

Y. Duisenbekov<sup>1</sup>, R. Kerimbayeva<sup>2</sup>  
A. Danikeyeva<sup>2</sup>, A. Daurenbekova<sup>2</sup>

<sup>1</sup>Abai Kazakh National Pedagogical University, Almaty, Kazakhstan

<sup>2</sup>M.Kh. Dulaty Taraz Regional University, Taraz, Kazakhstan

(E-mail: duisenbekov@mail.ru)

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## Scientific-theoretical foundations of interest in pedagogical activity development among senior school students

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**Abstract.** *The crucial task of the specialized pedagogical grades of the contemporary school is to form in students the relevant concepts for work in the field of education, responsible planning and choice of future professional pedagogical activity. The primary approach vigorously to carry out this task is the development of students' permanent professional interest in teaching activities. Professional interest in pedagogical activity acts as a leading motive that contributes to the conscious orientation of students in choosing a teacher's profession and prompts the formulation of the "Self-concept" of school students, exclusively its peripherals such as Real-Self; Ideal-Self, Dynamic-Self, Fantastic-Self. The article also raises the experimental syllabus "Introduction to Pedagogy" as measures of creating professional interest in pedagogical activity among senior school students and to trace positive changes in this issue.*

**Keywords:** *interest, classification, professional interest, levels, pedagogical activity, specialized pedagogical grades, senior school students, Self-concept, components.*

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### Introduction

One of the important goals of education is the idea of self-realization of the individual, life and work self-determination. For a school graduate, it is important to comprehend that a professionally-trained specialist, who has communication skills, be flexible to adapt to new working conditions, competitive and mobile can become a successful person in the market. This accordingly requires a revision of the conceptual system of views on professional training.

The law "On Education" in the Republic Kazakhstan's emphasizes the significance of vocational guidance for young individuals as one of the performance indicator of modernization

Kazakhstan's education. In the sphere of socio-economic changes, the professional self-determination of school pupils are pragmatic and require purposeful didactic support, ensuring that young individuals make responsible decisions when choosing a specialty. Especially important is the conscious choice of the teaching occupation by high school pupils. It applies to search for new models of interaction of all stakeholders in shaping the readiness of high school pupils to choose a teaching occupation, identifying effective didactic strategies.

The experimental-subjective research study allows demonstrated that the validity of the academic sphere at the excessive pedagogical school rests on essentially on the specialized

guidance of candidates coming in pedagogical Universities, their responsible opportunity of a teacher's major.

Investigations of national experts have identified that rarely when 50% of students of pedagogical institutions favor a specialty; patterns that do not contain a didactic direction dominated 46.2% of candidates. The rest of the applicants do not have an ambition solution of the occupation of a coach, of the civil purpose and substance of his performance.

Thus, a necessary condition for improving the quality of professional education at a pedagogical University is a stable professional interest development in pedagogical activity among applicants.

In this aspect, profile pedagogical classes of secondary school have great opportunities in the context of solving the highlighted problem. One of the main goals to profile-specialized classes transition is "to expand the opportunities for students' socialization, to ensure continuity between general secondary and professional education, to prepare school graduates more effectively for mastering of higher professional education programs" (I.L. Bim, 2007).

The participation of portrait pedagogical classes has shown that general pedagogical training is an essential means of professional interest development in pedagogical activity among senior school students.

Modern research reveals a wide range of issues aimed at solving the problems of preparing students to choose a teacher's profession. Fundamental issues of vocational guidance and vocational training have been substantiated in the works of (C. Thenmozhi, 2018).

In the psychological-pedagogical literature, the problems of teacher professional development investigated by B. Avalos (2011); A. Bautista, R. Ortega-Ruiz (2015), etc.

However, in the existing works, profile preparing as an integral system and the development of professional interests of senior school students is not fully considered.

Thus, the topicality of the topic chosen by us is determined by the insufficient theoretical elaboration of the problem and the practical need

to establish the content of pedagogical guidance in the process of professional influence increase of senior school pupils, in order to prepare them for future multi-professional activities.

Based of all the above, the article problem was set: what pedagogical conditions can ensure the effectiveness the process of professional influence increase of senior school pupils in future activities.

The insufficient development of this problem determined the choice of the article: "Scientific-theoretical foundations of interest in pedagogical activity development among senior school students".

The purpose of the paper is to single out and experimentally verify didactic conditions, as well as a system of gradual development of senior school students' interest in the teaching profession.

The purpose of the paper manufactured it indispensable to deal with the tracking **objectives**:

- to determine the essence, content, levels of senior school students' interest development in the teaching profession;
- to work out and test a system of pedagogical tools and conditions of senior school students' interest development in the teaching profession.

