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INDUSTRIAL PRACTICES: PAST AND FUTURE

***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. One of the tools for determining the competence of the specialties taught at the university is industrial practice. The problem of restructuring production practices according to the standards of foreign countries is also often mentioned. In particular, considering industrial practice as the seniority of a future specialist, paying wages for industrial practice, increasing the number of hours allocated to industrial practice, etc. In the course of the research topic, we will focus on the research level of the mentioned issues and share the results of the survey conducted among students.*

***Keywords:** industrial practice, 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 the 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. President of the Republic of Kazakhstan, Kassym-Jomart Tokeluly Tokaev: "A tribe that grows up saturated with national values will have deep knowledge and strong religion. He raised great hopes for the educated young people, who will take a firm step into the future in the globalization period, saying that the preservation of the great steppe entrusted to them by their ancestors is, first of all, a great hope for the younger generation. That is, first of all, the responsibility of higher education institutions that train high-quality specialists will undoubtedly increase. The President of the country K-Zh. Tokaev at the August conference held in the Palace of Independence on August 16, 2019; "Today, the revolution in the field of IT and biotechnology is changing humanity. That is why the education system needs to quickly adapt to new realities. The world's leading schools develop children's creative potential, teach digital technologies and real sciences. Teachers are constantly looking for new specialties and skills, changing the teaching methodology to a game format. We all strive to make Kazakhstan a prosperous, developed country. The key to achieving this is quality and affordable modern education. It is important to strengthen this industry," he said.



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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

In the course of researching the topic of the article, based on scientific research methods such as systematicity, objectivity, historical-comparability, guided by the new scientific trends and opinions that have recently formed around the mentioned topic, collect, summarize, logical, statistical based on specific historical, comparative historical, analysis. we used research methods.

We reviewed regulatory documents of the Republic of Kazakhstan, press, materials on the Internet, special researches of domestic scientists related to the topic of research. At the same time, we refer to the survey results obtained from several university students regarding industrial practice.

During the years of independence, several legal documents related to revitalization of industrial practice were adopted. In particular, Order No. 108 of the Prime Minister of the Republic of Kazakhstan dated August 24, 2018 [2], Order No. 595 of the Minister of Education and Science dated October 30, 2018 [3], 2018 on introducing changes and additions to some legislative acts of the Republic of Kazakhstan on education issues [2] Order No. 604 of October 31, 2016 [4], MEMST of the RK at the relevant educational level approved by Order No. 107 of the Minister of Education and Science of the Republic of Kazakhstan dated January 29, 2016 "On approval of the rules for the organization and conduct of professional practice and the rules for defining organizations as practice bases" [5], On November 23, 2015, "Services of appropriate educational organizations,

In the implementation of professional practice, the above-mentioned documents are used as guidance. The requirements and duties of professional practice are also defined in the specified documents. Let's take a look at the scientific works studied on this topic in order to reveal the process of industrial practice implementation, the level of competence of the profession, its difficulties and advantages.

In Kazakhstan, works on the role of industrial practice in the professional training of future personnel began to be written during the Soviet era. It is known that the first Soviet universities were opened in Kazakhstan in the 1920-30s, and even in those years, industrial practice was given importance. Intensive implementation of socialist reconstruction in the country, training of new proletarian cadres was put forward as an urgent task. Even in those years, great importance was attached to radical convergence of theoretical training and industrial practice. The curriculum of higher educational institutions consisted of 3 cycles: social-political, polytechnic and special. In these years, the curriculum in Soviet universities was created for two directions and 3 cycles. Among them, a total of 3,960 hours were allocated to the agro-pedagogical department, including 1,300 hours for the socio-political cycle, 520 hours for the polytechnic cycle, 2140 hours were allocated to a special cycle. A total of 5,720 hours were allocated to the industrial-pedagogical department, including 1,295 hours for the social cycle, 550 hours for the polytechnic cycle, and 2,775 hours for the special cycle. 38-40% of all hours were allocated to industrial practice. The educational process of higher pedagogical educational institutions was connected with the production tasks of production and agricultural institutions and had to be subordinated to it. Continuous industrial practice conducted in enterprises, collective farms, and cultural and



educational institutions was included in the curriculum [p. 7. 57-98]. We notice that even in the first years of the Soviet era, great importance was attached to industrial practice. 38-40% of all hours were allocated to industrial practice. The educational process of higher pedagogical educational institutions was connected with the production tasks of production and agricultural institutions and had to be subordinated to it. Continuous industrial practice conducted in enterprises, collective farms, and cultural and educational institutions was included in the curriculum [p. 7. 57-98]. We notice that even in the first years of the Soviet era, great importance was attached to industrial practice. 38-40% of all hours were allocated to industrial practice. The educational process of higher pedagogical educational institutions was connected with the production tasks of production and agricultural institutions and had to be subordinated to it. Continuous industrial practice conducted in enterprises, collective farms, and cultural and educational institutions was included in the curriculum [p. 7. 57-98]. We notice that even in the first years of the Soviet era, great importance was attached to industrial practice.

In the 1970s-1980s, the number of hours allocated to industrial practice was determined within the framework of the Scientific-Educational Methodological Complex (SEC) created on the basis of a higher pedagogical educational institution in Kazakhstan. For example, within the framework of this complex, teachers and graduate students of Almaty State University named after Abay (now KazNPU) put the results of their dissertation research to the Kumash Nurgaliyev school in the village of Boran, East Kazakhstan region, which is a manifestation of the active connection between the university and the school. Or it was the first step in the direction of creating a production council laboratory [7 p. 57-98].

