

ПЕДАГОГИКА – PEDAGOGY

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PEDAGOGICAL PRACTICE: FROM THE SOVIET MODEL

Annotation. *Modernizing the education system, improving the quality of education is one of the most important issues on the agenda. In this direction, various programs at the state level are being adopted. Professional practice is one of the tools for determining the competence of the specialties taught at the university. The problem of restructuring professional practice according to the standards of foreign countries is also often mentioned. It is not a secret that some of the educational scientists support the education standard of the Soviet era. The new generation of teachers is raising the issues of counting professional practice as the seniority of a future specialist, paying a salary for professional practice, and increasing the number of hours allocated to professional practice. In the course of the research topic, we will focus on the history of professional practice during the Soviet era and present the current situation within the mentioned topic.*

Keywords: *industrial practice; professional competence; competence approach; professional competence; student.*

Introduction

The relevance of the research topic is closely related to the need to qualitatively update the educational system of the Higher Education Institutions of the Republic of Kazakhstan. Since industrial practice of higher education institutions is the main tool for determining the competence of the future profession, the situation that arises during the practical implementation of industrial practice causes concern.

Currently, the traditional professional training course of the future specialist does not meet the demands of the market. Therefore, the requirements of the era of globalization oblige to review educational programs and teaching technologies in higher education institutions. One of the most important goals facing us is the training of qualified domestic specialists to enter the ranks of the economically competitive countries of the Republic of Kazakhstan. [1]. In this regard, the higher education system of the country plays a major role in training quality personnel. Human capital is the main factor of economic growth that determines the future of the country [2]. In this regard, the main goal of the higher education system is to train specialists with professional competencies necessary for experience. If we refer to the statistics on personnel training in our country, there is a conclusion that about 40% of graduates of higher educational institutions (hereinafter - universities) are not working in their specialty [3]. Undoubtedly, increasing the love of the future specialist for the chosen profession will help solve the problem of unemployment among young people. One of



the reasons for creating interest in the future profession of students within the university is to conduct professional practical work of future specialists in an interesting, meaningful and extensive manner [4].

Industrial practice plays a big role in learning the future profession of university students. Industrial practice is the main part of the educational process, which determines the competence of the student's future profession, determines the intricacies of the chosen profession. Currently, there are studies on the effective and negative aspects of industrial practice in higher education institutions, and there are also works in the sense that the rational aspects of the industrial practice of the Soviet era should be adapted to modern times and revived. Let's analyze them in the next stage.

Research materials and methods

During the research of the article, sources of evidence were collected and analyzed using quantitative and qualitative research methods. At the same time, theoretical analysis, comparison, practical-experimental work, survey and systematization of results, analysis of statistical results took place.

Upon gaining independence, universities teaching pedagogical specialties moved to new standards, the curriculum of subjects changed, the content and scope of professional practice changed. Nowadays, among the post-Soviet pedagogic scientists, the problems of reviving the rational aspects of the model of professional practice of the Soviet era are often raised. In particular,

A.N. Nikulnikov, N.D. Khmel, O. Mukhatova, A. Kaipbaeva and others. conducts scientific research and often publishes his works [5]. Now I will briefly review the history of professional practice in the Soviet era and focus on rational models of Soviet professional practice.

It is known that the process of training future teachers also went through different stages in the Soviet state. At the 1st congress of education workers in 1918, the issue of teacher training for the schools of the newly created Soviet state was discussed. N.K. Krupskaya made a great contribution to the organization of pedagogical practice. N.K. Krupskaya, who headed the State Scientific Council under the Council of People's Commissars of the RSFSR, attached great importance to the professional practice of future teachers. Nadezhda Konstantinovna emphasized that the Pedagogical University should become a professional laboratory [6]. Pedagogical universities should become a place where new, Soviet ideas are born in the new Soviet education system of students and teachers. It's no secret that the presence of industrial laboratories at universities is becoming an actual issue even now.

