Торайғыров университетінің
ҒЫЛЫМИ ЖУРНАЛЫ

НАУЧНЫЙ ЖУРНАЛ
Торайғыров университета

ТОРАЙҒЫРОВ УНИВЕРСИТЕТІНІҢ ХАБАРШЫСЫ

ПЕДАГОГИКАЛЫҚ СЕРИЯСЫ
1997 ЖЫЛДАН БАСТАП ШЫҒАДЫ

ВЕСТНИК ТОРАЙҒЫРОВ УНИВЕРСИТЕТА

ПЕДАГОГИЧЕСКАЯ СЕРИЯ
ИЗДАЕТСЯ С 1997 ГОДА

ISSN 2710-2661

№ 3 (2021)

ПАВЛОДАР

НАУЧНЫЙ ЖУРНАЛ
Торайгыров университета

Педагогическая серия
выходит 4 раза в год

СВИДЕТЕЛЬСТВО

о постановке на переучет периодического печатного издания,
информационного агентства и сетевого издания

№ KZ03VPY00029269

выдано

Министерством информации и коммуникаций
Республики Казахстан

Тематическая направленность

публикация материалов в области педагогики,
психологии и методики преподавания

Подписной индекс – 76137

<https://doi.org/10.48081/FQUO1167>

Бас редакторы – главный редактор

Бурдина Е. И.

д.п.н., профессор

Заместитель главного редактора

Абыкенова Д. Б., *PhD доктор*

Ответственный секретарь

Нургалиева М. Е., *PhD доктор*

Редакция алқасы – Редакционная коллегия

Пфейфер Н. Э.,

д.п.н., профессор

Жуматаева Е.,

д.п.н., профессор

Абибулаева А. Б.

д.п.н., профессор

Фоминых Н. Ю.,

д.п.н., профессор (Россия)

Снопкова Е. И.,

к.п.н., профессор (Белоруссия)

Мирза Н. В.,

д.п.н., профессор

Донцов А. С.,

доктор PhD

Шокубаева З. Ж.,

технический редактор

За достоверность материалов и рекламы ответственность несут авторы и рекламодатели

Редакция оставляет за собой право на отклонение материалов

При использовании материалов журнала ссылка на «Вестник Торайгыров университета» обязательна

<https://doi.org/10.48081/YNHT3628>

***A. D. Kariyev, Ye. N. Agranovich, T. B. Baynazarova,
L. Ye. Ageyeva, Yu. B. Iminova**

Kazakh National Women's Teacher Training University,
Republic of Kazakhstan, Almaty

ABOUT DEVELOPMENT OF SKILLS OF ELEMENTARY CLASSES TEACHERS TO PEDAGOGICALLY SUPPORT THE RESEARCH (PROJECT) ACTIVITY OF STUDENTS

An analysis of the literature and the practice of forming a teacher's own skills to organize and accompany research (project) activities indicates significant difficulties that he encounters in his daily activities. The insufficient level of scientific and theoretical knowledge, methodological and methodological training does not allow the teacher to successfully set and independently solve the problems of accompanying students in the educational process. Many teachers experience significant difficulties in organizing and supporting research activities: initiating and defining a research topic, formulating a scientific apparatus, preparing tools for collecting information and conducting an experiment. The article substantiates the conditions for the development of teacher's skills to organize and carry out pedagogical support of research and project activities of primary school students.

These conditions contribute to the formation of these skills of a primary school teacher, especially since the system of continuous teacher education provides significant opportunities for this. The described work carried out based on the ideas of cooperation pedagogy, stimulating productive interaction of community members, which contributes to the development of the qualities necessary for pedagogical support of students' activities.

Keywords: pedagogical support, research activity, project activity, primary school teacher, teacher's professional development.

Introduction

The objective need to update educational activities, which is focused not on the process, but on the results obtained, means the need to form in the trainees the skills and abilities of not only educational, but also project and research activities,

etc. This is not about mastering individual techniques, approaches, methods inherent in design and research, but on the holistic mastery of these activities at a level that allows students to independently implement them. Such results clearly stated in the regulatory documents of the Republic of Kazakhstan. In particular, they indicate that it is necessary to ensure «the formation ... of the foundations of the culture of research and project activities and the skills of development, implementation and public presentation by students of the results of research, a subject or interdisciplinary educational project aimed at solving a scientific, personal and (or) social significant problem» [1].

