-Sample Assuming Equal Variances

	<i>Group 1</i>	<i>Group 2</i>
Mean	110,7971014	113,2463768
Variance	299,5707587	360,6935209
Observations	69	69
Pooled Variance	330,1321398	
Hypothesised Mean Difference	0	
df	136	
t Stat	0,7917776855	
P(T<=t) one-tail	0,2149345752	
t Critical one-tail	1,656134928	
P(T<=t) two-tail	0,4298691505	

Conclusion

In conclusion, our study suggests that the development of a self-organisation culture among students is influenced by both individual characteristics and the implementation of effective pedagogical practices within universities. It is essential for educators to recognize the unique needs of each student and create an environment that fosters self-directed learning and organisational skills. By doing so, we can help students to develop critical skills that will benefit them both academically and in their future careers.

There are some recommendations for university teachers to assist students in developing their self-organisation culture in educational activities:

1. Encourage students to set goals - help students set realistic and achievable goals for their academic and personal growth. This can help them stay motivated and organised throughout their studies.

2. Foster a collaborative learning environment - encourage group work and collaboration among students. This can help them develop their teamwork and communication skills, both of which are essential for self-organisation.

3. Provide regular feedback - regular feedback is essential to help students monitor their progress and adjust their learning strategies accordingly. Provide feedback on their work and encourage them to reflect on their progress.

4. Teach time-management skills - time-management skills are critical for self-organisation. Provide students with tools and techniques to help them manage their time effectively, such as creating schedules and prioritising tasks.

5. Create opportunities for self-reflection - encourage students to reflect on their learning and identify areas where they can improve. Provide them with opportunities to assess their progress and make adjustments as needed.

University educators can establish a conducive atmosphere that nurtures self-organisation and enables pedagogical students to cultivate the essential skills that are required for their academic success.

REFERENCES

[1] Князькова О.Н. Мотивационно-ценностные аспекты культуры самоорганизации личности студента//Человек и образование. - 2014. - № 3(40). - С. 139-143.

[2] Об утверждении Концепции обучения в течение всей жизни (непрерывное образование) Постановление Правительства Республики Казахстан от 8 июля 2021 года № 471. Режим доступа: URL: <https://adilet.zan.kz/rus/docs/P2100000471> [Дата обращения: 17.03.2023].

[3] Gorban, G., Guba, N., Mosol, N., Hrandt, V. and Lukasevich, O. Specifics of Self-organisation of Student's Educational Activity During the COVID-19 Pandemic. Revista Românească pentru Educație Multidimensională. - 2022. - Volume 14. - Issue 1. - Pp. 283-304.

[4] Тематический анализ на тему "Влияние пандемии COVID-19 на высшее образование в Казахстане". Нур-Султан. - 2021. - Режим доступа: URL: <https://iqaa.kz/images/thematic%20analysis/%D0%A2%D0%B5%D0%BC%D0%B0%D1%82%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B8%D0%B9%20%D0%B0%D0%BD%D0%B0%D0%BB%D0%B8%D0%B7%20COVID%2019.pdf> [Дата обращения: 21.02.2023].

[5] Котова С.С. Самоорганизация учебно-профессиональной деятельности студентов. - Издательство Российского государственного профессионально-педагогического университета. - Екатеринбург. - 2012. - 208 с.

[6] Бабакова Т.А. Педагогика и психология высшей школы методика работы с понятийным аппаратом: учебное пособие для студентов, аспирантов и преподавателей. - Издательство ПетрГУ. - Петрозаводск. - 2013. - 62 с.

[7] Логвинова О.Н. Рефлексия как структурный компонент и механизм формирования самоорганизации учебной деятельности//Проблемы и перспективы развития образования в России. - 2012. - №14. - С. 35-41.

[8] Hasan, S., Crocker, R., Rousseliere, D., Dumont, G., Hale, S. and Srinivas, H. Self-organisation. - International Encyclopedia Of Civil Society. - 2010. - Pp. 1364-1370.

[9] Hanson, C. In Search of Self: Exploring Student Identity Development: New Directions for Higher Education. - San Francisco, California: Jossey-Bass. - 2014. - Number 166. - P. 122.

