

**ЮНЕСКО ЖӘНЕ ИСЕСКО ІСТЕРІ ЖӨНІНДЕ ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ
ҰЛТТЫҚ КОМИССИЯСЫ
ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
АБАЙ АТЫНДАҒЫ ҚАЗАҚ ҰЛТТЫҚ ПЕДАГОГИКАЛЫҚ УНИВЕРСИТЕТІ**

АБАЙ АТЫНДАҒЫ ҚазҰПУ-нің ЮНЕСКО ПЕДАГОГИКА КАФЕДРАСЫ



**«МӘДЕНИЕТТЕР ЖАҚЫНДАСТЫҒЫНЫҢ
ХАЛЫҚАРАЛЫҚ ОНЖЫЛДЫҒЫ БАҒДАРЛАМАСЫН
ЖҮЗЕГЕ АСЫРУДЫҢ НЕГІЗГІ БАҒЫТТАРЫ»**

**«ОСНОВНЫЕ НАПРАВЛЕНИЯ РЕАЛИЗАЦИИ
ПРОГРАММЫ ДЕЙСТВИЙ ПО МЕЖДУНАРОДНОМУ
ДЕСЯТИЛЕТИЮ СБЛИЖЕНИЯ КУЛЬТУР»**

**“KEY WAYS OF IMPLEMENTING ACTION PROGRAM
ON THE INTERNATIONAL DECADE IN RAPPROCHEMENT
OF CULTURES”**

I – том

Абай атындағы Қазақ ұлттық педагогикалық университетінің
90-жылдығына арналған

Халықаралық ғылыми-практикалық конференцияның материалдары

**Материалы Международной научно-практической конференции,
посвященные празднованию 90-летия образования
Казахского национального педагогического университета имени Абая**

**The Materials of the International research and practical conference
dedicated to the celebration of the 90th anniversary
of Abai Kazakh National Pedagogical University to be held**

Алматы, 2018

УДК 378 (063)
ББК 74.58
М 35

Бас редактор

Т.О. Балықбаев

*Абай атындағы ҚазҰПУ-нің ректоры, педагогика ғылымдарының докторы, профессор,
ҚР ҰҒА-ның академигі.*

Редакциялық алқа:

М.Ә. Бектемесов – Абай атындағы ҚазҰПУ-нің бірінші проректоры;

А.Т. Құлсариева – Абай атындағы ҚазҰПУ-нің ғылыми жұмыс және халықаралық ынтымақтастық жөніндегі проректоры; **Ж.Е. Ішпекбаев** – Тәрбие және әлеуметтік ісі жөніндегі проректор; **Г.Я. Селютин** – ЮНЕСКО педагогикасы кафедрасының меңгерушісі;

Б.Е. Оспанов – Өнер, мәдениет және спорт институтының директоры;

Ж.И. Намазбаева – Психология ФПИ-нің директоры;

Қ.І. Адамбеков – ЮНЕСКО педагогикасы кафедрасының аға ғылыми қызметкері;

Ж.Н. Шайгозова – Өнер, мәдениет және спорт институтының доценті;

Н.А. Михайлова – Өнер, мәдениет және спорт институтының доценті;

А.Н. Тургумбекова – ЮНЕСКО педагогикасы кафедрасының аға лаборанты.

М35 **«Мәдениеттер жақындастығының халықаралық онжылдығы бағдарламасын жүзеге асырудың негізгі бағыттары»** атты Халықаралық ғылыми-практикалық конференцияның материалдары / I-Том. – Алматы: Абай атындағы ҚазҰПУ, «Ұлағат» баспасы, 2018 ж. – 280 бет.

ISBN 978-601-298-727-0

Бұл жинақта Абай атындағы Қазақ ұлттық педагогикалық университетінің 90-жылдығына арналған «Мәдениеттер жақындастығының халықаралық онжылдығы бағдарламасын жүзеге асырудың негізгі бағыттары» атты Халықаралық ғылыми-практикалық конференцияның материалдары жинақталған.

