

Торайғыров университетінің
ҒЫЛЫМИ ЖУРНАЛЫ

НАУЧНЫЙ ЖУРНАЛ
Торайғыров университета

**ТОРАЙҒЫРОВ
УНИВЕРСИТЕТІНІҢ
ХАБАРШЫСЫ**

ПЕДАГОГИКАЛЫҚ СЕРИЯСЫ
1997 ЖЫЛДАН БАСТАП ШЫҒАДЫ



**ВЕСТНИК
ТОРАЙҒЫРОВ
УНИВЕРСИТЕТА**

ПЕДАГОГИЧЕСКАЯ СЕРИЯ
ИЗДАЕТСЯ С 1997 ГОДА

ISSN 2710-2661

№ 4 (2021)

ПАВЛОДАР

НАУЧНЫЙ ЖУРНАЛ
Торайгыров университета

Педагогическая серия
выходит 4 раза в год

СВИДЕТЕЛЬСТВО

о постановке на переучет периодического печатного издания,
информационного агентства и сетевого издания

№ KZ03VPY00029269

выдано

Министерством информации и коммуникаций
Республики Казахстан

Тематическая направленность

публикация материалов в области педагогики,
психологии и методики преподавания

Подписной индекс – 76137

<https://doi.org/10.48081/BFRH7055>

Бас редакторы – главный редактор

Бурдина Е. И.

д.п.н., профессор

Заместитель главного редактора

Абыкенова Д. Б., *PhD доктор*

Ответственный секретарь

Нургалиева М. Е., *PhD доктор*

Редакция алқасы – Редакционная коллегия

Пфейфер Н. Э.,

д.п.н., профессор

Жумагаева Е.,

д.п.н., профессор

Абибулаева А. Б.

д.п.н., профессор

Фоминых Н. Ю.,

д.п.н., профессор (Россия)

Снопкова Е. И.,

к.п.н., профессор (Белоруссия)

Мирза Н. В.,

д.п.н., профессор

Донцов А. С.,

доктор PhD

Шокубаева З. Ж.,

технический редактор

За достоверность материалов и рекламы ответственность несут авторы и рекламодатели

Редакция оставляет за собой право на отклонение материалов

При использовании материалов журнала ссылка на «Вестник Торайгыров университета» обязательна

ПСИХОЛОГО-ПЕДАГОГИЧЕСКОЕ СОПРОВОЖДЕНИЕ
ПРОЦЕССА ВОСПИТАНИЯ И ОБУЧЕНИЯ
В ОРГАНИЗАЦИЯХ ОБРАЗОВАНИЯ

SRSTI 14.35.01

<https://doi.org/10.48081/CFMP4658>

***A. D. Kariyev¹, Ye. N. Agranovich², T. B. Baynazarova³,
L. Ye. Ageyeva⁴, Yu. B. Iminova⁵**

^{1,2,3,4,5}Kazakh National Women's Teacher Training University,
Republic of Kazakhstan, Almaty

**ON THE RESULTS OF THE DEVELOPMENT OF THE SKILLS
OF PRIMARY SCHOOL TEACHERS TO PEDAGOGICALLY
ACCOMPANY RESEARCH (PROJECT) ACTIVITIES**

This article is a continuation of the theoretical research presented in the previously published works of the authors, which provides the rationale for the conditions that provide initiation and support for the understanding of the value-semantic foundations of pedagogical support of students, the formation, development and maintenance of the subject-subject nature of the activities of teachers and students. This study presents the results of approbation of research work on the development of the skills of primary school teachers to pedagogically accompany the research (project) activities of students.

Based on the theoretical model and the concept of development of primary school teachers, providing the formation of skills to pedagogically accompany the research (project) activities of students «presented in a previously published work, the authors have developed and tested a program of advanced training courses for teachers» Pedagogical support of extracurricular research (project) activities of primary students classes «. The experience of organizing courses for the professional development of teachers on the formation of skills to carry out pedagogical support of research (project) activities of students is analyzed.

The implementation of the practical part of the advanced training courses for teachers was of a complex design and research nature and was carried out in the form of on-line meetings using distance educational

technologies. The approbation was implemented in stages and consisted of the following five stages: 1) preparation and training of tutors for courses of professional and personal development of teachers; 2) conducting the first session of courses on professional and personal development of teachers; 3) the practice of initiating project and research activities of students by course participants; 4) holding the second session of courses on professional and personal development of teachers; 5) organization of the International Summer School «Design and Research for the Future».

