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The specifics of working with the teaching class in the context of education profiling

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Abstract. The article deals with the core problem of organizing work with the teaching class in the context of education profiling, taking into account the modern requirements of specialized training. The psychological and pedagogical assistance in the professional choice of high school students who have to decide on their future profession, choose the necessary subjects for final exams and an educational institution for future professional training is studied. It is noted that one of the key obstacles to the professional self-determination of adolescents is ignorance of all existing professions. Within the framework of this article, a description of the solution to this issue is given.

The article reveals the essential characteristics of the profilization of education, provides an analysis of professional self-determination based on modern scientific psychological and pedagogical literature. Within the framework of the research, professional self-determination is interpreted as the process of forming a person's attitude to professional activity and the way it is implemented through the coordination of personal and socio-professional needs.

This article presents the findings of the experimental project "Pedagogical class" implemented by the Department of Pedagogy and Psychology of Kokshetau University named after Sh. Ualikhanov for three years. The authors emphasize the need for a systematic and integrated approach to career guidance, taking into account individual characteristics, cultural and regional contexts, as well as modern requirements for vocational training. The analysis of the work on the implementation of the experimental project "Pedagogical Class" allows us to conclude that it is necessary to further develop the pedagogical profiling of students based on the application of new approaches, methods, forms of organization and techniques.

Keywords: profiling of education, specialized training, professional self-determination, professional choice of high school students, pedagogical class.

Introduction

The issue of professional choice becomes relevant for everyone who finishes school. It is especially important for older adolescents, who are required to make a number of significant decisions, including the choice of profession, the selection of subjects for examination and the choice of educational institution for professional education. In order to make the right choice of profession, teenagers must take into account many different factors: their needs, self-esteem, dreams, interests, temperament, abilities, health and others. On the other hand, before choosing a profession, it is necessary for them to have a clear idea of the available options [1].

One of the main problems of professional self-determination of modern teenagers is ignorance of the world of existing professions. The Pedagogical Encyclopedic Dictionary defines professional self-determination as "the process of formation by a person of his/her attitude to professional activity and the way of its implementation through the coordination of personal and socio-professional needs. It is a part of life self-determination, which is the entry into one or another social and professional group, the choice of lifestyle and profession" [2].

According to educational scientists, a student's readiness for professional self-determination consists in the presence of knowledge about himself/herself and the world of professional work, as well as in the ability to correlate this knowledge through specific samples. The readiness for self-determination is characterized by the following aspects: orientation (the graduate's awareness of the necessity of working life); personal qualities (business-mindedness, personal responsibility, independence, ability to plan and organize their activities, readiness to defend their rights and freedoms); life and social experience (high culture of work, cognition and interpersonal relationships) [3,4].

Considering this, we believe that school students' professional orientation should be formed already at school, since it is at the senior school age that school students first think about their future professional activity. In order for school students to more effectively carry out professional self-determination and better prepare for the choice of future profession, it is necessary to intensify early profiling in education. At present, the importance of early profiling of school education and its role in shaping the educational strategies of high school students is significantly increasing due to the new social demands of society.

The relevance of the research of innovative approaches to the organisation of early profiling of schoolchildren is caused by the fact that the XXI century actively encourages the world to revise the established traditions for a "new breakthrough" in the development of technologies that provide more comfortable conditions for modern civilisation.

Historically, the teacher is the guardian and active transmitter of the information field for the dissemination of knowledge and skills to subsequent generations, forming not only skills but also values of the world. Early profile education of schoolchildren through participation in the "Pedagogical Class" is a social lift for the student in his/her awareness of ideas about the pedagogical profession and real understanding of the teacher's function in the implementation of different forms, methods and techniques of immersion in the profession.

The Department of Pedagogy and Psychology of Sh. Ualikhanov Kokshetau University has implemented an experimental project «Pedagogical Class» in the period from 2022 to 2024. In the course of the study, modern requirements to career guidance work among schoolchildren were studied, approaches and recommendations for improving the effectiveness of career guidance work in educational institutions were developed taking into account the results of

the project. Analyzing the results of the Pedagogical class project allows us to assess their theoretical and practical significance for professional pedagogy and modern education.

