

# Forming The Students' Professional Directions on The Bases of Student Individual Work

## Formando directrices profesionales de estudiantes sobre la base de su trabajo individual

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#### ABSTRACT:

At present the most important problem of the national education system is to follow the world education standard and modern requirements. It is shown in various program documents of the Kazakhstan Republic. The state strategy directed to upgrade the education level pays much attention to students' individual activity as a significant way of training the professional specialist. The modern work process is concentrated to form the abilities to analyze any problems which a young specialist could face and to satisfy all needs in the development of the individual. At present in training the professional specialist it is necessary to develop the scientific base of organizing the students' individual work through special courses. The academic process in the higher educational process is focused to strengthen the individuality of students in gaining their knowledge independently. As a result the independent gained knowledge is widely used in the practice.

**Keywords:** individual work, professional orientation, personality, principles of individual work, organization requirements.

#### RESUMEN:

En la actualidad, el problema más importante del sistema educativo nacional es seguir el estándar mundial de educación y los requisitos modernos. Se muestra en varios documentos de programa de la República Kazajstán. La estrategia estatal dirigida a mejorar el nivel de educación presta mucha atención a la actividad individual de los estudiantes como una forma significativa de capacitar al especialista profesional. El proceso de trabajo moderno se concentra para formar las habilidades para analizar cualquier problema que pueda enfrentar un especialista joven y para satisfacer todas las necesidades en el desarrollo del individuo. Actualmente, en la formación del especialista profesional, es necesario desarrollar la base científica para organizar el trabajo individual de los alumnos a través de cursos especiales. El proceso académico en el proceso de educación superior se enfoca en fortalecer la individualidad de los estudiantes para obtener su conocimiento de forma independiente. Como resultado, el conocimiento obtenido de forma independiente es ampliamente utilizado en la práctica.

**Palabras clave:** trabajo individual, orientación profesional, personalidad, principios del trabajo individual, requisitos de la organización.

# 1. Introduction

At present higher educational establishments have been carrying out reforms of training future specialists, changing their structure and content. It is the main requirement of current time to train a specialist of any sphere with high professional orientation, abilities of self-improvements.

In the Message of the President of Kazakhstan Republic to the Kazakhstan nation from January 17, 2014 "Kazakhstan's way-2050 Common aim, common interests, common future" is cited "A developed country in the 21st century has active, educated, enterprising and healthy citizens. What do we do to achieve this? All developed countries have a unique highly-quality education system. We have a great deal of work to do to improve the quality of all parts of national education"

By 2020 we expect all Kazakhstan's children from three to six years to be in preschool education. Therefore it is important to provide them with modern education methods and qualified personnel. In the secondary education, it is necessary to improve the standard of teaching in all schools to the level of Nazarbayev Intellectual Schools. High school graduates should speak Kazakh, Russian and English. The result of teaching should be mastery of critical thinking skills, independent research and in-depth analysis of information." [1]

Establishment of students' professional orientation is to strengthen the organization of their individual study activities in the educational process. Through organization the students' individual study activities there will be favourable conditions to form their professional orientations.

And achieving the independency is directly connected with the effective organization of students' individual work. The article deals with the analysis of curriculum of the subject "History of pre-school pedagogy", lesson plans on it, types and content of individual work and ways of its organization.

At present Kazakhstan higher educational establishments have been transformed to credit system of teaching and the relation between education provider and student has reached another new level, because it is very actual to form students' creative activities, individuality, to enrich their spiritual world and their interests to education, to show the ways of self educating and with the help of general pedagogical principles improve their skills. Thus teaching methods and activities, structure of the individual activity, content and pedagogical-psychological aim of its organization have completely changed on the whole. [2]

The role of the individual activities is very important in forming the professional orientation work. Student's individual work is special type of self -educating including self implementation of didactical tasks, formation of professional interests, and collection of knowledge in the concrete sphere of science.

Student's individual activity is an unusual tool of organizing and managing their activity in the education process of the higher educational institution. So there should pay more attention on activating the student's self study work in the high school. The student's individual activities include self organising the work, self educating and self- management of his destiny. Student's individual activity is directed to form special ways of studying any subject, therefore this activity forms student's scientific, professional competency and decision making abilities in different critical situations as well. [3]

Problems of students' professional orientation are one of the important problems at the present time. Because if the work on students' professional orientation is well organised the expenses to train the skilled specialists will be decreased, the work productivity will be high and everyone will enjoy his job and save his health.