Investigating the issues of support of research (project) activities, V. N. Varaksin focuses on cooperation, joint activities of participants in the pedagogical process, motivation to achieve personal goals, as well as creative activity, which «being a qualitatively new direction in interpersonal communication, generates information that contributes to the modification of life in cooperation» [2].

In a study by Simonova G. I. and etc. the role of social adaptation in pedagogical support of educational activities is noted, where the leading goal of pedagogical support is the organization of interrelated activities of specialists of educational institutions and students [3].

Psychological and pedagogical aspects of student support, discussed in the article by Zeleeva V. P. and etc. suggest an integrated approach to the choice of methods and techniques for supporting the development of the personality of students based on the principle of continuity, taking into account age characteristics and the previous experience of students [4].

Pozdeeva S. I. considers pedagogical support as intensive involvement in meaningful activities aimed at improving results [5].

Thus, in the psychological and pedagogical literature, various approaches to the problem of pedagogical support of research (project) activities of students are widely considered.

Materials and methods

This article substantiates the pedagogical conditions that ensure the development of skills in supporting research activities among elementary school teachers. The solution of theoretical problems provided based on anthropological, systemic, project-oriented and personality-oriented approaches.

Models of pedagogical support known from the literature represent it as a process with a certain structure, which contains functional components (theoretical-methodological, information-analytical, technological, managerial, etc.) [3] or stages of the process under consideration [4]. However, not all teachers have the knowledge and skills to accompany the project and research activities of students.

Therefore, it is necessary to develop a model that substantively determines the conditions that are necessary for the formation of the teacher's ability to organize and pedagogically accompany such student activities.

The normative and legal basis of the pedagogical conditions formed by the state educational standard and other normative documents. Analytical and theoretical methods made it possible to develop conceptual foundations for the development of teachers 'skills pedagogically accompany students' research activities. The literature on the research problem studied and analyzed, sociological methods and mathematical data processing used.

Results and discussion

It decided that the pedagogical conditions that represent the considered processes of purposeful development of primary school teachers be based on the basic factors of human development, specifying and differentiating them, taking into account the specific specifics of this process. These basic factors represent the three foundations of development - community, consciousness and activity. «They are universal ways of being a person, ways of his life ... all three grounds mutually suppose each other ... they are both consequences and preconditions of each other, while maintaining their very specificity» [6].

For the formation of the required skills, three groups of conditions are required that ensure coordinated development:

- consciousness of the primary school teacher;
- activities of primary school teachers;
- community of primary school teachers.

Let's take a look at each of these groups.

The first group of conditions.

First of all, we note that as part of the conditions that ensure the development of the consciousness of a primary school teacher, conditions are necessary that initiate and support the understanding of the value-semantic foundations of pedagogical support of students, as well as the professional knowledge and skills necessary for this. After all, it is the values based on which the teacher's activity is realized that determines its content, as well as the essence of the «human image» of each participant [7, 8].

This means that, using the possibilities of the field of personal autonomy, the development of consciousness realized as an open process, open to new challenges formed in the external environment. At the same time, challenges can also arise because of the teacher's understanding of the insufficiency of his resources to resolve the current problem situation. However, the openness of consciousness does not make it possible to realize the challenges coming from within, because this requires the closeness of consciousness, its ability to concentrate, not to react

to external influences. At the same time, the closed consciousness cannot be aware of external challenges. After all, «the mind, for whatever reason, borrowed nothing from the mass of ideas widespread among mankind, ... isolated from the human family and completely withdrawn into itself, inevitably falls into greater decline, the more self-willed was his own activity» [9].

Consequently, the development of the teacher's consciousness can occur only then, this development is realized as some optimally open and at the same time optimally closed process. Note that such development allows teachers to assess the proportionality of existing knowledge, skills and forces with the tasks to solve.

The second group of conditions.

