

коммуникативті, индуктивті, дедуктивті әдістер аясында әртүрлі әдіс-тәсілдерді қолдану оң нәтиже береді және оның тиімділігін арттыруға ықпал ететіні сөзсіз деп айтуға болады.

Біз «аралас» деп аталатын оқыту әдістемесін ұстануға тырысамыз. Бұл мақсатқа жетуге мүмкіндік береді және жоғары нәтиже береді. Бұл мақала лингвистикалық емес университеттердің оқытушыларына, ғылыми қызметкерлеріне және аспиранттарына арналған.

РЕЗЮМЕ

В публикации представлен материал об инновационных методах преподавания иностранных языков, рассказывается о возможностях использования данных технологий в процессе обучения в вузе, которые рассматриваются в качестве новых средств оценки уровня достигнутых студентами в результате их учебной деятельности. Раскрыты основные понятия, определения и сущность инновационно-ориентированных методов обучения иностранному языку в неязыковом вузе.

Представлены методология интегрированных научно-образовательных систем и технология организации подготовки специалиста нового поколения в ходе обучения иностранному языку.

В данной публикации также разбираются следующие методы преподавания иностранного языка в неязыковых вузах: прямой метод, грамматико-переводной, аудиовизуальный, аудиолингвальный и коммуникативный. Наиболее распространенным среди них является коммуникативный метод.

Процесс обучения – это непрерывное взаимодействие преподавателя и студента, и оно не может быть односторонним. Только от преподавателя зависит каким будет процесс обучения. Бесспорно, что любой преподаватель использует свой личный опыт в выборе методов и приемов работы. Основываясь на результаты проведенной опытной и практической работы, можно утверждать, что применение разных приемов, такие как коммуникативные, индуктивные, дедуктивные методы дает отличный результат и способствует эффективному обучению грамматике. Мы стараемся следовать методике преподавания, которая называется «смешанной», что позволяет достичь намеченных целей и показывает высокий результат. Данная статья предназначена для профессорско-преподавательского состава, научных сотрудников и аспирантов неязыковых вузов.

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VALUE SELF-DETERMINATION OF UNIVERSITY STUDENTS AS A SUBJECT OF PEDAGOGICAL RESEARCH

ANNOTATION

The article deals with the problem of value self-determination of university students from the standpoint of pedagogy. The author substantiates theoretically the problem of value self-determination of university students. The concept of "value self-determination of students" is considered in detail as a process in which a student makes a choice based on awareness and correlation of his needs, capabilities, abilities with social demands, which is determined by his system of values. This is the process of finding the meaning of one's own existence and developing one's own position in relation to the world, people, oneself and the result of a search for a social, professional, personal status in life, which is expressed in the awareness, experience and appropriation of universal human values, the values of the modern world, the values of the profession. The practical part of the study was to identify the values of university students, which underlie their value self-determination and set the vector of their self-determination, describe the research methods used, which made it possible to determine

practical ways to solve the problem.

Key words: *value self-determination, values, university students, pedagogical research, human values, professional activity, values of the modern world*

Introduction. The current stage of development of the world society is characterized by fundamental changes, rapidly developing innovative processes in the economic, political, social, and spiritual spheres. The values that guide people in their lives have also undergone changes. The readiness of public and individual consciousness to change and accept the new as a value is a condition for progress in society and personal development. In the new conditions, modern education is designed to prepare students for professional life, which focuses on the development of the individual, his potential, which is turned to the future and prepares future transformations of the individual.

Student age is a period of formation of character, intellect, self-determination with respect to values that determine the content side of a person's orientation and form the basis of his attitude to the world, to other people, to himself, the basis of the worldview and the core of motivation for personal and professional activity, the basis of life concepts and "philosophy of life".

