

NEWS

OF THE NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF KAZAKHSTAN
SERIES OF SOCIAL AND HUMAN SCIENCES

ISSN 2224-5294

<https://doi.org/10.32014/2019.2224-5294.98>

Volume 3, Number 325 (2019), 89 – 99

UDK 37.013.77^17.023.1.024 (574)

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RESEARCH MODEL OF THE TRAINING OF SOCIAL PEDAGOGUE FOR THE SPIRITUAL AND MORAL DEVELOPMENT OF HIGH SCHOOL STUDENTS

Abstract. Theoretical analysis of psychological and pedagogical training to further psychological and moral development individuals allow to make a conclusion that the most productive way to the formation of **social pedagogue** to the spiritual and moral development of old-fashioned sciences are anthropological, personality-active; axiological, subject-active; metaproject and system approaches. With the educational tools, you can define the psychological-pedagogical training of the social pedagogy for the spiritual-moral development of the advanced school as a process of developing the professional and personal qualities of the master of the basic education in the spiritual and moral development of the spiritual world. The problem of psychological and pedagogical readiness of the future social pedagogue to the spiritual and moral development of high-school student should be considered in the context of holistic manifestation of all aspects of his personality. In this regard, one of the most urgent tasks is to identify the professional and personal characteristics that influence the readiness of the future social pedagogue already at the stage of training at the Institution of Higher Education. Analysis of different definitions of "readiness" allowed us to describe the characteristics of the given concepts - the personality form of interpretations, the system of integrative properties, the quality and the experience of the personality, the knowledge of the theoretical and practical readiness, and the personalities of the professions.

Keywords: Psychological and pedagogical readiness, structural components, levels and indicators, criteria, research methods, motivational and valuable component, cognitive component, professional and personal component.

1. Introduction.

1.1 Introduce the Problem

Preparation of the future social pedagogue under the conditions of higher education – is a complex process. This process was characterized by the tendency of transition from the educational and disciplinary to the personal paradigm of educational activities focused on the development of the future social pedagogue at the Institution of Higher Education as a subject of spiritual and moral, professional and personal self-development, which will enable, in our view, to create the optimal conditions for the spiritual and moral development of students at school.

1.2 Explore Importance of the Problem

At the same time, the basis of psychological and pedagogical training of the future social pedagogue should be capability for conscious spiritual and professional growth, responsibility for activities in the formation of students' worldview and behavioral guidance through the prism of universal human values, development of their need for creative self-realization.

1.3 Describe Relevant Scholarship

D.M.Uznadze considered the term "attitudes of the personality" as its overall readiness (1991) [1]. These studies were analyzed and developed by A.G.Asmolov, N.D.Levitov characterizes the "readiness" as "availability of certain capabilities by subject" (1984) [2]. L.A.Kandybovich understood readiness as "synthesis of the properties of personality and its purposeful expression" (1996) [3,4]. The Kazakhstani scientist A.R.Yermentayeva considered the psychological readiness as the readiness for self-realization and self-actualization (2012) [5].

M.I.Diyachenko (1976), R.D.Sanzhaeva (1997), D.N.Uznadze (1991) and other scientists considered the readiness for activity as "quality of the personality, which included a set of special knowledge, skills, capabilities and attitude of mind for certain actions, and in the context of person-oriented paradigm as the most important educational competence" [6].

N.D.Levitov, A.A.Ponukalin considered the readiness, depending on the activity of subject, attitude towards the conditions of this activity, as multi-level formed and foreseeable personal education, which has a specified purpose for the targeted development of the individual (1994) [7]. N.D.Levitov, highlighting the understanding of motives and needs in specific activity, noted the relationship of readiness and positive attitude of the subject towards the activity (1969) [3].

Thus, the readiness for a certain type of activity can be considered as availability of personal qualities, theoretical knowledge, practical skills and abilities by the future specialist which allow successfully perform the educational and professional tasks and functional responsibilities. Theoretical readiness for activity meant a set of information about the profession, professional knowledge, motivation of the personality, knowledge of professionally important qualities, own fitness for a particular kind of activity. Theoretical and practical readiness for activity was interdependent, and their division is conditional.

We may identify the value-motivational, cognitive, professional and personal, reflexive-activity part of readiness of the future social pedagogue for the spiritual and moral development of high-school students with due regard for the studies of scientists on the structure of the holistic personality (K.A.Abulkhanova-Slavskaya (1999), A.N.Leontiev (2005), S.L.Rubinshteyn (2003, 2012) and others), methodological versions of the composition and structure of readiness for professional activity (V.A.Slastenin (1997), V.V.Serikov (1998) and others) [8, 9].