The purpose of this article is to present and summarize the results of the experimental project «Pedagogical class» implemented by the Department of Pedagogy and Psychology of KU named after Sh. Ualikhanov. The article deals with theoretical and practical aspects that are significant for the development of professional pedagogy and modern education. The research is aimed at studying the scientific and methodological foundations of the formation of personal self-awareness of students in the conditions of professional self-determination and early profiling in education, as well as the consideration of methodological and methods aspects of the application of new techniques to improve the organisation of the pedagogical direction of early profiling of students. Additionally, the problem of complex psychological and pedagogical support of professional choice of high school students and increasing the effectiveness of career guidance work among schoolchildren in accordance with the requirements of modern education is studied.

Methodology

The problems of professional self-determination and professional formation of personality were developed at different times by many famous psychologists: T.V. Kudryavtsev, E.A. Klimov, A.K. Markova, E.F. Zeer, V.M. Voronin, N.S. Pryazhnikov, and E.Yu. Pryazhnikova et al. Thus, E.F. Zeer identified seven stages of professional development, among which three initial stages are of interest for our study. [5]:

1) amorphous optation (0-12 years old) - the main psychological neo-formations originate under the influence of family members, teachers, role-playing games and educational subjects, forming professionally oriented interests and aptitudes;

2) optation (12-16 years old) - formation of professional intentions, educational and professional self-determination, choice of professional education or type of professional training;

3) professional preparation for independent self-employment (16-23 years of age) - adjustment of professional self-determination, which may take the form of strengthening or revising it.

In foreign scientific literature of recent years, much attention is also paid to the topic of professional self-determination, its stages and specificity depending on the state structure, national mentality and other factors. Studies X. L. Zhou, X. X. Li, Y. M. Gao, B. Lee, E.J. Porfeli, A. Hirschi and others are devoted to building a career at different stages of an individual's maturation. The publications of A. Draaisma, F. Meijers, M. Kuijpers, P. den Boer discuss the degree of teachers' responsibility for the development of students' future careers. Of particular interest in the context of our study is the family aspect of career guidance of schoolchildren, discussed in detail by B. Lee and E.J. Porfeli [6]. The problems of professional self-determination and professional formation have been studied by many famous and in Kazakhstan, a significant contribution to the development of these issues made researchers A.T. Samitova, G.T. Karabalaeva, K.R. Kalkeeva, A.B. Sarsenova, G.O. Abdullaeva and others.

A.T. Samitova, G.T. Karabalaeva and K.R. Kalkeeva emphasise that career guidance activities within school education is a complex and multi-stage process, where it is important to pay attention to systematicity and continuity, as well as to take into account the personal

characteristics of schoolchildren. They note the need to provide vocational guidance starting from kindergarten, covering all stages of the school process, which raises students' awareness of the variety of professions and helps them decide on their future profession. In their article "The Role of Professional Guidance in Choosing a Future Profession", they emphasize the differentiation and consideration of the personal and age characteristics of students depending on the level of their interest in a particular profession [7].

A.B. Sarsenova in her article "Professional preferences of high school students in Almaty (based on the results of sociological research)" points out the important role of school in the professional self-determination of young people. In her opinion, educational institutions should develop new social technologies that take into account the specifics of modern Kazakhstan society. The results of the study showed that school graduates in choosing a profession trust the opinion of parents more than teachers or their own opinion, which emphasises the need for changes in the career guidance system [8].

G.O. Abdullayeva in her article "Diagnostics in modern career guidance: problems and tendencies of development" offers an innovative approach to career guidance diagnostics, focusing on the classification of training areas and expansion of professional spheres taking into account the socio-economic development of Kazakhstan. She believes that this approach will allow to determine more accurately the professional preferences of high school students and build a productive trajectory of their professional development [9].