In modern conditions, the state of student youth makes it possible to judge the incomplete realization of their potential, especially in the field of prospects for professional activity and career growth. Changing the structure and content of values, movement in the axiosphere (changes in position in the hierarchy of values), increasing the importance of instrumental values (wealth, money, material goods, pleasures) determined the features of the value self-determination of modern students.

These problems are especially acute for students who are focused on obtaining a higher technical, engineering education, as this is associated with increased requirements for the qualifications of engineering and technical personnel, fierce competition, informatization, which entail a decrease in the need for personnel, problems with employment, and as a result, the uncertainty of graduates of higher educational institutions of an engineering and technical profile in the prospects for their stay and development in the profession. Often technocratic ideas and values among students of technical universities prevail over humanitarian ones, which leads to the fact that the potential human ability to comprehend everything independently, the priority of developing the professional qualities of a specialist is affirmed to the detriment of his human personal characteristics.

Modern integration processes, the opening of borders between states, the formation of a multilingual space and at the same time the need to preserve both linguistic and cultural diversity and the development of minority languages, conducting intercultural dialogue based on building tolerant intercultural, interethnic, interpersonal relations determine the educational situation, which is characterized by an interest in value self-determination of student youth, aimed not so much at mastering the system of knowledge constructs by the student, but at general national and personality-oriented values as normative regulators of the quality of life of a graduate of a technical university and the productive building of social, personal, professional strategies, awareness of one's own position in modern society through acceptance of this system of values [1].

In connection with the aforesaid, it is of particular interest for teachers of higher educational institutions and scientists to study the issues of value self-determination of modern students. Therefore, we began our research with the problem of defining the concept of "self-determination", "value self-determination" as a process in which a student makes a choice based on awareness and correlation of his needs, capabilities, abilities with social demands, which is determined by his system of values. This is the process of finding the meaning of one's own existence and developing one's own position in relation to the world, people and the result of a search for a social, professional, personal status in life, which is expressed in the awareness, experience and appropriation of universal human values, the values of the modern world, the values of the profession. The importance of studying this concept is also determined by the fact that it is the value self-determination that generates and determines the self-determination of the individual in the social, professional, personal and other spheres of society [2].

An important place in this article is given to the problems of identifying the values of students of a technical university and describing the research methods used. It is valuable not only the study of the stated problem, but also the description of ways to solve it by specially organized conditions for the formation of students' value self-determination in the educational space of a technical university.

The purpose of the article is to substantiate theoretically the problem of value self-determination of the technical university students, to identify the values of university students that underlie their value self-determination, and to determine practical ways to solve the stated problem.

Research materials and methods. The study was conducted on the basis of the Zhangir khan West Kazakhstan Agrarian- technical University. This university has the necessary personnel, information, technical, material, financial, intellectual and innovative resources to train personnel with entrepreneurial thinking who can work in a team, preserve traditions built on the cult of knowledge, spirituality, corporatism, patriotism, ready to create and promote innovative ideas and products.

A total of 135 students took part in the study, of which 86 were girls (63.7%) and 49 were boys (36.3%). The average age of students is 18 years.

At the initial stage a theoretical analysis of printed sources, Internet publications, namely scientific and methodological articles and monographs, as well as teaching aids and textbooks was carried out. The purpose of the theoretical analysis was to study in detail the concepts of "self-determination", "value self-determination", which made it possible to characterize them from the standpoint of philosophy, psychology, sociology, pedagogy, highlighting the types of self-determination, noting that the "value self-determination" is inextricably linked with the process of development of the personality itself [3].

In order to clarify the content of the values we carried out a descriptive analysis of the completed questionnaires and students' written works (the method of unfinished sentences).

In the context of modern realities, understanding the concept of "self-determination" is important, both at the philosophical and practical levels, especially in the context of the developing ideology of individualism, when everyone is and should be self-determined, that is, "free to make their own choice."