Presented structure of psychological and pedagogical readiness of the future social pedagogue for spiritual and moral development of high-school students was the result of professional pedagogical and special psychological training of the future social pedagogue.

Summarizing the foregoing, we were presenting the two main components of the development of psychological and pedagogical readiness of the future social pedagogue during the period of study at the Institution of Higher Education: personal and professional. When we considered the personal component of readiness, we were talking about the students' own activity in the spiritual and moral development of their personality. When we considered the professional (operational and technical) component of readiness of the future social pedagogue, we were talking about the students' readiness for the formulation and solution of educational and professional tasks, i.e. the readiness for professional activity, namely the activity on spiritual and moral development of high-school students.

1.4 State Hypotheses and Their Correspondence to Research Design

Theoretical analysis of various approaches to the interpretation of "readiness" concept has allowed us to single out the common in the characterization of this concept - it's the personal form of interpretation of the content of education, the system of integrative properties, qualities and experience of the person having the signs of general theoretical and methodological readiness, and personal readiness for professional work. At the same time, the readiness has a certain specific character - professional skills and abilities, and democratic style of their implementation, practice-oriented experience of activities, reflection of professional work.

The process of training of the future social pedagogue for spiritual and moral development of high-school students involved the creation of the following conditions in the educational-bringing-up process of Institution of Higher Education which are directly focused on its specificity:

1. Disclosure of the essence of psychological and pedagogical readiness of the future social pedagogue for spiritual and moral development of high-school students and definition of its structural components.

2. Development of special course and training program on formation and development of psychological and pedagogical readiness of the future social pedagogue for spiritual and moral development of high-school students.

System approach in considering the psychological and pedagogical readiness of the future social pedagogue for spiritual and moral development of high-school students offered our orientation to the disclosure of its integrity and ensures his integrity of mechanisms and identification of the links between the components of this readiness and leads them into a single theoretical picture. This means that the

psychological and pedagogical readiness of the future social pedagogue for moral and spiritual development of high-school students has the features that characterize the integrity of the student personality contributing to the productivity of the future professional activity.

2. Methods

Research model of the training of social pedagogue for the spiritual and moral development of high school students

