

The aspects of specialists' professional ethic qualities enhancement in training

¹Nurazkhan Almaz, ²Turganbayeva Toty, ³Kulzhagarova Bazargul, ⁴Eshpanov Vladimir, ⁵Smagulov Kairat, ⁶Yerbolova Assel

Corresponding author Bissenbayeva Zhanat phd doctor, associate professor
zhanat_2006@mail.ru

Abstract

The formation of moral qualities among students of pedagogical institutions is of fundamental importance, because their presence must be successful and consider all professional functions, which necessitates the formation of high-quality qualitative indicators in the future.

This article is devoted to the formation of moral qualities of future teachers in the specialty: "Pedagogy and Psychology" with professional training.

Key words: *Diagnostics, personality, personal qualities, professional education*

Introduction

Young people are the future of the country. Therefore, the attention and education of the younger generation is one of the most important issues in the domestic education system. In any society, true values must come first; so that young people remember and appreciate centuries-old traditions and customs, respect and love their loved ones, relatives and compatriots. Since ancient times, Kazakhstan developed an atmosphere of interethnic, inter-religious harmony, peace and mutual respect. This is a great gift to our Kazakh people and the heritage of our ancestors, and therefore it is necessary to protect and increase this priceless gift. With this mandate and the portrait of a modern young Kazakhstani he designed, it gives the youth a clear guide to the future, strengthens faith in their own strengths, and promotes the education of Kazakhstani moral ideas. I believe in the future of the country, hope for further prosperity, and I have the desire to work in the name of the Fatherland. [1]

So, true moral ideas lie in its spirituality. As an exalted feeling, 'moral ideas' is an irreplaceable value and an inexhaustible source, the motive of socially significant activity and is most fully manifested in the individual, social group, reaching the highest level of spiritual, moral and cultural development. Recently, there have been trends in addressing the formation of moral ideas among young people. This aspect is studied both in domestic science and in foreign literature. In foreign literature, the problem of moral ideas is considered by representatives of various schools and trends. This is evidenced by the work of T. Adorno, M. Heidegger, J. Deleuze, K. Hubner, Yu. Habermas, C. Mills, E. Gellner, W. Hoesle and others. When considering this problem in Western literature, they pay great attention to the formation of moral ideas, national culture, ethno-social reality, etc. Thus, the work of B. Brubaker, B. Anderson, E. Hobsbaum and others is devoted to the study of these issues. ., A. K. Duysenbaeva consider questions about the goals, objectives, and essence of this type of education, and the necessity of developing national projects on the problems of education of moral ideas among modern youth is proved. The conceptual provisions of Kazakhstani moral ideas are considered in the works of A. S. Karykbaeva, E. K. Utegenova, Ibragima K. A., E. S. Saltanova, A. A. Beisenbaeva, L.S.

¹The deputy of National museum of the Republic of Kazakhstan, Nur-Sultan city

²Kazakh State women's teacher training university

³Caspian state university of technology and engineering named after Sh. Yessenov

⁴Kazakh university of technology and business

Akhmetova, Zh. N. Kalieva, G. .B. Bazargaliev, Zh.A. Kasymbekova, K. T. Abilgazieva, G. Belgibaeva, D. S. Kusaynova, R.A. Dzhanabaeva, R. M. Rysbekova and others. Scientific works on education are aimed at working with students of secondary educational institutions. This is the research of K. K. Zhampeyisova, Dulatbekova N. O., S. S. Zhubakova, K. B. Zharykbaevare involved in the organization of education in higher education institutions. [2]

However, there are no studies aimed at analyzing Kazakhstani moral ideas in modern conditions of humanization of education, the mechanisms of the influence of personality-oriented education on the formation and development of youth moral ideas are not traced, pedagogical conditions for the education of moral ideas due to the process of humanization are not highlighted. From the analysis of pedagogical, sociological, psychological literature, the initial contradictions are singled out, which specify the most important theoretical and methodological foundations of Kazakhstani moral ideas. These are contradictions between: - the need for the modernization of Kazakhstani moral ideas of youth in the new social conditions and the lack of focused activities on Kazakhstani moral ideas in higher education institutions; - the process of humanization of the educational environment and the lack of theoretical and methodological developments of Kazakhstani youth moral ideas; - the possibility of influencing the patriotic attitude toward the country, taking into account the personality-oriented paradigm of youth education and upbringing; - the presence of various kinds of concepts for the formation of Kazakhstani moral ideas of youth and the lack of their relevance for use in the educational process of the university. [3] These revealed contradictions gave rise to the research problem: what are the theoretical and methodological foundations of the formation of Kazakhstani moral ideas of youth in the context of education?

Theoretical and methodological substantiation of the process of formation of Kazakhstani youth moral ideas in the context of humanization of education.