Key words: primary school teachers, advanced training courses for teachers, professional development of teachers, research activities, project activities, pedagogical support.

Introduction

In the legislative documents of the Republic of Kazakhstan, in programs, concepts for the development of education, as well as in regulatory and methodological materials, there is a clear demand for the training of widely erudite, inquisitive, creative teachers who are able to build non-standard parallels, compare phenomena who are ready to learn throughout life, improve their skills, improve their professional skills, who are able to accompany the research and project activities of students.

Updating the content of education requires significant changes in the content, forms and methods of teacher education. In this regard, the task of developing the ability of primary school teachers to accompany the project and research activities of students takes on a new meaning and requires the search for new opportunities to resolve it.

The purpose of this study: to implement in practice the model [1] of the process that ensures the formation and development of teacher skills, to carry out pedagogical support of the project and research activities of students, and to evaluate the effectiveness of this implementation.

This article describes the experimental part of the study, during which the following tasks solved:

1) develop a program of courses for professional and personal development aimed at developing the skills of primary school teachers to carry out pedagogical support for the project and research activities of students;

2) to carry out approbation of the developed program and evaluate the effectiveness of the approved approbation.

Materials and methods

The model developed by the authors [1] was based not on the use of specific organizational and technological capabilities, but on conditions that make it possible to provide initiation and support for the understanding of the value and semantic foundations of pedagogical support of students, the productivity of all teachers participating in the development courses, the formation and maintaining the subject-subject nature of the activities of course participants, etc.

Many researchers have carried out the embodiment of one or more of these conditions. Organizational and technological models used for teacher development are widely presented in the literature. So, in works [2–5] I. A. Yudina, A. P. Oreshko, Ngeze L. V., Mpho M. D., Moulakdi A. and others were considered: the «mentoring» model (consulting by experienced colleagues or experts), the learning organization model (knowledge exchange); model of interactive professional development (interaction with professionals through modern ICT for joint problem solving, as well as for the development of their competencies); cascading models of organizing the continuous development of teachers.

Some aspects of initiation and comprehension of the value-semantic foundations of pedagogical support of students were considered in studies devoted to professional development and continuing education of teachers (O. G. Yaroshenko [6], V. N. Varaksin [7], P. Phillips [8], L. Darling-Hammond [9] and others), as well as adult learning technologies (T. F. Esenkova [10], L. V. Klimbei [11]).

Detailing the development goals of teachers [6–11], researchers pointed out the need to develop deep professional knowledge, critical thinking, and the ability to comprehensively comprehend and solve problems, effective communication, cooperation and independence. The elements necessary for effective professional development of teachers highlighted: active adult learning, maintaining cooperation in the context of the work performed, using coaching and expert support, feedback and correction of joint activities.

The conditions contributing to the formation and improvement of a community of teachers, in which all participants effectively interact, are described in the works of A. Bautista & R. Ortega-Ruiz [12], I. A. Yudin and A. P. Oreshko [2] and others, where conclusions are formulated about the effectiveness of the exchange of practical knowledge of teachers in their real cooperation, joint solution of common problems and professional development in network communities [2].

V. F. Gabdulkhakov and A. F. Zinnurova [13], G. U. Lutfullayev et al. [14] considered new problems of organizing vocational and additional education related to work in the context of the COVID-19 pandemic. The authors, characterizing the disadvantages and advantages of online learning, focus on the need to revise the

requirements for assessment and technologies of interaction between participants in distance education, recommend using tools to stimulate students to master the course for effective management of online courses, carry out timely assessment of completed work and provide prompt feedback connection.

First, we note that this study, in fact, is of a complex design and research nature and is capable of ensuring the development of each participant. At the same time, the planned and implemented activities of the participants based on the following basic conceptual provisions:

- the importance of embodying the value-semantic foundations of the pedagogical support of the participants;
- productivity of cooperation, pooling of resources and efforts of participants in the course of research or design;
- the multiplicity of development trajectories and directions of the participants' activity arising from the implementation of joint actions [15].

These provisions implemented in the program of professional and personal development courses developed by the authors «Pedagogical support of extracurricular research and project activities of primary school students». In particular, the following were identified: 1) the target perspective of the research - the competencies that teachers will have at the end of the course; 2) specific value-semantic foundations of the pedagogical support of the participants; 3) the content of the joint activities of the participants and the tasks solved in its course; 4) the main stages of the participants' activity; 5) technologies, forms and methods to be used in joint activities.