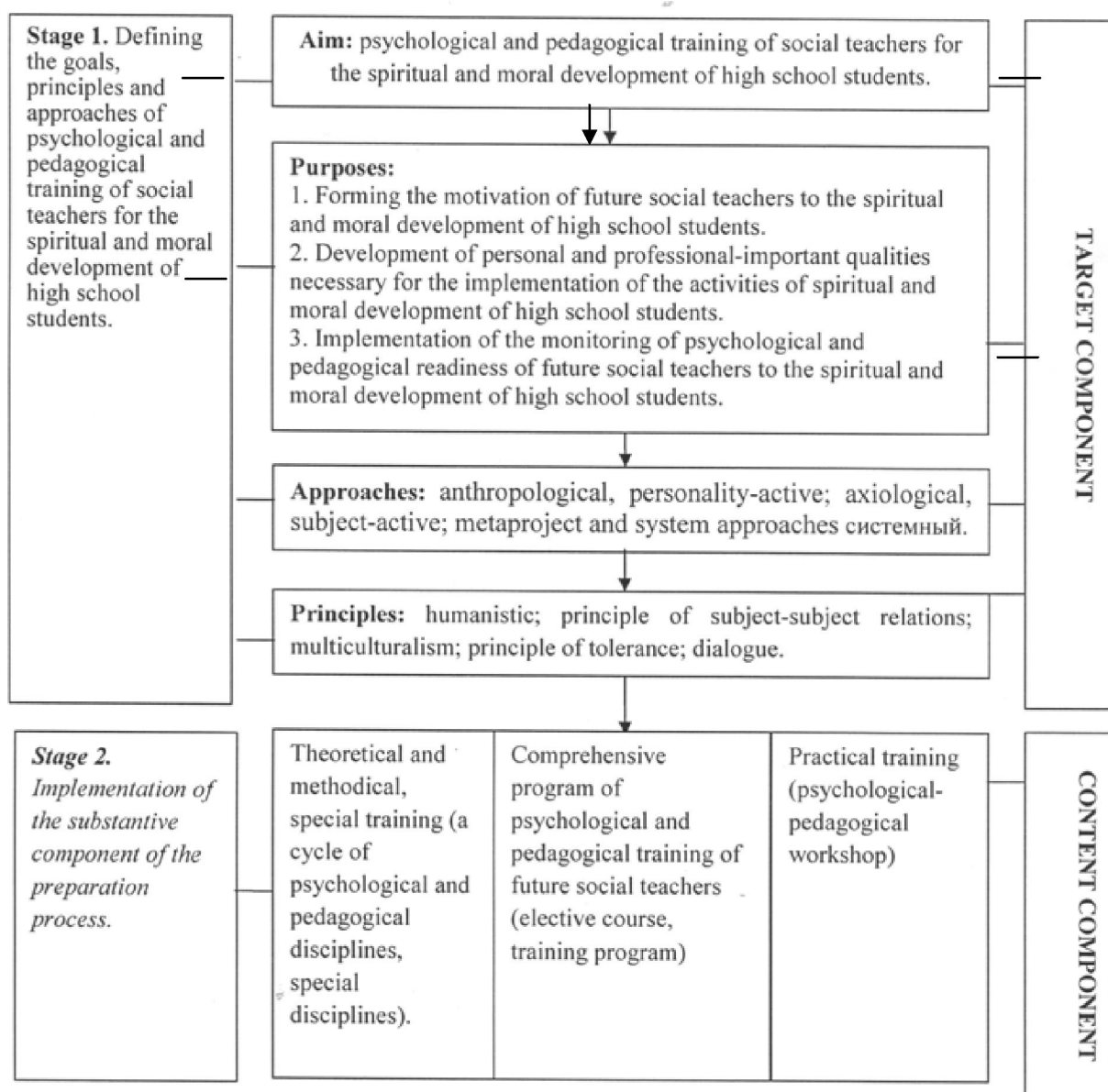


Figure 1 - Model study of the training of social **social pedagogue** for the spiritual and moral development of high school students