In accordance with the purpose of the study, the following tasks were set:

1. To conduct a comparative analysis of the formation of Kazakhstani youth moral ideas and identify the main trends
2. Characterize moral ideas as a personal and social value, justify a set of educational measures to develop Kazakhstani youth moral ideas.
3. Based on the theoretical and methodological analysis to characterize the process of humanization of modern education, to determine the patriotically determined educational potential of the formation of Kazakhstani moral ideas.
4. To identify the totality of pedagogical conditions for the formation of Kazakhstani moral ideas of youth in the conditions of humanization of education, to determine the structure and content of the theoretical model of this process.
5. To develop and test a model for the formation of Kazakhstani youth moral ideas in the conditions of humanization of education and, based on the data obtained, develop educational and methodical recommendations for curators and teachers. Purpose and studies determined the choice of research methods:

Theoretical: analysis of scientific, methodological literature on the problems of Kazakhstani moral ideas, various special, general literature and electronic information tools on the pedagogical and organizational aspects of patriotization of the higher education system in order to identify modern features and trends in the implementation of Kazakhstani moral ideas in the educational process University - empirical: observation, diagnosis (questioning, testing, ranking), experimental (stating and forming pedagogical experiments), statistical (estimation method, experimental data processing method, their graphical interpretation). [4]

The methodological basis of the study was: the principle of consistency (E.G. Ananyev, A.N. Leontyev, B.F. Lomov, V. Dubrovina, I.N. Semenov, G.A. Berulava et al.); development principle (S.M. Dzhakupov, J.I. Namazbaeva, L.S. Vygotsky, D. B. Elkonin, etc.); principle of activity (S.A. Zakzbaeva, A.K. Akhmetova, K.G. Kozhabaeva, E. Zhumataeva and others); pedagogical foundations of the humanization of higher education (Dulatbekov N.O., K. B. Zharykbaev, B. A. Zhetpisbaeva, T. M. Shakirova, A. A. Kalybekova, T. M. Alsatov, K. Boleev.). The theoretical significance of this work is justified by the impact of a humanistic oriented education on the formation of Kazakhstani youth moral ideas; since the pedagogical conditions of this type of upbringing have been identified, which contribute to the formation of the need-motivating, worldview, intellectual, emotional and activity components of moral ideas among young people. Applied scientific research contributes to the development of substantive and technological components of higher education and opens up prospects for further improvement of the patriotically oriented educational process of universities in modern conditions. [5]

The practical significance of this study is presented: a developed and tested methodological model for the formation of Kazakhstani youth moral ideas in the educational process in modern conditions and can be used in the educational process; - the special course “Kazakhstan moral ideas” was tested, built with the help of forms and tools that contribute to a greater degree to the development of components of moral ideas, as well as performing a propaedeutic function in the process of formation of Kazakhstani moral ideas of youth; - methodological recommendations of the course “Kazakhstan Moral ideas” on the development of the components of youth moral ideas were developed; - taking into account the selected conditions for the formation of Kazakhstani moral ideas of youth, the educational and educational processes as a whole have been modernized and redesigned. [6]

The results of the study can be used in the educational process. The reliability and validity of the scientific results of the study were provided by a set of methods corresponding to the subject of the study, adequate to the goals and objectives; methodological validity of initial theoretical positions; a combination of quantitative and qualitative analysis of the data; the consistency of theoretical positions and empirical data obtained during the study. Testing and implementation of research results-

The final analysis is presented in the form of conceptual provisions:

1. The formation of Kazakhstani moral ideas of youth about their country and the conduct of patriotically consistent activities is possible in a humanistic oriented educational environment.
2. The single mechanism affecting the formation and development of Kazakhstani moral ideas in the educational process are: the morality of the individual, her strong-willed qualities and value orientations. Accordingly, the educational process aimed at developing a patriotic attitude towards one's country presupposes the impact on precisely these personal formations.
3. The moral ideas of modern man as an integral quality of personality, in which its subjective positive relations are focused on people, society, nature, labor, and most importantly, on his homeland, contains such components in its structure as: - need-motivational; - worldview; - intellectual and emotional; - active.
4. Organizational and pedagogical support for the implementation of Kazakhstani moral ideas in the educational process should be built taking into account the complexity of pedagogical conditions:
- actualization of the humanistic aspect of the subjects of the humanitarian cycle; - the implementation of developmental and educational training based on patriotic values; - application of a holistic approach to the development of the personality of a patriot; - the creation of an educational environment aimed at the formation of national identity. [7]

Organization of research and characterization of methods

The purpose of this study is to study the moral qualities of youth at the stage of study at a university. To achieve it, the following tasks were set: -select methods for studying the problem; - conduct a survey of students and cadets using the selected diagnostic tools; -analyze and compare the obtained diagnostic results. The study was conducted on the basis of the following higher educational institutions in Almaty and Shymkent: KAZNU named after al-Farabi and SILKWAY International University, Shymkent, Kazakhstan. 97 people took part in the survey, among them: 42 KAZNU students and 55 from Shymkent. The age of respondents is 18-20 years. These specific methods were selected:

- “Diagnosis of moral self-esteem” (L. N. Kolmogortseva);
- “Study of tolerance”;
- Methodology “The scale of conscience” (VV Melnikov, L.T. Yampolsky);
- “Test of meaning-life orientations” (SJO).

