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CONTENT OF FUTURE TEACHERS' ORGANIZATIONAL SKILLS AND WAYS TO IMPROVE THEM

Abstract. The organization of the process in the pedagogical system depends on its elements and participants. The elements of the pedagogical system are: the educational purpose, the content of training, techniques and methods of training and education, organizational forms, means and results of training, management and pedagogical technologies.

The implementation of educational activities by a teacher participating in the pedagogical system largely depends on pedagogical skills, including organizational ones. In addition, the teacher can organize an effective educational process taking into account the components of the pedagogical system.

In this article the author describes the components of teacher training in the implementation of the pedagogical process, including the types of pedagogical skills. The types of pedagogical activity in research work and their differentiation are considered there. It is indicated that organizational skills differ depending on the purpose of training, the level of pedagogical activity, object and subject. The teacher's pedagogical skills are characterized by the connection of organizational skills with other skills, considered as a managerial matter.

In addition, on the part of researchers, it is proposed that organizational skills consist of: designing (research, constructive actions), technological (or activity: organizational, informational, communicative actions), analytical and evaluative (control) actions.

The system of training future teachers provides information about their organizational skills: substantive and procedural aspects; intensive and extensive ways from the point of view of the pedagogical system.

Keywords: teacher, teacher's pedagogical activity, educational activity, pedagogical system, skill, organizational skills.

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Болашақ мұғалімдердің ұйымдастырушылық іскерлігінің мазмұны және оны жетілдіру жолдары

Аңдатпа. Педагогикалық жүйеде үдерістің ұйымдастырылуы оның құраушылары мен қатысушыларына байланысты. Педагогикалық жүйе құраушылары ретінде: оқу-тәрбие мақсаты, оқу-тәрбие мазмұны, оқыту мен тәрбиелеу әдістері мен тәсілдері, ұйымдастыру формалары, оқыту құралдары мен нәтижелер, басқару мен педагогикалық технологиялар алынады. Педагогикалық жүйеге қатысушы мұғалімнің оқыту іс-әрекетін жүзеге асыруы негізінен педагогикалық іскерліктерге, оның ішінде ұйымдастырушылық іскерлікке байланысты. Сонымен қатар, мұғалім педагогикалық жүйе құраушыларын назарға алумен нәтижелі оқу-тәрбие үдерісін ұйымдастыра алады.

Мақалада мұғалімнің педагогикалық үдерісті жүзеге асырудағы даярлық құраушылары, оның ішінде педагогикалық іскерліктің түрлері айтылады. Педагогикалық іскерлік түрлерінің ғылыми-зерттеу жұмыстарындағы түрлері мен олардың ажыратылуы қарастырылады. Ұйымдастыру іскерлігінің оқыту мақсатына, педагогикалық іс-әрекет деңгейіне, объектісіне, пәніне байланысты ерекшеленетіні көрсетіледі. Мұғалімнің педагогикалық іскерліктері ішіндегі ұйымдастыру іскерлігінің басқа іскерліктермен байланысы, басқарушы іскерлік ретінде қарастырылуы сипатталады.

Сонымен қатар, зерттеушілер тарапынан ұйымдастырушылық іскерліктің: құрастырушылық (зерттеушілік, конструктивті іс-әрекеттері), технологиялық (немесе іс-әрекеттік: ұйымдастырушылық, ақпараттық, коммуникативтік іс-әрекеттері), талдау-бағалау (бақылау-бақылау іс-әрекеттері) іс-әрекеттерінен тұруы қажеттігі ұсынылады.

Болашақ мұғалімдерді даярлау жүйесінде олардың ұйымдастырушылық іскерлігін жетілдірудің: мазмұндық және процессуалдық аспектілері; педагогикалық жүйе тұрғысынан интенсивті және экстенсивті жолдары туралы ақпараттар беріледі.

Кілт сөздер: мұғалім, мұғалімнің педагогикалық іс-әрекеті, оқыту іс-әрекеті, педагогикалық жүйе, іскерлік, ұйымдастыру іскерлігі.

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Содержание организаторских умений будущих учителей и пути их совершенствования

Аннотация. Организация процесса в педагогической системе зависит от его элементов и участников. Элементами педагогической системы являются: учебно-воспитательная цель, содержание обучения, приемы и методы обучения и воспитания, организационные формы, средства и результаты обучения, управленческие и педагогические технологии.