First of all, we have studied the dictionary definitions of the term. In dictionary interpretations, this term is connected with action - to determine oneself, which means "to find, determine one's place in life, in society, in one's activity". In the Explanatory Dictionary of V. Dahl, a significant addition is "independent control of one's own destiny at one's own choice" [4].

The Explanatory Dictionary of the Russian language gives an interpretation of self-determination as the subject's awareness of not only personal interests, but also public, national, significant not only for the individual, but also for society as a whole [5].

Therefore, in dictionary definitions self-determination is associated with awareness, understanding of one's own significance, originality, uniqueness of one's capabilities, abilities, aspirations which determine the optimal choice of personal and professional goals, the trajectory of building a life path, searching for and gaining the semantic significance of being, as well as awareness of public, national interests and self-understanding in relation to public requirements [6].

Philosophical views on the phenomenon of "self-determination" make it possible to focus on the priority of the active position of the individual in interaction with the outside world, other people, the definition of contact boundaries between themselves and the universe in order to develop their own vital and semantic guidelines for world development based on the axiological and imperative values of world culture and the uniqueness of the national culture [7].

Philosophical works studied the essence of personality self-determination, analyzed its facets – ontological and epistemological ones. Philosophical and methodological aspects of self-determination are associated with the conscious regulation of human life, with his understanding of the meaning of life, personal responsibility, moral choice [8].

Significant ideas of representatives of philosophical thought about the content of the phenomenon of "self-determination" reflect aspects of the value-semantic fullness of human life, the emergence of personal neoplasms in accordance with the core universal and national value and social norms.

In psychological science, the study of the phenomenon of "self-determination" is interpreted as self-determination, finding the image of the "I", the constant development of this image and self-affirmation in society, the search for an optimal life position that will allow the individual to open life prospects, direct her activity towards their realization. Psychologists pay attention to a personality that is distinguished by desires, aspirations, intentions, it is characterized by ideals, values, attitudes and talents, abilities fixed in the character of the personality, which determines its actions, active life position; associate self-determination with the activity and consciousness of the individual. An important conclusion is that self-determination has two sides: external (self-determination depends on

specific historical conditions, on belonging to a social environment, on the choice of objective activity) and internal (personality affects the outside world, changing it) [9].

A continuation of the ideas of psychologists about self-determination is the conclusion that self-determination is the process of forming a person's understanding of targets and a holistic picture of the world, readiness to manifest an active independent position in finding oneself in the system of social relations with an adequate assessment of one's own aspirations, capabilities, qualities, which contributes to the choice of professional activity, the construction of professional life paths [10].

An analysis of the work of foreign scientists showed that the concept of "self-determination" is revealed in the logic of definitions:

Adler A. - the goal of self-determination is the development of personality; become a significant, valuable person with his own understanding of the world, able to set goals and achieve them, to realize the ability to be creative [11];

Rogers K. R. - the connection of self-determination with freedom, responsibility, independence, self-development; the need to create favorable conditions for life, learning, so that its internal potentialities can be realized [12];

Erickson E. – association of self-determination with the stages of human development, characterizing the growth of the personality according to the principle of gradual growth [13];

Fromm E. - understanding of self-determination from a cultural and historical point of view: on the one hand, a person in the process of development loses touch with nature, with other people due to objective reasons, on the other hand, he strives to unite with other people, overcomes himself, acquires a system of values, develops the ability to think, foresee and imagine.

In the sociological studies self-determination is considered as a socio-cultural process of mutual influence and interdependence of the individual and society through the internalization of values and personal meanings of behavioral methods in the course of maximizing one's own uniqueness and originality, self-affirmation of oneself as member and bearer of the social-role functional of a certain social group, community.

In general, the essence of self-determination is determined by the readiness and development of the subject's ability to realize their own abilities, typological characteristics, qualities, aspirations within the framework of socially set standards of society and the attitudes of the surrounding micro- and macro-society in order to form a certain life position (social, personal and professional), independent search for meanings and the choice of the trajectory of self-realization, the acquisition of a stable system of value orientations and relationships by the subject and the acceptance of this system as the basic regulator of building one's own life [14].