The perception of each Meeting by the course participants formed in their minds as a corresponding coherent hypertext [16]. The alternation of different types and forms of joint activities with the wide use of interactive technologies was carried out problem lecture, binary lecture, round table, brainstorming, expert workshop, master class, discussion «at the crossroads of opinions», etc. At the same time, the subject-subject the nature of the activities of the course participants. In addition, they regularly given time to discuss analyze and reflect on the topics discussed.

Classes were held every other day, creating a potential opportunity to comprehend the past Meeting and do a little «homework».

57 teachers of the Republic of Kazakhstan (primary school teachers, undergraduates of pedagogical specialties, teachers of colleges and universities) expressed their desire to participate in the courses of professional and personal development «Pedagogical support of extracurricular research and project activities of primary school students».

The courses conducted in electronic on-line format using distance educational technologies. All work carried out in stages and consisted of the following five stages:

First step. Preparation and training of tutors for courses of professional and personal development of teachers.

Second step. Conducting the first session of courses on professional and personal development of teachers.

Third step. The practice of initiating project and research activities of students by course participants.

Fourth step. Conducting the second session of courses on professional and personal development of teachers.

Fifth step. Organization of the International Summer School «Design and Research for the Future».

The first stage formally corresponded to the concept of the cascade model, since it was supposed to provide training for tutors for «mentoring», consulting and accompanying the activities of course participants. As future tutors, 5 teachers of the department of preschool and primary education of KazNWTTU were selected. 10 meetings were organized for them, which were held online based on the Zoom platform. The participants were acquainted with the conceptual provisions of pedagogical support, considered those typical problems to solved.

The first session of the courses of professional and personal development of teachers, organized at the second stage, had a conceptual and methodological character. The content of the work covered various aspects of the quality of primary education, the subjectivity of elementary school students, the essence of pedagogical support of their activities, meaning, educational opportunities of problem situations in research and design, etc. Foreign experience of support of research and project activities of students was considered. Case studies and projects carried out by primary school students in the Republic of Kazakhstan and the Russian Federation were analyzed

Independent testing of theoretical knowledge in terms of initiating project and research activities of students became the content of the third stage. Within one month, the course participants had to implement the methodological recommendations and try to initiate and accompany the initial phase of the research and project activities of the students. This practice was accompanied by expert advice from the sessions during the first session.

At the fourth stage, the second session of the courses of professional and personal development of teachers was held, aimed at generalizing and understanding the practical experience of the participants. In an atmosphere of attention and benevolence, the strengths of the practical experience of the

participants were highlighted, unused opportunities were identified, the prospects for the development of each presented project were outlined. It should be noted that the course participants readily presented their projects, even if they themselves did not always assess them as quite successful.

The fifth stage not formally connected with the courses of professional and personal development of teachers, but in fact, completed them, presenting a panorama of the current achievements of the participants of the International Summer School. The presented projects also analyzed here. Consultations held on all issues of concern to the participants.

The analysis carried out by the authors showed that the above methodology of this study made it possible to implement in practice a model of the process that ensures the formation and development of the teacher's skills to carry out pedagogical support of the project and research activities of students.

Results and discussion

Before the courses began, the organizers interviewed teachers who had signed up for the courses. When asked what they expect from their participation in the course, almost half of the respondents specifically indicated what they want:

- gain new knowledge (how to set goals and put forward a hypothesis in project and research activities; what is necessary to work on a project; about research work with children; about project activities of younger students);
- gain confidence in conducting research and project activities, as well as develop the ability to rely on their experience of such activities and on the experience of colleagues.

Another 40% of course participants formulated their expectations vaguely (expand and systematize their knowledge; improve their professional competencies; learn how to create and write a project; gain new ideas and inspiration; learn interesting and innovative educational methods; conduct project and research work correctly).

The remaining 10 % of teachers focused on the formal result of the courses - obtaining an official certificate of professional development.

After completing the courses, the participants noted the diversity of the results obtained:

- knowledge in different areas of educational, project, research activities; theoretical knowledge on the topics of the courses; differences and similarities between design and research work; on accompanying students in project and research activities;
- understanding the need to provide an opportunity for students to: independently determine the topic of the project; have free search space; carry out a targeted search for information, be independent; conduct search activities;

- formation of: desire to accompany children's projects; confidence in their capabilities; understanding the scope of your experience; the ability to realize oneself as a tutor; positive emotions when communicating with the organizers of the courses.