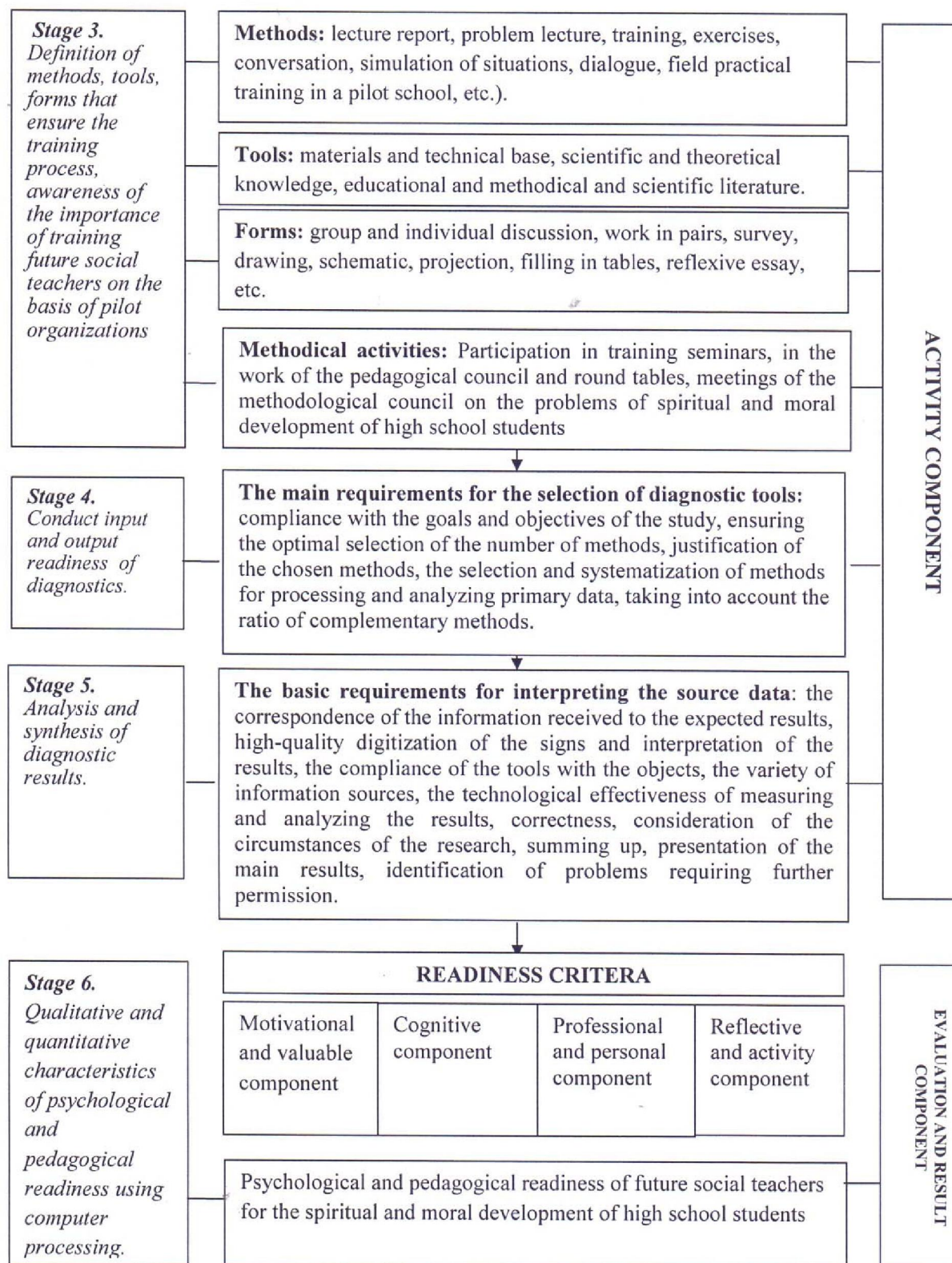


Figure 1 - Model study of the training of **social pedagogy** for the spiritual and moral development of high school students

The authors of the article believe that the teacher should have a professional image "Pedagogical Image As Component Of Teacher Professional Competence": "Whatever competent expert was a teacher, it has to improve constantly the personal and professional qualities, creating, thus, own image, an image personal "I". Formation of an image of the teacher begins with the first impression made by features of clothes style, a mimicry, gestures, speeches. External characteristics have to be supported with internal personal qualities: the general erudition, the vital purposes and installations, the attitude towards surrounding people and the occurring events. Image causes self-realization of the personality: for the teacher it serves as the recognition indicator from society, an assessment and the relation of people around. Stages of management of formation of image of the teacher include: studying of public opinion about professions, specification of preferences of consumers of educational services (administration, students, parents); broadcast of a positive image of the teacher, support of positively painted, emotionally attractive components of image. Thus, professional image — is the important competence of each teacher which is result of self-knowledge and self-development" [10].

Therefore, in the structure of readiness, we considered those indicators that reveal his professional image.

Complex impact involves the implementation of a comprehensive program for the development of psychological and pedagogical readiness of future **social pedagogue** to the spiritual and moral development of high school students. Комплексное

This complex program consists of two components:

1) an elective course aimed at forming and developing the desire of future **social pedagogue** to spiritual, moral and professional self-improvement, to develop an understanding of the spiritual and moral depth of the content of the "Self-Knowledge" NDO Program;

2) a training program for the development of the psychological and pedagogical readiness of future **social pedagogue** for the spiritual and moral development of high school students.

The aim of the elective course "Psychological and Pedagogical Foundations of the Technique of Self-Knowledge" is the formation and development in students of the psychological and pedagogical readiness for the spiritual and moral development of high school students.

The content of the elective course includes the study of the main problems:

1 Psychological and pedagogical foundations of the technique of self-knowledge;

2 The spiritual heritage of Kazakhstan as the basis of self-knowledge of the high school student's personality;

3 Psychological and pedagogical foundations of the development of spiritual and moral upbringing of a high school student focused on universal human values.

4 Diagnostics of spiritual and moral upbringing of high school students in the framework of the implementation of the program of moral and spiritual education "Self-knowledge".

A training program aimed at developing of such professional and personal qualities, reflective abilities and skills of organizing activities for the spiritual and moral development of a person as:

- empathic abilities;
- the ability to empathize as the communicative property of a person, allowing to create an atmosphere of openness, trust and sincerity;
- qualities to create an atmosphere for a positive information and energy exchange;
- ability to navigate in time, contributing to the understanding of the existential value of life "here and now", the importance of the feeling of the present moment;
- ability to navigate in the life of the values of a self-actualizing personality (according to Maslow, truth, goodness, integrity, uniqueness, perfection, justice, order, beauty, and others);
- contact as a personality trait to establish sincere and harmonious interpersonal relations (trust in people, honesty, benevolence, striving for harmonious being);
- adherence to non-judgment principles; the presence of qualities of self-actualizing personality (creativity, spontaneity, autonomy, self-understanding, autosympathy, flexibility);
- reflection, ability to self-analyze and evaluate the spiritual and moral development activities of high school students;
- skills to make adjustments to further activities on the spiritual and moral development of high school students;

- skills and abilities to perform the totality of duties, moral norms, experience governing the performance of professional duty;
- skills of planning and determining the content of social and educational work on the spiritual and moral development of high school students.

Structure of psychological and pedagogical readiness of the future social pedagogue and methods of research.

Psychological and pedagogical readiness of the future social pedagogue - is a sophisticated system, including a great many different qualitative elements and links, which have a structure that provides the nature of links between its elements and their coordinated functioning.

