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**ӘЛ-ФАРАБИ АТЫНДАҒЫ ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ  
КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ АЛЬ-ФАРАБИ  
AL-FARABI KAZAKH NATIONAL UNIVERSITY**

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СТРАТЕГИЯЛАРЫ: ИННОВАЦИЯЛАР МЕН УАҚЫТ СЫН-  
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МАТЕРИАЛДАРЫ  
Алматы қ, 22 қыркүйек, 2022 жыл**

**МАТЕРИАЛЫ  
Международной научно-практической конференции  
«СТРАТЕГИИ ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ В  
УНИВЕРСИТЕТЕ: ВЫЗОВЫ ВРЕМЕНИ И  
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Ахметовой Гүльнас Кенжетаяевны**

г.Алматы, 22 сентября 2022 года

**MATERIALS  
International scientific and practical Conference  
"STRATEGIES OF PEDAGOGICAL EDUCATION AT THE  
UNIVERSITY: CHALLENGES OF TIME AND INNOVATION",  
dedicated to the 70th anniversary of Academician of NAS of the RK  
Akhmetova Gulnas Kenzhetayevna**

Almaty, September 22, 2022

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Костюнина Н.Ю. Профилактика и коррекция виктимного поведения студенческой молодежи в Глобальной сети Интернет: теория, практика. - Казань: Издательство «Отечество», 2019. - 320 с].

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## **FEATURES OF THE SELF-ORGANIZATIONAL CULTURE FORMATION AMONG STUDENTS**

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### **Annotation.**

Among the tasks of modern higher education is the creation of the conditions necessary for the formation of a student's readiness for continuous education, self-improvement, the ability to self-manage, "to choose and implement a culturally appropriate way of life and behavior" (M. M. Bakhtin) . Its solution touches upon one of the pressing problems of professional training of a modern student - the problem of formation and development during the period of study at a university of a culture of self-organization of the individual, which is the key to the successful formation of professional culture, self-realization, and reaching the peak of personal and professional development. The scientific solution of this problem is connected with the need to develop a model for the formation and development of a culture of self-organization of the student's personality by art-pedagogical means and methods.

**Key words: students, self-organizational culture, approach**

We concretize the main concept of the study. Disclosure of the content of the concept of "culture of self-organization of the student's personality" became possible as a result of turning to the analysis of such definitions as "self-organization of the personality", "self-organization of the student's personality", "culture". In the humanities, the definitions of the phenomenon of "personal self-organization" are based on various approaches. Within the framework of the psychological and pedagogical (Yu. K. Babansky, N. I. Vyunova, A. D. Ishkov, N. D. Nikandrov, V. A. Slastyonin, etc.), synergetic (M. S. Kagan, N. M. Talanchuk, S. V. Kulnevich,

etc.) and acmeological (A. A. Derkach, A. A. Bodalev, etc.) approaches, this concept reflects a complex of personal properties and a set of actions that ensure the integrity of the individual and her ability to effectively implement activity, the ability for personal and professional self-development, which is determined “not by external influences as such, but by the internal position of the person himself, the manifestation of his subjectivity” [2, p. 102]. Self-organization of the student's personality is understood as one of the mechanisms that provide "non-adaptive behavior", "supra-situational activity" (A. V. Petrovsky), self-realization and self-actualization (S. N. Kostromina, N. N. Yarush-: and others), success teaching students at the university (V. N. Kosyrev, N. M. Peisakhov, N. F. Talyzina, etc.), their readiness for professional activity, for various innovations in the process of its implementation (I. F. Isaev, S. D . Reznik and others). It manifests itself, first of all, in the ability to rationally organize educational and cognitive activity, but is not limited to it, because it is a special framework for the entire “thought and life activity” (G. P. Shchedrovitsky) of a student, which includes the means and methods of self-organization of the individual in in general. Thus, the essence of the concept under study can be fully understood through understanding the phenomenon of "culture". Taking into account the different points of view on the category of "culture", represented by philosophers, teachers, psychologists (A. A. Bodalev, B. S. Gershunsky, I. F. Isaev, M. S. Kagan, L. N. Kogan, O. A. Kozyreva, V. P. Tugarinov, N. Z. Chavchavadze, and others), self-organization of a person is considered as a set of cultural components, the most important of which are values and meanings (the value of self-organization, the personal meaning of mastering the culture of self-organization). The study of the genesis of the above concepts [3] allowed us to understand the culture of self-organization of the student's personality as personal education, which manifests itself in the student's ability to self-government, to the rational organization of educational and cognitive activity and in the awareness of these abilities as a personal value. Sharing the point of view of V. V. Kraevsky on the model as “a system of elements that reproduces certain aspects, connections, functions of the subject of pedagogical research”, which is “a prototype subsequently implemented” [4, p. 28–29] of experimental learning, we have developed a model for the development of a culture of self-organization of the student's personality by art-pedagogical means and methods, based on the idea of using the diverse facets of the educational function of art. Its implementation is ensured by an appeal to the potential of art, to the artistic and creative activity of students, the use of art-pedagogical means and methods in the educational process of the university.