One of the Laws that allows successful industrial practice is the Law of the Republic of Kazakhstan "On Social Partnership" adopted in 2001. In the framework of this Law, mutual relations of professional educational institutions with employers, production facilities are determined:

- training and technological practice;
- organization of a tour to the production site (class at the production sites);
- to help equip classrooms and laboratories with new equipment;
- sending future specialists on behalf of production facilities with targeted referrals for training;
- exchange of information about domestic and foreign news;
- implementation of diploma projects ordered by production facilities;
- testing of special subject teachers and teaching masters of educational institutions;
- licensing training of workers and other specialists;
- involvement of leading specialists of production facilities, students and students in guiding diploma work;
- awarding the best students at the expense of production facilities;
- if necessary, make changes to the curriculum, subject standards;
- intervention in the educational process in the mentioned directions.

Employers and professional educational institutions agree on each of these areas of work, and their implementation is regularly discussed at trade union meetings of production facilities and departments of educational institutions engaged in industrial practice.

Currently, there are "career centers" or departments of industrial practice in universities. They analyze professions that are in demand in society and regulate the system of professions in this direction. At the same time, in the direction of providing employment to graduates, they make agreements with workplaces and search for objects of industrial practice.

It cannot be denied that the state attaches great importance to strengthening the practical training of future specialists in higher professional education as well. This can be evidenced by the fact that since 2016, the ratio of 60% theoretical study to 40% practical study has been set in the mandatory state standard of higher professional education.



Since 2014, in accordance with the effective implementation of dual education in VET organizations, thesis studies and scientific projects have been started to be conducted on the place of industrial practice in the educational process. NO. Nurzhanbayeva's PhD dissertation research, defended in 2017, determined the theoretical foundations of conditions for the formation of labor value in college students in dual education. In this study, it was proved that the role of industrial practice in this direction is the introduction of elements of dual training in the formation of labor value in college students.

Also, in the study of the mentioned author, it was emphasized that contracts are made between the student and the object of industrial practice, but the facts of negligence and irresponsibility on the part of the latter are recorded in the execution of this contract. It's no secret that sometimes there are misunderstandings between the head of practice and students.

In 2018, J.E. Alshinbaeva's PhD dissertation study has comprehensively studied the place of industrial practice in the preparation of high-class future personnel. From this point of view, educational and methodological complexes created by J.E. Alshinbaeva are considered very valuable. Among them, the elective course "Theory and practice of dual education" is currently being conducted by many universities.

Before starting the research project based on the grant of the Ministry for the years 2018-2020, the following pedagogic scientist U.M. Abdigapbarova did research and organizational work on the importance of industrial practice in higher pedagogical education. In December 2015, a scientific-methodological complex "school-college-university-employer object" was created on the basis of the department of pedagogy and psychology of Abay Kazakh National University of Science and Technology under the initiative and leadership of N.M. Abdigapbarova. The mentioned scientist said that schools, colleges and higher education institutions should work closely together in the training of future specialists, that the close connection of educational institutions greatly contributes to the choice of profession of schoolchildren, individualizes them according to their inclinations, and directs them to the field of profession for which they are inclined. The basis of the project was that the employing institutions order educational institutions according to the required number of specialists [8 p. 175]

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. 12 students of Kazakh Pedagogical National Girls' University and Caspian Public University in Almaty participated in the survey. The questionnaire consisted of two questions. The first was the role of industrial practice in determining the future professional competence, while the second was aimed at determining the progress of industrial practice. In the analysis of the results of the survey, 74% of the students said that during the industrial practice, they became familiar with the competences of the future profession, and their interest in the chosen profession 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 30% 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.



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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Сағнайқызы. С., Исмагулова Ж, Сартаев С.
ПРОИЗВОДСТВЕННАЯ ПРАКТИКА: ПРОШЛОЕ И БУДУЩЕЕ

Аннотация. Модернизация системы образования и повышение качества образования - одни из важнейших вопросов повестки дня. В этом направлении запускаются различные программы на государственном уровне. Одним из инструментов определения компетентности по специальностям, преподаваемым в университете, является производственная практика. Также часто упоминается проблема реструктуризации производственной практики в соответствии со стандартами зарубежных стран. В частности, рассмотрение производственной практики как трудового стажа будущего специалиста, выплата заработной платы за производственную практику, увеличение количества часов, отводимых на производственную практику, и т.д. В ходе обсуждения темы исследования мы сосредоточимся на упомянутых вопросах и поделимся результатами опроса, проведенного среди студентов.

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

Сағнайқызы. С., Исмагулова Ж, Сартаев С.
ӨНДІРІСТІК ТӘЖІРИБЕ: ӨТКЕН ЖӘНЕ БОЛАШАҚ

Андатпа. Білім беру жүйесін жаңғырту және білім беру сапасын арттыру-күн тәртібіндегі маңызды мәселелердің бірі. Бұл бағытта мемлекеттік деңгейде түрлі бағдарламалар іске қосылуда. Университетте оқытылатын мамандықтар бойынша құзыреттілікті анықтау құралдарының бірі өндірістік практика болып табылады. Сондай-ақ, шет елдердің стандарттарына сәйкес өндірістік тәжірибені қайта құрылымдау



мәселесі жиі айтылады. Атап айтқанда, өндірістік практиканы болашақ маманның еңбек өтілі ретінде қарастыру, өндірістік практика үшін жалақы төлеу, өндірістік практикаға бөлінетін сағат санын көбейту және т.б. зерттеу тақырыбын талқылау барысында біз аталған мәселелерге назар аударамыз және студенттер арасында жүргізілген сауалнаманың нәтижелерімен бөлісеміз.

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