So, “Diagnosis of moral self-esteem” (Kolmogortseva LN) is a questionnaire that allows you to identify the level of moral self-esteem: high, medium or low. The methodology “Study of tolerance” is aimed at studying the level of severity of human tolerance. The “Scale of Conscience” is intended to measure the degree of respect for social norms and ethical requirements. For individuals with a high value for the factor of conscientiousness, such personality traits that affect the motivation of behavior as a sense of responsibility, honesty, and moral principles are characteristic. In their behavior, they are guided by a sense of duty, strictly observe ethical standards, and always strive to fulfill social requirements; high integrity is usually combined with good self-control. “The test of meaning-life orientations” allows you to identify the severity of the following scales:

1. Goals in life characterize the presence or absence in the life of the test subject in the future, which give life meaningfulness, focus, and a temporary perspective.
2. The process of life, or the interest and emotional richness of life. This indicator indicates whether the subject perceives the process of his life as interesting, emotionally rich, and full of meaning.

3. The effectiveness of life, or satisfaction with self-realization. This scale reflects the assessment of the past segment of life, the feeling of how productive and meaningful the lived part of it was.
4. Locus of control – I (I am the master of life).
5. The locus of control is life, or controllability of life.

Results and discussion

Let us consider the diagnostic results obtained during the experiment in groups of students and cadets. The analysis of the “Diagnosis of moral self-esteem” (L.N. Kolmogortseva) showed that in the group of students 33.3% of respondents have a high level of this indicator, 57.2% - average, 9.5% - low. Among students of the second university, the majority of respondents have a high level of moral self-esteem (60%), the average level is expressed in 40%, and a low level is not represented in any respondent. Consequently, this indicator for most students is expressed at an average level, for students of the second university — at a high level. Similar data were obtained when analyzing the severity of conscience. This indicator is also expressed at the average level for most students (80.9%), and for the second university - at a high level (65.5%). Thus, conscientiousness, a sense of responsibility, is most pronounced in the group of students of the second university.

Conclusion

Thus, a comparative study of moral qualities showed higher values in the severity of moral self-esteem, tolerance, conscientiousness, and lifelong orientations in the group of students of the second university. According to D.G. Zubarev, an adequate attitude of a professional to moral values and the semantic sphere of the personality contribute to the correct awareness of the level of training and lead to the successful mastery of the extreme profession. But despite this, many of the respondents studied the indicators presented at an insufficient level. In this regard, it is recommended to carry out appropriate work to develop and educate the moral qualities of youth at the stage of university education. This work is one of the important aspects in preparing a person for successful work in various professions.

Bibliographic references

1. Alieva I. E. (2007). Education of active citizenship of students. Appendix to the monthly theoretical and scientific-methodical journal "SPO", 6.
2. Antsyferova L. I. (1999). Connection of moral consciousness with moral behavior of a person (based on research by Lawrence Kolberg and his school). *Psychological Journal*, 20(3), 5–17.
3. Blyumkin V. A. (1981). The world of moral values. M., Knowledge, 64.
4. Bobkov D.A. (2013). Criteria for the formation of a system of moral values among students of law. *Education and self-development*, 1(35), 124–128. 5.
5. Bondarenko M. A. (2006). Education of moral qualities in university students: Dis. ... cand. ped sciences, M., 284 p.
6. Drobnitsky O. G. (2002). *Moral Philosophy. Selected Works*. M., Gardariki, 518.
7. Grigorovich L. A., Martsinkovskaya T. D. (2003). *Pedagogy and Psychology*. M., Gardariki, 480.
8. Leontyev D. A. (2006). Test of meaning-life orientations (LSS). M., Sense, 18.
9. Maryenko I. S. (1985). *The moral formation of the personality of the student*. M., Pedagogy, 104.
10. Rybina I. S. (2014). Self-realization, morality and professional development of the personality: pedagogical aspect of problem points of contact. In the book: *Theory and practice of education in the modern world. Materials of the IV international scientific conference*. St. Petersburg: Zanevskaya Square: 167–171.