In our study, we are interested in the value self-determination of a person as a significant phenomenon of finding the meaning of one's own existence and developing one's own position in relation to the world, people, profession, oneself on the basis of socially developed values assigned, ensuring optimal functioning in conditions of constantly changing situations of the surrounding reality. Self-determination based on the universal, national, professional and personal values generates and determines the self-determination of the individual in the social, professional, family, personal and other spheres of society [15].

According to M.R. Ginzburg value-semantic self-determination acts as the basis for personal development, setting a personally significant orientation towards achieving a certain level in the system of social relations, which, in turn, determines the requirements for a particular professional field [16].

A.V. Kiryakova interprets value self-determination as a value attitude to the world, which is expressed in the awareness, experience and appropriation of universal values, the values of the modern world, the values of the profession" [17].

To my mind, value self-determination is a process when a student makes a choice based on awareness and correlation of his needs, capabilities, abilities with social demands, which is determined by his system of values. This is the process of finding the meaning of one's own existence and developing his position in relation to the world, people and the result of a search for a social, professional, personal status in life, which is expressed in the awareness, experience and appropriation of universal human values, the values of the modern world, the values of the profession [18].

Research results. On the basis of theoretical analysis, I came to the conclusion that the criteria for the presence of value self-determination of a person are values and value orientations that determine the value orientation of a person.

The next task was to analyze the hierarchy of values of university students, which determine the vector of their value self-determination. Based on theoretical studies, we have selected methods that allow us to determine universal human values, the values of the modern world and the values of the profession. To solve the problem descriptive analysis of questionnaires and written works of students (method of unfinished sentences) were used. The experiment involved 135 junior students.

The "Value Orientations" methodology, aimed at studying the value-motivational sphere of a person and based on direct ranking of the list of values, made it possible to single out terminal and instrumental values, "concrete" and "abstract" values, and distribute them into groups.

From the proposed list of values, students chose the most important ones, ranking them in order of importance: Health, Beauty, Love, Financially secure life (domestic comfort), Having good and faithful friends, Happy family life, Good work, Public recognition / respect from the outside of others, Well-being of other people, Knowledge / broadening of horizons, general culture, Entertainment / pleasant pastime, Self-development / self-improvement, continuous self-improvement, Creativity / the possibility of creative activity, Hobbies / sports, travel, hobbies, Other. Among the respondents, the majority (98%) put the value "good job", "love" (75%), "family" (74%) and "health" (74%) in the first place. Next in the hierarchy are "hobbies" (65%), completing with the "entertainment" and "having good and true friends" (63%). If we take into account the gender characteristics of the respondents, then among girls the value of "beauty" occupies a leading position (86%), and among boys (79%) - "materially secure life". The least number of votes were given to the values of "knowledge" and "self-development". Some students offered their own options: "self-affirmation", "social status", "travel" (Figure 1).

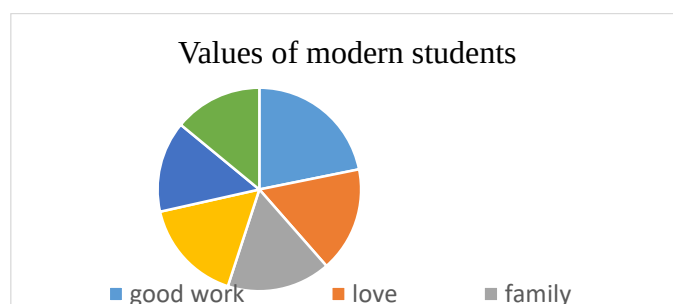


Figure 1 - Values of modern students

Among the proposed activities (study, preparation for training sessions, working on a computer, virtual communication, physical education and sports, reading newspapers, magazines, reading fiction, going to the cinema, visiting cafes, clubs, restaurants, visiting the theater, museum, research work, gardening, floriculture, housekeeping, creativity (painting, literary creativity, watching TV, traveling etc.) the most preferable for students were: visiting cafes, clubs, restaurants (84%), creativity (painting, literary creativity, etc.) (73%), computing (62%). Quite often, respondents offered their own options, similar to each other: "communication with friends" (85%), "work in the afternoon" (67%). Among the proposed options, "physical education and sports" (53%), "going to the cinema" (46%), and "reading fiction" (32%) were also popular (diagram 2).