A specially developed questionnaire used to assess the effectiveness of the courses for the development of the ability of primary school teachers to accompany the project and research activities of students.

First, 9 basic concepts were identified that characterize the meanings and content of these courses: 1) cognitive activity, search activity; 2) project activities; 3) research activities; 4) educational and project activities; 5) educational and research activities; 6) the subject of design or research; 7) pedagogical support; 8) educational technologies to support students' activities; 9) diagnostic methods and tools with pedagogical support.

The assessment of the development of each basic concept was carried out using a scale containing 6 value judgments: 1) I have some idea; 2) I know and can tell about it; 3) I can give an interpretation and explain; 4) can be used in known situations; 5) I can use it when analyzing the situation; 6) I can develop a method of use. Thus, the first 3 positions of this scale made it possible to characterize different degrees of mastery of knowledge about the proposed basic concepts, and the next 3 positions - different degrees of mastery of the skills to use these concepts.

The effectiveness of the courses for the development of the ability of primary school teachers to accompany the project and research activities of students shown in Figure 1.

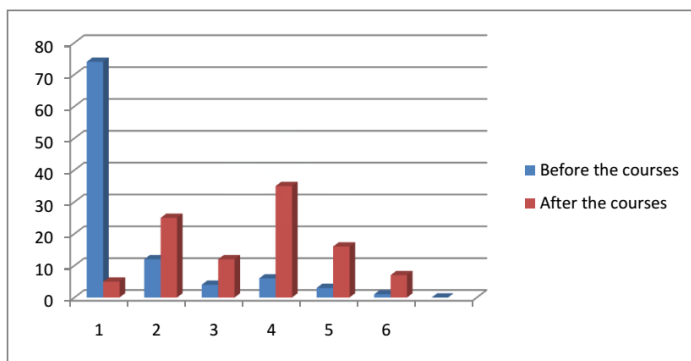


Figure 1 – Characteristics of the effectiveness of courses for the development of the ability of primary school teachers to accompany the project and research activities of students: the probability distribution of assessments of the mastery of basic concepts before and after courses

Of interest are the emotional and evaluative characteristics of what happened in the courses. After their completion, the participants were asked to answer the questions of a special questionnaire: about the events that caused a vivid positive reaction of the participants; about events that made them feel dissatisfied; on the assessment of their «involvement» in the work of the courses; on the assessment of the degree of their psychological fatigue from participating in the course; participants experience feelings when they complete the course.

Almost every participant named specific events that caused him a vivid positive reaction. At the same time, the participants indicated the events that caused a feeling of dissatisfaction 3.6 times less often, and in half of these cases it was about objective problems (interruptions in the Internet, distance learning conditions, etc.).

Conclusion

As part of the implementation of the experimental part of the study on the development of the skills of primary school teachers to pedagogically accompany the research (project) activities of students, a program of professional and personal development courses «Pedagogical support of extracurricular research (project) activities of primary school students» was developed and tested. This program developed based on a model of the process that ensures the formation of teachers' skills to carry out pedagogical support for the project and research activities of students, presented in a previously published work [1].

The relevance of the work performed also lies in the remote form of organizing courses on the on-line Zoom platform using modern interactive educational technologies, which showed the demand during the coronavirus pandemic all over the world.

The analysis of the results of the study showed that the presented model of the process, which ensures the formation and development of the teacher's skills to carry out pedagogical support of the project and research activities of students, and the developed technology for its implementation in the courses of professional and personal development of teachers, allowed the participants to improve their professional competencies in the field of developing teachers' skills. Pedagogically accompany the research (project) activities of students, organize their own research (project) activities, improve the ability to work with information, develop personal qualities necessary for communication in professional activities, etc.

This article was prepared as part of the implementation of the scientific project «Formation of the skills of primary school teachers to pedagogically accompany the research (project) activities of primary school students», supported by a grant from the Kazakh National Women's Pedagogical University for 2020-2021. (Order No. 347 dated 10/14/2020).