In the 1920s and 1930s, the structure of higher educational institutions that trained teachers was as follows -

- Pedagogical institutes
- Pedagogical technical schools
- Pedagogical courses
- Pedagogical classes

A graduate of the Pedagogical Institute received 3 years of theoretical education and 1 year of professional practice [7]. By order of the People's Education Commissariat, the student engaged in professional practice at school for 3 hours a day. In 1924, S. T. Shatsky emphasized that students of the Pedagogical Institute should combine theoretical knowledge with practice from the 1st year [8]. That is, he paid great attention to the fact that only professional practice would clarify the theoretical knowledge received at the institute. Stanislav Teofilovich said that the main shortcoming of the Soviet education system is the passive education of the future teacher, and he attached great importance to professional practice in the educational process [9]. In 1924, a new curriculum of pedagogical technical schools was adopted. According to this law, professional practice started from the 1st year. And the 4th year students of the pedagogical institute engaged in pedagogical practice during 1 year.



In 1930, the curriculum of Soviet pedagogical universities was modernized. Now 40% of study hours are devoted to professional practice.

According to the Law on Higher Education of 1939, professional practice started from the 2nd year. In the 2nd and 3rd years, passive professional practice took place, while the 4th year students conducted active lessons at school during 1 year.

In the 1940s and 50s, changes did not take place within the scope of professional practice. It is legal for future teachers to pay attention to political propaganda during professional practice only due to political events in the country.

In the 1960s, 30 weeks, i.e. 7 months, were allocated to the professional practice of future teachers. During these years, familiarization with the competence of pedagogical specialties was divided into several stages. Most of them were taught during professional practice.

According to the 1972 curriculum of the university, professional practice was carried out in 2-5 years. In the 2nd and 3rd years, the future teacher was obliged to be a guide in pioneer camps in the summer months. In the upper years, practice took place in schools.

Since 1984, the future teacher had to do social-pedagogical, educational work 4 hours a week during the 1st-3rd year. In the upper courses, he carried out professional practice within the walls of the school. During the years of "Reconstruction" there were no significant changes in the content and scope of professional practice [10]. Since 1991, the general Soviet education system has taken a new path.

In conclusion, in the education system of the Soviet era, professional practice was given great importance. From the first years of the state, the creation of industrial laboratories under universities was undertaken, and significant work was done in this direction.

Research results

Due to the tension of the labor market, the labor market is full of competition. The employment of specialists who have graduated from universities and do not have work experience is getting more difficult every year. University graduates should be adapted to enter the labor market. Industrial practice has a great place in this direction.

In the course of researching the topic of the article, we conducted a survey on the issue of conducting industrial practice. This survey showed the important aspects of the mentioned problem. 9 students of Kazakh Pedagogical National Girls' University and Caspian Public University in Almaty participated in the survey. The questionnaire consisted of two main questions. The first one is the role of industrial practice in determining the future professional competence, the following questions were based on the comparison of professional practice in the Soviet era with current professional practice, determining the rational points of professional practice in the Soviet era, and the respondents' identification of the signs that it is suitable to be included in the educational process of higher education institutions in the current period. In the analysis of the results of the survey, 70% of the students have become familiar with future professional competences during industrial practice. said that the interest in the chosen profession has increased. They noticed that they got to know the ins and outs of their future professions not on the basis of the theoretical knowledge they get at the university, but during industrial practice. At the same time, only 20% of the respondents said that the production practices were not organized at their level, and there were scandals on the part of the leaders. In particular; in the course of theoretical education, the lack of courses aimed at mastering the future profession at its own level within the university walls, the difficulties that occurred during the paperwork, the negligence of practice leaders, the small number of hours allocated to industrial practice, etc. The remaining 10% of respondents said that they did not undergo professional practice at all. Unfortunately, it is not a secret that the problem of corruption in the education system is getting worse. They noticed that they got to know the ins and outs of their future professions not on the basis of the theoretical knowledge they get at the university, but during industrial practice. At the same time, only 20% of the respondents said that the production practices were not organized at their level, and there were scandals on the part of the



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Most of the 9 respondents noted that they were not familiar with the history of industrial practice during the Soviet era. As an additional suggestion, the students mentioned the need for an elective course on the history of professional practice within the specialty they are studying.