[10] Агранович Е.Н. Самоорганизация учебной деятельности студентов на основе технологии «тайм-менеджмент». Текст.: дис. канд. пед. наук. - Алматы. - 2020. - 212 с.

[11] Котова С.С. Формирование компетенций самоорганизации учебно - профессиональной деятельности студентов вузов. - Текст.: дис. канд. пед. наук. - Екатеринбург. - 2008. - 225 с.

[12] Фалеева Л.В. Организованность и самоорганизация как качество личности: сравнительный анализ понятий //Современные проблемы науки и образования. - 2012. - №4. - С. 266-274.

[13] Bond, M.J., Feather, N.T. Some correlates of structure and purpose in the use of time. - Journal of Personality and Social Psychology. - 1988. - № 55. - Pp. 321-329.

[14] Мандрикова Е.Ю. Разработка опросника самоорганизации деятельности (ОСД). - Психологическая диагностика. - 2010. - №2. - С. 87-111.

REFERENCES

[1] Knjaz'kova O.N. Motivacionno-cennostnye aspekty kul'tury samoorganizacii lichnosti studenta (Motivational and Value Aspects of the Culture of Self-Organisation of the Student's Personality) //Chelovek i obrazovanie. - 2014. - № 3(40). - S. 139-143. [in Rus.]

[2] Ob utverzhdenii koncepcii obuchenija v techenie vsej zhizni (neprevychnoe obrazovanie) Postanovlenie Pravitel'stva Respubliki Kazahstan ot 8 ijulja 2021 goda № 471 (On approval of the Concept of lifelong learning (lifelong education) Decree of the Government of the Republic of Kazakhstan dated July 8, 2021 No. 471). Rezhim dostupa: URL: <https://adilet.zan.kz/rus/docs/P2100000471> [Data obrashcheniya: 17.03.2023]. [in Rus.]

[3] Gorban, G., Guba, N., Mosol, N., Hrandt, V. and Lukasevich, O. Specifics of Self-organisation of Student's Educational Activity During the COVID-19 Pandemic. Revista Românească pentru Educație Multidimensională. - 2022. - Volume 14. - Issue 1. - Pp. 283-304.

[4] Tematicheskij analiz na temu "Vlijanie pandemii COVID-19 na vysshee obrazovanie v Kazahstane" (Thematic Analysis on "The impact of the COVID-19 pandemic on higher education in Kazakhstan"). Nur-Sultan. - 2021. - Rezhim dostupa: URL: <https://iqaa.kz/images/thematic%20analysis/%D0%A2%D0%B5%D0%BC%D0%B0%D1%82%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B8%D0%B9%20%D0%B0%D0%BD%D0%B0%D0%BB%D0%B8%D0%B7%20COVID%2019.pdf> [Data obrashcheniya: 21.02.2023]. [in Rus.]

[5] Kotova S.S. Samoorganizacija uchebno-professional'noj dejatel'nosti studentov (Self-organisation of educational and professional activities of students.). - Izd-vo Rossijskogo gosudarstvennogo professional'no-pedagogicheskogo universiteta. Ekaterinburg. - 2012. 208 s. [in Rus.]

[6] Babakova T.A. Pedagogika i psihologija vysshej shkoly metodika raboty s ponjatijnym apparatom: uchebnoe posobie dlja studentov, aspirantov i prepodavatelej (Pedagogy

and Psychology of Higher School Methods of Working with the Conceptual Apparatus: A Textbook for Students, Postgraduates and Teachers). - Izdatel'stvo PetrGU. Petrozavodsk. - 2013. - 62 s. [in Rus.]

[7] Logvinova O.N. Refleksija kak strukturnyj komponent i mehanizm formirovanija samoorganizacii uchebnoj dejatel'nosti (Reflection as a structural component and mechanism for the formation of self-organisation of educational activities) // Problemy i perspektivy razvitiya obrazovanija v Rossii. - 2012. - №14 - S.35-41. [in Rus.]

[8] Hasan, S., Crocker, R., Rousseliere, D., Dumont, G., Hale, S. and Srinivas, H. Self-organisation. - International Encyclopedia Of Civil Society. - 2010. - Pp. 1364-1370.

[9] Hanson, C. In Search of Self: Exploring Student Identity Development: New Directions for Higher Education. - San Francisco, California: Jossey-Bass. - 2014. - Number 166. - P. 122.