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## 2. Procedure Methods

Provability and thoroughness of research results are produced by complete methodical and theoretical analyzing of the research problem, following the pedagogical research logics and pedagogical methodology rules. According research aims and objectives there used concrete

methodical ways systematically, the pedagogical aim and the effectiveness are checked by the experiment program.

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### 3. Discussion

We made our research on professional orientation through individual activities based on the following components: *motivation validity, contextual, result assessment*.

*Motivation validity*- forming students' professional interests based on individual activities organised in different forms.

*Contextual* – according to new content of credit system educating forming a specialist with the ability to do individual activities consciously, to use analysing methods, to make conclusions and self assessment.

*Result assessment*- forming an individuality that can critically assess the result of individual activities, and appreciate his or his partner's activity. [4]

On the bases of these components the indicators of professional orientation work have been defined through the individual work: realizing the importance of individual work show the activeness to do it; emotional appearance of students' during the individual work; understanding the professional meaning of individual work; creative importance of doing individual work; expressing the effectiveness and results of individual work.

Indicators of activeness, realizing the importance of individual work in doing it: interest in the types of individual work, its profession; emotional feeling of the students during individual work, intentions of showing the professional directions of different individual work.

*Indicators of professional importance of individual work*: knowledge on types of individual work, forms, and methods; features necessary to do the individual work (responsibility, inquisitiveness); creativeness in taking notes, making reports, acting role plays, and writing essays.

*Indicators of effectiveness and results of individual work*: skills of establishing directivity using various ways of doing individual work have been defined: high, medium level of skills; professional-practical activities within individual work; skills of pedagogical assessment.

*High level* student has an idea of professional direction. He can define the content of professional directed individual work, has ability to use different ways, his theoretical knowledge, and has professional skills. He can analyze his work and find out his mistakes, as well as evaluate himself. He can also realize the advanced experiences, make conclusions and use them in his work. He can select the materials concerning his profession from the huge information sources. He does his individual work creatively.

*Medium level* student realizes the professional direction but doesn't know what is necessary. Although he knows the types of individual work, he doesn't know some sides of concerning the professional directions. He is not able to analyze the effective ways of doing the individual work. It is difficult for him. He does not have enough skills to use his knowledge during his individual work. He makes mistakes. It is not easy to find the mistakes and assess himself, to analyze the effective advanced experiences, choose them and use them in his work. He knows how to use current information, but it is not enough to apply them in his profession. He is not able to reach the creative level in doing the individual work.

*Low level* student has a little idea of professional direction. He can't analyze the types of individual work on professional direction. He has difficulties in doing it, and he has either to copy from the book or only does what the teacher says. He is not able to use the individual work for himself and always needs the teacher's help. It is not easy to find out his mistakes and evaluate. He can't use the advanced experiences and make conclusions. The level of his using the current information resources is low. He does the individual work only by the teacher's instructions.

*During the defining experiment we have put several objectives to our work*: first of all we have considered problems to realize the professional direction of individual work, such as:

1. to notice the intentions and interests of students concerning the individual work;

2. to see the necessary professional sides and content of the individual works at the faculties training the pre-school tutors;

3. to find out directions and contents of individual work through the questionnaire;

The objectives to find out the level of individual work devoted to give the professional direction have been realized. In order to realize these objectives students had some question tests.

The first problem is at the first steps of credit technology teaching not enough attention is paid by the teachers on student's individual works. Teachers often give the individual work as a home work according to the class topic. We know the requirements of individual work at high schools are not different from the ones at the secondary schools.

We couldn't be satisfied with the answers to our questionnaires. To the question, how do you do your individual work, most students answered that they do them by the teacher's plan. It was impossible to see the creative features of doing the individual work from their answers. Even teachers mix the students' class activities with the creative individual work types.

Our research is based on defining and establishing experiments.

*In the result of the defining experiment* there was no real difference of professional direction between experimental groups and ordinary groups. It leads us to organize various individual works to prove our objectives and go on to the establishing experiment during our research.