В данном сборнике собраны материалы Международной научно-практической конференции «Основные направления реализации программы действий по Международному десятилетию сближения культур», посвященное празднованию 90-летия образования Казахского национального педагогического университета имени Абая.

**УДК 378 (063)
ББК 74.58**

ISBN 978-601-298-727-0

© Абай атындағы Қазақ ұлттық педагогикалық университеті, 2018

культуры общества //Вестник ПГУ им. С Торайгырова. Серия педагогическая. – 2007. – №1. – С. 139-146.

6.Шадрин Н. С. Ценностная регуляция деятельности: Социогенез, феноменология, механизмы. – Павлодар: Кереку, 2010. – 360 с.

ORGANIZATIONAL AND PEDAGOGICAL REASONING FOR STUDYING BY FUTURE WORKERS OF PROFESSIONALLY ORIENTED ARTISTIC AND TECHNICAL CREATIVITY

Slipchyshyn L., Ph.D.,

*Separate structural subdivision of M. Drahomanov National Pedagogical University "Lviv Educational and Scientific Center of Vocational Education"
MES of Ukraine, Lviv, Ukraine*

Summary

The article substantiates the necessity of studying by vocational education institutions students of professionally oriented artistic and technical creativity. It is established that the necessary condition for the identification and development of students' creative abilities is the creation of an integrated educational process in which they can realize their own potential at the levels of creativity and its exteriorization (on professional and theoretical, vocational and practical training and in the work of the cluster). The variants of professionally oriented artistic and technical creativity studying, which depend on the purpose, possibilities and number of the covered students, are analyzed. The advantages provided by professional-oriented artistic and technical creativity to future workers are determined.

Аннотация

В статье обоснована необходимость изучения учащимися учреждений профессионально-технического образования художественно-технического творчества, ориентированного на профессию. Установлено, что необходимым условием выявления и развития творческих способностей учащихся является создание интегрированного образовательного процесса, в котором они могут реализовать свой потенциал на уровнях творчества и его экстерииоризации (в профессионально-теоретической, профессионально-практической подготовке и в кружковой работе). Проанализированы варианты изучения профессионально ориентированного художественно-технического творчества, которые зависят от цели, возможностей и количества охваченных учеников. Рассмотрены преимущества, которые может предоставить художественно-техническое творчество рабочим в будущем.

Today, the strategic goal of vocational education is the formation of a person who has a real competence, capable of detecting self, competitive at the labor market. The organization of such an education system causes the implementation of a qualitatively new approach - the design targeted, from which it is possible theoretically and practically to substantiate the variants of processes and phenomena development that are observed today in the educational system. Therefore, education and professional activity are considered as purposeful systems, for which the essential features are incompleteness and ability to interact with the environment. By the laws of dialectics, these features provide a system development dynamics [4, p. 46]. For each level of professional education there are their peculiarities of interaction with the environment, which initiate the process of educational system development and improve the interaction with the factors of influence on it.

In the works of many scholars, attention is drawn to the need for the formation and development in the vocational education institutions students of the technological culture and their involvement in design and technological activities (S. Batishev, A. Belyaeva, S. Goncharenko, R. Gurevych, O. Kobernyk, B. Sydorenko, V. Skakun, D. Thorzhevsky), to technical, artistic and technical creativity (V. Vdovychenko, S. Kozhukhovska, M. Korets, B. Nemensky, L. Orshansky, A. Tereshchuk, V. Tymenko). As the modern research analysis shows, the organizational and pedagogical substantiation problem of the future workers attracting way to professionally oriented artistic and technical creativity, is not sufficiently researched, which outlined the subject of the article.

The purpose of the article is organizational and pedagogical substantiation of the studying options by vocational education institutions students of professionally oriented artistic and technical creativity. Objectives of the article: to substantiate the need for studying by vocational education institutions students of professionally oriented artistic and technical creativity; to analyze variants of professionally oriented artistic and technical creativity studying; to identify the benefits that professional-oriented artistic and technical creativity provides to future workers.