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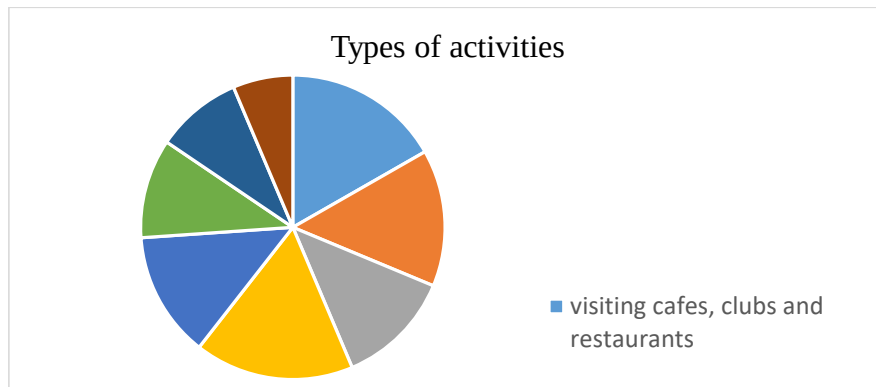


Figure 2 - Types of activities

The main qualities that students value in people are: the ability to communicate with people - 94%, enthusiasm, diverse interests - 85%, beauty - 79%. Also, such characteristics as creativity (61%), erudition (54%), human qualities (32%) were often noted as significant. Such qualities as "love for one's work", "high ethical culture", "respect for elders", "disposition for personal success" have become unclaimed among young people. Respondents offered their own options, among which the most frequent were: "the uniqueness of a person", "sincerity", "age", "nationality" (Figure 3).

