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ДАЯРДООНУН ПЕДАГОГИКАЛЫК НЕГИЗДЕРИ

ПЕДАГОГИЧЕСКИЕ ОСНОВЫ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ БУДУЩИХ  
СПЕЦИАЛИСТОВ В УСЛОВИЯХ СОВРЕМЕННОГО ОБРАЗОВАНИЯ

**PEDAGOGICAL BASES OF PROFESSIONAL TRAINING OF FUTURE SPECIALISTS IN THE  
CONDITIONS OF MODERN EDUCATION**

**Аннотация:** Макала кесиптик билим берүү уюмдарынын жетекчилерине, окутуучуларына жана студенттерине арналган. Жаңы типтеги адисти даярдоонун негизги көйгөйлөрүнүн бири педагогикалык колледждердин студенттеринде тиешелүү кесиптик компетенцияларды түзүү маселеси болуп саналат. Бул милдет Казакстандын билим берүүнү өнүктүрүү программасында так белгиленген: "биз билим берүү жана өнүктүрүү процесстери менен иштей алган, өзүнүн оригиналдуу методдорун жана технологияларын долбоорлоо ыкмаларын билген, өзүнүн педагогикалык ой жүгүртүүсүн чагылдырууга жөндөмдүү, билим берүү процессинин катышуучулары менен ар кандай курактагы жана ар кандай социалдык- психологиялык статустагы адистерди даярдашыбыз керек". Заманбап окутуу үч методологиялык негиздердин: аксиологиялык (гуманисттик жана техникалык паритет- технологиялык баалуулуктар жана максаттар) биримдигине негизделген, конкреттүү ишкананын керектөөлөрүнө ылайык белгилүү бир профилдеги жана квалификациялык деңгээлдеги кадрларды даярдоодо билим берүү жана өндүрүштүк чөйрөлөрдүн макулдашылган өз ара аракеттенүүсүн болжолдогон кесиптик даярдоону уюштуруунун инновациялык формасы катары түшүнүлөт; онтологиялык (компетенттүүлүк мамиле); технологиялык (кесиптик ишмердүүлүктү, социалдык жана кесиптик мамилелерди өнүктүрүү процессин уюштуруу) [1, б. 128]. Макалада заманбап билим берүү чөйрөсүндө Келечектеги адистерди кесиптик даярдоонун илимий-педагогикалык негиздери каралат. Иштин өзөгүн педагогикалык адистиктеги студенттерди окутуунун заманбап тутумунун элементтерин киргизүү студенттердин адистиги боюнча жалпы жана кесиптик даярдыгын сапаттуу өнүктүрүүгө, ошондой эле түздөн-түз билим берүү уюмунда тиешелүү тармакта практикалык көндүмдөргө ээ болууга өбөлгө болот деген ой түзөт.

**Аннотация:** Статья предназначена для руководителей, преподавателей и студентов профессиональных образовательных организаций. Одной из ключевых проблем подготовки специалиста нового типа является проблема формирования соответствующих профессиональных компетенций у студентов педагогических колледжей. Эта задача четко сформулирована в программе развития образования Казахстана: "Нам необходимо готовить специалистов, умеющих работать с процессами образования и развития, владеющих способами проектирования собственных оригинальных методов и технологий, способных отражать собственную педагогическую мыслительную деятельность, умеющих работать с участниками образовательного процесса любого возраста и любого социально- психологического статуса". Современное обучение понимается как инновационная форма организации профессиональной подготовки, предполагающая согласованное взаимодействие образовательной и производственной сфер в подготовке кадров определенного профиля и уровня квалификации в соответствии с потребностями конкретного предприятия, построенная на единстве трех методологических основ: аксиологической (паритет гуманистической и технической-технологические ценности и цели); онтологической (компетентностный подход); технологической (организация процесса развития профессиональной деятельности, социальных и профессиональных отношений) [1, с. 128]. В статье рассматриваются научно-педагогические основы профессиональной подготовки будущих специалистов в условиях современного образования. В основе работы лежит идея о том, что внедрение элементов современной системы обучения студентов педагогических специальностей будет способствовать качественному развитию общей и профессиональной подготовки студентов по специальности, а также приобретению практических навыков в соответствующей области непосредственно в образовательной организации.