### Literature review

The problems of professional interest development among senior school students have acquired a particular relevance in pedagogical theory and educational practice over the past decades. This is owing to the need of community, personality, the process of learning and upbringing to develop the inexperienced breed to choose a future profession.

To understand the essence of the main issue of our article - *the interest in pedagogical activity profession development*, it is necessary, first of all, to consider the basic concept of "interest". Considerable material has been accumulated in science about the essence of interest and its psychological foundations. The psychological nature of interest is realized through the direction of activity that arises when the object meets the needs, goals, and attitudes of the individual.

Psychological literature review (A. A. Kukovsky, A. V. Petrov, S. V. Shigapova, 2017) has shown that most authors agree that interest is “a feature of a person, which manifests itself in his focus on certain objects, phenomena of reality, the desire to get to know them better, to master them”. There are also opinions according to which interest is interpreted as a “winner of human behavior” (A. A. Kukovsky, A. V. Petrov, S. V. Shigapova, 2017), “emotional manifestations of human cognitive needs” (T. G. Serebrovskaya, 2003) “more or less constant propensities of a person to certain types of activities” (V.V. Arnautov, 1995).

The interest of a person is inextricably linked with its cognitive activity and especially with its thinking. The object of interest of a person becomes something that has already been recognized and at the same point carries a number of unknown sides. The more an object provides material for mental activity, the more it can arouse interest in itself.

In addition to the cognitive activity, interest includes positive emotional moments, the emotional attractiveness, a stable *positive emotional attitude* of the individual to the object. It is this feeling of a kind of emotional satisfaction that motivates a person to engage in the relevant activity for a long time (T. G. Serebrovskaya, 2003). As V.V. Arnautov (1995) notes, “interest manifests itself in a positive emotional reaction and intellectual cognitive activity. Only in the presence of these two signs can we assume that a person has one or another interest”.

T.G. Serebrovskaya (2003) believes that the cognitive structure of interest necessarily involves not two, but three sides: a) an extended level of knowledge in the person’s field of interest; b) reasonable activities in this field; c) spontaneous enjoyment accomplished in connection with this recognition and movement. According to T. G. Serebrovskaya (2003) “a sense of satisfaction is inherent in every true interest, but not in itself, but as organically connected with knowledge and practice”.

There are various classifications of interests in the psychological and pedagogical literature. Depending on the underlying attribute, interests can be classified by content, purpose, breadth, sustainability, etc.

The difference of interests in content reveals the objects of cognitive needs, their real significance for the purposes of this act and, frequently commonly, for the society to which the individual belongs. Psychologically, it is essential what a person is primarily interested in and what is the social value of the object of his cognitive needs. Thus, based on content, interests can be distinguished into *cognitive, professional, reading, sports, labor, aesthetic, scientific and other*.

Interests vary in scope. For some people, they can be concentrated in one area, for others they are distributed among many objects with stable significance. The spread of interests often acts as a negative personality trait, but it would be wrong to interpret the breadth of interests as a disadvantage. A valuable feature of the personality is the so-called “multi-focus of interests” - meaningful interests are located in two (and sometimes three) unrelated fields of activity. Such a “multi-focus” arrangement of interests turns out to be especially favorable for a change of activities to be carried out, which is the best means of restoring the energy spent in labor. Thus, the assessment of the narrowness and breadth or “versatility” of interests is ultimately determined by their content and significance for the personality.

The difference on the principle of the goal reveals the presence of direct and indirect interests. Actual benefits are produced by the passionate allure of an important item. Negotiated activities hold place when the original meaning of the commodity and its relevance for the charm correspond.

Interests can also be varied corresponding to the degree of their stability. The stability of interest is expressed in the duration of its preservation and in its intensity. Interests are stable, the most fully revealing the fundamental needs of the personality and, because of this, becoming essential features of its psychological make-up. Sustained interest is one of the evidences of awakening human abilities and in this regard has a certain diagnostic value.

In addition, interests are classified by duration into episodic (*short-term*) and permanent (*long-term*); by depth - into deep and shallow. Interests

characterized by ambiguity, variability and situationality are called “*amorphous*”, local and dominant - *core*. Overcoming difficulties, the degree of perseverance of a person in knowledge of a certain area indicate a different strength of interest. In “*contemplative*”, *passive* interests, a person satisfies his curiosity more, using the achievements of other people. *Active* interests are associated with the manifestation of initiative and creativity, encourage a person to a certain activity, to independently achieve the goals that really interest him.

As you can see, interests are classified according to different characteristics, which indicate the versatility of this phenomenon. Taking into account these signs, make it possible to trace in more detail the dynamics of interest, the stages of its development.