Осуществление учебной деятельности учителем, участвующим в педагогической системе, во многом зависит от педагогических умений, в том числе организационных. Кроме того, учитель может организовать эффективный учебно-воспитательный процесс с учетом составляющих педагогической системы.

В статье описаны компоненты подготовки учителя в реализации педагогического процесса, в том числе виды педагогических умений. Рассматриваются виды педагогической деятельности в научно-исследовательской работе и их разграничение. Указывается, что организационные умения различаются в зависимости от цели обучения, уровня педагогической деятельности, объекта, предмета. Для педагогических умений учителя характерна связь организационных умений с другими умениями, рассматриваемая как управленческое дело.

Кроме того, со стороны исследователей предлагается, чтобы организационные умения состояли из: конструирующих (исследовательских, конструктивных действий), технологических (или деятельностных: организационных, информационных, коммуникативных действий), аналитико-оценочных (контрольных) действий.

В системе подготовки будущих учителей представлена информация об их организаторских навыках: содержательных и процессуальных аспектах; интенсивных и экстенсивных путях с точки зрения педагогической системы.

Ключевые слова: учитель, педагогическая деятельность учителя, учебная деятельность, педагогическая система, навык, организационные навыки.

Introduction

Teacher training in general education schools depends on the components of the pedagogical system and the training of the teacher himself. At the same time, the basic knowledge and skills of a teacher depend on the elements of the system that form the pedagogical process:

- the goals of training and education;
- the content of training and education;
- methods and forms of organization of training and education;
- means and tasks of training and education;
- technologies of training and education;
- management of the process of training and education;
- the result of training.

In addition, it is necessary for any teacher to know and understand the participants of the pedagogical process: a teacher and a student. On the basis of this, the teacher develops knowledge and business qualities about the pedagogical process as a whole, which is the key to the effective organization of the pedagogical process in the future.

At the same time, the list of knowledge and skills that a secondary school teacher should master is defined and specified in scientific and pedagogical works. A school teacher should ensure that in the process of teaching and educating the younger generation, the level of professional training and pedagogical skills are high. The teacher's pedagogical activity is a dynamic system that has its own special structure and in most cases consists of the following components: cognitive, constructive, communicative, informational, organizational, research, etc. skills and abilities.

These skills and abilities in most cases can be expressed in pedagogical works in different ways. Among the listed skills (abilities), organizational skills have their own place and are largely considered as components providing for the organization of other skills.

The content of the document "Professional standard of a teacher" [1] shows that organizational (including teaching, educational, methodological) skills prevail in the implementation of five labor functions performed by a teacher.

The purpose of the study (article) - theoretical definition of improving the formation of the organizational skills of future teachers in higher educational institutions and its implementation from a practical point of view.

Research objectives:

- definition of the concept of “organizational skills”;
- description of the types of organizational skills and their content;
- identification of ways (aspects) of improving organizational skills;
- definition of pedagogical tasks to improve organizational skills.

With the theoretical definition of the content of pedagogical tasks for improving the educational skills of future teachers, wide systematic application in the course of educational work, the formation of organizational skills of future teachers in teaching students at the level of expected learning outcomes is carried out.

In order to confirm the purpose and objectives of the forecast of the research work, the content of the work is described.

Research methods

Professional training of future teachers, analysis of scientific, theoretical, educational and methodological works, researches of CIS and domestic scientists written on the organizational skills of teachers and their content, collection, conclusion, comparison, clarification of research materials; empirical-control of organizational skills of future teachers, exchange of views with students and teachers; conducting surveys within the framework of the research topic; analysis of normative and educational-methodical documents, testing.

Analysis and results

In addition to knowledge and skills about the components of the pedagogical system, as already noted, the teachers of secondary schools master the functions characteristic of a teacher, areas of knowledge and a system of skills. This problem is considered in the process of designing the training of future teachers, that is, in the development of educational programs.

In the structure of any teacher's activities, their [2]: constructive, organizational, communicative, informative, developmental, orientation, mobilization, research, technical functions and their contents are defined. From the spheres of knowledge necessary for a teacher is: ideological, sociological, moral, psychological, pedagogical, natural science, mathematical, technical-technological, economic, demographic, medical-physiological, ecological, legal, aesthetic, cultural, informational, organizational. In addition, the teacher's skills and abilities are: intellectual, pedagogical and general labor (general-technical or special). Among these, it is possible to highlight the content of the organizational function of the teacher (given in other works as an activity that corrects them).