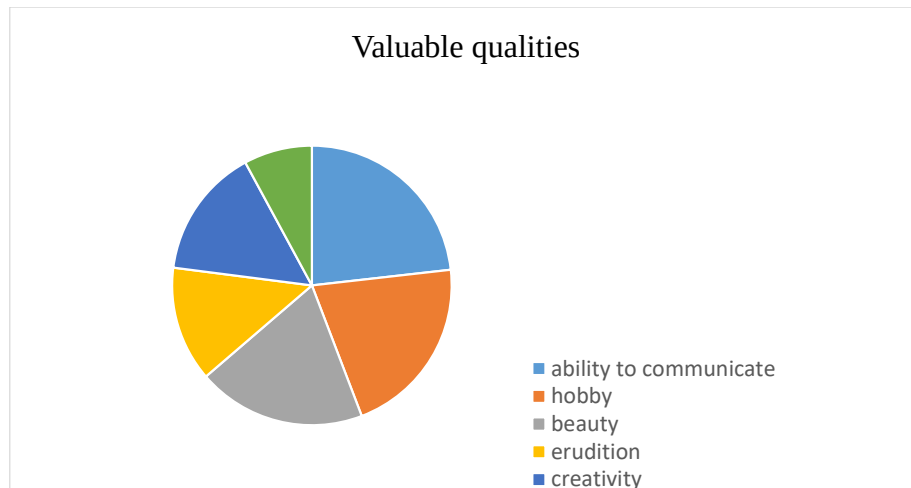


Figure 3 - Valuable qualities

Summarizing the above, it should be noted that among the preferred terminal values of students, the most common are "good work" with the clarification "pleasurable", "income-generating", "interesting", "which is joyful to go to"; "love", which is perceived as "understanding", "support", "care", "tenderness", "special attitude". "Family" and "health" occupy one of the leading positions, according to students' answers, in connection with the awareness of the value of life in the era of "diseases of the 21st century", "pandemics", "loss of loved ones". Features of early student age influence the choice of "friendship", "communication with peers". So it is for this period that close social contacts are significant, and their increase, intensive socialization, and the increase in the influence of peers on the individual. Unconsciously, students relate to "public recognition", not denying that it is very important for them. That is why they "wait for likes on social networks", worry when they do not receive approval. This is more important to them than the opinion of their parents.

The structure of instrumental values is represented by personality-oriented ones: education, cheerfulness, courage, strong will. Students note that they clearly lack the last two qualities. They value freedom and independence, these are the qualities that help them communicate easily, interact without problems in any situation. They believe that all people are different, unique, with "special features", however, they do not notice that everyone is alike, regardless of social status, city, level of material security.

In general, it should be noted that at present the system of values of Kazakhstani youth differs significantly from the values of past generations. The value orientations of young people are formed

under the influence of two main aspects. The first of them is the spiritual content, manifested in moral attitudes, humanism. The second aspect, influencing the value orientations of young people, has become more relevant in recent decades - individualism, the frequent predominance of material values over spiritual ones. In the life of modern youth, the main priorities are: a successful career, family, friendship, the opportunity to realize oneself in creativity or one's hobbies.

As for activities, including professional ones, students believe that achieving goals does not have to be associated with gradual efforts, and success can be easy and quick. It is measured not by money and status, but by a happy and varied life.

It is important that the preferred groups did not include the values of professional self-realization. Of course, junior students did not have time to “absorb”, “feel” the values of the profession, but this situation is alarming, as questions arise about career guidance, conscious choice of profession, adequate assessment of one's capabilities. Such a situation may also be the result of a lack of readiness to take responsibility for one's future, hopes for material assistance from parents. They associate their future rather with personal expectations (family, happiness, comfort, well-being). They argue this with the fear of being disappointed, not justifying the hopes, first of all, of parents, making a mistake in choosing a profession. Planning begins with admission to the university, passing the session, transferring to another course, and ends at the stage of graduation from the university [19].

The results of the incomplete sentences technique were processed and classified according to the degree of similarity and frequency of repetition:

- most of all in life, students want to fulfill their cherished dream (listed desires and dreams), earn enough money, have many friends and spend more time with them;
- students are concerned about the problems of their own housing and employment, personal life, study, money and material well-being, recreation;
- respondents believe that most people work to earn money, to reach the top in their work;
- make acquaintances on the Internet;
- students see the purpose of acquaintance as entertainment, creating a family, communication;
- study gives students an official document for the employer, broadening their horizons, interesting knowledge, opportunities in the future;
- students noted that they like honest, purposeful, pleasant in communication, cheerful, smart and friendly people and do not like rude, insincere people;
- the majority of respondents could be happy if they met a loved one, moved to another city or country, got a prestigious job;
- they can not imagine life without love, friends, financial well-being.

In general, it should be noted that the values of modern youth are at a functional level that is insufficient for value self-determination, since students in their answers chose values that do not reveal the essence of the phenomenon of value self-determination of a student of a technical university.

However, the values of the profession, internalized already in the process of studying at a university, act as a guiding principle of life, determine the readiness to carry out professional activities, the direction and content of professional self-realization and professional development of a future specialist.

Changes in the hierarchy of professional values of workers in technical specialties are observed throughout the history of the existence of these professions. In the ratings of the prestige of professions, which were formed at that time on the basis of special studies, agrarian and technical professions occupied leading positions. Intellect, erudition, dedication, high moral character, initiative, disinterestedness, devotion to the cause were valued, which later changed to the choice of high earnings, job stability.