The optimal state of any person, his subjective well-being ensured if he could be himself in his life and activity, i.e. lives and acts in accordance with his inner world. The personality of a subjectively prosperous person is a multilevel system of his properties, qualities, energies. This provides a person not only stability in life, but also his individual originality. A subjectively successful person takes his values, his feelings seriously and considers his activities as a significant opportunity for development, as a process during which he can learn, grow and improve.

Therefore, in order for this development to be effective, conditions are necessary for the activities of the participants to be productive. Indeed, precisely such activity can become the source and space for the development of each participant.

In the process of his development, only man himself can and should be his subject. After all, the developing person acts as the basis and active principle, the mechanism of his development. Knowing himself and the surrounding reality, seeking to reveal and comprehend everything that happens, he determines what needs to change in himself, what needs to be mastered, what needs to be done in the surrounding reality?

However, it is impossible somewhere, for example, in the system of general or higher education, or when raising the qualifications of a teacher, simply declare (appoint) a teacher as a subject of development. It is possible to become a subject only thanks to the conscious mastering of the subject position by a person, his acceptance of the responsibilities of the subject and the corresponding responsibility for the results [10].

At the same time, in reality, there is a discrepancy between the need to develop teachers and their needs in terms of professional growth. Therefore, most teachers indicate methodological developments as the most necessary type of sources that help them in their work and allow them to improve its quality. This means that in the minds of most teachers, the meaning of development is to replenish their

knowledge and methods of activity. In addition, in their practice, they use ready-made and proven techniques and methods.

Mastering the subject position by teachers means the need to ensure the subject-subject nature of their interaction with members of the organizational group, experts and tutors. Therefore, for the effective development of the skills of primary school teachers to accompany the activities of students, it is necessary to create the conditions necessary for the formation and maintenance of the subject-subject nature of the activities of all teachers participating in development courses in the spaces of their educational and design activities, as well as their practice. This will support the development of teachers' ability to cooperate, initiative, the ability constructively resolve conflict situations, and will form the creative nature of joint activities.

At the same time, accompanying the project and research activities of students in the space of their practice, primary school teachers will create conditions for students to master the subject position. In addition, participation in the management of joint activities, in determining its direction, content, methods and forms, as well as in assessing the products obtained, will form in students the qualities necessary for future subjects of the country's economic and social development.

The concept of «joint activities» used to characterize various phenomena. Sometimes this called a set of individual acts of communication. The composition of such a set is not stable; the functional and role positions of the participants not been formed. As a joint activity, a relatively stable structure is also determined, including interrelated acts of communication, in which the functional-role positions of the participants are not fixed. Joint activity also realized as the interaction of the participants, during which the corresponding functional-role positions formed, not necessarily personified and fixed. At the same time, a full-fledged joint activity is a stable interconnected dynamic structure, which implemented by participants with well-defined functional-role positions [2, 11]. Such a structure is the result of the coordination of actions aimed at its definition, and, at the same time, the condition for the flexibility of its restructuring in the process of activity. It is this kind of activity that makes it possible successfully develop new skills of teachers. Therefore, it is necessary to create the conditions necessary for the formation and maintenance of a full-fledged joint activity of teachers participating in this activity.

The third group of conditions.

The interaction of developing people can provide not only the formation, development, but also the destruction, transformation and replacement of «some forms of compatibility, unity, co-existence with other forms - more complex, higher level of development ... Development is a dynamic transformation of systems of connections and relations into co-existence existential community in the processes

of socialization (identification of a person with others) and individualization (isolation of a person in the community) »[10].

Thus, to ensure the real development of primary school teachers, it is necessary to create conditions conducive to the formation and improvement of the co-existence community in which all participants interact. After all, the co-existence community in education is both a source of development and a subject of education [12].

Collaborative educational activities, in which primary school teachers develop, carried out within the framework of a sequence of classes in special courses. The conditions that created in these classes should allow each participant in the activity to feel himself the subject of everything that happens, to act as a subject who understands his role in it. Ideally, each lesson acquires not a routine, but an eventful character and becomes a significant event for the participants, a time of their life in a space in which they acquire new meanings.