Thus, the organizational functions of the teacher are based on the constructive actions of the teacher in their implementation [2, pp. 21–22]. This is the practical implementation of the developed and adjusted projects, the creative activity of the teacher, taking into account the specific conditions of the educational process.

Organizational activity consists of three aspects:

1. Organization of your narration (story, conversation, lecture).
2. Organization of one's own behavior (pedagogical activity in the conditions of a specific activity).
3. Organization of students' activities (collective, group, individual), their activities and actions that allow the teacher to enter such a system and achieve their goals.

Over time, the functions of the teacher and the content of educational areas and skills undergo changes and are updated. The distinction of pedagogical skills themselves from the point of view of the logic of the organization of the educational process can also be seen in scientific publications [3].

In our research work, the “organizational skills” of the teacher are of great interest. In order to determine and clarify the organizational skills of teachers, a number of research works were studied and analyzed.

In general, it is known that the concept of “skills” from a pedagogical point of view means “the ability of students to carry out the knowledge gained in the learning process practically, accurately, quickly, without errors”.

Once again, it is known that there is no need to replace “skills” with the concept of “qualification”. In most cases (related to sports, work), “skill” is used interchangeably with the concepts of “dexterity” and “mobility”.

So, to determine the content of “organizational skills”, let's consider the definition of their content, components in scientific works.

For the implementation of the teacher's activities, N.V. Kuzmina identifies the following functional components in the pedagogical system: gnostic, project, design, communicative, organizational [4]. Subsequently, in the research of the scientist in the last years of the twentieth century, two more structural and functional components are added to the pedagogical system: evaluation and project.

The need for organizational skills of a teacher is directly related to the implementation of professional work activities specified in the document “Professional standard of a teacher”. It can be said that the organizational skills of the teacher as a whole, including the skills of organizing educational activities, have been studied from a pedagogical point of view and systematized. It is known that due to the change and improvement of the content of education, its means and methods have also changed.

L.P. Tyuptya emphasizes the organizational skills and abilities as “the possession of methods and techniques for performing activities based on the use of knowledge of psychology and pedagogy, as well as the specifics of organizational activity”. To determine the essence of organizational skills, it is worth considering the following:

- the organizational activities of the teacher are aimed at organizing the activities of both the student team and each student and himself;
- the organizational activity is always determined by the goal, and the ultimate goal of organizational activity is the successful completion of actions as a unity of purpose and content;
- the organizational activities are carried out on the basis of knowledge, experience, and skills are formed on this basis.

L.T. Tyuptya proposes to consider organizational skills in the following set and sequence [5]:

- 1) ability to organize the team and its relationships;
- 2) work planning;
- 3) organization of various events;
- 4) combining individual and collective work;
- 5) coordination of actions of an activist (asset) when working with him / her;
- 6) control and accounting of work;
- 7) armed with methods of organizational work and timely transfer of organizational functions.

However, this sequence reflects the structure of educational activity, its stages and does not reveal the internal mechanisms for the emergence of this organizational skill of the future teacher.

Next, B.D. Krasovsky, who carried out the research work, explains that organizational work is “readiness to implement a system of practical activities based on knowledge and experience and aimed at regulating the activities of the team in order to fulfill educational tasks”. Therefore, the organizational skills of the teacher is manifested:

- 1) with a system of knowledge about the activities of the organizer and the relationship between him and his team;

2) the system of mental actions (control activity, speed of orientation, goal setting, self-control, self-regulation, etc.);

3) by practical actions [6].

The authors studying the organization of educational activities distinguish a different number of organizational skills. For example, Z.G. Matveeva, V.I. Nikolaev are grouped into 14 classes. A similar list and explanation is provided by L.I. Umansky, V.D. Samorovskaya, V.S. Kuznetsova, etc.

According to M.N. Stankin, the structure of organizational skills includes: the ability to charge everyone with their energy; the ability to find a job for everyone in accordance with their skill; creative and performing Initiative; a tendency to organizational activities; assertiveness to yourself and other people; independence and everyday practicality; sociability, perseverance and activity, high efficiency and personal organization [7].