Table 1 - The course of professional practice

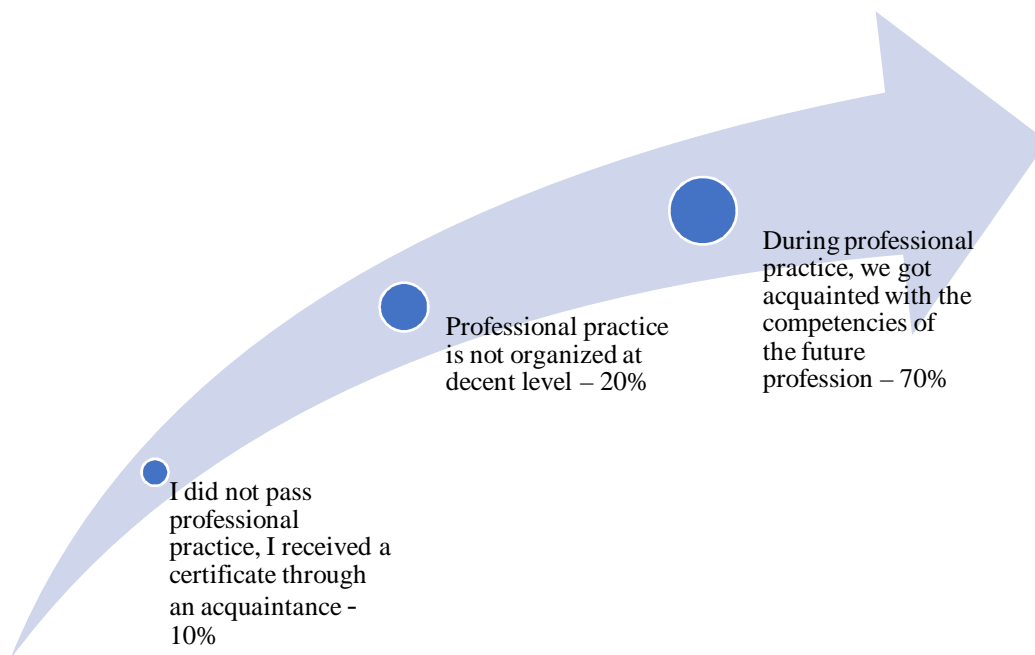
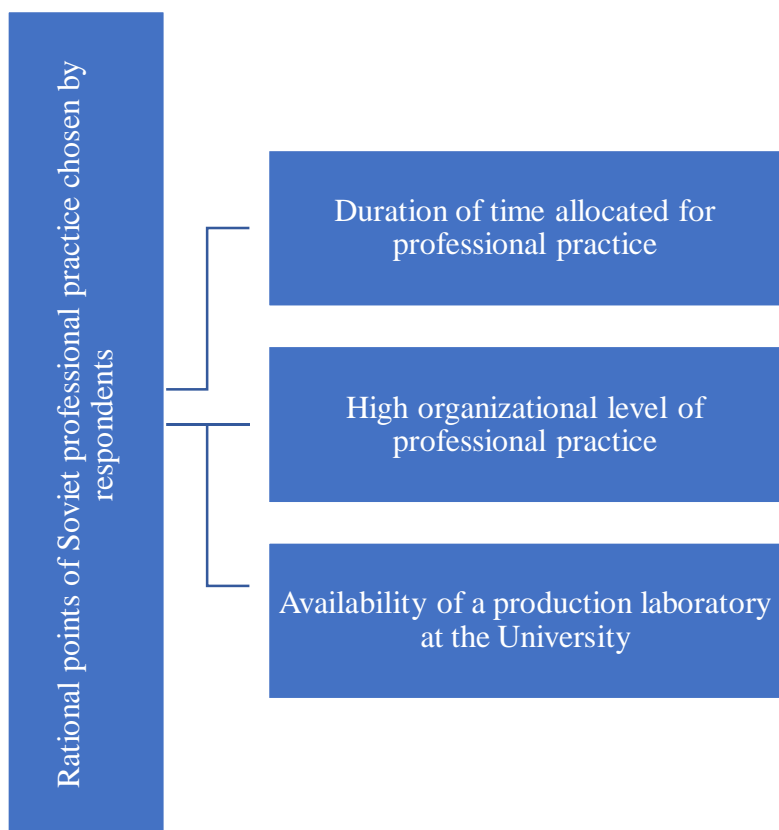