During vocational training, work is usually presented to students not as a value, but as a technological process, while little attention is paid to knowing the value context of the work. Therefore, the development of technological processes of labor often does not occur in the context of critical thinking and reflection of the student, during which little attention is paid to maintaining the emotional significance of the work chosen by the student as a profession.

Currently, students are striving for a highly paid job with minimal effort (“I’m not going to work outside the schedule without payment”, “work should not be annoying, but be enjoyable”, “I would like to receive a decent salary immediately”). The need to earn money is determined, according to students, by the desire to be self-sufficient and financially independent from parents (“to live

independently, without the help of elders”, “provide for oneself”). A smaller percentage of those surveyed chose "essential health care, development, education, and sports."

At present, the focus on the value of independence and competitiveness is increasing. Their status becomes increasingly important for students in the future, but this is not related to self-realization in professional activities. Junior students do not think about the content and responsibility of their future professional activities, about professional growth and development. 45% do not know and do not understand where they will work in the future, where they will be able to apply the acquired knowledge.

The results of the survey showed interest in the chosen profession (63%), although, judging by the percentage, junior students did not make their choice fully consciously. 47% note the creative nature of the chosen profession, as it allows them to “participate in solving new and complex problems”, “become part of a team of a large enterprise”, “participate in large-scale projects”. Their choice of profession was influenced by family traditions and upbringing (21%). Work as a value matters in terms of content, complexity and creativity; this concept is associated with prestige, which increases according to dynamic changes in the professional sphere, belonging to a certain professional group.

In general, it should be noted that at the initial stage of education at a university, of course, special attention should be paid to the formation of universal, national, personality-oriented, as well as professional values. It is professional values, the ascent to which should be provided from the first days of study at a university, that allow one to develop comprehensively, provide broad prospects in life and work, prepare for future professional activity in modern conditions, quickly adapt to any conditions, get a highly qualified job in the labor market. This is important precisely in the first years, when the enthusiasm of those who entered the university, their interest, and openness to new things are great.

Conclusion. The foregoing proves the relevance of studying the problem of value self-determination of university students, as it allows us to find out the degree of readiness for future professional activity, adaptation to constantly changing conditions of life and work, and the value potential of student youth.

So, in the course of the study, we came to the conclusion that the value self-determination of university students is due to the following factors: 1) contradictions that reflect the realities of today, associated with the priority, innovativeness of all specialties, modernization of all processes occurring in society, in life and activity 2) belonging to a team receiving professional training, focused on a special type of professional activity, included in corporate systems with their values, therefore, it is important already at the university to familiarize themselves with professional values, the formation of professional experience that allows developing a value attitude to professional activity, 3) pragmatization of values, the development of value-professional orientations from socially significant to personality-oriented, which may pose certain risks, especially for agricultural and technical workers.

The value orientations of students of agrarian and technical universities have their own characteristics, which depend on the specifics of their profession, associated with the processes of modernization, innovation, new technologies, the entry of specialties into priority areas of knowledge, which provides an opportunity for social advancement, building a successful career, a prestigious position in society, status, confidence in the future, promising personal self-realization. However, they are aware that practice shows the opposite - graduates of technical universities do not always have a chance to get a prestigious well-paid job, to realize their potential.

The priority of personality-oriented values of modern university students is a reflection of modern realities. Although the concern of scientists, teachers, students with this situation, the presence of a large number of works that testify to changes in the value orientations of student youth, testify to the importance of the values of all professions, their creative nature, connection with scientific innovations, invention and design.

An analysis of the value orientations of university students made it possible to fix the “change” in the values of young people, to determine the content of value orientations, to promote a rethinking of all educational activities in terms of its content, technologies, means, and forms of organization of education. This study made it possible to identify among university students the desire for self-expression, self-realization, obtaining a quality education as a means of a promising competitive position in the labor market, the desire to get an interesting job that generates income and allows a student to build a professional activity.