N.A. Kuzmina shows the activity structure of the school teacher as follows [8, p. 59]: gnostic, design, constructing, communicative, organizational skills. Among them, the content of organizational skills of a physics teacher in teaching problem solving is given as follows: the ability to organize the research work of students with tasks (analyze, simplify, complicate).

It is emphasized that the structure of the activities of the heads of faculties of universities includes: gnostic, design, constructive, communicative, organizational activities [8, p. 201-203]. In particular, the content of the organizational case is manifested as follows:

1) showing initiative in organizing the collective activities of the faculty and all its subsystems, ensuring the successful implementation of the intended goals and established plans:

2) organization of mutual assistance in the teaching staff on the basis of a system for monitoring the individual activities of teachers;

3) rely on their deputies in organizing the management of the teaching staff, ensuring the purposeful and interconnected work of all departments of the pedagogical system;

4) to ensure the performance culture and personal responsibility of all categories of employees of higher organizations and personnel for the execution of their own orders and resolutions;

5) to encourage the creative and performing activity of their deputies, teachers and students.

Moreover, both in the structure of the teacher's activity, emphasizes the presence of the five above-mentioned skills and their content [8, pp. 204–205]. Teachers on the content of organizational skills should:

1) Organize the actual start and end of classes and full-fledged work on them, their own and students;

2) Prepare for classes and organize their time and activities related to their conduct;

3) organize educational information and activities of students related to its perception and assimilation.

Also, N.V. Kuzmina defines the structure of educational activities of university students in his scientific research work, which are: gnostic, design, communicative and organizational [8, pp. 205–206]. For us, the content of organizational skills in it is interesting. According to the teacher-scientist, they:

1) organize their time, their activities: Workplace, service facilities, control the pace of independent work;

2) organize your own behavior, including: control of actions, gestures, facial expressions, emotions;

3) organize their public activities with the acquisition of knowledge and skills necessary for future professional activities;

4) organize research activities, having the necessary qualities for future professional activity;

5) organize the information collected in the university so that it can be used after graduation from the University.

In the 80s of the XX century, N.V. Kuzmina, together with her colleagues, identified the functional elements(model) of individual pedagogical activity in her scientific and research work. She emphasized that in their content there are: gnostic (or research), design, compositional, communicative and organizational elements [9]. According to the teacher-scientist, the organizational element includes: activities related to the organization of educational information in the process of presenting it, its assimilation by students, related to their own activities and behavior in the process of solving a pedagogical problem.

N.V. Kuzmina emphasizes that the elements (model) of the functional solution of educational tasks consist of 7 units, which are: evaluative, gnostic, predictive, designing, constructive, communicative and organizational. The content of the organizational element is defined as follows: “Activities related to the organization of the offered educational information; interaction of students with it (analysis, synthesis, generalization, transfer); includes his own and students' actions and behavior subject to achieving the desired results” [10].

Thus, it can be seen that the organizational skill (element) is defined and distinguished depending on the purpose, object and subject of the organizational activity, and the level of education.

S.B. Elkanov examines the aspect of the process of self-education of organizational skills, showing the stages of formation of organizational skills in students, giving examples of pedagogical games and exercises for imitating organizational activities, and also gives some practical advice [11].

According to the research, the ways (options, methods) of forming the organizational skills of future teachers are proposed:

- development of organizational skills in future teachers through stages of formation of a whole, targeted complex of professionally oriented didactic tools (V.S. Kuznetsova);
- provision of organizational entrepreneurship and skills through experience (V.D. Samorovskaya), etc.

In his textbook “Introduction to the profession”, D.K. Poshaev considers the organizational skills of a teacher as a “qualification” [12, p. 80]. Skill is the result of mastering a new activity, which is somehow based on one rule and its worthy use in the process of solving specific tasks. Competent action is manifested in the ability to choose appropriate ways of action, and not just in the ability to choose, but in their implementation in practice. In addition to being able to choose qualifying approaches, it requires knowledge of the conditions necessary to achieve the goal. General conditions for the formation and development of the shaft, ensuring the most efficient are:

- understanding the formulated rule;
- creation an image of the action that is necessary to perform;
- in the process of solving new tasks, you will receive notifications about the effectiveness of actions.

They form the basis of qualification of teachers, students, etc.in the educational process.

It is noted that among the complex qualifications are the organization of various activities, in addition to activities related not only to the main function performed by the teacher.According to the teacher-scientist, the university should take into account the conditions necessary for the formation and development of organizational skills of future teachers and organize educational work guided by them.