*Establishing experiment has more complicated tasks:*

1. select individual works of professional direction through inter-subject relations;
2. define ways and types of organizing individual works;
3. analyze methods of organizing individual works and prepare them to the experiment;
4. put the ready materials to the experiment;
5. give the contextual-structural model of professional direction through the individual works;

Selecting the individual works with professional directions has been exercised on the basis of analyzing the programs of History of Pedagogy and Pedagogical Masterpiece.

Strengthening the inter-subject relations' much attention has been paid to develop the cognitive activity in the result of individual works. During the transformation to the credit technology it has been one of the important features of education to base the teaching on the individual work of students. First thing to do is to define the types of individual works according to the themes of the lectures and seminars, as well as the dates of performing them. For instance History of Pre-school Education is in 2 credits, 30 class hours, 30 hours for individual works and 30 hours for work under the teacher's supervision. This hour division is connected also with the content and ways of doing the individual works.

Professional direction components of individual works, measures, indicators, milestones, as well as principles of organizing, forms, types and methods of doing them have been analyzed according to pedagogical ideas of different periods. And the "*contextual structural model of establishing the students' professional direction*" has been tested through the individual works.

During the practical experiment there was an aim to lead the students to do the individual work consciously, with the professional direction. Therefore *first* we introduced the theme of the individual work with its situational problem; *second* inter-subject relation, *third* direct to the individual, *fourth* the research direction, *fifth* the opportunity of the students to choose the forms and methods of carrying them out. This kind of approach made students to develop their logical thinking, increase the responsibility and solve the problem from the professional point of the student.

Individual works for each student according to their abilities cause the new steps in the academic process from "*common education*" to the "*education for everyone*" paradigm. Thus the teacher is not only the source of information but also a person who gives directions to the creative work, to the research, and opportunity to watch and correct their mistakes.

*Concluding the establishing experiment:*

1. define the students' professional direction through the test;

2. notice the students' competency during the interview;

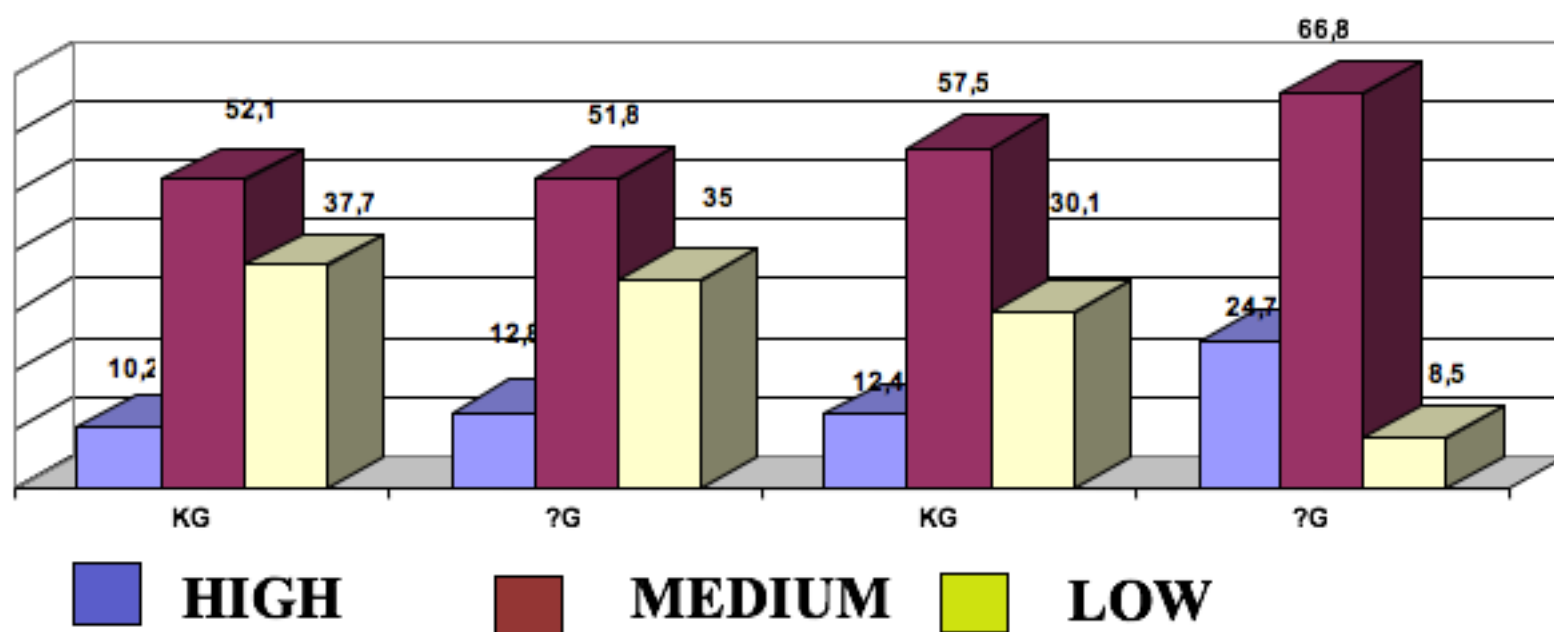
During the practical experiment we conducted surveys and question cards on the individual works in Pedagogy and Professional Pedagogy, the professional direction establishing components of students are given in Table 1, the dynamics of the results in Figure 1.