Being complementary, methodological approaches determine the regulation of value-target settings and the main areas of activity of a university teacher in the formation and development of a culture of self-organization among students: the formation of knowledge about the culture of self-organization of an individual; formation of a value attitude to the culture of self-organization of the individual; development of reflective skills; the formation of personal experience in the rational organization of educational and cognitive activities and self-government. The solution to the problem of developing a culture of personality self-organization among students at the procedural and technological level is achieved by the implementation of psychological and pedagogical principles that determine the content of the activities of the teacher and student. We will reveal the heuristic possibilities of the principles for the implementation of methodological approaches: cooperation, dialogization of the pedagogical process, the reflexive orientation of the learning process, the humanization of the educational environment, the education of the individual through art and artistic and creative activity. The principle of cooperation implies such

interaction between the teacher and students, in which the teacher acts as a partner who is able to actively promote self-development, self-knowledge, self-education of students, organize and coordinate various activities that contribute to the formation of a culture of self-organization among students. According to the principle of dialogization of the pedagogical process, it is only in constructive dialogic communication between the teacher and students as equal subjects of the educational process that it becomes possible for students to reveal the personal meanings of the phenomenon of self-organization, the internalization of the value of the culture of self-organization of the individual. In accordance with the principle of the reflexive orientation of the learning process, the formation of a student as a subject of self-organization is possible only with a reflexive inclusion in the process of their own professional training. The principle of humanization of the educational environment orients the teacher to the transition from educational-oriented to scientific-exploratory type of educational and cognitive activity; on the cultivation of transpersonal relationships, personifying confidential communication with students; on the application of methods and technologies that take into account the age and individual characteristics of students, stimulating the research activity of students, their personal growth; to create conditions for the development of students' ability to self-organize educational and cognitive activities, to self-government. The principle of educating a personality through art and artistic and creative activity involves the use of the pedagogical, "human-creating" potential of art and the artistic and creative activity of students.

The model developed by us allows for a flexible, individually conditioned discrepancy, gives a vector of development for university students of a culture of self-organization and allows each student to build a trajectory of their own development, the blocks included in it have a "zone of uncertainty": target, theoretical and methodological, content-technological, result-evaluative. The target block of the model reflects the strategy of the teacher's activity in the formation and development of students' culture of self-organization of personality. The theoretical and methodological block includes a scientific understanding of the content of the phenomenon "culture of self-organization of the student's personality", components of the culture of self-organization of the student's personality, scientific approaches, directions of activity of the university teacher in the formation of a culture of self-organization of the student's personality. A special role in the theoretical and methodological block belongs to methodological approaches: cultural and art-pedagogical. The ideas of the culturological approach in education are revealed in the works of E. I. Artamonova, E. V. Bondarevskaya, G. I. Gaysina, S. V. Elkina, I. F. Isaev, N. I. Lifintseva, E. G. Silyaeva and etc. The essence of the culturological approach to the formation and development of a culture of self-organization of students, in our opinion, lies in the actualization of the student's position as a subject of the educational process; in such a selection of the content and means of organizing the educational process, in which students master knowledge about the culture of self-organization of the individual, realize the personal meaning of mastering it, develop a value attitude to the culture of self-organization of the individual, to personal and professional self-development and self-improvement. At the same time, students' efforts are directed towards mastering reflective skills, the skills of rational organization of educational and cognitive activity and self-management, and self-improvement. The purpose of the culturological approach is to develop in students a value attitude to the culture of self-organization of the individual, which takes the form of a motive for personal and professional self-development and self-improvement; in the inclusion of students in a variety of activities for self-organization. Today, both in the world and in the domestic educational space,