REFERENCES

1 **Kariev, A. D., Fishman, B. E., Fokina, O. A., Bajnazarova, T. B., Agranovich, E. N.** Model' processa, obespechivayushchego formirovanie i razvitie umenij uchitelya osushchestvlyat' pedagogicheskoe soprovozhdenie deyatel'nosti uchashchihsya [A model of the process that ensures the formation and development of the teacher's skills to carry out pedagogical support of students' activities]. In *Mir nauki. Pedagogika i psihologiya*, 2021. – № 2. [Electronic resource]. – <https://mir-nauki.com/PDF/50PDMN221.pdf> (Free access).

2 **Yudina, I. A., Oreshko, A. P.** Nepreryvnoe professional'noe razvitie uchitelej kak trebovanie sovremennoj shkoly [Continuous professional development of teachers as a requirement of a modern school]. In *Sovremennye problemy nauki i obrazovaniya*. – 2015. – № 2-1. [Electronic resource]. – URL: <http://www.science-education.ru/ru/article/view?id=18790> (Date of access 30.05.2021).

3 **Moulakdi A. & Bouchamma, Y.** Professional Development for Primary School Teachers in Cameroon : Is the Cascade PD Model Effective? *Creative Education*. – Vol. 11. – No.7. – July 28, 2020. – DOI: 10.4236/ce.2020.117084.

4 **Mpho, M. D. & Matseliso, L. M.** Does the Cascade Model Work for Teacher Training? Analysis of Teachers' Experiences. In *International Journal of Educational Sciences*, 4. – 2012. – P. 249–254. [Electronic resource]. – <https://doi.org/10.1080/09751122.2012.11890049>.

5 **Ngeze, L. V. Khwaja, U., Iyer, S.** Cascade Model of Teacher Professional Development: Qualitative Study of the Desirable Characteristics of Secondary Trainers and Role of Primary Trainers. In *Proceeding at the 26th International Conference on Computers in Education*. – Manila : Asia-Pacific Society for Computers in Education, 2018. – P. 755–760.

6 **Yaroshenko, O. G.** Nepreryvnoe obrazovanie kak uslovie professional'nogo razvitiya nauchno-pedagogicheskikh rabotnikov universitetov [Continuing education as a condition for the professional development of university research and teaching staff]. In *Mezhdunarodnyj zhurnal prikladnyh i fundamental'nyh issledovanij*. – 2017. – № 4-1. – P. 297–300. [Electronic resource]. – URL: <https://applied-research.ru/ru/article/view?id=11387> (Date of access 30.05.2021).

7 **Varaksin, V. N.** Sovmestnaya deyatel'nost' pedagoga i studentov kak mekhanizm samorazvitiya [Joint activity of a teacher and students as a mechanism of self-development]. In *Mezhdunarodnyj zhurnal eksperimental'nogo obrazovaniya*. – 2014. – № 3-2. – P. 134–136.

8 **Phillips, P.** Professional Development as a Critical Component of Continuing Teacher Quality. In *Australian Journal of Teacher Education*, 33(1). – 2008. [Electronic resource]. – <http://dx.doi.org/10.14221/ajte.2008v33n1.3>

9 **Darling-Hammond, L. and etc.** Effective Teacher Professional Development. In Learning Policy Institute. Research Brief, 2017

10 **Esenkova, T. F.** Pedagogicheskie tekhnologii v obrazovanii vzroslykh : metodologiya, sodержanie, effektivnost' [Pedagogical technologies in adult education: methodology, content, effectiveness]. In *Fundamental'nye issledovaniya*. – 2015. – № 2–7. – P. 1483-1488. [Electronic resource]. – URL: <http://www.fundamental-research.ru/ru/article/view?id=37178> (Date of access 30.05.2021).

11 **Klimbej, L. V.** Nepreryvnoe obrazovanie v sisteme povysheniya kvalifikacii pedagogicheskikh rabotnikov [Continuing education in the system of professional development of teaching staff]. In *Molodoj uchenyj*. – 2017. – № 12 (146). – P. 509–511. [Electronic resource]. – URL: <https://moluch.ru/archive/146/40807/> (Date of access 30.05.2021)

12 **Bautista, A., Ortega-Ruiz, R.** Teacher Professional Development: International Perspectives and Approaches. In *Psychology, Society, & Education*, 2015. – Vol. 7(3). – P. 240–251. – ISSN 2171-2085 (print); ISSN 1989-709X (online)

13 **Gabdulhakov, V. F., Zinnurova, A. F.** O pedagogicheskikh determinantah povysheniya effektivnosti vysshego professional'nogo obrazovaniya v usloviyah pandemii koronavirusa [On pedagogical determinants of improving the effectiveness of higher professional education in the context of the coronavirus pandemic]. In *Sovremennye problemy nauki i obrazovaniya*. – 2020. – № 6. [Electronic resource]. – URL: <http://www.science-education.ru/ru/article/view?id=30250> (Date of access 04.06.2021).