V.E. Peshkova in her collection of lectures on pedagogy highlights the directions of the teacher's pedagogical activity [13, pp. 10–11]. The directions of the teacher's activity on its emphasis are as follows:

I. Constructive activity is associated with the design of the teacher's actions and his own actions. This includes the following pedagogical activities:

- a) formulation of the pedagogical goal;

- b) diagnostics of the level of knowledge of students;
- c) selection of the content of the educational material;
- d) selection of training methods;
- e) design their own actions and the actions of students.

II. Organizational activity involves the organization of one's own and children's activities.

Pedagogical skills in its content:

- a) establishing discipline and working conditions in the classroom;
- b) encourage the activities of students;
- c) organization of their activities on the presentation of the material to the student;
- d) organization of one's own behavior in a specific situation;
- e) organization of students' activities;
- f) organization of control, pedagogical impact and Correction.

III. Communicative activity is aimed at organizing the interaction of the teacher and students, the interaction of students in the team. Pedagogical activities in its content are:

- a) establishment of proper interaction with students;
- b) implementation of educational work.

IV. Gnostic activity is an activity that requires constant analysis of one's own actions, as well as the course, development and formation of the personality of children. Pedagogical activities in its content are:

- a) Analysis of the results of training and education;
- b) determining the deviation of the result from the set goals;
- c) analysis of the causes of these deviations;
- d) design of measures to eliminate these causes;
- E) the creative search for new methods of teaching and upbringing.

As you can see, in the pedagogical activity of a teacher, an organizational activity is a priority and works to integrate other skills.

In addition, the author distinguishes the teacher's readiness for pedagogical activity as theoretical and practical [13, pp. 28–33].

It shows that theoretical training consists of the construction and gnostic activity. In turn, he writes that constructive activity consists of analysis, forecasting, design and reflexive skills.

And the teacher's practical readiness for pedagogical activity consists of organizational and communicative skills.

Organizational activity, in its turn, consists of mobilization, information, developmental and orientation.

Communicative activity consists in the ability to create perceptual, independent communication, and master pedagogical techniques.

Organizational skills of the teacher are carried out not only in the process of teaching, but also in accordance with the directions of activity of education, etc. In the work of M.I. Zabayko, the consideration of the personality structure of the future teacher made it possible to divide generalized organizational skills into groups depending on the content component of educational activities and the forms of training of the game prevailing at each stage. Thus, the researcher divides organizational activity into gnostic organizational activity, organizational activity, reflexive-analytical organizational activity [14].

Thus, according to research works and educational materials on the internet, “organizational activity is defined as a management activity that is the main component of the teacher's discipline in managing the pedagogical process and connects other pedagogical skills with each other”.

Specific features of organizational skills are identified in pedagogical works and consist in the following actions: identifying work, setting goals, demanding work, assigning tasks, monitoring the assigned work, organizing the execution, summarizing, evaluating, reporting the work performed,

the ability to focus on a specific object, the ability to create a psychological climate to quickly avoid obstacles, start with interest, create a positive impact on others.

According to the research results, we know that the organizational skills of a teacher are correctly determined by the content of the following types of activities, which are (Table 1):

- design (research, constructive activities);
- technological (or operational: organizational, informational, communicative actions);
- analysis-evaluation (control actions).

Table 1 – Organizational skill components in the organization of teaching activities of a teacher and their content

№	The stage of actions	Individual organizational skills
1	Constructive	- according to the topic of the study subject: setting the study goal, learning results, selecting study materials (tasks); - modeling of teaching activities; - orderly planning of work in accordance with the age and individual characteristics of students, according to the material base of the educational process; - development of materials for evaluation of educational achievements (learning results); - development of assessment criteria;
2	Technological	- engage in learning activities with enthusiasm and interest; - formation of learning motivation, positive influence on students; - organization and implementation of teaching/learning activities; - assignment and organization of its execution; - organization of information exchange in the course of educational work; - demanding and monitoring the performance of assigned work; - assessment and recording of educational activities; - organization of assessment activities of students; - to create a psychological atmosphere to quickly avoid the encountered obstacle.
3	Analysis and assessment	- determining the compliance of the content of educational activities with the tasks; - control and self-control; - conducting an analysis of the performed educational activities; - monitoring of students' learning progress; - to determine the perspectives and perspective directions of the development of the class and individual students within it; - to determine the effectiveness of the methods used in the framework of educational activities.