In the work of G.Malynetsky [3] expresses the idea of the existence possibility of simple systems capable of purposeful, expedient behavior in a changing environment, adaptation to external influences through self-organization in the education system, educational processes in particular. This approach to the psychological concretization of occupational groups allows us to realize the leading role of self-organization in such a complex system as vocational education.

According to V. Bykov, at the time of technical and technological changes the main goal of educational systems should be: "individual trajectory ensuring of the students unique personality formation and development, which characterizes the deeply realized values of a democratic civil society, responsible and active position of his country citizen, high moral qualities, modern research and practical training" [1, p.13]. This testifies to the need for attentive attitude of teachers to the identification of the student's abilities and talents and the creation of conditions for their implementation.

With rapid changes on labor markets, goods and services, there is a problem of choosing the right and timely strategy for the integration of professions. In the context of the synergistic approach, the "timeliness" and "expediency" of the managerial influences on the integration of professions are tested primarily by future contours of structures-attractors, namely the goals of activities development taking into account the transition to its limits. If these influences also correspond to the qualities, abilities and talents of the individual, which is a self-organizing system, then there will be a phenomena of resonance. It is considered as a configuratively correct influence on a person, which causes "repeated amplification of the man's creative activity, reveals the unlimited potencies of the human psyche and consciousness" [2, p.69].

Essential skills for creative activity are essentially basic for professional activity. We consider to them the following skills: to set goals, define objectives, motivate activity, create conditions for an activity plan, work with sources of information, observe, carefully perceive information, logically and critically comprehend information, to highlight the main thing, rationally remember, solve problems. These skills are fundamental, so in aggregate they characterize constructive skills. In technical creativity these skills are directed to work with technical and technological information, as a result of which are obtained technical and technological knowledge and formed a substantive image. Accordingly, in artistic creativity, skills are aimed at working with aesthetic, artistic information and on the received artistic knowledge is formed an artistic image.

Since artistic and technical creativity is based on constructive skills, it is expedient to define them for both types of creativity and to allocate common skills. Considering the specific and common features of artistic and technical creativity, we came to the conclusion that the basic for artistic and technical creativity is the integrated artistic and technical constructive skills. To implement artistic and technical creativity, a person must be involved in two types of activities that have their own peculiarities. These features are contained in the content of the disciplines provided by the professional unit of the curriculum. Since thinking as the supreme form of cognitive activity is multifaceted, in the interaction process of its processes and mechanisms appears an appropriate product in different forms of implementation. In artistic and technical creativity the result constructive thinking is the imagination product in the form of an organized system of images, created on the basis of judgments, concepts and conclusions of artistic and technical creativity and filled with emotional and emotional content.

The development of artistic and technical creativity in the process of studying technical disciplines in the vocational education institution is that, starting from the first year, students learn to discover the "natural" aesthetics of materials, tools, parts, products that are objects and means of work in their professional activities. Subsequently, due to tasks of designing and design problems, students learn to objectify aesthetics in various forms, mainly through creative work that is being prepared for publication.

When working with the main tools of production, a specialist (worker) has the opportunity to realize his human essence through design and artistic activities, but at the relevant level to education. If the product created by him makes him happy, it is more likely to motivate him to creativity. In this process, a peculiar catalyst is the advanced figurative thinking, which, due to the properties of the image (objectivity and imagery), makes it possible to focus attention on the various facets of the object (product). Establishing a harmonious balance between objectivity and imagery is a peculiar aesthetic game of imagination.

Vocational education prepares specialists for the most part to meet the needs of industrial enterprises, in particular, it concerns technical professions, the basis of which are technical and technological disciplines. Modern requirements for vocational training in vocational education establishments update the need for attracting students to design and technological activities, in which a special role is assigned to the design skills. Since the standard of education and the model of an alumnus affects the level of requirements for professional training, the acquisition of labor technical profession does not require a separate study of the basics of the project activity, especially in the context of artistic design. This disadvantage should be compensated for in other types of activities. Orientation to the artistic and aesthetic aspect of the profession requires specialized knowledge.