**Abstract:** The article is intended for managers, teachers, and students of professional educational organizations. One of the key problems of training a new type of specialist is the problem of forming appropriate professional competencies among students of pedagogical colleges. This task is clearly stated in the program for the development of Kazakhstan's education: "We need to train specialists who can work with the processes of education and development, owning ways to design their own original methods and technologies, able to reflect own pedagogical mental activity, able to work with participants of educational process of any age and any socio-psychological status". Modern training is understood as an innovative form of professional training organization that involves coordinated interaction of educational and industrial spheres in the training of personnel of a certain profile and skill level in accordance with the needs of a particular enterprise, built on the unity of three methodological bases: axiological (parity of humanistic and technical-technological values and goals); ontological (competence approach); technological (organization of the process of development of professional activity, social and professional relations) [1, p. 128]. The article deals with the scientific and pedagogical bases of professional training of future specialists in the conditions of modern education. The work is based on the idea that the introduction of elements of the modern system of teaching students of pedagogical specialties will contribute to the qualitative development of students' General and professional training in the specialty, as well as the acquisition of practical skills in the relevant field directly in the educational organization.

**Негизги сөздөр:** заманбап билим берүү, заманбап система, заманбап окутуу модели, заманбап билим берүү, кесиптик стандарт, кесиптик окутуу.

**Ключевые слова:** современное образование, современная система, современная модель обучения, современное образование, профессиональный стандарт, профессиональная подготовка.

**Keywords:** modern education, modern system, modern training model, modern education, professional standard, professional training.

**Introduction.** Modern education is associated with the pace of socio-economic transformations in the country and entry into the international educational space, strengthening the role of professional training of students in the development of their chosen specialty during their studies at the University. Today, modern training has of great importance in the development of professional education. In this regard, the address of the first President of the state N. Nazarbayev to the people of Kazakhstan "Twenty steps to a society of Universal Labor" suggests a new program of social modernization of the country based on specific industrial labor relations. This implies that the future specialist becomes not only a professional, but also a person. For which the issues of mastering the value orientations of this profession, awareness of its goals, bringing people and professional groups closer together, entering into their role structure, accepting all components of the upcoming professional activity: its tasks, subject, methods, means of results and situations within this specialty are relevant. [2] The world recognizes the advantages of the modern training system, which we consider in the context of theoretical training in educational institutions and practical training in the workplace.

The advantage of modern education as a basis for practice-oriented training is the interest of employers as consumers of future employees. [3] Educational institutions that attract highly qualified employees of enterprises to the educational process, provide opportunities for using modern equipment in real production in the educational process, and the requirements of employers for future modern training specialists are taken into account. The modern system corrects the gap between theory and practice, creates a high motivation of students to get an education, orients the University to a qualitatively new level of training of future specialists. In the current conditions, the requirements for professional training in the conditions of modern education with a high level of training of future specialists for the upcoming activities are updated. [4, 8]

The relevance of this statement became obvious from the analysis of the works of scientists in the field of pedagogical Sciences. Structure and dynamics of career guidance (E. F. Zeer, E. A.

Klimov, Markov A. K., Petrov I. V. Ilmukova, E. A. Vertyagiya) and features of students' professional adaptation to certain types of professional activity (Vrazhnova H. R., Kadyrova H., Makhmudov F. A., Nimchenko V. S., Polutova M. A., Syromitskaya I. A.) were comprehensively analyzed in the works of scientists. Research was conducted on the implementation of the modern training system and implementation issues (K. Zh. Buzaubakova, S. A. Uzakbayeva, S. A. Zholdasbekova, Zh. o. Nurzhanbayeva, P. N. Baltash, U. M. Abdigapbarova, etc.) in the training of teachers in the Republic of Kazakhstan [6]. [8][9,31] As a result of the analysis of psychological and pedagogical literature in the adaptation of future teachers, the General biological and psychological qualities of a person (P. K. Anokhin, M. I. Dyachenko, JI.a. Kandybovich, I. S. Kon,

A. N. Leontiev, A.V. Petrovsky, S. V. Petrovsky, L. Rubinstein, Sikhimbayev, etc.), as well as professional and training in conditions of modern education. From a psychological and pedagogical point of view, we came to the conclusion that the issue of graduates' ability to work in new conditions and respond to new requirements has not been studied. [7]

Based on the revealed contradictions, the research problem is formulated: what should be the system of training future teachers of modern education, so that it meets the needs of society in preparing professionally trained specialists for the conditions of modern education and what are the ways of its organization? The relevance of the problem, its theoretical and practical significance, as well as its lack of development in the theory and practice of professional pedagogy were the basis for determining the research topic. [8]

The first stage (2019) is search and theoretical (preparatory). The research materials are summarized and analyzed. The problem area of research is specified. The logical structure and initial state of the research are revealed, and the problems of professional training of future specialists in modern training based on the study of scientific literature and educational experience are analyzed. The topic is justified and the scientific apparatus is defined.