Let's consider the interests that directly relate to a person's work and choice of profession - professional and related cognitive interests. In the definition of professional interest, researchers identify its various specific features. For example, T. G. Serebrovskaya (2003) interprets professional interest as a warmly declared focus of the student's awareness and actions on the acquisition of metaphysical and sensible knowledge and skills. However, this definition, in our opinion, symbolizes the interest remarkably general and does not display its professional specifics. Conforming to V.V. Arnautov (1995), “professional interest (as an interest in a future or present profession) - a choosy emotional and enlightened approach, a focus on aiming for a certain activity of the personality”.

The development of professional interests, as it was noted, is directly related to cognitive interests. These are benefits directed at bringing in knowledge about the craft, accepting its core, comprehending not solely the constructive, but likewise the analytical issues of this occupation. The harder the professional interest is suggested, the sharper the need for achieving observation of the occupation of prosperity. This type of interest is associated with the profession that the student has chosen; this interest is constantly developing as a result of the daily purposeful work of students to master this profession.

Thus, professional interest of a teacher is understood as a person's emotionally-expressed cognitive attitude to master pedagogical activity, the implementation of his inclinations to the profession, professionally significant abilities and beliefs.

Manifestations of professional interests can be combined into three main groups:

- manifestations in cognitive activity, expressed in the desire to acquire professional knowledge, in awareness about the content of the profession;

- manifestations in the emotional-volitional sphere of the individual, expressed in a positive attitude to this type of activity, in awareness of its social significance, in the desire to achieve high results, etc.;

- manifestations in practical activity, expressed in the desire to test abilities, the strive for self-fulfillment in this profession, etc.

Having various manifestations of interest in the teacher's profession, it can be possible to establish criteria for its development at a particular age stage.

The significance outcome is a process that permits its own sense, stages and standards. To measure them, it is mandatory to find out how indexes can be adopted to resolve the potency of the process, its evolution. It suggests to us that the process is the tendency of the produced capacity from one stage of outcome (less perfect) to another (more perfect). In this regard, there is a need to maintain straightforward notions about the stages of outcome of involvement in the business. Influence, like any psychological sensation, advances in the process of evolution. What is the gestures of influence increase? Sadly, there is no accord in the experimental lore. Distinct authors probing the circumstance of influence differentiate varied achievements of its outcome. For instance, A. A. Kukovsky, A. V. Petrov, S. V. Shigapova (2017) establish the accompanying passages of emotional influence increase: lack of involvement - attitude to novelty - specific academic benefit - defended academic - emotional benefit - generalized educational-cognitive involvement. The authors determine the aspects that identify each stage: at the initial achievement

– “Lack of interest” - profit is practically not distinguished; the exemption is a constructive reply to a flash and ridiculous phenomenon. The second stage is symbolized by a productive opinion that develops purely to contemporary supply regarding peculiar matters, but not theory. Reception to modern vague equipment is a manifestation of the third stage of “Curiosity”. The fourth height is portrayed by the debut of enthusiasm in a peculiar, exclusive condition, and its exodus when going out this condition. The indication of long-term and suffered gain over a volume of ordinary conditions is the fifth stage of passages progress. In addition, subsequently, at the sixth stage, generalized enlightened involvement emerges individually of extraneous preconditions, continues beyond the purview of the supply being investigated, and is concentrated on general forms of ironing out conditions.

The scheme of the professional interest dynamics is proposed by A.L. Nemykina (2014): curiosity - enlightened activity - theoretical significance - influence in the pursuit. The author represents the decisive standard - commitment in the pursuit - with five units:

- the existence of theoretical education of the occupation being comprehended;
- the appeal to additionally achieve theoretical education, competences;
- confident approach to lectures;
- tackling to recover own professional competences;
- the need to carry out with extremely complex tasks. In this pattern, in our assessment, the level of curiosity is not quite clearly traced.

A slightly different level-by-level characteristic of professional interests is offered by S. Hidi (2006):

- low (“consumer interest”) - low activity, contemplation, involuntary;
- the average (“interest of the figure”) is the constancy of activity, the desire to repeat the situation that aroused interest;
- high (“professional interest”) - a conscious decision to make a certain professional activity in general, or at least a component of the latter.

The analysis and comparison of different levels dynamics allowed us to determine our own scheme for *professional interest development: curiosity - inquisitiveness - propensity for pedagogical activity - interest in the profession.*

1. **Curiosity** is the basic (I) stage in the passages of professional influence increase. It appears as a result of a specific attitude to the innovation of the phenomenon, or to its extraneous qualities: brilliance, individuality, devotion. Involvement at this height of advancement is symbolized by vulnerability and serenity of manifestations, duplicity of idea, short-term and rough position of consequence for the entity.