The importance of studying value priorities at the initial stage of higher professional education

is determined by the need to develop the professional orientation of the student's personality, the development of values related to professional orientation, which contribute to the ability to achieve results in professional activity: education, active life position, creativity, personal self-improvement, self-development, self-realization, professional growth, material well-being.

The study does not claim to be exhaustive, it can serve as a promising direction of scientific research related to the substantiation of pedagogical strategies for the value self-determination of a student at a university, the consideration of the educational space of a university as a means of forming the value self-determination of student youth. The study of the value self-determination of student youth makes sense for university professors, leaders of student and youth organizations, as they allow to understand the expectations, aspirations, life positions, the attitude of young people to the world and build value interaction on this basis.

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ТҮЙІН

Мақалада университет студенттерінің құндылықтық өзін-өзі анықтау мәселесі педагогика тұрғысынан қарастырылған. Автор университет студенттерінің құндылықтық өзін-өзі анықтау мәселесін теориялық тұрғыдан негіздейді. «Студенттердің құндылықтық өзін-өзі анықтау» түсінігі студенттің өзінің қажеттіліктері, мүмкіндіктері мен қабілеттерінің әлеуметтік талаптарымен сәйкес келуі арқылы таңдау жасау үдерісі ретінде қарастырылады. Бұл адамның өз болмысының мәнін табу және әлемге, адамдарға, өзіне қатысты өз ұстанымын дамыту; әлеуметтік, кәсіби, жеке мәртебесін дамыту; жалпыадамзаттық, қазіргі әлем және кәсіби құндылықтарын игеру үдерісі болып табылады. Зерттеудің практикалық бөлігінің негізгі мақсаты университет студенттерінің құндылықтық өзін-өзі анықтауында орын алатын құндылықтарды анықтау, мәселелерді шешудің практикалық жолдарын анықтауға мүмкіндік беретін зерттеу әдістерін сипаттау болып табылады.

Кілтті сөздер: құндылықтық өзін-өзі анықтау, құндылықтар, университет студенттері, педагогикалық зерттеу, адами құндылықтар, кәсіби іс-әрекет, қазіргі әлем құндылықтары.

РЕЗЮМЕ

В статье рассматривается проблема ценностного самоопределения студентов вуза с позиции педагогики. Автором теоретически обоснована проблема ценностного самоопределения студентов университета. Детально рассмотрено понятие «ценностное самоопределение студентов» как процесс, в котором студент осуществляет выбор на основе осознания и соотнесения своих потребностей, возможностей, способностей с общественными запросами, что определяется его системой ценностей. Это процесс нахождения смысла своего собственного существования и выработки собственной позиции по отношению к миру, людям, себе и результат поиска социального, профессионального, личностного статуса в жизни, что выражается в осознании, переживании и присвоении общечеловеческих ценностей, ценностей современного мира, ценностей профессии. Практическая часть исследования заключалась в выявлении ценностей студентов технического вуза, лежащих в основе их ценностного самоопределения и задающих вектор их самоопределения, описании использованных методов исследования, что позволило определить практические пути решения проблемы.

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АЛАШ ҚАЙРАТКЕРІ – ХАСАН НҰРМҰХАМЕДУЛЫ
ALASH FIGURES - HASAN NURMUKHAMEDOV

ТҮЙІН

Мақалада Алаш қайраткері Хасан Нұрмұхамедұлының өмірдеректері мен қызметі туралы баяндалған. Хасан Нұрмұхамедұлының атқарған діни, ағартушылық, әлеуметтік, қоғамдық, саяси қызметтері жан-жақты ашылды. Батыс Алашорда үкіметі мен Алаш қайраткерлерінің саяси, қоғамдық қызметтері және бірнеше Алаш тақырыбындағы еңбектер мен ғылыми мақалалар негізге алынды. XX ғасырдың басындағы қазақтың ұлттық идеясы болған Алаш