14 **Lutfullaev, G. U.** Opyt distancionnogo obucheniya v usloviyah pandemii COVID-19 / G.U. Lutfullaev, U.L. Lutfullaev, Sh. Sh. Kobilova [i dr.] [The experience of distance learning in the context of the COVID-19 pandemic]// *Problemy pedagogiki*. – 2020. – №4 (49) [Electronic resource]. – Rezhim dostupa: <https://cyberleninka.ru/article/n/opyt-distantsionnogo-obucheniya-v-usloviyah-pandemii-covid-19>, (Date of access 08.06.2021).

15 **Kolesnikova, I. A., Gorchakova-Sibirskaya, M. P.** Pedagogicheskoe proektirovanie [Pedagogical design]: Ucheb. posobie dlya vyssh. ucheb. Zavedenij. – Moscow : Izdatel'skij centr «Akademiya», 2005. – 288 p.

16 **Chaplina, S. S.** Textoobrazuyushchaya funkciya kategorii temporal'nosti v nemeckom yazyke (na materiale kratkih gazetnyh soobshchenij) [The text-forming function of the category of temporality in the German language (based

on the material of brief newspaper reports)]. – Avtoref. kand. filol. nauk, 10.02 04 - germanskіe yazyki. – Belgorod, 2010. – 26 p.

Material received on 10.12.21.

*А. Д. Қариев¹, Е. Н. Агранович², Т. Б. Байназарова³, Л. Е. Агеева⁴,
Ю. Б. Иминова⁵

^{1,2,3,4,5}Қазақ ұлттық қыздар педагогикалық университеті,

Қазақстан Республикасы, Алматы қ.

Материал 10.12.21 баспаға түсті.

БАСТАУЫШ СЫНЫП МҰҒАЛІМДЕРІНІҢ ҒЫЛЫМИ-ЗЕРТТЕУ (ЖОБАЛЫҚ) ӘРЕКЕТТЕРДІ ПЕДАГОГИКАЛЫҚ СҮЙЕМЕЛДЕУ ДАҒДЫЛАРЫНЫҢ ДАМУ НӘТИЖЕЛЕРІ

Бұл мақала авторлардың бұрын жарияланған еңбектерінде ұсынылған теориялық зерттеулердің жалғасы болып табылады, ол студенттерді педагогикалық қолдаудың құндылық-семантикалық негіздерін түсінуге, қалыптастыруға, дамытуға бастамашылық пен қолдауды қамтамасыз ететін шарттардың негіздемесін береді. және мұғалімдер мен оқушылардың іс-әрекетінің пәндік-пәндік сипатын қолдау. Бұл зерттеуде бастауыш сынып мұғалімдерінің оқушылардың ғылыми-зерттеу (жобалық) іс-әрекетіне педагогикалық сүйемелдеу дағдыларын дамыту бойынша ғылыми-зерттеу жұмыстарының апробациясының нәтижелері ұсынылған.

Бастауыш сынып мұғалімдерінің теориялық моделі мен даму тұжырымдамасына сүйене отырып, оқушылардың ғылыми-зерттеу (жобалық) іс-әрекетіне педагогикалық сүйемелдеу дағдыларын қалыптастыруды қамтамасыз етеді» бұрын жарияланған жұмыста ұсынылған авторлар біліктілікті арттыру бағдарламасын жасап, тестілеуден өткізді. Мұғалімдерге арналған курстар «Бастауыш сыныптардың сыныптан тыс зерттеу (жобалық) іс-әрекетін педагогикалық қамтамасыз ету». Оқушылардың ғылыми-зерттеу (жобалық) іс-әрекетіне педагогикалық қолдау көрсету дағдыларын қалыптастыру бойынша мұғалімдердің біліктілігін арттыру курстарын ұйымдастыру тәжірибесі талданады.