2. **Inquisitiveness** is the second (II) stage in the passages of professional influence outcome. It originates as a productive impassioned reception to the purposeful bottom of the teacher’s occupation. Inquisitiveness is described by effective emotional enterprise, which arises in two forms: intellectual (opportunity of questions) and functional (involvement in diverse activities, execution of tasks, appointments). Inquisitiveness is illustrated in an individual situation, in the existence of definite conditions. It shows up to be efficient entirely within a private condition. It is not a steady, sustained peculiarity of the subject. Significance at this stage is described by the activity of explanations, the dimension of the area, the transmission of content, situationality, anxiety, swiftly fades.

3. The later (III) stage - the tendency for didactic action crops up at a significant stage of professional importance progress as a constructive impassioned reception to intellectual cognitive activity accompanied with comprehending the coach occupation. It reveals itself in an incessant aspiration to realize the content bottom of the occupation, to assemble varied kinds of report about it: it is suggested in the formula “I want to know”. Gain is defined by the support of the expression, consolidation on a particular matter, success, an adequately high quality of perseverance in knowledge of a particular section; high prestige for the child. It is suggested in the formula “I want to do”. It is marked by the activity of instance, long-term, breeds to action.

Table 1

Diagnostic feature of each level of professional interest development

Level	The main diagnostic feature	Manifestation of interest in pedagogical activity among students
Curiosity	Episodic interest in the outside of the profession.	Interest in the profession is fickle. It is manifested in students in the form of interest in various kinds of events; short-term participation in them is possible if they cause positive emotions in any way. There is no interest without bright, entertaining material.
Inquisitiveness	A positive reaction to the content side of the profession.	The range of interests narrows: interest focused on one profession. Students strive to learn the content side of the profession, are interested in the conditions, content, requirements of the field, as well as the core subjects. However, the interest in this profession is still situational, unstable, fading fast.
The propensity for pedagogical activity	Active cognitive activity.	Interest in the profession has a cognitive orientation. It is manifested in students in an active desire to participate in this type of activity: perform various kinds of long-term assignments, attend clubs, sections
Interest in the profession	The need to test theoretical knowledge based on positive professional aptitude.	Pupils' participation includes a professional direction. Pupils undoubtedly evaluate their own professional competence, endeavor to increase their professional ability and experiences.

4. Importance in the occupation (IV stage) appears as a result of the discrepancy between the aspiration to carry out in this field and the lack of appropriate knowledge that provides pupils to have a significant result. It is revealed in the need to restock theoretical knowledge, in the exploration for supplementary clue, in spotting diverse, more logical processes to fix conditions. The dilemmas of involvement are generalized and out of way the outlook of particular conditions. The pupil is cheerfully concerned in clearing up complex intellectual professionally-substantial tasks, while carrying out for rather a long space. He is attentive in his own results, as effectively as the results of alternative students. This stage considers a confident impassioned mood to this type of enterprise, an appeal to develop the

theoretical stage and practicable competences, as well as

Each level of interest development has its own main feature that distinguishes it from other levels (Table 1).

Thus, the above allows us to identify a group of indicators of interest in teaching profession development among school students.

1. Demonstrate interest in the teaching profession.
2. Motivation for choosing a profession, the prestige of the profession.
3. The degree of the profession awareness.
4. The scope of theoretical knowledge and the need for its improvement.
5. The amount of practical skills, the presence of positive experience in this activity.
6. Self-assessment of professional suitability.

## Material and methods

Youth is considered as a transitional period from childhood to adulthood. At this age, the aspiration for self-perception, for recognition of one's place in existence and oneself as a subject matter of contacts with options developments. The progress of selfconsciousness is identified with the idea of their own "Self" ("Self-concept") is established in senior school pupils. On the one hand, the "Self-concept" develops into exceptionally substantial in boyhood; on the other hand, it is challenging particular advances deserved to the succeeding reasons: the influence of corporeal and mental transformations accompanied with adolescence, the development of cognitive and intellectual capabilities, leading to the complication and differentiation of the "Self-concept".

R. Baumeister (2010) requires the observing Self-concept explanation: "a term adopted to indicate to how character studies about, weighs or identifies themselves. To be conscious of oneself is to have a notion of oneself". In accordance to Katja Wehrle & Ulrike Fasbender (2018) Self-concept can be defined as "the totality of a complex, organized, and yet dynamic system of learned attitudes, beliefs, and evaluative judgments that people hold about themselves".

The "Self-concept" is viewed in conjunction with the concept of "reflection" as the most important property of a person. Reflection (from the Latin reflexio - turning back) - the process of people's cognition, their inner world, the analysis of own thoughts and experiences.