These studies emphasise the importance of integrating innovative approaches in career guidance work, which corresponds to the goals and objectives of the Pre-University of the N.N. Burdenko Voronezh State Medical University. The article "Modern Approach to Organising Guidance Work in the Pre-University of the N.N. Burdenko Voronezh State Medical University" reviews the experience of the creation and functioning of the Medical Pre-University opened in 2018. This institution has become an experimental platform for introducing innovative approaches to pre-university education. The Pre-University attracts schoolchildren oriented towards medical specialities in order to provide them with profile training and support their intellectual and personal development. Education lasts for two years, covering grades 10-11. The pre-university effectively fulfils the tasks of attracting applicants, forming a quality contingent for medical programmes, and professional orientation of schoolchildren. Activities include designing and coordinating career guidance work, creating conditions for professional self-determination and building the necessary competences. At the current time, the Pre-University consists of 20 medical classes and up to 50 per cent of its graduates enter medical school. The pre-university is a cluster model of education based on the partnership of higher education with general education institutions, vocational colleges and authorities, which makes it possible to provide schools with scientific and methodological knowledge, as well as innovative technologies [10].

S.V. Tarasov notes that the interaction of subjects of professional guidance activity is carried out in a unified socio-cultural educational environment. The key elements of this environment are the micro culture of the educational institution, the microclimate of the immediate social environment and the family at the local level, as well as global tendencies and global information

networks at the global level. The regional level of the educational environment is determined by the characteristics of the region, including socio-cultural, economic and geographical features. At the regional level, there is interaction between educational institutions, students, teachers, parents and representatives of the local community. This level includes aspects of accessibility of education, quality of educational services, availability of resources and infrastructure, as well as support and development measures by regional authorities. Modern educational environment leads to transformation of traditional forms and formats of career guidance activities under the influence of global and regional changes [11].

The article "Digital Generation in the Context of Predicting Professional Future" (E. F. Zeer, N. G. Tserkovnikova, V. S. Tretyakova) emphasises that first-year students have difficulties in determining their professional future and developing its alternatives. Significant uncertainty and lack of prospectivity was identified. Today's young people are focused on short-term goals, seeing the present as disconnected from the past and future. The digital generation has unique strengths, such as high-speed perception of information, multitasking, intellectual capacity and values of continuous self-development. The authors consider that predictive competences, being the key element of "soft skills", should be developed at school along with creativity, critical thinking and ability to co-operate. These competencies are seen as important growth points for the development of today's children in the education system [12].

The above studies emphasize the need for a systematic and comprehensive approach to career guidance, taking into account individual characteristics, cultural and regional contexts, as well as modern requirements for vocational training.

Methods of research

The following research methods were used in this study:

- theoretical analysis and synthesis of definitions of the problem under study during the review of psychological and pedagogical literature and scientific and methodological materials, as well as comparison, generalization, classification, systematization;
- empirical methods such as monitoring, questionnaires, interviews, surveys, inquesting, interviewing, etc.;
- statistical methods to analyze qualitative and quantitative data obtained during the experimental work.

Results/ interpretation

In order to find innovative methods, forms and techniques for the implementation of the National Project "Quality Education – Educated Nation 2021-2025" in NCJS «Kokshetau University named after Sh. Ualikhanov» with the support of the Pedagogical Institute on the initiative of the Department of Pedagogy and Psychology together with the Department of Education of Kokshetau city under the Department of Education of Akmola region since 2021 began to work an experimental platform "Pedagogical class". On the basis of the approved Regulation "On Pedagogical class" (EMC O 3.11-2021, Registration No. 76 of 24.12.2021), the goals, objectives, functions of this activity are defined.

The mission of the Pedagogical class is to identify, support and train students interested in the pedagogical profession by building their skills and competences and developing their professional and personal qualities.