**Table 1**  
Indicators of the development levels of students' professional direction establishing components

| Components                | Levels | Before the experiment % |                    | After the experiment % |                    |
|---------------------------|--------|-------------------------|--------------------|------------------------|--------------------|
|                           |        | Ordinary group          | Experimental group | Ordinary group         | Experimental group |
| <b>Motivational value</b> | high   | 9,2                     | 10,6               | 11,4                   | 19,3               |
|                           | medium | 45,7                    | 41,4               | 46,0                   | 47,6               |
|                           | low    | 45,1                    | 48,0               | 42,6                   | 33,1               |
| <b>Contextual</b>         | high   | 10,2                    | 12,8               | 12,4                   | 24,7               |
|                           | medium | 52,1                    | 52,2               | 57,5                   | 66,8               |
|                           | low    | 37,7                    | 35,0               | 30,1                   | 8,5                |
| <b>Result assessment</b>  | high   | 8,8                     | 9,8                | 11,4                   | 14,4               |
|                           | medium | 38,0                    | 38,4               | 39,5                   | 48,3               |
|                           | low    | 53,2                    | 51,8               | 49,1                   | 37,3               |

Results of before experiment and after experiment analyzing show that the pedagogy students' increased their professional direction establishing level through the individual works in the experimental groups and ordinary groups have increased in different ways.

**Figure 1**  
Indicators of development of establishing the students' professional direction through the individual works %;



In the contextual component experimental groups growth of the higher level is 11,9%, ordinary group it is 2,2 %; the student number of medium level experimental groups grew to 14,6%, in the ordinary groups 5,4%; the low level experimental groups students decreased to 27% in the ordinary group it is 8%.

When students do their individual works they pass some psychological processes. First of all while doing the individual work students realizing the content, accepting, thinking and

making conclusions gain the self confidence. Confidence gives opportunity to increase their activity in future. It is known that the systematization and development of the brain depend on the life experience and volume of different knowledge. And thus we have noticed that through the complicated brain activities during the individual works skills of memorizing, recalling, and using the information in necessary places have been increased.

As a result of the experiment we have stated that in comparison of the ordinary group the experimental group students' development level had increased, and low levels had decreased; it is explained with the good knowledge of psychological-pedagogical bases of the research.

So the results of pedagogical experiment proved our primary prognoses.

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## 4. Conclusion

Considering the problems of establishing the students' professional direction through the individual works we have stated:

1. Establishing the students' professional direction through the individual works based theoretically the process of training future competitive teachers. The opportunities and current problems of establishing the professional direction of future teachers have been defined in the conditions of credit technology teaching.
2. The effectiveness of establishing the students' professional direction through the individual works has been maintained through the pedagogical conditions.
3. The methodology of establishing the students' professional direction through the individual works leads them to the professional activities, as well as to the individual creativeness in gaining the professional knowledge.

Students' individual works help them not only to get education, skills and experiences as well as to do creative and scientific- informative activities and also they give inspiration to develop self-organizational characters, to deal with the accepted material in active, creative way, to form individual way of self- educating.

Individual work develops the teachers' professional knowledge as well as it is a leading tool of establishing the professional direction, because it raises the effectiveness of educational process, helps to train skilled, creative, and active teachers.

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