Consequently, in order to ensure such development of primary school teachers, which is aimed at the formation of the skills to pedagogically accompany the research (project) activities of students, it is necessary to create conditions that allow, instead of the sequence of traditional training sessions, to form a system of meetings, during which participants gain a unique experience of full-fledged «living» of various educational events. As a result, classes in the courses become a natural meeting place for the personality of each participant and society, a place for productive resolution of everyday contradictions. Educational activity gains the opportunity to focus both on the individual and on society [13].

Further, in the table, the processes that provide the conditions described above and lead to the development of teachers' 'skills to carry out pedagogical support of students' activities presented.

Table – Processes that provide conditions for the development of primary school teachers and the formation of their skills to carry out pedagogical support of the project and research activities of students

Subsystem	Pedagogical conditions	Interconnection of subsystems
I Formation of value-semantic foundations of pedagogical support for primary school teachers	Conditions necessary for the activities of the participants to be productive	Provide teachers with a real understanding of the highest standards of professional activity, their acceptance and adherence to them, contribute to the reflective development of changes in the mind of the teacher.
	Conditions for initiating and supporting the comprehension of the value-semantic foundations of pedagogical support of students	

II Promoting the optimal development of consciousness of primary school teachers)	Conditions necessary for the formation and maintenance of the subject-subject character	allow the participants to satisfy their need to search for opportunities in a new way to be defined in changed circumstances, ensure the optimal development of the consciousness of each teacher, make it possible to adjust the degree of subjectivity of his participation in joint activities, allow to optimize the degree of openness of his consciousness, contribute to maintaining or optimally necessary expansion of the field of personal autonomy ...
	Conditions that ensure the development of the participant's consciousness as an optimally open and at the same time optimally closed process	
	Conditions conducive to maintaining and optimally expanding the field of personal autonomy	
III Ensuring full-fledged joint activities that are meaningful to its participants	Conditions necessary for the formation and maintenance of full-fledged joint activities of the participants	implemented in the context of a full-fledged joint activity, in which the teacher feels himself to be a creative principle, an acting force that transforms not only educational reality, but also his own consciousness, provide an opportunity for the teacher to actively participate in the processes taking place in the co-existence community of the participants, to influence the joint activity and the quality of the results obtained. At the same time, teachers' readiness for changes, the ability to reassess values, and the ability to act together in new situations of an uncertain future formed.
	Conditions that allow, instead of traditional training sessions, to form a system of meetings where various educational events are «lived»	
	Conditions conducive to the formation, development and improvement of a co-bitter community in which all participants interact	

Conclusions

In the course of the theoretical part of the study, the pedagogical conditions of the process developed, which ensure the formation of teachers' skills to carry out pedagogical support for the project and research activities of students, which implemented in the courses of professional and personal development of teachers. These conditions contain three functional subsystems, thanks to which the target orientation of the courses provided. At the same time, the conditions implemented that are necessary for the formation and development of the teacher's ability to organize and pedagogically accompany the specified activities of students. The teachers' understanding of the needs and motives of their development updated. The need for new competencies as their educational goals in active joint activities

realized. The formation by the participants of its various forms supported. Monitoring of joint activities carried out, allowing assessing the degree of its development by the participants. The influence of participants on the course of joint activities and on the results obtained ensured the process of mastering new experience, developed in the course of development courses, comprehended.

The developed pedagogical conditions allow organizing courses of professional and personal development for teachers of various specializations. At the same time, the specifics of the accompanied students who carry out design and research (for example, primary school students) taken into account in the topics of their developments and in their content.

In the second (experimental) part of the study, the following tasks solved:

1) develop a program of courses for professional and personal development aimed at developing the skills of primary school teachers to carry out pedagogical support for the project and research activities of students;

2) carry out approbation of the developed program and evaluate the effectiveness of the completed approbation;

3) develop methodological recommendations that provide an opportunity to replicate the experience of organizing courses, during which the skills of primary school teachers are formed to carry out pedagogical support of the project and research activities of students.

Present the results of the experimental part of the study in a separate article.

This article was prepared as part of the implementation of the scientific project «Formation of the skills of primary school teachers to pedagogically accompany the research (project) activities of primary school students», supported by a grant from the Kazakh National Women's Pedagogical University for 2020-2021. (Order No. 347 dated 10/14/2020).