The aim is to form an idea of the teaching profession as a prestigious, honorable and extremely important job in modern society. Tasks: formation of basic psychological and pedagogical knowledge and skills in students, increasing the level of emotional intelligence and critical thinking, formation of students' psychological readiness for future pedagogical activity, development of students' research skills and organisational abilities. Development of the student's personality orientation towards the foundation of the teaching profession on the basis of basic psychological and pedagogical knowledge and skills.

Functions: stimulating professional and personal development to solve creative, professional and life tasks, creating conditions for the formation of basic competences of the student's personality, developing interest in pedagogical work, assisting in the conscious choice of future profession. Forms of organisation: lectures, trainings, competitions, research projects, relay games.

Expected results: increased prestige of the teaching profession, development of basic psychological and pedagogical knowledge and skills, increased level of emotional intelligence and critical thinking, psychological readiness for pedagogical activity, research skills and organisational abilities, stimulation of professional and personal development, conscious choice of profile and profession, developed interest in pedagogical work.

Since 2021, in coordination with the administration of general education schools, cooperation agreements were signed and work plans were agreed upon. The total coverage of the participants of the first stage of the experimental site, which was organised in SG No.6 and GS No.12 in Kokshetau city. Kokshetau was 54 8th grade students. In the course of the project implementation, the Department of Pedagogy and Psychology actively involved students of the scientific club "Insight" (Figure 1)

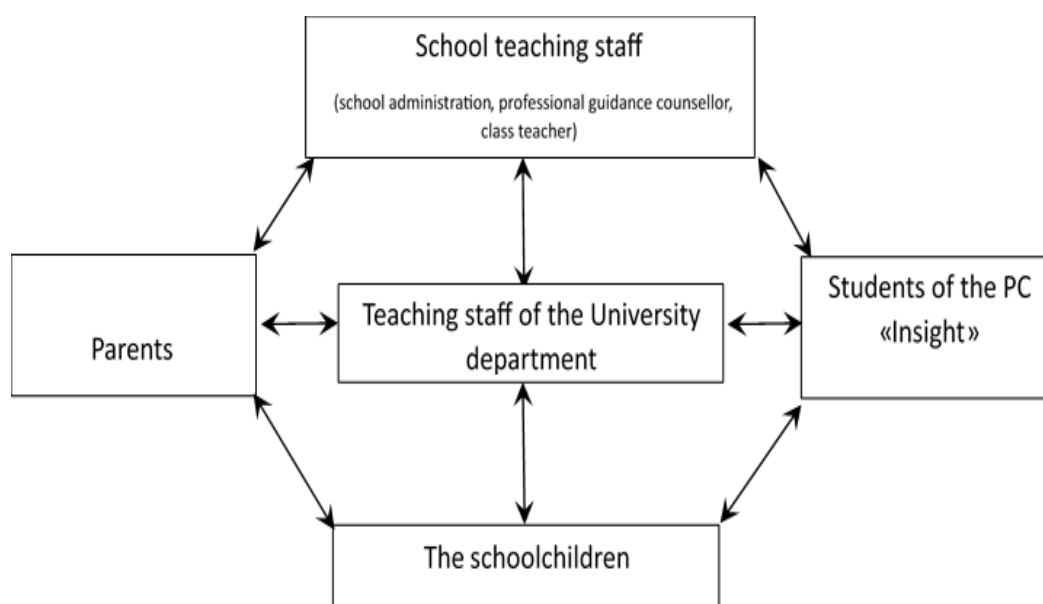


Figure 1. Interaction of Pedagogical class

The faculty of the department justified the Pedagogical class graduate model (Figure 2)

