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ТҮЙІН

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Ана болуға психологиялық дайындалудың өзекті мәселелері

Бұл мақала ана болуға психологиялық дайындалудың кейбір проблемалары туралы материалды қамтиды. Мақалада ана болуға психологиялық дайындықты, ана болуға қажетті-уәждемелік дайындықты, ана болуға құндылықты-мағыналық дайындықты анықтауға мүмкіндік беретін негізгі факторлар бөлініп шығарылған.

Түйін сөздер: ана болуға дайындық, ана болу уәждемесі, психологиялық факторлар, ана болу психологиясы.

RESUME

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Current issues of psychological readiness for maternity

This article contains material on some issues of psychological readiness for maternity. The article highlights the main factors that determine the psychological readiness for maternity, need-motivational readiness for maternity, value-sense readiness for maternity.

Key words: *readiness for maternity, maternity motives, psychological factors, psychology of maternity.*

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Psychological and pedagogical bases of training future teachers for the professional activity

Annotation: *This article views the problem of professional readiness of a future teacher to the professional work. Much attention is given to the contemporary social and economic situation and the increasing role of the system of education. The readiness of a future teacher to the professional work is presented as a system containing such components as motivation, knowledge and skills. The conditions necessary for improvement the training of future teacher to their professional work have been specified.*

Key words: *professional activity, professional training, social and economic conditions, readiness to professional work, improvement of training*

The integration of Kazakhstan into the world educational space, a paradigm change of education, the formation of its new national model does not disregard issues of quality of teacher training.

Modern society needs an educator able to perceive the innovation processes, ready to solve current and emerging professional tasks consistently and competently. Today we need a teacher with the innovative mindset, developed world view culture and multicultural consciousness. In the current social and economic situation the role of the education system increases. Education of a society is important, mainly, to solve social, economic and ethnic problems. Improving the training of teachers is always relevant, as when social and economic problems of a society change there are new requirements for the training of teachers [1].

It should be noted that a lot has been done here. The profессиogram of a teacher has been developed, professionally important qualities of a teacher showing his or her readiness to different types of educational activities have been identified, the peculiarities of teacher's professional thinking have been revealed, the ways of professional selection of future teachers have been set, many other issues ensuring the successful training of teachers have been solved [2-5].

Professional readiness of a future teacher can be represented as a system consisting of the following components:

- reasons for teaching activities of a young specialist, his attitude to the prospect of working in a school, the need to work with children;
- theoretical knowledge about the nature of a holistic educational process;
- the knowledge of principles of sciences which he is studying to teach;
- readiness to organize the activities of students, to cooperate with them in educational and extracurricular time, to understand the need to the student's active position in the theoretical course (student as a subject of the activity), to understand the leading role in the "teacher - student" system, and the skills to help students in mastering the ways of a variety of activities;
- mastering the methods of pedagogical research to obtain information on key variables of a holistic pedagogical process and reasonable planning the content and methods of the students' activity; presence of a holistic, systematically structural representation of the object of the teacher's activity and features of functional ties between participants of a holistic pedagogical process;
- the degree of mastering the culture of professional communication in the school; community.

The sufficient development and expression of these qualities and their unity are the indicators of a high level of the future teacher's readiness for teaching activity.

Studying at the university is the main and the most expedient process of organizing students' work on the formation of readiness of the future teachers for the upcoming teaching, so, how well the teaching process is held at the university, educational and creative activity of students as well as teaching practice are organized, influence the readiness of a future teacher for professional activity in a holistic pedagogical process [5]. In light of the humanization of pedagogical education dictated by the requirements of higher education and the needs of a modern society, in educational theory and practice of training future teachers personality-oriented technologies are favored. They provide the priority of subject- semantic learning, personal growth diagnostics, game modeling, and inclusion of educational problems in the context of life problems.