art pedagogy, an art pedagogical approach to education, are actively developing, which not only find practical application, but are also justified theoretically. We see the essence of the art-pedagogical approach to the formation and development of a culture of self-organization of the personality of students in attracting the potential of art and artistic and creative activities, as well as various methods of working with them to solve pedagogical problems, and its purpose is that the integration of pedagogy and art in the educational process is able to create conditions for understanding the personal meaning of the self-organization of the student's personality, for the implementation of the focus of the educational process on dialogic communication; for self-diagnostics and soft diagnostics.

Artistic and creative activity contributes to self-disclosure, self-knowledge, individual personal development and creative self-realization of the student's personality; art-pedagogical means and methods provide psycho-physiological support for students, promote the development of self-management ability, become a source of self-diagnosis in the educational process. A special link in the model is a content-technological block, which reflects, first of all, the content of the process of formation and development of a culture of self-organization among students, which is comprehended and justified through the prism of the content of the concepts of "culture", "culture of self-organization of students' personality", "culturological approach in education", "art-pedagogical approach in education" and includes: supplementing sections of the disciplines of the psychological and pedagogical cycle with scientific, cultural and historical knowledge about the culture of self-organization of the individual; specially selected works of fine arts, cinematography, fiction and corresponding types of artistic and creative activity. Its second feature is that the understanding of the heuristic possibilities of the principles for implementing methodological approaches, in particular, the principle of educating a personality through art and artistic and creative activity, allows us to assert that the implementation of the named content is carried out with the help of art-pedagogical means and, along with traditional (creative) confrontation, sense-search dialogue, reflection, etc.), art-pedagogical methods. Analysis of scientific ideas about the content of the phenomenon of "art pedagogy", which arose at the junction of three areas of human knowledge: pedagogy, art and psychology (V. P. Anisimov, R. A. Verkhovodova, R. A. Galustov, M. V. Guzeva, I. Yu. Kulchitskaya, N. Yu. Sergeeva, E. V. Tarano- concepts of "art-pedagogical approach in education" ; "learning aids" (Yu. K. Babansky, B. P. Esipov, I. Ya. Lerner, M. N. Skatkin, N. A. Sorokin, etc.), "learning method" (S. I. Arkhangelsky, B. T. Likhachev, P. I. Pidkasisty, V. A. Slastyonin, etc.) .), gives reason to interpret art-pedagogical means in the context of the formation and development of a culture of self-organization of the student's personality as a set of material and ideal objects related to the field of art, as well as various types and methods of artistic and creative activity, the use of which in the pedagogical process of the university is aimed at solving the problems of training, education and development of the individual, and by art-pedagogical methods to understand the totality of related to the field of art techniques and methods of interaction between the teacher and the student, aimed at solving the problems of education and upbringing. Having defined art pedagogical means as a criterion for classifying art pedagogical methods in the context of the development of a culture of self-organization of a student's personality, we have identified three groups of such methods:

- 1) art-pedagogical methods of addressing the visual arts (individual and group visual activity, art therapy methods, organizing the perception and discussion of paintings by great artists, products

of visual activity of participants in the pedagogical process, etc.); 2) art-pedagogical methods of referring to cinematography (viewing and discussing feature, animated and video films, TV shows; creating video films, digital stories, presentations, etc.); 3) art-pedagogical methods of addressing fiction (listening to and reading works of art, their analysis; contrast method, emotional-reflexive dialogue, creation of an artistic context, methods of fairy tale therapy, etc.).