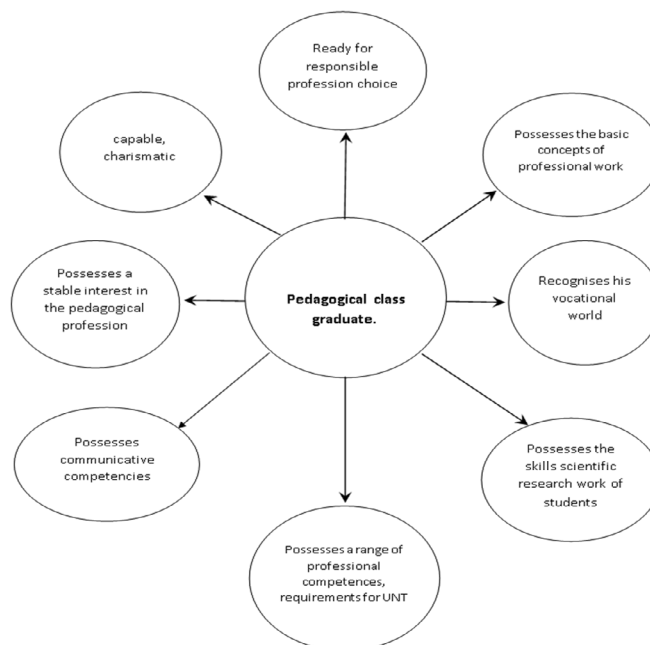


Figure 2. Pedagogical class graduate model

At the request of the parental community in the 2022-2023 academic year, two additional Pedagogical classes were opened at SG №13 "EKOS" in Kokshetau with the coverage of 51 7th grade students. In the course of implementation of this direction through the Pedagogical Hub of the University, the teaching staff and students implemented the following organisational forms: lectures; trainings; competitions; research projects; relay games.

According to the results of education, the teaching staff of the department annually conducts a control survey through questionnaire survey of students. At the end of the academic year, the survey was conducted with school students of 9 classes with Russian and Kazakh language of education of School No. 6 and School No. 12 of Kokshetau (47 school students) on the topic "Fundamentals of theory and methods of organisation of educational work". Kokshetau (47 school students) on the topic "Fundamentals of theory and methods of organisation of educational work in the educational environment".

The purpose of this questionnaire was: to identify knowledge about the basic concepts of educational work; to highlight the fundamental factors affecting the education of the younger generation; to determine the level of development of critical thinking; to identify the role of Pedagogical class in the choice of teaching profession, effectiveness and perspective in the continuation of Pedagogical class in subsequent academic years. The results were summarized from the responses, present some of them graphically.

To the question "Name the main factors influencing a person's upbringing», the majority of school students 53% answered "family" and only 11% of the interviewees considered the state (Figure 3).