Table 2 - Rational points of professional practice in the Soviet era





Conclusion

Mastering the experience of advanced countries in the development of modern education in Kazakhstan, developing the abilities of the future specialist, increasing competitiveness, and forming professional competence are shown in the programs of educational universities. The goal of today's education is to train qualified specialists, taking into account knowledge, skills, and abilities. In conclusion, in this direction, it is becoming a requirement of the times to increase the hours of industrial practice in higher education institutions, to create a laboratory within the university walls or to supervise institutions where industrial practice takes place within the framework of dual education.

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ПЕДАГОГИЧЕСКАЯ ПРАКТИКА: С ТОЧКИ ЗРЕНИЯ СОВЕТСКОЙ МОДЕЛИ

Аннотация. Модернизация системы образования, повышение качества образования - один из важнейших вопросов повестки дня. В этом направлении запускаются различные программы на государственном уровне. Профессиональная практика является одним из инструментов определения компетентности по специальностям, преподаваемым в университете. Также часто упоминается проблема реструктуризации профессиональной практики в соответствии со стандартами зарубежных стран. Ни для кого не секрет, что некоторые ученые в области образования поддерживают образовательный стандарт советской эпохи. Новое поколение преподавателей поднимает вопросы засчитывания профессиональной практики в трудовой стаж будущего специалиста, выплаты заработной платы за профессиональную практику и увеличения количества часов, отводимых на профессиональную практику. В ходе исследования мы сосредоточимся на истории профессиональной практики в советское время и представим текущую ситуацию в рамках упомянутой темы.

Ключевые слова: производственная практика; профессиональная компетентность; компетентностный подход; профессиональная компетентность; студент

**Сағнайқызы С., Исмагулова Ж.Ж.****ПЕДАГОГИКАЛЫҚ ПРАКТИКА: КЕҢЕСТІК МОДЕЛІ ТҰРҒЫСЫНАН**

Аннотация. Білім беру жүйесін жаңғырту, білім беру сапасын арттыру-бүгінгі күндердің ең маңызды мәселелердің бірі. Бұл бағытта мемлекеттік деңгейде түрлі бағдарламалар іске қосылуда. Кәсіби практика университетте оқытылатын мамандықтар бойынша құзыреттілікті анықтау құралдарының бірі болып табылады. Сондай-ақ, шет елдердің стандарттарына сәйкес кәсіби тәжірибені қайта құрылымдау мәселесі жиі айтылады. Кейбір білім беру ғалымдары кеңес дәуірінің білім беру стандартын қолдайтыны ешкімге құпия емес. Оқытушылардың жаңа буыны кәсіби практиканы болашақ маманның еңбек өтіліне есептеу, кәсіби практика үшін жалақы төлеу және кәсіби практикаға бөлінетін сағаттар санын көбейту мәселелерін көтереді. Зерттеу барысында біз Кеңес дәуіріндегі кәсіби практика тарихына тоқталып, аталған тақырып аясында қазіргі жағдайды қарастырдық.

Кілт сөздер: өндірістік практика; кәсіби құзыреттілік; құзыреттілік тәсіл; кәсіби құзыреттілік; студент