

FORMING OF STEADY MOTIVATION AND ORIENTATION OF ENTRANTS IN THE SYSTEM OF HIGH PROFESSIONAL SCHOOLS IN KAZAKHSTAN

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Abstract

The research of psychological bases of the formation and the development of professional pedagogical activity becomes very urgent direction of psycho-pedagogical researches nowadays, since the knowledge and understanding of motivational sphere of any specialist allows to develop his professional self-determination, as on the level of choosing a profession, so in the process of his perfection as a professional. In the process of professionalization of a teacher some changes in his motivational sphere are occurring, which can lead not only to his pedagogical mastering improvement, but also to a significant personal growth.

The scientific novelty of the research is defined by the fact that in pedagogical psychology on the experimental-psychological basis the system of productive teaching of students is worked out at the first time, which allows increasing considerably the effectiveness of teaching on the basis of educational system's motivational processes management.

Keywords: Professional orientation and consolidation, professionally pedagogical orientations and motivations, particular significance, high educational system, professional education

Manuscript itself

Introduction

The problem of forming the professional orientation and consolidation of pupils in upper classes of teaching the profile education has

an important significance. In contemporary conditions work with entrants forming their contingent and selection acquire particular significance both in the frames of education system and in general social aspects. In consequence of these points it is necessary to pay more attention:

- to the pupils' personality;
- to the importance of socially psychological portrait of future specialists; to their motivation, personal ambitions, desires.

However, in this connection of changing of social, economical, political situations hi Kazakhstan during even short period of time here altered and developed the content of concepts and principles including educational sphere, hi demands dynamical study of transforming of a young man's portrait, who ended the school and wants to know the answer on such question as "Where to go study?". The quality of professional education on this stage cannot be formed with the same knowledge, abilities and skills as before, since the demands of modern life became more extensive, various and all these aspects cannot be ignore (Hyin E.P., 2000)

Theoretical part

Thus, modern development of society, complication and increase of all social processes variety show the new demands to the preparation quality of specialists; to the character of his theoretical and methodical knowledge; and hence in the first instance to the system of his preparation in high education framework.

As a whole the modern educational situation in Kazakhstan characterizes (as the data of students admittance to our university on the 1st course in 2000 show us) by tendency of interest growth to the high education, thanks to increase of its prestige in society (Viljunas V. K, 1990).

Beyond doubt, one of factors positively influenced this process is a process of educational diversification. On the hand this process creates larger spectrum of choice to the students, expands possibilities and perspectives of their professional formation. On the other hand, it entails the new demands to the students' personality, to their preparation character to the studying on these specialties (Danilova N.N.,Krylova A.L., 1989).

All these provoke the necessity of knowing the peculiarities of the contingent, which is multifunctional by its socially psychological characteristics, interests, tendency, preparation level and information about future profession. It regards both to students and schoolboys, final-year students. Therefore the researches, which connected with the "portrait" of those, who compose this potential(Homskaya E.D., 1987).

The practical part of the research

This is one of necessary stipulations of professional education system accomplishment and this must be the subject of the university interests, which takes care of its growth and at the end of branch's condition. Therefore the main target of our research became the studying of professionally pedagogical orientations and motivations on the frame of "pupil-entrant-student-final-year student: system" (Nikitina E.V., 1999).

It is the main premise to provide the subsequent professional education with orientation on opportunity to use received results of psychological research during vocational guidance work in the university. Before conducting empirical research we made an analysis of current condition of vocational guidance work both on contemporary stage of society development as a whole and in high education in particular. Vocational guidance plays enormous social role both in the society's life and in separate individual's life (Rogov M., 1998).

The important social function of vocational guidance is coordination of person's and society's interests; realization of young people's abilities and inclinations in their own society's interests. The modern and effective vocational guidance can reduce the possibility of psychological dissatisfaction, disappointment (including behavior, drug addiction), which are proved by mistakes in professional choice since it reduces the possibility of such mistakes.

We think that vocational guidance in contemporary conditions must be organically included and has to be an integral part of uninterrupted educational system.

The vocational guidance is not only peculiar connecting link in "society-personality" system, but also the factor of influence person in order to form such system as socially active and useful unit of the society; to find his own place self-determination in this society (Lekerova G.J., 2014).

Nowadays in studying the framework of vocational guidance system at the same time with a great number of results, researches and practical approbation's, here exists the row of insufficiently studied positions, which is first of all, connected with complex system of approaches.

The predominance of fragmentarily in researches, absence of integrity in considered aspects, tendency on elaboration of separate links and forms of vocational guidance attract our attention. With it all the necessity of succession between stages; provision of real interaction between forms and methods of activity on the pre-university preparation stage are not always taken into account. In the context of contemporary introduction about different phenomena in pedagogy the vocational guidance represents not only practical activity, but also includes the elaboration of this activity's theoretical basis. All three stages of vocational guidance (practice, theory,

methodology) are not oppose to each other, but on the contrary they must be organically connected. Thus from our point of view the professional orientation can defined as the unity of:

- a) practical educational activity on preparation of youth to conscious choice of profession in accordance with abilities, inclinations and needs;
- b) developing interdisciplinary theory which includes pedagogical, psychological, sociological and other aspects;
- c) methodological principles of cognition organization and practice's transforming.

Hence the consideration of professional orientation activity as systematic complex phenomenon must include such research approaches which in the sum could provide the possibility of the whole multimeasured activity-both in constructing the theoretical model and in the real practice (Lekerova G.J. 2007).

Philosophically-methodological, pedagogical, psychological, economical, medically-biological, socially legal, socially cultural, sociological approaches must be retried to such research methods.

The experience shows that systematical and dynamic studying of professional orientation processes demands periodic repetition of researches as one of methodological principles of analysis. One time investigation gives only one measured "cut" of interested us object which is characterized for certain moment. To comprehension its dynamic, determine the tendencies of development require varitemporal researches, which can accomplish the comparison of these or other characteristics and index (Lekerova G.J.,2014).

Evidently that professional orientation held by university both inside of high educational system and outside of it takes some position which dictates the objective necessity and interest in more striking expressed multiprofile and polyfunctionality of this system.

Conclusion

In this connection here appears a question about division of professional orientation activity's structure on internal and external substructures between which quantitative, qualitative, temporal distinctions are determined, but also the presence of different complexes of means and methods which are privileged with regard to one or another group of entrants. In our opinion, the professional orientation represents a complex dynamic system which consists of certain elements and ignorance if only one of them can reduce the quality of work as a whole.

Summarizing foregoing, we can mark that one of the most effective constructional mechanism of professional orientation is inclusion of this kind of activity into pre-university preparation system.

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