According to Table 1, the training model of the organization of educational activities of future school teachers should consist of the following components:

- 1) Education-knowledge of organizational activities;
- 2) Skills - to be able to carry out constructive, technological, analytical and evaluative actions;
- 3) Qualitative Pedagogical Qualities are components of pedagogical tact: observation, poise, restraint, exactingness, trust in a person, initiative, fairness in controversial situations, honesty, the ability to listen, to understand him.

Pedagogical ethics is, in a broad sense, a professional quality that manifests itself in the pedagogical process in solving each educational problem, in communicating with individuals or a team.

The above three components are considered as components of a full-fledged teacher training in the implementation of organizational skills. Their formation and improvement depends on the

course of the organization of the educational work of the departments responsible for the training of university teachers, the content of training.

In addition, the formation of organizational skills of future teachers was carried out through the identified individual skills.

The defining period of the experiment made it possible to identify the main ways, to choose tools and methods for the further formation of pedagogical organizational skills.

Diagnostics of the components of organizational skills, reflective and communicative skills was carried out through self-assessment of future teachers and their assessment of classes with students. In other words, they were assessed in advance during trial lessons.

Based on the materials of A. Alimov, the components of the emotional-value sphere were determined, which are the basis for mastering the organizational skills of the future teacher and their manifestation [15, p.152]. An integral part of this estimate was appropriately used in the research work of N. Shektibaev [16].

To form the organizational skills of future teachers, they need their qualitative qualities in the emotional and value sphere, reflecting their personal qualities and value attitudes towards the educational process. Therefore, first of all, we determined the scales according to their levels of the emotional-value sphere as follows: high - 7.6-9.0; medium - 4.6-7.5; low - 3.0-4.5 points. The first indicators obtained in connection with this were as follows (Table 2, Diagram 1).

Table 2 – The level of expression of relations in the emotional-value sphere (before the experiment)

Level of formation	Results	
	EG, % (82)	CG, % (81)
High	-	-
Medium	51,2	49,4
Low	48,8	50,6

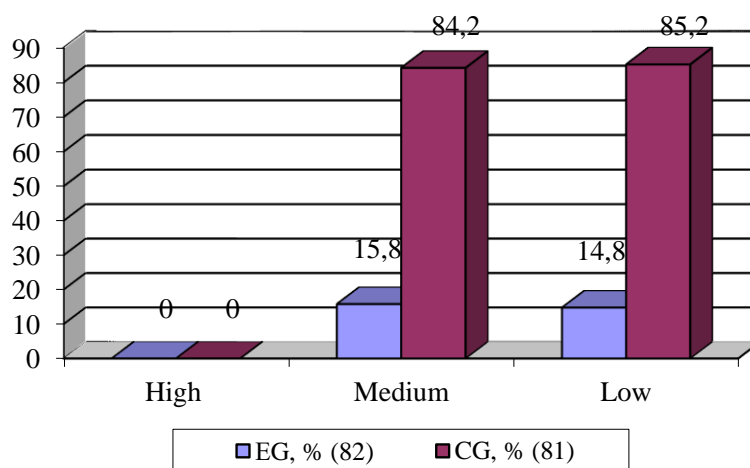


Diagram 1

The results of study of the formation level of emotional-value-forming component of organizational skills show minor differences in their meanings. A comparison of the experimental and control groups in terms of the emotional-value sphere component of the acquired organizational skills and the formation level of pedagogical organizational experience in general shows their one-level nature.

The level of manifestation of organizational knowledge of students can be seen in Table 3 and Diagram 2.

Table 3 – The level of manifestation of organizational knowledge (before the experiment)

Level of formation	Results	
	EG, % (82)	CG, % (81)
High	-	-
Medium	15,8	14,8
Low	84,2	85,2