The self-concept is a necessary term for both civil and personal attitude.

Humanist psychologist Carl Rogers (1959) thought that self-concept is composed up of three special parts:

- **Quintessential individuality:** The quintessential individuality is the person you require to be. This person has the attributes or capacities you are either creating toward or want to acquire. It is who you visualize yourself to be if you were absolutely as you demanded.

- **Self-image:** Self-image indicates to how you view yourself at this bit in point.

Attributes like personal aspects, identity habits and communal appearances all impact your self-image.

- **Self-esteem:** How often you admire, accept, and benefit yourself all advance to your self-concept in the form of self-esteem. Self-esteem can be jolted by an amount of aspects -covering how options perceive you, how you figure out you measure to substitutes, and your position in culture.

There are six particular spheres which are associated to self-concept (K. Cherry, 2018).

- Capacity: the competence to match the main conditions or needs.

- Social: which is the skill to collaborate with alternative people

- Affect: which is the recognition of the sensitive state

- Physical: which are the emotions presented to stares, health, bodily condition and comprehensive presence

- Family: is how thoroughly we operate in a family member

- Academic: measures the stage of accomplishment in school.

These indicators are determined by what self-concept a student manages to form in the process of learning and upbringing.

When generating the idea and framework of the theory of "I am a future teacher" for senior school pupils, we relied on the theoretical positions of experimental psychologists. We have identified the following components of "I am a future teacher":

1. **The cognitive component** of the concept of "I am a future teacher" characterizes the content of self-image, the person's professionally considerable capacities and skills; the concept of the communal influence of the teacher's profession as a serious mission of temper achievement; the person's belief of himself and of the eventual teaching career.

2. **The sensitive factor.** Self-affirmation and self-esteem, corresponding to psychologists and instructors is a determining factor of the theory. There are two ways to increase self-esteem. The first way is that a person needs to create maximum attempts to provide self-esteem and complete progress, which is a difficult task.

The second approach to keep self-esteem is to scale down the stage of claims by an individual, at which it will not be absorbed much with extremely reasonable successes. Therefore, a properly set upbringing process is designed to orient the individual towards the first way of maintaining self-esteem. A young man in his activities (educational, labor and etc.) must be able to overcome difficulties, revealing his strong-willed complications, exposing his strong-willed capacities and powerful personality, and with provide the excellent quota of prosperity and legitimate claims.

3. **The evaluative-volitional segment** turns the approach towards oneself as a full or to individual features of one's identity, enterprise and reveals itself in the operation of self-assessments. Teachers with modest self-esteem constantly present aggression towards minors who quarrel from their acquaintances in competences, physical personalities or civil doctrines. The perspective of minors to each other likewise, as an authority, revolves around on their "Self-concept".

Each basic component of the "Self-concept" can be treated in four features: *Real-Self*; *Ideal-Self*; *Dynamic-Self*; *Fantastic-Self*.

The construction of the perception «I am a future teacher» can be illustrated schematically (Fig.1).

In accordance with the selected criteria, we have developed an experimental program of the course "Introduction to Pedagogy", directed at setting up a permanent influence

of senior school pupils of specialized grades in didactic enterprise. The course "Introduction to Pedagogy" is the heading one in the process of fundamental general didactic guidance of high school pupils. This discipline ensures the functions of vocational guidance implementation in classes with a pedagogical profile.

The program is aimed at development of elementary general pedagogical knowledge and skills among students. It's designed to encourage students' interest in the teaching profession, increases the importance of mastering moral and aesthetic culture for the improvement of personally-significant qualities of the future teacher.

The curriculum is designed for 136 hours (2 years of study, 10-11 grades), including 16 hours for theoretical training, 41 hours for practical training, 20 hours for pedagogical internship. The course "Introduction to Pedagogy" provides the following forms of work: school lectures, seminars and practical classes, independent work and pedagogical internship.

The curriculum includes the study of the following Units:

1. Means and methods of folk pedagogy;
2. Folk customs of learning in the tradition of the classics of pedagogy;
3. Aspects of learning;
4. ABC of the future teacher;
5. Traits of didactic activity of subject teachers;
6. Teachers-innovators about didactic activity of a modernized teacher;

**Figure 1**

The construction of the perception "I am a future teacher"

"Self-concept" as a set of student's ideas about himself as a future teacher			
Real-Self	Ideal-Self	Dynamic-Self	Fantastic-Self
Self-image in the present time, due to professional self-determination.	The innermost aspirations of an individual associated with the choice of a teaching profession.	The idea of oneself as a graduate of a pedagogical class, a future student of a pedagogical University.	The emotional attitude of the graduate to his ideas and beliefs about himself as a future teacher.