Students who acquire technical vocational education in vocational education establishments usually acquire such knowledge through formal, informal and informal education that follows lessons. Therefore, in order to identify and develop the students' creative abilities, the creation of an integrated educational process in which they can realize their own potential at the levels of creativity and its exteriorization (on the professional, theoretical, professional and practical training and in the work of the cluster) is a prerequisite.

Our studies have shown that there are three options of the participation of vocational education institutions students in artistic and technical creativity, which differ in purpose, capabilities and number of students enrolled.

Option 1. Implementation of the variational modular course "Fundamentals of professionally oriented artistic and technical creativity". This option allows for real continuity of general education and professional training in the vocational education institution, the criteria of which is the systematic application of cross-cutting subject, interdisciplinary and interclass concepts, the unity of pedagogical influences and personal growth of students. It ensures the implementation of the principle of linking professional and educational standards that leads to the ordering, systematization of knowledge, their rethinking in the process of mastering various competences, and further increases the motivation of students to study. In particular, this applies to design education, which is carried out from elementary school and should be continuous. Thus, the purpose of studying the course is to continue design education at the level of professionally oriented artistic and technical creativity, which, depending on the abilities and talents of students, orient them in the future to engage in either technological or artistic activities. The disadvantage is a small number of hours per course (from 17 hours), but it is offset by attracting more students.

Option 2. Recently, in vocational education there is a tendency to integrate the technical and artistic aspects of the profession, for example, "a blacksmith of manual forging - a blacksmith of artistic forging" in a technical institution of vocational education and "a blacksmith of artistic forging - a blacksmith of manual forging" respectively in artistic college. In this combination of professions there is a powerful potential of intellectual and creative development of specialists. This is explained by the fact that the advanced imaginative thinking allows a specialist in the product of labor to see different facets and nuances that shape his imagery, and at the expense of rational and heuristic thinking, construct a quality that determines its objectivity. Positive integration of the technical and artistic aspects of the profession lies in the fact that there is a growing likelihood of more full use of the potential of the individual, an increase in the employment rates of graduates, and a drawback - there is competition between institutions of technical and artistic orientation towards entrants. The advantage of this option is a thorough study of the professions' artistic foundations and the inclusion in continuous design education at the level of vocational education, which is a practical implementation of the continuity principle. The disadvantage is that there are few professions for such integration and there should be a serious reason for this (regional aspect, traditions of the educational establishment, special conditions of employers, etc.).

Option 3. If in the institution of general secondary education "The technology" is the key subject for realization of the project activity in the technical, artistic, technical and artistic aspects, then in the training of future workers this process will be transferred more after the lessons, as well as outside the educational institution, which in most areas holds an out-of-school institution. The connecting link, the integrating factor between work in the classroom, after classes and outside the institution, is the project activity. In this option, the work of a cluster of professionally oriented artistic and technical creativity is based on the project activity.

Common for these options is an approach to structuring the content, according to which it is necessary to learn knowledge, to acquire skills and abilities of four groups of educational information: creativity as a specific form of the world's cognition, artistic and technical laws of industry objects development, images and means of expressiveness, project activity. At the particular content of the curriculum affects the options' choice of the students' participation in artistic and technical creativity. In general, the content and methodology of studying the bases of professionally oriented artistic and technical creativity are aimed at the formation of professional competence as a basis for productive professional activities and general cultural growth.

Thus, the study leads to the assertion that the mastery of the future workers of the professionally oriented artistic and technical creativity basis contributes to the disclosure of the individuals creative potential with an orientation on ability and giftedness; raises professional competence in its multidimensional, provides adaptation to market conditions taking into account regional peculiarities and growth of the general culture, creates conditions for the continuous design-education. The choice of the option for studying the basics of professionally oriented artistic and technical creativity depends on a number of factors, in particular: the strategy of the vocational education institution in relation to the coverage of the students by professionally oriented creativity and cluster work, the possibilities of educational programs on professions to study the basics of artistic and project activity, the desire of students to creatively grow in the profession and raise the general culture.