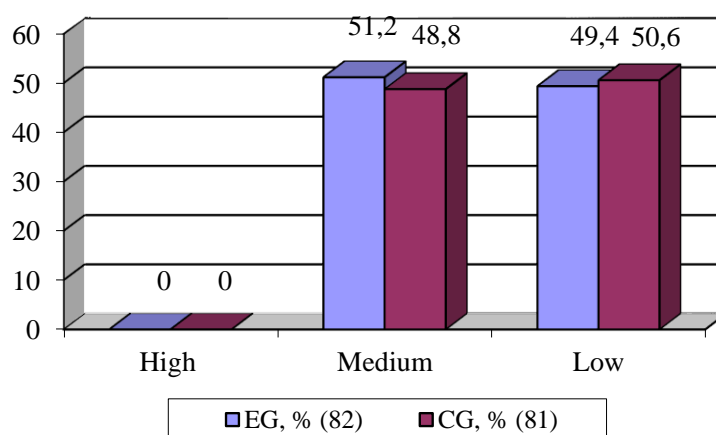


Diagram 2

So, the components of the organizational skill are defined. Qualitative analysis of each level of organizational skills (low, medium, high) was carried out at certain levels.

Next, the components of organizational skills were analyzed. In our study, it was represented by the following organizational skills: analytical (analysis), project, communicative, organizational, developmental, orientational, reflexive skills. The indicators of the skill component were also divided into three levels: low, medium, high. We have shown the obtained results in Table 4.

From the table it can be seen that organizational skills are divided into two levels - low and medium. But the majority of respondents in the control (67.4%) and experimental (68.3%) groups showed them at a low level.

The obtained results show the monotony of the respondents' actions in solving organizational problems and performing them according to the given algorithm.

The analysis of the results obtained showed that 57.3% of the students of the experimental group and 56.8% of the respondents in the control group-there are significant discrepancies in their opinions on reflexive skills and the opinions of students; 42.7% of the EG respondents and 43.2% of CG students' ideas about future physics and biology teachers and student self - esteem are observed at an average level. In this case, the specified percentage of students leads to difficulties in predicting the opinions of learners. This shows that reflexive skills are not formed enough.

Table 4 – Indicators of the level of formation of organizational skills

Organizational skill	Levels					
	Low		Medium		High	
	EG, %(82)	CG, %(81)	EG, % (82)	CG, % (81)	EG, % (82)	CG, % (81)
Analytical	78,1	77,8	21,9	22,2	-	-
Project	64,7	65,4	35,3	34,6	-	-
Communicative	59,8	61,7	40,2	38,3	-	-
Organizational	76,8	74,1	23,2	25,9	-	-
Developmental	73,2	74,1	26,8	25,9	-	-
Orientalional	68,3	61,7	31,7	38,3	-	-
Reflexive	57,3	56,8	42,7	43,2	-	-
Average value	68,3	67,9	31,7	32,1	-	-

After the ascertaining experiment, we carried out a formative experiment on academic subjects. They were organized at seminars on pedagogical courses: “Measuring assessment technologies”, “Methods of teaching physics”, “Methods of teaching biology”, “Pedagogical skills”, etc. and pedagogical tasks on SIW, SIWT according to the model we proposed.

Conclusion

In order to determine the ways (methods) of improving the formation of future teachers of higher educational institutions, the work carried out in scientific research works is guided.

Two aspects or two ways of improving training are known, which are: substantive and procedural or intensive and extensive.

They can be considered individually. Improvement through the content aspect is carried out through the improvement of the content of educational programs, curricula, teaching aids and pedagogical tasks. And improvement through the procedural aspect: methods and ways of training, organizational forms are provided. Among them, the priority is the course of dual training.

Intensive ways (methods) of future teachers to improve the formation of organizational skills of the identified educational activities are provided by pedagogical system components. In particular, the improvement of the educational goals, the enrichment of the content, the use of innovative methods and techniques. And the extensive way is associated with the wide use of technical means, including technical means of teaching, motivation, activation of participants in the educational/training process.

We believe that it is correct to improve the organization of teaching activities of future teachers by improving the substantive and procedural aspects for our research work. In particular, the widespread use of pedagogical tasks as tools and components of the content of training gives its results.

Pedagogical tasks include:

1. Setting the goal and objectives of training;
2. Content of training;
3. Teaching methods;
4. Forms of educational organization;
5. Teaching tools;
6. Learning technologies;

7. Mastering methods of educational activities in accordance with the goal of organizing education, business, skills and student activity;

8. Planning the teacher's educational activities; carrying out pedagogical analysis of the teacher's educational activities;

9. The widespread use of the method of checking students' knowledge and entrepreneurship gives positive results.

In addition, the implementation of the project method and the case method is the basis for the formation of the studied training at a high level, and for the improvement of organizational skills.

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