The effectiveness of the functioning of the content-technological block of the model is ensured by its procedural and dynamic characteristics, namely, by a set of pedagogical conditions, among which are: the integration of scientific knowledge and the content of works of art in the context of the problems of self-organization of the individual; initiation of students' search for personal meanings of the culture of self-organization; enrichment of the means and methods of the educational process of the university with art-pedagogical means and methods; formation of motives for personal and professional self-improvement, self-development; assistance in the formation of students' personal experience of the rational organization of educational and cognitive activity and self-government. In the course of modeling, the creation of a result-evaluating block of the model, including the criteria for the formation of the studied phenomenon (knowledge of the culture of self-organization of the student's personality, motivational and value attitude to the culture of self-organization of the student's personality, educational and professional motives, reflective skills, rational organization of educational and cognitive activity) was of fundamental importance. ), methods of its study and the result (levels of formation). The implementation of the model in the conditions of training allows us to speak, on the one hand, about the need and expediency of developing a culture of self-organization of the individual by art-pedagogical means and methods among students, on the other hand, about the positive nature of the dynamics of the development of such a culture (about students' awareness of the value of self-education, self-development, the personal meaning of possessing a culture of self-organization, the growth of interest in improving the effectiveness of educational and cognitive activities, etc.).

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## **WHAT IS ACTION RESEARCH IN EDUCATION AND HOW IS IT CONDUCTED BY SCHOOL TEACHERS?**

**Shapambayeva Aidana Nasriddinova\***

Қазақ этнопедагогикасындағы тәрбиенің негізгі құралдары-мақал-мәтелдер, жұмбақтар, халық әндері мен ертегілер.

Қазақ мақал-мәтелдері еңбек пен Отанға деген сүйіспеншіліктің маңыздылығын ашады: «жігіттің байлығы-Еңбек»; «бір кесек нанда – бір тамшы тер бар»; «қолдар жұмыс істейді-тістерге жұмыс болады»; «Отан-халықтың анасы, халық – жігіттің анасы;» Отаннан Жақсы жер жоқ, Отаннан жақсы адамдар жоқ»; «Отбасы ошағында Отанға деген махаббат туады»; «Отанның жылуы ыстық»;» Туған жер – алтын бесік; және т. б.

Қазақ халық әндерінде Отанға, өз халқына деген сүйіспеншілік көрініс табады. Әсіресе лирикалық және әуезді бесік жыры. Бесік жырының негізгі мағынасы-ананың балаға деген сүйіспеншілігі, оның бақытты болашағы туралы армандары. Халық әндерінде ұлттық салт-дәстүрлер, салт-дәстүрлер сақталған.

Қазақ ертегілерінде негізінен көзге көрінбейтін қара сөздер бар, ертегілер адамдардың іс-әрекеттері мен өзара қарым-қатынастарын адамгершілік және әлеуметтік бағалаумен таныстырады. Кейінірек пайда болған эпикалық шығармалар Отанға деген сүйіспеншілік пен адалдықты, ерлікті, ерлікті жырлайды.

Осылайша, қазақ этнопедагогикасы қазақ халқының ұлттық мәдениетінің құрамдас бөлігі болып табылады, жалпыадамзаттық және Ұлттық-ерекше диалектикалық бірлікті біріктіреді; дәстүрлі тәрбие мектептерініңөзіндік ерекшелігі халықтың рухани мәдениетінің ерекшелігімен, ұлттық психологияның, әдет-ғұрыптардың, дәстүрлердің тарихи, географиялық ерекшеліктерімен, халықтың көшпелі өмір салтына байланысты еңбек қызметінің ерекшелігімен түсіндіріледі.

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