The essence of personality-centered learning is ambiguous and primarily involves turning the pedagogical process to the student's individuality to identify and develop his creativity, meaningful characteristics, personality in the process of self-realization in terms of collective activity and communication. A practical implementation of student-centered learning in a pedagogical vocational training is based on the idea of interaction of a teacher and a student in the teaching process. Personality-centered technologies in the system of pedagogical education "provide, according to the statement of V.A. Slastenin, the transformation of teacher's superposition and student's subordinated position into the personality equal position. Such transformation is due to the fact that the teacher does not only teach and educate, but motivates and stimulates the student to the general and professional development, and creates the conditions for his self-development" [5].

Thus, personality - oriented up-bringing and teaching process necessarily involves the subject - subject relations, mutual enrichment and interchange, creating conditions for self-development of a future teacher, forms the inner motivation of his activity, promotes developing a positive "self" - concept . All this helps to approve the humanistic orientation of a future teacher. The peculiarity of a teaching approach to children is not in choosing any special methods of pedagogical impact (such "special" methods do not exist), but in choosing the same conventional psychological and pedagogical methods, but with the obligatory account of student's individuality, first of all, his strengths, his advantages and at the same time his disadvantages that are to be eliminated in the process of teaching and up-bringing. Only the teacher who is aware of himself as a personality, as a responsible and self-conscious subject of the activity can recognize the individuality of each child, the uniqueness of his personality. Only when there is a positive "self" - concept of a teacher, it is possible to talk about creating conditions of a successful educational process - a positive "self"-concept of a student. The latter includes a firm conviction in impressing other people, confidence in the ability to a particular activity, a sense of self-significance [6].

Summing up the above, we note that the successful preparation of future teachers for professional activity involves the orientation to the personality of a student, establishing in the process of learning the subject - subject relations, which are characterized by the democratic character of communicative positions of the participants, the activity of parties, in which each is not only affected, but also equally affects the other.

You can put forward the following suggestions to improve the training of future teachers for the professional activity:

- to make maximum use of the principle of interaction cooperation among students and between a teacher and students in a holistic pedagogical process of the university;
- to correlate the content of conducted classes not only with the narrow educational objectives of practical activity in school, but also with the social experience of students;
- to help students identify their personal positive, in professional terms, qualities and to show opportunities of their engagement in the educational activity;
- to demonstrate visually the uniqueness of each personality and teach to understand the psychological state of another person;
- to promote the development of reflexive abilities of future teachers, for that, the feedback in the classroom is used maximally.

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ТҮЙІН

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Болашақ мұғалімдерді кәсіби қызметке даярлаудың психологиялық-педагогикалық негіздері

Бұл мақалада болашақ мұғалімдерді кәсіптік қызметке кәсіби даярлау мәселесі қарастырылады. Білім беру жүйесінің қазіргі әлеуметтік-экономикалық жағдайына және артып келе жатқан роліне көңіл бөлінген. Болашақ мұғалімді кәсіби қызметке даярлау жүйе түрінде ұсынылған, оған уәждеме, білім және білік сияқты компоненттер кіреді. Болашақ мұғалімдерді кәсіби қызметке даярлауды жетілдіруге қажетті қағидалар нақтыланған.

Түйін сөздер: кәсіби қызмет, кәсіби даярлау, әлеуметтік-экономикалық жағдайлар, кәсіби қызметке дайын болу, даярлауды жетілдіру.

РЕЗЮМЕ

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Психолого-педагогические основы подготовки будущих учителей к профессиональной деятельности

В данной статье рассматривается проблема профессиональной готовности будущего учителя к профессиональной деятельности. Уделяется внимание современной социально-экономической ситуации и возрастающей роли системы образования. Готовность будущего учителя к профессиональной деятельности представлена в виде системы, включающей следующие компоненты: мотивация, знания и умения. Уточнены положения, необходимые для совершенствования подготовки будущих учителей к профессиональной деятельности.

Ключевые слова: профессиональная деятельность, профессиональная подготовка, социально-экономические условия, готовность к профессиональной деятельности, совершенствование подготовки.