7. International partnership in education;
8. Education procedure in Kazakhstan;
9. Professional qualities of a teacher;
10. The World of the Teaching Profession.

Pre-vocational training in the framework of pedagogical specialized classes is the first stage in the system of continuous and additional education in the system of secondary school.

The main work areas of senior classes with a pedagogical profile are the inclusion of students in an active professional activity, the implementation of professional advice.

### Findings and discussion

The ascertaining pedagogical experiment was conducted in specialized pedagogical classes of secondary schools in Almaty, Kazakhstan.

The purpose of the ascertaining experiment is to establish the initial level of professional interest among senior school students in teaching activities.

Pupils were summoned to respond the serving survey questions:

1. What occupation do you plan to accept after school convocation?
2. What did you prompt to favor this occupation?
3. What was the authority of advice about the chosen specialty?
4. What do you identify about your appointed specialty?
5. Your accepted occupation will support you in...
6. How do your parents notice about your variety of pursuit?
7. What imaginable conditions of postgraduate learning do you know?

The investigation of the respondents' answers demonstrated that the majority of pupils in grades X (74%) and XI (68%) have a low achievement of cognitive and professional sympathy in didactic activity.

This is further verified by the results of the investigation of the contributing idea of school graduates. The majority (52% - in X grade and 48% in XI grade) of senior school pupils of pedagogical classes of specialized schools are

inadequately mindful of the demands that are enforced on the line of work of a teacher, about the eccentricities of didactic activity. In this regard, the self-determination of senior school pupils in preferring a future occupation cannot be recognized perfectly cognizant.

According to the results of a quantitative analysis of student level focused on the teaching profession, the average level of professional-pedagogical orientation prevails (75% - X grade); 76% - XI grade)); which likewise implies a shortage of information of pupils' decision in training occupation.

The cognitive interest of school pupils in didactic controls has a low stage of evolution (64% - X grade); 54% - XI grade).

Pupils do not regularly have intellectual satisfaction from settling didactic issues; they demonstrate sympathy in individual aspects of the task.

For pupils in grades X-XI (52% - grade X); 32% - grade XI) it is common the preponderance of a nominal stage of self-esteem, which is identified, first of all, with a low stage of knowledge of school pupils about teaching occupation and about the components of didactic activity.

Thus, the analysis of the ascertaining experiment showed that the majority of specialized school students are characterized by a low level of professional interest in teaching.

The developmental didactic experiment was handled in our research in two stages. The purpose of the 1st stage of developmental experiment was to analyze the convenience of the subject matter of the empirical curriculum "Introduction to Pedagogy" to the responsible assimilation of the X-XI pupils in specialized didactic classes of the secondary school.

The experimental training of the course "Introduction to Pedagogy" was brought by processes of full-assimilation machinery and problem-based learning. In bonus, the strengthen and improvement of didactic knowledge and primary professional experiences of pupils was commenced during the academic pedagogical internship.

The task of full-assimilation technology is to prepare all pupils and recover adequately great results. All academic activities are based

on strictly and individually suggested academic targets. In consonance with this technology, the educational process subsists of separate blocks that are packed with extraordinary composition, but have an accepted arrangement. The designated technology includes the following sequence of steps:

1. Introduction – Methods of teaching based on full-assimilation;
2. Each of the educational units teaching in the direction of full-assimilation;
3. Assessment of the material assimilation by students;
4. Feedback.

The investigation demonstrated that the idea of the empirical course is accessible to almost pupils in grades X-XI. The results of the tests analysis, which were performed after investigating each Unit, demonstrated that the coefficient of pupils' study of in grades X and XI is 0,7 for generally 85% of school pupils, which provides us to deal with the teaching as adequate.

The major purpose of the developmental didactic experiment at the second stage was to describe the development of professional interest in pedagogical activity.