References

1 Государственный общеобязательный стандарт начального образования от 31.10.2018. – № 604. – [Электронный ресурс]. <http://adilet.zan.kz/rus/docs/V1800017669> (Дата обращения: 21.12.2020).

2 **Вараксин, В. Н.** Совместная деятельность педагога и студентов как механизм саморазвития // Международный журнал экспериментального образования. – 2014. – № 3-2. – С. 134–136.

3 **Simonova, G. I., Utemov, V. V., Moskvina, A. S.** Logical Structure of Pedagogical Support of Students' Social Adaptation // Eurasian Journal of Analytical Chemistry, 2017. – № 12(7b). – P.1107-1115. – DOI: 10.12973/ejac.2017.00236a

4 **Zeleeva, V. P., Bykova, S. S., Varbanova, S.** Psychological and pedagogical support for students' adaptation to learning activity in high science school // International Society of Educational Research. – 2016. – № 11(3). – P. 151–161. doi: 10.12973/ijese.2016.299a

5 **Поздеева, С. И.** К проблеме вовлечения преподавателей в научно-исследовательскую деятельность // Научно-педагогическое обозрение. Pedagogical Review. – 2021. – №1 (35). – С. 92–96.

6 **Слободчиков, В. И.** Очерки психологии образования / издание второе, переработанное и дополненное. – Биробиджан : Изд-во БГПИ, 2005. – 272 с.

7 **Гринёва, Е. А., Давлетшина, Л. Х.** К вопросу о сущности понятий «духовность», «нравственность», «духовно-нравственный потенциал» // Современные проблемы науки и образования. – 2013. – № 1. – [Электронный ресурс]. URL: <http://science-education.ru/ru/article/view?id=8458> (Дата обращения: 14. 10.2020).

8 **Зинченко, В. П.** Посох Осипа Мандельштама и Трубка Мамардашвили. К началам органической психологии. – М. : Новая школа, 1997. – 336 с.

9 **Чаадаев, П. Я.** Статьи и письма. – М. : Современник, 1989. – 621 с.

10 **Слободчиков, В. И., Исаев, Е. И.** Психология развития человека: развитие субъективной реальности в онтогенезе : Учебное пособие для вузов. – М. : Школьная пресса, 2000. – 416 с.

11 Образовательное содержание совместной деятельности взрослых и детей в школе: управление и становление. Книга 7 / Под ред. Г.Н. Прокументовой, С.И. Поздеевой. – Томск, 2015. – 288 с.

12 **Слободчиков, В. И.** Событийная образовательная общность – источник развития и субъект образования // Ученые записки Педагогического института Саратовского государственного университета им. Н. Г. Чернышевского. Сер. Психология. Педагогика. – Т. 3. – № 2 (10). – 2010. – С. 3–8.

13 **Новиков, А. М.** Российское образование в новой эпохе / Парадоксы наследия, векторы развития. – М. : Эгвес, 2000. – 272 с.

References

1 Gosudarstvennyj obshcheobrazatel'nyj standart nachal'nogo obrazovaniya ot 31.10.2018, № 604. [The state mandatory standard of primary education of 31.10.2018, No. 604] – [Electronic resource]. <http://adilet.zan.kz/rus/docs/V1800017669> (Data obrashcheniya: 21.12.2020).

2 **Varaksin, V. N.** Sovmestnaya deyatel'nost' pedagoga i studentov kak mekhanizm samorazvitiya [Joint activity of a teacher and students as a

mechanism of self-development] // *Mezhdunarodnyj zhurnal eksperimental'nogo obrazovaniya*. – 2014. – № 3–2. – P. 134–136.

3 **Simonova, G. I., Utemov. V. V., Moskvina, A. S.** Logical Structure of Pedagogical Support of Students' Social Adaptation // *Eurasian Journal of Analytical Chemistry*. – 2017. – № 12(7b). – P. 1107–1115. – DOI: 10.12973/ejac.2017.00236a

4 **Zeleeva, V. P., Bykova, S. S., Varbanova, S.** Psychological and pedagogical support for students' adaptation to learning activity in high science school // *International Society of Educational Research*. – 2016. – № 11(3). – P. 151–161. doi: 10.12973/ijese.2016.299a

5 **Pozdeeva, S. I.** K probleme вовлечения преподавателей в научно-исследовательскую деятельность [On the problem of involving teachers in research activities] // *Nauchno-pedagogicheskoe obozrenie*. – Pedagogical Review, 2021. – №1 (35). – P. 92–96.