[10] Agranovich E.N. Samoorganizacija uchebnoj dejatel'nosti studentov na osnove tehnologii «tajm-menedzhment» (Self-organisation of educational activities of students based on the technology of "time management"). - Tekst.: dis. kand. ped. nauk. - Almaty. - 2020. - 212 s. [in Rus.]

[11] Kotova S.S. Formirovanie kompetencij samoorganizacii uchebno - professional'noj dejatel'nosti studentov vuzov (Formation of competencies of self-organisation of educational and professional activities of university students). - Tekst.: dis. kand. ped. nauk. - Ekaterinburg. - 2008. - 225 s. [in Rus.]

[12] Faleeva L.V. Organizovannost' i samoorganizacija kak kachestvo lichnosti: sravnitel'nyj analiz ponjatij (Organization and self-organisation as a quality of personality: a comparative analysis of concepts) // Sovremennye problemy nauki i obrazovanija. - 2012. - №4. - S. 266-274. [in Rus.]

[13] Bond, M.J., Feather, N.T. Some correlates of structure and purpose in the use of time. - Journal of Personality and Social Psychology. - 1988. - № 55. - Pp. 321-329.

[14] Mandrikova E.Ju. Razrabotka oprosnika samoorganizacii dejatel'nosti (OSD) (Development of a self-organisation questionnaire (SOQ)) - Psihologicheskaja diagnostika. - 2010. - №2. - S. 87-111. [in Rus.]

ПЕДАГОГИКАЛЫҚ ЖОҒАРЫ ОҚУ ОРНЫ СТУДЕНТТЕРІНІҢ ОҚУ- КӘСІБИ ӘРЕКЕТІНДЕ ӨЗІН-ӨЗІ ҰЙЫМДАСТЫРУ МӘДЕНИЕТІН ҚАЛЫПТАСТЫРУДЫҢ МАҢЫЗЫ

*Хасанова С.А.¹, Дегтярева К.С.², Есенаман С.Е.³, Кемелбекова З.А.⁴

*¹докторант, Әл-Фараби атындағы Қазақ ұлттық университеті,

Алматы, Қазақстан

e-mail: hasanova94@list.ru

²магистр, аға оқытушы, Абай атындағы ҚазҰПУ, Алматы, Қазақстан

e-mail: martynyukkseniya1@gmail.com

³магистр, аға оқытушы, Абай атындағы ҚазҰПУ, Алматы, Қазақстан

e-mail: saule.yessenaman@mail.ru

⁴ф.ғ.к., асс. профессор, Абай атындағы ҚазҰПУ, Алматы, Қазақстан

e-mail: zada-k.68@mail.ru

Андатпа. Мақалада цифрландыру кезеңінде болашақ мұғалімдерге қойылатын еңбек нарығының заманауи шындығы мен талаптары мен үздіксіз білім беру тұжырымдамасы көрсетілген. «Өзін-өзі ұйымдастыру» және «Өзін-өзі ұйымдастыру мәдениеті» ұғымдарының анықтамалары және олардың шетелдік және қазақстандық ғалымдардың психологиялық-педагогикалық зерттеулеріндегі орны қарастырылады. Оқу-

кәсіби іс-әрекетті өзін-өзі ұйымдастырудың негізгі құрамдас бөліктері сипатталып, студенттердің өзін-өзі ұйымдастыру мәдениетін табысты қалыптастырудың педагогикалық шарттары көрсетілген. Студенттердің оқу үдерісінде табысқа жетуінің маңызды шарттары – университеттің білім беру ортасында тікелей қалыптасатын оң нәтижелерге қол жеткізу үшін өзіндік жауапкершілігі мен тәртіптің болуы. Студенттердің оқу және кәсіптік іс-әрекетін өзін-өзі ұйымдастыру мәдениетін қалыптастыру үдерісіндегі қиындықтар анықталды. Педагогтар үшін әрбір оқушының ерекше қажеттіліктерін білу және өз бетінше білім алуға және ұйымдастырушылық қабілеттерге қолайлы жағдай жасау маңызды. Осылайша біз студенттерге оқуда да, болашақ мансабында да пайдалы болатын маңызды дағдыларды дамытуға көмектесе аламыз. Университеттің белгілі бір педагогикалық жағдайында өтетін студенттердің өзін-өзі ұйымдастыру мәдениеті процесінің ерекшеліктерін қарастыру үшін интегралды тәсіл таңдалды. Абай атындағы Қазақ ұлттық педагогикалық университетінің базасында педагогикалық мамандықтардың бірінші және екінші курс студенттері арасында (n=138) жүргізілген іс-әрекеттің өзін-өзі ұйымдастыру деңгейін анықтауға арналған зерттеу нәтижелері берілген. Іс-әрекетті өзін-өзі ұйымдастыру Сауалнамасына сәйкес ең төменгі және ең жоғары ұпайлар әрекетті өзін-өзі ұйымдастыру процесінің құрамдас бөліктері болып табылатын 6 шкала бойынша анықталды. Педагогикалық жоғары оқу орындарының оқытушыларына педагогикалық жоғары оқу орындары студенттерінің өзін-өзі ұйымдастыруының тұрақты мәдениетін құруға бағытталған жұмыстың тиісті әдістері мен нысандарын қолдану бойынша ұсыныстар берілген.