To determine the initial level of professional training of students, an ascertaining experiment was conducted. The second stage (2020) is experimental (main). In the system of modern training, the theoretical and methodological guidelines of the problem of professional training of future specialists are clarified. The program of forming experiment is developed. A practice-oriented model of professional training of future specialists in modern training is constructed, the results of theoretical research are interpreted into practical activities, conditions are developed, and methods are proposed to ensure the effectiveness of the model implementation [9].

The third stage (2020) is the final generalizing (analytical) analysis, scientific and theoretical generalization and interpretation of the data obtained during the experiment. Formation of the main conclusions and conceptual provisions of the study, development of recommendations. Implementation of research results in educational practice of higher education institutions and vet institutions. Design of research work [10].

1. scientific and theoretical foundations of professional training of future specialists in the conditions of modern education have been created.
2. the psychological and pedagogical principles of professional training of future specialists in the conditions of modern education are Clarified [11].
3. a practice-oriented model of professional training of future specialists in the conditions of modern education has been Developed, pedagogical conditions for its implementation have been identified and justified [12].
4. the forms and methods of professional training of future specialists in the conditions of modern education are Proposed, the importance of which has been tested in practice. Practical significance of the study:

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There were developed and implemented in practice: educational and methodological support of the educational process, as well as the program of the seminar “Factors of professional training of future teachers in the conditions of modern education” for teachers of higher educational institutions and employees of enterprises-employers and the program of the elective course “Fundamentals of modern training” for bachelors. [13] Theoretical principles, insights, methodological and diagnostic materials and recommendations resulting from the study can be used in the process of modern education in training of bachelors in specialty “vocational training”, “preschool training and education” and “art and drawing” in the system of technical and vocational education and training workers of higher educational institutions [14].

It is provided with a methodological sequence of initial theoretical positions that meet modern requirements and trends in the development of professional pedagogical science and practice. Compliance of the complex of research methods with the stages of professional training of future specialists in the conditions of modern training. Tasks and logic of the research. Representativeness of quantitative and qualitative analysis and processing of the results of the obtained data.

Proof of theoretical and applied conclusions. With the direct participation of the dissertation candidate in the implementation, testing and implementation of research results in educational practice with the coverage of 135 students and 11 representatives of employers.

### **Conclusion.**

Coordination of mutual actions is responsible for the content part of students’ training. The professional standard plays an important role in determining the criteria for qualification levels and characteristics of training of workers. Teachers, student representatives, and employers review the content of training programs. It is important to note that the content concept of the modern training system is based on strengthening the student's practice-oriented activities on production sites, which contributes to the acquisition of certain professional competencies at the early stages of training. However, when implementing the modern model of labor training in Kazakhstan, it is necessary to keep in mind the peculiarities of domestic education and the need for adequate integration of innovations into Kazakhstani realities. [16] In addition, the modern training system as a product of social partnership is an effective and flexible mechanism for training highly qualified specialists who are able to solve complex production tasks and quickly adapt to constantly changing conditions.

You can start the educational process of modern training from the moment of graduation (applicant). It is important when education begins not with the search for an educational institution where you can study a particular specialty, but with the search for an enterprise that will take applicants for modern training. Applicants are required to submit their school certificates and pass an interview where the employer will assess their suitability to study a particular profession. A contract is concluded between the student and the employer, and the student actually receives a salary from the employer, since part of the time they actually work at the enterprise. Training usually lasts 3 years, regardless of whether the student wants to become a hairdresser, Builder, nurse, IT specialist, translator or Manager. The moment of acceptance of the qualification exam should be particularly noted. The examination Board must include equal proportions of representatives of the employer, a representative of students and a teacher of a vocational school.

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The procedure for conducting exams is prepared by the chamber of Commerce and industry. This system allows you not only to acquire theoretical knowledge, but also specific practical experience for further work. After receiving a higher education, students usually remain working at the enterprise. This form of education is a great opportunity for employers to train specialists needed by the company, and for students – to get not only theoretical, but also practical knowledge. Today, it is still difficult to talk about an ideal approach to modern education in our professional educational organizations. But the desire to enter the modern system of training bears fruit: employers do not refuse to practice students, take an active part in the preparation of professional educational programs, and are interested in carrying out a qualification exam based on the criteria for evaluating the quality of specialist training compiled by representatives of the enterprise / organization.[15]

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