6 **Slobodchikov, V. I.** Oчерки психологии образования / издание второе, переработанное и дополненное [Essays on the psychology of education / second edition, revised and supplemented]. – Биробиджан : Изд-во БГПИ, 2005. – 272 p.

7 **Grinyova, E. A., Davletshina, L. H.** K вопросу о сущности понятий «духовность», «нравственность», «духовно-нравственный потенциал» [On the question of the essence of the concepts «spirituality», «morality», «spiritual and moral potential»] // *Sovremennye problemy nauki i obrazovaniya*, 2013. – № 1. – [Electronic resource]. URL: <http://science-education.ru/ru/article/view?id=8458> (data obrashcheniya: 14. 10.2020).

8 **Zinchenko, V. P.** Posoh Osipa Mandel'shtama i Trubka Mamardashvili. K nachalam organicheskoy psikhologii [Osip Mandelstam's staff and Mamardashvili's Pipe. To the beginnings of organic psychology]. – М. : Novaya shkola, 1997. – 336 p.

9 **Chaadaev, P. Ya.** Stat'i i pis'ma [Articles and letters]. – М. : Sovremennik, 1989. – 621 p.

10 **Slobodchikov, V. I., Isaev, E. I.** Psihologiya razvitiya cheloveka: razvitiye sub'ektivnoy real'nosti v ontogeneze [Psychology of human development: the development of subjective reality in ontogenesis] : Uchebnoe posobie dlya vuzov. – М. : SHkol'naya pressa, 2000. – 416 p.

11 **Obrazovatel'noe sodержание sovmestnoy deyatel'nosti vzroslykh i detej v shkole: upravlenie i stanovlenie** [Educational content of joint activities of adults and children at school: management and formation]. Kniga 7 / Pod red. G. N. Prozumentovoj, S. I. Pozdeevoy. – Tomsk, 2015. – 288 p.

12 **Slobodchikov, V. I.** Sobytiynaya obrazovatel'naya obshchnost' – istochnik razvitiya i sub'ekt obrazovaniya [Event-based educational community – a source of development and a subject of education] // *Uchenye zapiski Pedagogicheskogo*

instituta Saratovskogo gosudarstvennogo universiteta im. N. G. Chernyshevskogo. Ser. Psihologiya. Pedagogika. T. 3. № 2 (10). 2010. S. 3-8.

13 Novikov, A. M. Rossijskoe obrazovanie v novej epohe [Russian education in the new era] / Paradokсы naslediya, vektory razvitiya. – M. : Egves, 2000. 272 s.

Material received on 09.09.21.

*А. Д. Кариев, Е. Н. Агранович, Т. Б. Байназарова, Л. Е. Агеева Ю. Б. Иминова
Қазақ ұлттық қыздар педагогикалық университеті,
Қазақстан Республикасы, Алматы. қ.
Материал 09.09.21 баспаға түсті.

БАСТАУЫШ СЫНЫП МҰҒАЛІМДЕРІНІҢ ОҚУШЫЛАРДЫҢ ЗЕРТТЕУШІЛІК (ЖОБАЛЫҚ) ІС-ӘРЕКЕТІН ПЕДАГОГИКАЛЫҚ СҮЙЕМЕЛДЕУ БІЛІГІН ДАМУЫ ТУРАЛЫ

Әдебиеттерді талдау және мұғалімнің ғылыми (жобалық) іс-шараларды ұйымдастыру және сүйемелдеу дағдыларын қалыптастыру тәжірибесін қалыптастыру оның күнделікті қызметінде кездесетін маңызды қиындықтарды көрсетеді. Ғылыми-теориялық білімнің, әдістемелік және әдістемелік дайындық деңгейінің жеткіліксіздігі мұғалімге білім беру процесінде студенттермен бірге жүретін мәселелерді ойдағыдай қойып, өз бетінше шешуге мүмкіндік бермейді. Көптеген оқытушылар ғылыми-зерттеу қызметін ұйымдастыруда және қолдауда айтарлықтай қиындықтарға тап болады: зерттеу тақырыбын бастау және анықтау, ғылыми аппарат құру, ақпарат жинау құралдары мен эксперимент жүргізу. Мақалада мұғалімнің бастауыш сынып оқушыларының ғылыми-зерттеу және жобалық іс-әрекеттерін педагогикалық қолдауды ұйымдастыру және жүзеге асыру дағдыларын дамыту шарттары негізделеді.