REFERENCES

1. Биков В.Ю. Проблемы та перспективи інформатизації системи освіти в Україні. Науковий часопис НПУ імені М.П. Драгоманова. 2012. 13 (20). С. 3-18.
2. Князева Е.Н., Курдюмов С.П. Основания синергетики. Человек, конструирующий себя и своё будущее. М.: КомКнига, 2006. 232 с.
3. Малинецкий Г.Г. Математическое моделирование образовательных систем. Синергетическая парадигма. Синергетика образования. М.: Прогресс–Традиция, 2007. С.328–345.
4. Профессиональная педагогика: учебн. / под ред. С. Я. Батышева, А. М. Новикова. Изд. 3-е, перераб. М.: Изд-во «Эгвес», 2009. 456 с.

ОПЫТ РЕАЛИЗАЦИИ СОВМЕСТНЫХ ПРОЕКТОВ В ПОДГОТОВКЕ МАГИСТРАНТОВ СЕТЕВОГО УНИВЕРСИТЕТА СНГ

*Рогалева Л.Н., к. психол.н.,
Уральский Федеральный Университет, Екатеринбург*
*Малкин В.Р., к. психол.н., доцент,
Уральский Федеральный Университет, Екатеринбург*
*Бредихина Я.А., магистр,
Уральский Федеральный Университет, Екатеринбург*
*Подчуфаров П.А., магистрант,
Уральский Федеральный Университет, Екатеринбург*
*Ким А.М., профессор,
Казахский Национальный университет им. аль-Фараби, Алматы*
*Айдоссова Ж.К., докторант
Казахский Национальный университет им. аль-Фараби, Алматы*
*Гумерова А.А., магистрант,
Казахский Национальный университет им. аль-Фараби, Алматы*

В статье представлены данные по проекту «Теория и практика достижения превосходства в спорте», разработанного для магистрантов международной магистерской программы, ориентированной на подготовку спортивных психологов. Изложены цели, задачи, особенности дисциплин, включенных в курс, а так же раскрывается роль каждой дисциплины в повышении компетенций студентов.

The article presents data on the project of the "Theory and practice of achieving excellence in sport", developed for undergraduates of the international master's program, aimed at training sports psychologists. The goals, tasks, and features of the disciplines included in the course are set out, as well as the role of each discipline in enhancing the competencies of students.

В эпоху глобализации образования становятся очевидным необходимость интеграции вузов России и Казахстана в подготовке специалистов, в том числе в рамках международных магистерских программ 2-х дипломов Сетевого Университета Сетевого университета Содружества Независимых Государств.

В КазНУ им. аль-Фараби и ИФКСиМП в течение трех лет реализуется международная магистерская образовательная программа двух дипломов, которая с 2017 года включена в Сетевой Университет СНГ по подготовке специалистов в области спортивной психологии.

В ходе совместной реализации данной программы достигнуты определенные успехи, что позволяет говорить о перспективности данной формы международного сотрудничества в области образования.

Одним из успешных совместных проектов работы стала разработка курса «Теория и практика достижения превосходства в спорте», ставшего победителем «Проект–победитель» Грантового конкурса Стипендиальной программы Владимира Потанина 2016/2017 годов.

Актуальность данного проекта заключается в том, что современная система образования, прежде всего магистратура, предполагает разработку новых курсов для магистрантов, включающих в себя современные результаты теоретической и практической деятельности в избранной сфере деятельности, что обеспечивает возможность быстрого и эффективного включения в научную деятельность.

Цель проекта заключалась в разработке учебных материалов, опирающихся на современную научную литературу в области психологии спорта. Курс разработан в формате Электронного образовательного ресурса, включающего лекции, презентации, практические занятия, учебные задания и контрольные тестовые задания, размещенные в среде «Гиперметод» на портале Уральского федерального университета.