Мұғалімдердің біліктілігін арттыру курстарының практикалық бөлігін іске асыру кешенді конструкторлық-зерттеу сипатында болды және қашықтықтан оқыту технологияларын қолдана отырып,

онлайн-кездесулер түрінде өткізілді. Аprobация кезең-кезеңмен жүзеге асырылды және келесі бес кезеңнен тұрды: 1) мұғалімдердің кәсіби және жеке даму курстарына репетиторларды дайындау және дайындау; 2) мұғалімдердің кәсіби және жеке дамуы бойынша курстардың бірінші сессиясын өткізу; 3) курс тыңдаушыларының студенттердің жобалық және зерттеушілік қызметін бастау тәжірибесі; 4) педагогтардың кәсіби және тұлғалық дамуы бойынша курстардың екінші сессиясын өткізу; 5) «Болашаққа жобалау және зерттеу» халықаралық жазғы мектебін ұйымдастыру.

Кілтті сөздер: бастауыш сынып мұғалімдері, мұғалімдердің біліктілігін арттыру курстары, мұғалімдердің біліктілігін арттыру, ғылыми -зерттеу қызметі, жобалық қызмет, педагогикалық қолдау.

*А. Д. Кариев¹, Е. Н. Агранович², Т. Б. Байназарова³, Л. Е. Агеева⁴, Ю. Б. Иминова⁵

^{1,2,3,4,5}Казахский национальный женский педагогический университет, Республика Казахстан, г. Алматы.

Материал поступил в редакцию 10.12.21.

О РЕЗУЛЬТАТАХ РАЗВИТИЯ УМЕНИЙ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ ПЕДАГОГИЧЕСКИ СОПРОВОЖДАТЬ ИССЛЕДОВАТЕЛЬСКУЮ (ПРОЕКТНУЮ) ДЕЯТЕЛЬНОСТЬ

Данная статья является продолжением теоретического исследования, представленного в ранее опубликованных работах авторов, представляющего обоснование условий, обеспечивающих инициацию и поддержку осмысления ценностно-смысловых основ педагогического сопровождения учащихся, формирование, развитие и поддержание субъект-субъектного характера деятельности педагогов и обучающихся. В настоящем исследовании представлены результаты апробации исследовательской работы по развитию умений учителей начальных классов педагогически сопровождать исследовательскую (проектную) деятельность учащихся.

На основе теоретической модели и концепции развития учителей начальных классов, обеспечивающей формирование умений педагогически сопровождать исследовательскую (проектную) деятельность учащихся», представленных в ранее опубликованной работе, авторами разработана и апробирована программа курсов повышения квалификации педагогов «Педагогическое сопровождение

внеурочной исследовательской (проектной) деятельности учащихся начальных классов». Проанализирован опыт организации курсов профессионального развития педагогов по формированию умений осуществлять педагогическое сопровождение исследовательской (проектной) деятельности обучающихся.

Реализация практической части курсов повышения квалификации педагогов имела комплексный проектно-исследовательский характер и проводилась в форме on-line встреч с использованием дистанционных образовательных технологий. Апробация была реализована поэтапно и содержала следующие пять этапов: 1) подготовка и обучение тьюторов для курсов профессионально-личностного развития учителей; 2) проведение первой сессии курсов профессионально-личностного развития учителей; 3) практика инициации участниками курсов проектной и исследовательской деятельности учащихся; 4) проведение второй сессии курсов профессионально-личностного развития учителей; 5) организация Международной летней школы «Проектируем и исследуем для будущего».

Ключевые слова: учителя начальных классов, курсы повышения квалификации учителей, профессиональное развитие педагогов, исследовательская деятельность, проектная деятельность, педагогическое сопровождение.

Теруге 10.12.2021 ж. жіберілді. Басуға 29.12.2021 ж. кол қойылды.

Электронды баспа

5,63 Мб RAM

Шартты баспа табағы 33,3.

Таралымы 300 дана. Бағасы келісім бойынша.

Компьютерде беттеген З. С. Исакова

Корректоры: А. Р. Омарова

Тапсырыс № 3855

Сдано в набор 10.12.2021 г. Подписано в печать 29.12.2021 г.

Электронное издание

5,63 Мб RAM

Усл.п.л. 33,3. Тираж 300 экз. Цена договорная.

Компьютерная верстка З. С. Исакова

Корректор: А. Р. Омарова

Заказ № 3855

«Toraighyrov University» баспасынан басылып шығарылған

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

«Toraighyrov University» баспасы

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

8 (7182) 67-36-69

e-mail: kereku@tou.edu.kz

pedagogic-vestnik.tou.edu.kz