Бұл жағдайлар бастауыш мектеп мұғалімінің осы дағдыларын қалыптастыруға ықпал етеді, әсіресе өмір бойы педагогикалық білім беру жүйесі бұған айтарлықтай мүмкіндіктер береді. Сипатталған жұмыс студенттердің іс-әрекетін педагогикалық қолдау үшін қажетті қасиеттерді дамытуға ықпал ететін қоғамдастық мүшелерінің өндірістік өзара әрекетін ынталандыратын ынтымақтастық педагогикасы идеялары негізінде жүзеге асырылады.

Кілтті сөздер: педагогикалық қолдау, зерттеу қызметі, жобалық қызмет, бастауыш сынып мұғалімі, мұғалімнің кәсіби дамуы.

*А. Д. Кариев, Е. Н. Агранович, Т. Б. Байназарова, Л. Е. Агеева, Ю. Б. Иминова
Казахский национальный женский педагогический университет,
Республика Казахстан, г. Алматы.

Материал поступил в редакцию 09.09.21.

О РАЗВИТИИ УМЕНИЙ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ ПЕДАГОГИЧЕСКИ СОПРОВОЖДАТЬ ИССЛЕДОВАТЕЛЬСКУЮ (ПРОЕКТНУЮ) ДЕЯТЕЛЬНОСТЬ УЧАЩИХСЯ

Анализ литературы и практики формирования собственных умений учителя организовать и сопровождать исследовательскую (проектную) деятельность свидетельствует о значительных трудностях, с которыми он сталкивается в своей повседневной деятельности. Недостаточный уровень научно-теоретических знаний, методологической и методической подготовки не позволяет учителю успешно ставить и самостоятельно свои решать задачи сопровождения учащихся в учебно-воспитательном процессе. Многие учителя испытывают значительные затруднения при организации и сопровождении исследовательской деятельности: инициации и определении темы исследования, формулировании научного аппарата, подготовки инструментария для сбора информации и проведении эксперимента. В статье обоснованы условия для развития умений учителя организовывать и осуществлять педагогическое сопровождение исследовательской и проектной деятельности учащихся начальной школы.

Данные условия способствуют формированию указанных умений учителя начальной школы, тем более что система непрерывного педагогического образования предоставляет для этого существенные возможности. Описываемая работа осуществляется на основе идей педагогики сотрудничества, стимулирующих продуктивное взаимодействие участников общности, которое способствует развитию качеств, необходимых для педагогического сопровождения деятельности учащихся.

Ключевые слова: педагогическое сопровождение, исследовательская деятельность, проектная деятельность, учитель начальных классов, профессиональное развитие педагога.

Теруге 09.09.2021 ж. жіберілді. Басуға 30.09.2021 ж. қол қойылды.

Электронды баспа

4,31 Mb RAM

Шартты баспа табағы 28,0.

Таралымы 300 дана. Бағасы келісім бойынша.

Компьютерде беттеген З. С. Исакова

Корректоры: А. Р. Омарова

Тапсырыс № 3810

Сдано в набор 09.09.2021 г. Подписано в печать 30.09.2021 г.

Электронное издание

4,31 Mb RAM

Усл.п.л. 28,0. Тираж 300 экз. Цена договорная.

Компьютерная верстка З. С. Исакова

Корректор: А. Р. Омарова

Заказ № 3810

«Toraighyrov University» баспасынан басылып шығарылған

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

«Toraighyrov University» баспасы

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

8 (7182) 67-36-69

e-mail: kereku@tou.edu.kz

pedagogic-vestnik.tou.edu.kz