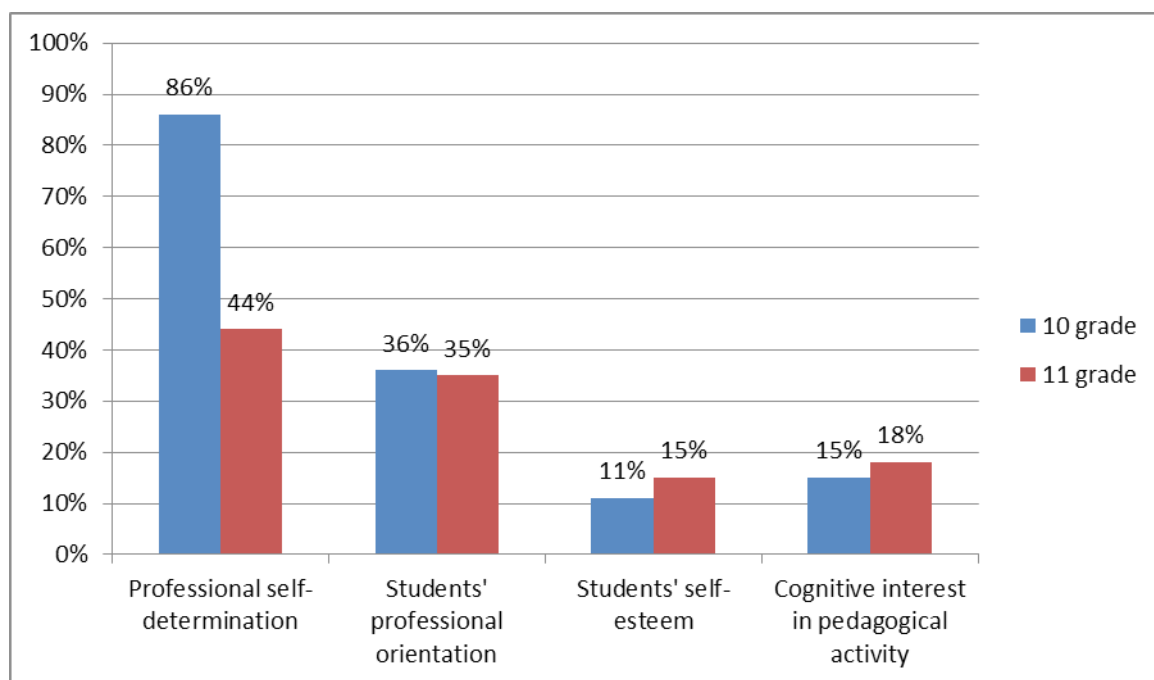
The results of the 2nd stage of the experimental study were evaluated standing into charge the following benchmarks for recognizing pupils' professional commitments in training:

- 1) recognition of pupils' decision of teaching profession;
- 2) stage of pupils' professional direction;
- 3) the stage of pupils' proficiency of education, experiences and qualifications in the course "Introduction to pedagogy" (pupils' training);
- 4) the stage of cognitive influence increase among high school pupils in didactic activity;
- 5) pupils' self-esteem in conjunction with the decision of a teaching profession as a dominant signal of the perception of "I am a future teacher".

For this purpose, summative estimate was attended with pupils of empirical classes during the course of the course "Introduction to Pedagogy", productive tasks were awarded to pupils when they passed the pedagogical internship and also a study of pupils was organized in order to establish the authorized benchmarks for the interpretation of professional commitments.

**Diagram 1**

Stages of professional interest development of senior school students to pedagogical activity



Investigation of the results of the formative experiment illustrated that the majority of pupils in the X grade (46%) and 48% of pupils in the XI grade produced a high level of professional importance progress.

In these grades, the level of high, clearly expressed professional orientation is 36% (X grade), 35% (XI grade); level of professional self-determination - 86% (X grade), 44% (XI grade); a high (optimal) level of cognitive interest development among students in pedagogical activity is observed in 15% of senior school students (X grade) and 18% - XI grade. The level of self-esteem associated with the choice of profession is 0,6 (adequate self-esteem) in 11% (X grade), 15% (XI grade).

Stages of professional interest development of pupils (10-11 grades) to pedagogical activity can be handed out in diagram 1.

Thus, provisional interpretation of the criteria of professional activities increase in didactic activity among pupils provided us to figure out that senior school pupils have identified a serious achievement of professional interests.

## Conclusion

The directed investigation gives us to draw the subsequent result:

The article presents modern ideas, theoretical concepts of psychological and pedagogical sciences about the essence of professional interest and the leading conditions of its development

among senior school students. The study proposes and justifies the interpretation of the concept of "professional interest in pedagogical activity" in the context of the concept of modern scientists-psychologists.

*Professional importance in pedagogical activity* is the inclination of pupils to learn the objects or phenomena of pedagogical existence, to grasp the basis components of professional pedagogical activity, its main theoretical and methodological bases, experiences and capacities. Professional involvement in pedagogical activity as one of the types of professional activity in general is an intensely personal essential learning and is a combo of three special segments: emotional, intellectual cognitive and volitional.

The logic of interest development in teaching profession can be represented as its movement through the following levels: *curiosity - inquisitiveness - propensity for pedagogical activity - interest in the profession.*

On the premise of the concept Self-concept there were worked out the content and structure of the concept of "I am a future teacher" for senior school students as a set of student's ideas about himself as a future teacher.

In the course of the investigation, an empirical syllabus "Introduction to Pedagogy" was formed for pupils of X-XI specialized didactic classes.