Thus, the professional activity of the future **social pedagogue** of the subject “Self-knowledge” makes special demands on the personality of the specialist. The social educator has to cope with stress [11], and therefore in the training program we used some of the techniques from the stress management program “Manage stress with optimism!” Developed by K. Reschke and prof. G. Schroeder at the Department of Clinical Psychology and Psychotherapy, Institute of Psychology, University of Leipzig [12, 13]. Therefore, in each component of the readiness structure of a social pedagogue, indicators of managing one’s emotional state are considered.

Each component has a specific set of complementary associated indicators and own logic of development as a developing system.

Given the specific character of psychological and pedagogical readiness of the future social pedagogue for spiritual and moral development of high-school students, we consider the following its structural components (Table #1):

Table 1 - Structural components, levels and indicators of psychological and pedagogical readiness of the future social pedagogue

Structure of psychological and pedagogical readiness of the future social pedagogue			
Components	Criteria	Levels and indicators	Research methods
Motivational and valuable component	Aspiration for spiritual and moral, and professional self-improvement	High level - availability of aspiration for the personal (spiritual and moral) and professional self-knowledge and self-improvement: <ul style="list-style-type: none"> - Availability of the need to follow the universal spiritual human values and self-knowledge; - Availability of the motive for improvement of own moral character, spiritual world, development of moral qualities, performance of conscious moral choice; - Availability of the motive for professional and personal improvement; - Availability of the motive for acquisition of special knowledge, perception of the content of activity of social pedagogue. 	1. Methodology to determine the main motives for selection of profession developed by E.M.Pavlyutenkov 2. Questionnaire for students on understanding of the essence of universal human values developed by R.A.Mukazhanova, G.A.Omarova
Cognitive component	Understanding of spiritual and moral depth of human values:	High level of understanding spiritual and moral depth of human values: <ul style="list-style-type: none"> - Availability of knowledge on psychological and pedagogical bases of teaching of human values; - Availability of knowledge on instructional technique for development of positive thinking; - Availability of knowledge on formation of spiritual and moral outlook and behavioral orientations of high-school students through the prism of universal human values (formation of holistic view of the world by the high-school students). 	Test to determine understanding of spiritual and moral depth of the content of “Self-knowledge” NDO Program

Professional and personal component	Development of professionally important personal qualities	High level of development of professionally important and personal qualities: <ul style="list-style-type: none"> - Availability of empathic capabilities; - Availability of penetration capability in empathy as the communicative property of the person, allowing creating the atmosphere of openness, confidence and sincerity; - Availability of qualities to create the atmosphere for positive information and energy exchange; - Availability of capability to orientate in time facilitating the understanding of existential value of life "here and now", and importance of the feeling of the present moment; - Availability of capability to orientate in life by the values of self-actualizing personality (according to Maslow - truth, goodness, integrity, uniqueness, perfection, justice, order, beauty, and others); - Availability of in-touch capabilities as the property of the person to establish sincere and harmonious interpersonal relationships (trust in people, honesty, kindness, commitment to harmonious existence); - Availability of commitment to the principles of non-judgment; - Availability of qualities of self-actualizing personality (creativity, spontaneity, autonomy, self-understanding, auto-sympathy, flexibility). 	1. Methodology of diagnostics of the level of empathic capabilities by V.V. Boyko (2001); 2. SAMOAL by Maslow.
Reflexive and active component	Development of reflexive skills and abilities of organization activity on spiritual and moral development of the students	High level of development of reflexive skills for organization of activity on spiritual and moral development of the personality: <ul style="list-style-type: none"> - Availability of self-reflection, skills for independent analysis and evaluation of activity on spiritual and moral development of high-school students; - Availability of skills for making adjustments into the further activity on spiritual and moral development of high-school students; - For madness of skills to implement a set of duties, moral norms, experience, regulating the implementation of professional duty; - For madness of skills to develop spiritual and moral qualities of high-school students, recognize the motives of their behavior and actions (skills to solve pedagogical problems, for example, to create a positive emotional spirit of goodwill); - For madness of skills to plan and determine the content of educational work on spiritual and moral development of high-school students. 	1. Methodology of diagnostics of the level of reflexivity, questionnaire by A.V. Karpov; 2. Methodology to determine the readiness of the future social pedagogue to organization of spiritual and moral development of high-school students 3. Methodology "Reflexive essay".