МАЗМУНЫ
СОДЕРЖАНИЕ

Приветственное слово ректора КазНПУ им. Абая Балыкбаева Т.О.....	3
--	---

СЕКЦИЯ №1.

МӘДЕНИЕТТЕР ЖАҚЫНДАСТЫҒЫНЫҢ ХАЛЫҚАРАЛЫҚ ОНЖЫЛДЫҒЫ
БАҒДАРЛАМАСЫНЫҢ МӘДЕНИ МҰРАНЫ САҚТАУДАҒЫ РӨЛІ

СЕКЦИЯ №1.

РОЛЬ ПРОГРАММЫ МЕЖДУНАРОДНОГО ДЕСЯТИЛЕТИЯ СБЛИЖЕНИЯ
КУЛЬТУР В СОХРАНЕНИИ КУЛЬТУРНОГО НАСЛЕДИЯ

SECTION №1.

ROLE OF THE INTERNATIONAL DECADE OF PROGRAM OF CLOSING
CULTURES IN PRESERVING CULTURAL HERITAGE

Сулейменов О.О. Изучение великих переселений народов – ключевой проект Десятилетия сближения культур.....	5
Монахов В.М. Межкультурный диалог и современное образование.....	8
Нурпеисов М.М. Деятельность Международного центра сближения культур по пропаганде идей общности историко-культурного наследия Центральной Азии.....	12
Селютин Г.Я. Реализация Плана действий по проведению МДСК (2013-2022 гг.).....	14
Намазбаева Ж.И., Садыкова А.Б. Психологические аспекты национального воспитания современной молодежи.....	15
Абрамова М.А. Барьеры в осуществлении диалога.....	23
Намазбаева Ж.Н. Инновационные психотехнологии развития поликультурной личности в образовательной среде.....	26
Чингисова А.А. Стратегия обучения языку в культурно-образовательной среде РК.....	31

СЕКЦИЯ №2.

ЗАМАНАУИ БІЛІМ БЕРУДЕГІ ИННОВАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАРДЫ
ЕНГІЗУДІҢ ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ НЕГІЗДЕРІ

СЕКЦИЯ №2.

ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ОСНОВЫ РЕАЛИЗАЦИИ ИННОВАЦИОННЫХ
ТЕХНОЛОГИЙ В СОВРЕМЕННОМ ОБРАЗОВАНИИ

SECTION №2.

PSYCHOLOGICAL-PEDAGOGICAL BASES FOR THE IMPLEMENTATION OF
INNOVATIVE TECHNOLOGIES IN MODERN EDUCATION

Namazbaeva Zh., Niyetbayeva G., Kuanzhanova K, Nagibina N. Communication Style of Teachers and Psychological Health of Students.....	35
Нагибина Н.Л., Сабра Л.А. Идеальный образ я и идеальный образ мира субъекта познания и общения на примере модели перфекционизма.....	39
Шадрин Н.С. Некоторые проблемы образования в РК и проблемное поле современной психолого-педагогической науки.....	43
Slipchyshyn L. Organizational and pedagogical reasoning for studying by future workers of professionally oriented artistic and technical creativity.....	47
Рогалева Л.Н., Малкин В.Р., Бредихина Я.А., Подчуфаров П.А., Ким А.М., Айдоссова Ж.К., Гумерова А.А. Опыт реализации совместных проектов в подготовке магистрантов сетевого университета СНГ.....	50
Abu Rass. Qualifying teachers in the 21 st century.....	53
Намазбаева Ж.И., Садыкова А.Б. Система инновационных психотехнологий в исследованиях бюджета времени студентов.....	56
Еганов А.В., Быков В.С., Романова Л.А., Никифорова С.А., Кокин В.Ю. Психолого-педагогические основы реализации инновационных технологий сохранения психического здоровья обучающейся молодежи в образовательных организациях различного типа.....	67