The accessibility of the experimental curriculum content to conscious assimilation by senior school students has been experimentally proved.

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Е.Б. Дүйсенбеков<sup>1</sup>, Р.К. Керимбаева<sup>2</sup>, А.Б. Даникева<sup>2</sup>, А.К. Дауренбекова<sup>2</sup>

<sup>1</sup>Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан

<sup>2</sup>М.Х. Дулати атындағы Тараз өңірлік университеті, Тараз, Қазақстан

#### Жоғары сынып оқушыларының педагогикалық іс-әрекетке қызығушылығын қалыптастырудың ғылыми-теориялық негіздері

**Аңдатпа.** Қазіргі заманғы мектептің мамандандырылған педагогикалық сыныптарының өзекті міндеті оқушылардың білім беру саласында жұмыс істеу, болашақ кәсіби педагогикалық қызметті саналы жоспарлау және таңдау үшін тиісті уәждерін қалыптастыру болып табылады. Осы міндетті тиімді іске асырудың негізгі тәсілі студенттердің оқытушылық қызметке тұрақты кәсіби қызығушылығын дамыту болып табылады. Педагогикалық қызметке кәсіби қызығушылық жетекші мотив ретінде әрекет етеді, оқушылардың мұғалім мамандығын таңдауда саналы бағдарлануына ықпал етеді және оқушылардың «мен-тұжырымдамасын», әсіресе оның нақты «Мен» сияқты компоненттерін қалыптастыруды ынталандырады; идеалды «мен», динамикалық «мен», фантастикалық «мен». Мақалада сонымен қатар жоғары сынып оқушыларының педагогикалық іс-әрекетке кәсіби қызығушылығын қалыптастыру және осы мәселедегі оң өзгерістерді бақылау құралы ретінде «педагогикаға кіріспе» эксперименттік оқу бағдарламасы ұсынылған.

**Түйін сөздер:** қызығушылық, жіктеу, кәсіби қызығушылық, деңгейлер, педагогикалық қызмет, мамандандырылған педагогикалық сыныптар, жоғары сынып оқушылары, өзіндік тұжырымдама, компоненттер.

Е.Б. Дуйсенбеков<sup>1</sup>, Р.К. Керимбаева<sup>2</sup>, А.Б. Даникеева<sup>2</sup>, А.К. Дауренбекова<sup>2</sup>

<sup>1</sup>Казахский национальный педагогический университет имени Абая, Алматы, Казахстан

<sup>2</sup>Таразский региональный университет им. М.Х. Дулати, Тараз, Казахстан

### Научно-теоретические основы формирования интереса к педагогической деятельности старшеклассников

**Аннотация.** Актуальной задачей специализированных педагогических классов современной школы является формирование у учащихся соответствующих мотивов для работы в сфере образования, сознательного планирования и выбора будущей профессиональной педагогической деятельности. Основным способом эффективной реализации этой задачи является развитие у студентов устойчивого профессионального интереса к преподавательской деятельности. Профессиональный интерес к педагогической деятельности выступает в качестве ведущего мотива, способствующего сознательной ориентации учащихся в выборе профессии учителя и стимулирующего формирование “Я-концепции” школьников, особенно таких ее компонентов, как Реальное «Я»; Идеальное «Я», Динамическое «Я», Фантастическое «Я». В статье также представлена экспериментальная учебная программа “Введение в педагогику” как средство формирования профессионального интереса к педагогической деятельности у старшеклассников и отслеживания позитивных изменений в этом вопросе.

**Ключевые слова:** интерес, классификация, профессиональный интерес, уровни, педагогическая деятельность, специализированные педагогические классы, старшеклассники, Я-концепция, компоненты.

#### Information about authors:

*Duisenbekov Y.B.* – Corresponding author, Doctoral student in Pedagogy and psychology, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan.

*Kerimbayeva R.K.* – Candidate of pedagogical sciences, associate professor, M.Kh. Dulati Taraz Regional University, Taraz, Kazakhstan.

*Danikeeva A.B.* – Master of M.Kh. Dulati Taraz Regional University, Taraz, Kazakhstan.

*Daurenbekova A.K.* – Master of M.Kh. Dulati Taraz Regional University, Taraz, Kazakhstan.

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*Керимбаева Р.К.* – байланыс үшін автор, педагогика ғылымдарының кандидаты, М.Х. Дулати атындағы Тараз өңірлік университетінің доценті, Тараз, Қазақстан.

*Даникеева А.Б.* – М.Х. Дулати атындағы Тараз өңірлік университетінің магистрі, Тараз, Қазақстан.

*Дауренбекова А.К.* – М.Х. Дулати атындағы Тараз өңірлік университетінің магистрі, Тараз, Қазақстан.