3. Results

3.1. Identifying correlations between the motives of choice of profession, the cognitive component of readiness, reflexivity and the parameters of self-actualization

The Pearson correlation coefficient calculation formula was used to determine the correlation relationship between the motives of profession selection, cognitive component of readiness, reflexivity and parameters of self-actualization test:

$$r_{xy} = \frac{\sum(x_i - \bar{x}) \times (y_i - \bar{y})}{\sqrt{\sum(x_i - \bar{x})^2 \times \sum(y_i - \bar{y})^2}}$$

where x_i - is the value of the variable X; y_i - is the value of the variable Y; \bar{x} - is the arithmetic mean of the variable X; \bar{y} - is the arithmetic mean for variable Y.

Let's assume the original data in Tables #1, 2, 3, into which are introduced additional columns necessary for evaluation as per the Pearson correlation coefficient calculation formula.

Table No.1 shows the parameters of motives for selection of the profession (X) and parameters of self-actualization of the personality (Y). If the change in the values of parameters of the selection motives

does not lead to the regular change in the values of the parameters of self-actualization of the respondent's personality, then it will be necessary to state that there is no correlation between these parameters, and during determination of the regular connection, i.e., a positive coefficient of Pearson, then the increase in the values of the parameters of motives for selection of profession should lead to the increase in the parameters of self-actualization of the respondent's personality. That is, the higher the level of motives, the more aspirations has a respondent to develop self-actualization qualities.

Table 1 - Parameters of the motives for selection of profession (X), and self-actualization of the personality (Y), required to calculate the correlation dependence

№	X_i	Y_i	\overline{M}_x	$X_i - \overline{M}_x$	\overline{M}_y	$Y_i - \overline{M}_y$	$(X_i - \overline{M}_x) \times (Y_i - \overline{M}_y)$	$(X_i - \overline{M}_x)^2$	$(Y_i - \overline{M}_y)^2$
1	6,7	7,3	8,6	-1,9	8,6	-1,3	2,47	3,61	1,69
...
105	9,7	9,5	8,6	1,1	8,6	0,9	0,99	1,21	0,81
	900,5	907					170,82	200,61	150,32
	8,6	8,6							

$$r_{xy} = \frac{\Sigma(x_i - \bar{x}) \times (y_i - \bar{y})}{\sqrt{\Sigma(x_i - \bar{x})^2 \times \Sigma(y_i - \bar{y})^2}}$$

$$\sigma_x = \sqrt{\frac{200,61}{104}} = 1,4$$

$$\sigma_y = \sqrt{\frac{150,32}{104}} = 1,2$$

$$r_{xy} = \frac{170,82}{104 \cdot 1,4 \cdot 1,2} = \frac{170,82}{174,72} = 0,97$$

Thus, a positive correlation coefficient, $r_{xy} = 0.97$. This proves the regular connection between the parameters of the motives for selection of profession and parameters of self-actualization test (SAMOAL Maslow).

Table #2 shows the test parameters to determine the understanding of the spiritual and moral depth of human values (X) and parameters of self-actualization of the personality (Y).

Table 2 - Test parameters to determine the understanding of the spiritual and moral depth of human values (X) and self-actualization test (Y), required to calculate the correlation dependence

№	X_i	Y_i	\overline{M}_x	$X_i - \overline{M}_x$	\overline{M}_y	$Y_i - \overline{M}_y$	$(X_i - \overline{M}_x) \times (Y_i - \overline{M}_y)$	$(X_i - \overline{M}_x)^2$	$(Y_i - \overline{M}_y)^2$
1	7	7,3	8,4	-1,4	8,6	-1,3	1,82	1,96	1,69
..
105	9,5	9,5	8,4	1,1	8,6	0,9	0,99	1,21	0,81
	886,5	907					142,35	151,55	149,6
	8,4	8,6							

$$r_{xy} = \frac{\Sigma(x_i - \bar{x}) \times (y_i - \bar{y})}{\sqrt{\Sigma(x_i - \bar{x})^2 \times \Sigma(y_i - \bar{y})^2}}$$

$$\sigma_x = \sqrt{\frac{151,55}{104}} = 1,2$$

$$\sigma_y = \sqrt{\frac{149,6}{104}} = 1,2$$

$$r_{xy} = \frac{142,35}{104 \cdot 1,2 \cdot 1,2} = \frac{142,35}{149,76} = 0,95$$

Thus, a positive correlation coefficient, $r_{xy} = 0.95$. This proves the regular connection between the test parameters to determine the understanding of the spiritual and moral depth of human values (X) and parameters of self-actualization test (Y).