Тірек сөздер: өзін-өзі ұйымдастыру, өзін-өзі ұйымдастыру мәдениеті, жоғарғы білім, педагогикалық университет студенттері, оқу және кәсіптік іс-әрекет, үздіксіз білім алу, өзін-өзі тәрбиелеу, педагогикалық шарттар, интегралдық көзқарас

ЗНАЧИМОСТЬ ФОРМИРОВАНИЯ КУЛЬТУРЫ САМООРГАНИЗАЦИИ УЧЕБНО-ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ ПЕДАГОГИЧЕСКИХ ВУЗОВ

*Хасанова С.А.¹, Дегтярева К.С.², Есенаман С.Е.³, Кемелбекова З.А.⁴

¹докторант, КазНУ имени аль-Фараби, Алматы, Казахстан
e-mail: hasanova94@list.ru

²магистр, ст. преподаватель, КазНПУ им. Абая, Алматы, Казахстан
e-mail: martynyukkseniya1@gmail.com

³магистр, ст. преподаватель, КазНПУ им. Абая, Алматы, Казахстан
e-mail: saule.yessenaman@mail.ru

⁴к.ф.н., асс. профессор, КазНПУ им. Абая, Алматы, Казахстан
e-mail: zada-k.68@mail.ru

Аннотация. В статье отражены современные реалии и требования рынка труда к будущим педагогам в период цифровизации и концепции непрерывного обучения. Рассмотрены определения понятий «самоорганизация» и «культура самоорганизации» и их место в психолого-педагогических исследованиях зарубежных и казахстанских ученых. Описаны основные компоненты самоорганизации учебно-профессиональной деятельности и выделены педагогические условия успешного формирования культуры самоорганизации студентов. Важными условиями успеха в образовательном процессе для студентов описаны наличие собственной ответственности за достижение положительных результатов и дисциплинированность, которая формируется непосредственно в условиях образовательной среды вуза. Выявлены трудности в процессе формирования культуры самоорганизации учебной и профессиональной деятельности студентов. Педагогам важно осознавать уникальные потребности каждого студента и создавать среду, способствующую

самостоятельному обучению и организационным навыкам. Таким образом, мы можем помочь студентам развить важные навыки, которые принесут им пользу как в учебе, так и в их будущей карьере. Для рассмотрения особенностей процесса культуры самоорганизации студентов, протекающего в определенных педагогических условиях вуза, выбран интегральный подход. Представлены результаты исследования по определению уровня самоорганизации деятельности, проведенного на базе Казахского национального педагогического университета имени Абая среди студентов первого и второго курсов педагогических специальностей (n=138). Согласно Опроснику самоорганизации деятельности самые низкие и самые высокие баллы выявлены по 6 шкалам, являющимися составляющими процесса самоорганизации деятельности. Даны рекомендации для преподавателей педагогических вузов по использованию актуальных методов и форм работы, направленных на формирование устойчивой культуры самоорганизации студентов педагогических вузов.

Ключевые слова: самоорганизация, культура самоорганизации, высшее образование, студенты педагогического вуза, учебно-профессиональная деятельность, непрерывное обучение, самообразование, педагогические условия, интегральный подход

Статья поступила 04.04.2023