Table #3 shows the reflexivity test parameters (X) and self-actualization test parameters (Y), required to calculate the correlation dependence

Table 3 - Reflexivity test parameters (X) and self-actualization test parameters (Y), required to calculate the correlation dependence

N ₀	X _i	Y _i	\overline{M}_x	$X_i - \overline{M}_x$	\overline{M}_y	$Y_i - \overline{M}_y$	$(X_i - \overline{M}_x) \times (Y_i - \overline{M}_y)$	$(X_i - \overline{M}_x)^2$	$(Y_i - \overline{M}_y)^2$
1	7	7,3	8,6	-1,6	8,6	-1,3	2,08	2,56	1,69
...
105	9,1	9,5	8,6	0,5	8,6	0,9	0,45	0,25	0,81
	901,5	907					143,8	164,27	149,6
	8,6	8,6					$R \approx 0,96$		

$$r_{xy} = \frac{\Sigma(x_i - \bar{x}) \times (y_i - \bar{y})}{\sqrt{\Sigma(x_i - \bar{x})^2 \times \Sigma(y_i - \bar{y})^2}}$$

$$\sigma_x = \sqrt{\frac{164,27}{104}} = 1,3$$

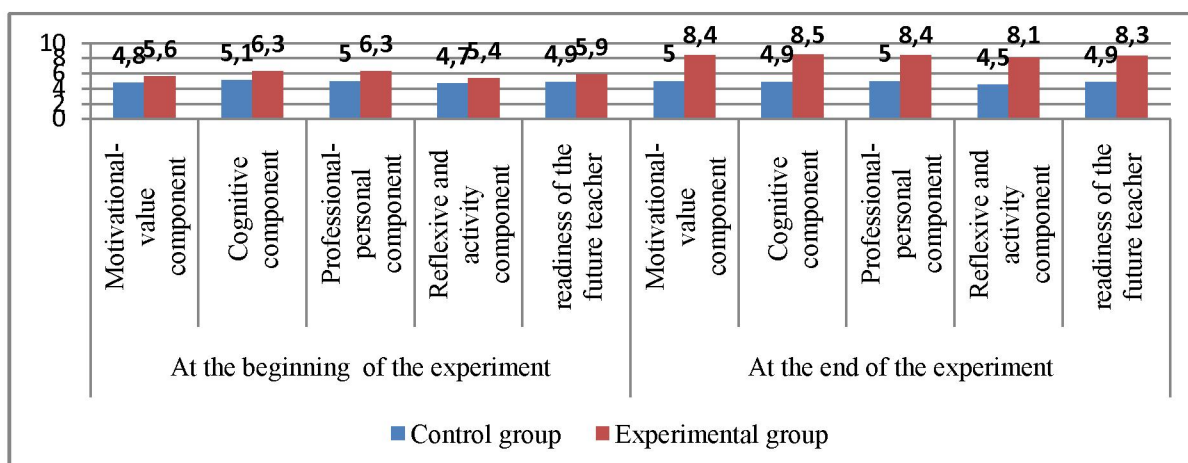
$$\sigma_y = \sqrt{\frac{149,6}{104}} = 1,2$$

$$r_{xy} = \frac{143,8}{104 \cdot 1,3 \cdot 1,2} = \frac{143,8}{162,24} = 0,88$$

Positive correlation coefficient, $r_{xy} = 0.88$. This proves the regular connection between the reflexivity test parameters and self-actualization test parameters (SAMOAL Maslow).

Analyzing quantitative and qualitative interpretation of the process of formation and development of psychological and pedagogical readiness of the future social pedagogue, we have identified the dynamics of the results of this process. If, at the beginning of the experiment, the coefficient of psychological and pedagogical readiness by experimental group was equal to 4.9, then at the end of the experiment it was equal to 8.3 (Diagram #1).

Diagram 1 - Indicators of psychological and pedagogical readiness of respondents control and experimental groups at the beginning and end of the experiment



4. Discussions:

We suggest using the following indicators of time series according to the formula of G.A.Nasedkina (2007) to trace the dynamics of the process of formation and development of psychological and pedagogical readiness of the future social pedagogue before and after formative experiment:

$$C_{\text{eff}} = (1a+2b+3c) : 100 \quad (1)$$

where: Avg.–is the average indicator, reflecting a quantitative estimate of the growth of the level of for madness and development of psychological and pedagogical readiness of the future social pedagogue;

a, b, c –is the number of the respondents expressed as a percentage, who are at low, medium, and high levels of for madness and development of psychological and pedagogical readiness;

figures "1", "2", "3" – are the level weight coefficients.

Thus, we have determined the average indicators, reflecting the quantitative evaluation of the growth of the level of for madness and development of psychological and pedagogical readiness of the respondents of the experimental group at the beginning of the formative experiment and at the end of the formative experiment.

At the beginning of the formative experiment $\text{Avg.} = (1 \cdot 0\% + 2 \cdot 72\% + 3 \cdot 28\%) : 100 = 2.28$.

At the end of the formative experiment $= (1 \cdot 0\% + 2 \cdot 40\% + 3 \cdot 60\%) : 100 = (0 + 80 + 180) : 100 = 260 : 100 = 2.6$.

Further, the coefficient of efficiency is calculated as per the formula (2):

$$C_{\text{eff}} = \text{Avg. (b.f.e.)} : \text{Avg. (e.f.e.)} \quad (2)$$

where, Avg. (b.f.e.) - the value of the average indicator of the level of for madness of psychological and pedagogical readiness at the beginning of the formative experiment;

Avg. (e.f.e.) - the value of the average indicator of the level of for madness of psychological and pedagogical readiness at the end of the formative experiment. Then, $C_{\text{eff}} = 2.28 : 2.6 = 0.87$.

In conclusion, it should be noted that the coefficient of efficiency of psychological and pedagogical training of the future social pedagogue for spiritual and moral development of high-school students as per module is close to 1 - this corresponds to the high level of relation between the variables and demonstrates the effectiveness of the process of training of the future social pedagogue for spiritual and moral development of high-school students.

Conclusion. Prospects of this research as a multi-aspect phenomenon were seen in the further development of the system to train the future social pedagogue. In order this system could promote the formation and development of readiness of the future social pedagogue for understanding of spiritual and moral depth of human values.

UDK 37.013.77^17.023.1.024 (574)

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ЖОҒАРЫ СЫНЫП ОҚУШЫЛАРЫНЫҢ РУХАНИ-АДАМГЕРШІЛІК ДАМУЫ ҮШІН ӘЛЕУМЕТТІК ПЕДАГОГТЫ ДАЙЫНДАУДЫҢ ЗЕРТТЕУ ҮЛГІСІ

Аннотация. Жоғары сынып оқушыларын рухани-адамгершілік дамытуға болашақ әлеуметтік педагогтарды психологиялық-педагогикалық тұрғыдан дайындау мәселесінің теориялық талдау жұмысы зерттеуіміздің түйінді ұғымдарына сипаттама беруге мүмкіндік берді: психологиялық-педагогикалық дайындау және дайындық. Жоғары сынып оқушыларын рухани-адамгершілік дамыту іс-әрекетіне болашақ әлеуметтік педагогтардың дайындығын зерттеу жұмысы тұлғаның біртұтас көрінісінің сан-алуан қырларын қарастыруға жағдай жасады. Ең бастығы, болашақ әлеуметтік педагогтардың психологиялық-педагогикалық дайындау үдерісін жетілдіру болып табылады. Оның негізі – рухани және кәсіби жетілуге қабілеттіліктің, өз рухани болмысын тану іс-әрекетіне жауапкершіліктің қалыптасуы. Сондықтан зерттеуіміздің ең басты міндеті – жоғары оқу орындарында болашақ әлеуметтік педагогтың дайындығына әсер ететін кәсіби-тұлғалық ерекшеліктерді анықтау.

Түйін сөздер: психологиялық және педагогикалық дайындық, құрылымдық компоненттер, деңгейлер, көрсеткіш-тер, өлшемдер, зерттеу әдістері, мотивациялық-құндылықтық компонент, когнитивті компонент, кәсіби-тұлғалық ком-понент.

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**ИССЛЕДОВАТЕЛЬСКАЯ МОДЕЛЬ ПОДГОТОВКИ СОЦИАЛЬНОГО ПЕДАГОГА
ДЛЯ ДУХОВНО-НРАВСТВЕННОГО РАЗВИТИЯ СТАРШЕКЛАССНИКОВ**

Аннотация. Теоретический анализ проблемы психолого-педагогической подготовки будущих социальных педагогов к духовно-нравственному развитию старшеклассников позволил дать характеристику основным понятиям нашего исследования: готовность и психолого-педагогическая готовность. Изучение готовности социальных педагогов к духовно-нравственному развитию старшеклассников создало предпосылки для выявления всех сторон целостного проявления личности. Самое главное, совершенствование процесса психолого-педагогической подготовки будущих социальных педагогов. И основа данной подготовки заключается в формировании ответственности за духовно-нравственное совершенствование и способности к профессиональному самосовершенствованию. Поэтому, главная задача исследования – определение профессионально-личностных особенностей, влияющих на готовность будущих социальных педагогов в условиях вуза.

Ключевые слова: психолого-педагогическая готовность, структурные компоненты, уровни, показатели, критерии, исследовательские методы, мотивационно-ценностный компонент, когнитивный компонент, профессионально-личностный компонент, рефлексивно-деятельностный компонент.

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