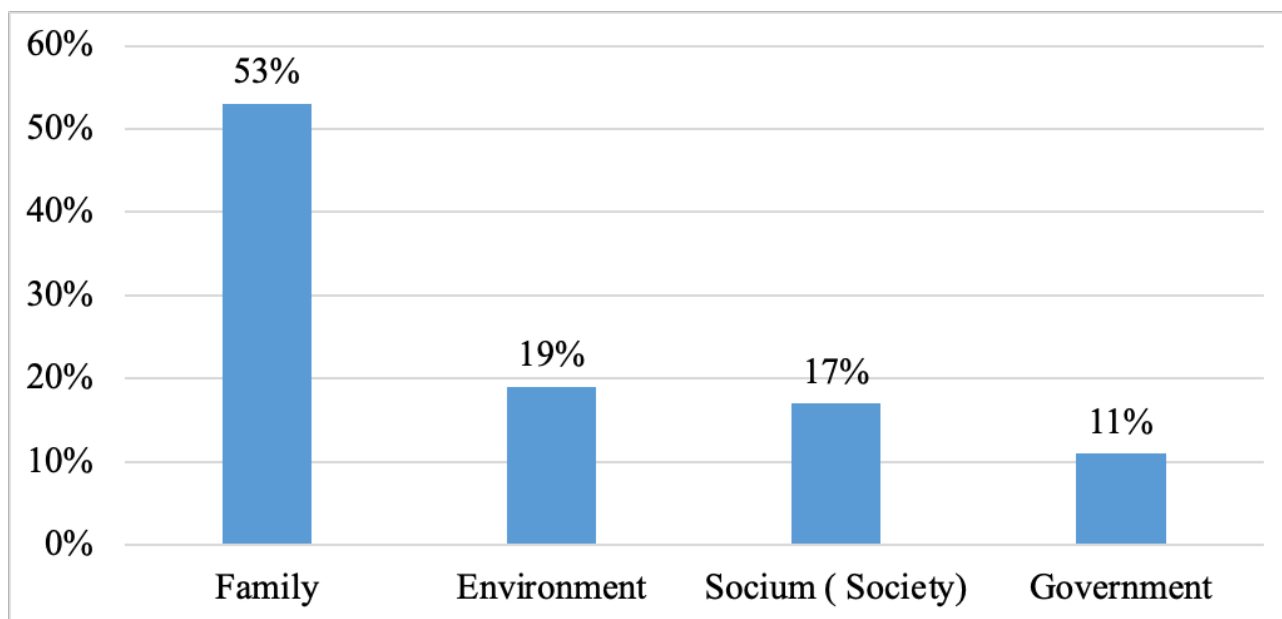


Figure 3. Relationship of indicators of the main factors of personality formation

According to 21% of surveyed school students, the class hour is one of the important events having educational and constructive character, and only 9% of children noted the importance of such events as Teacher's Day and preventive talks in the school educational environment (Figure 4).

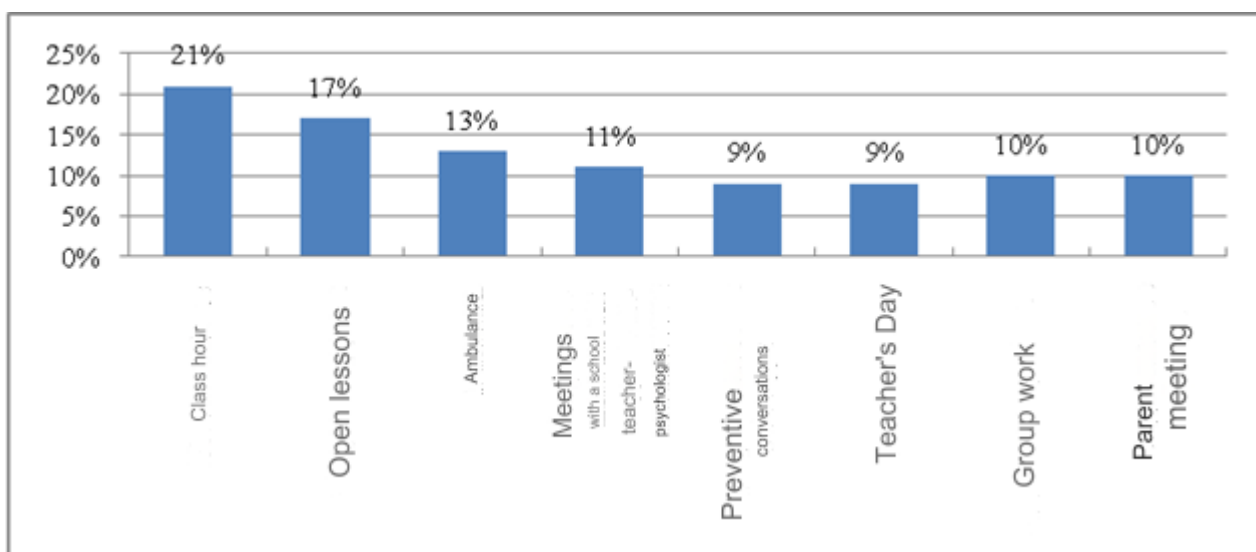


Figure 4. Results of the survey on educational activities

To the question "What is the impact of play as a method of education?" 53% of the interviewed respondents inclined to the answer that the game forms leadership qualities in children, reveals their individuality and abilities. This answer made it possible to reveal children's aptitudes, their general characteristic in the educational-activity plan. 26% of respondents believe that

the game influences the formation of character and norms of social behaviour, and only 21% chose the option that it contributes to children's moral education (Figure 5).

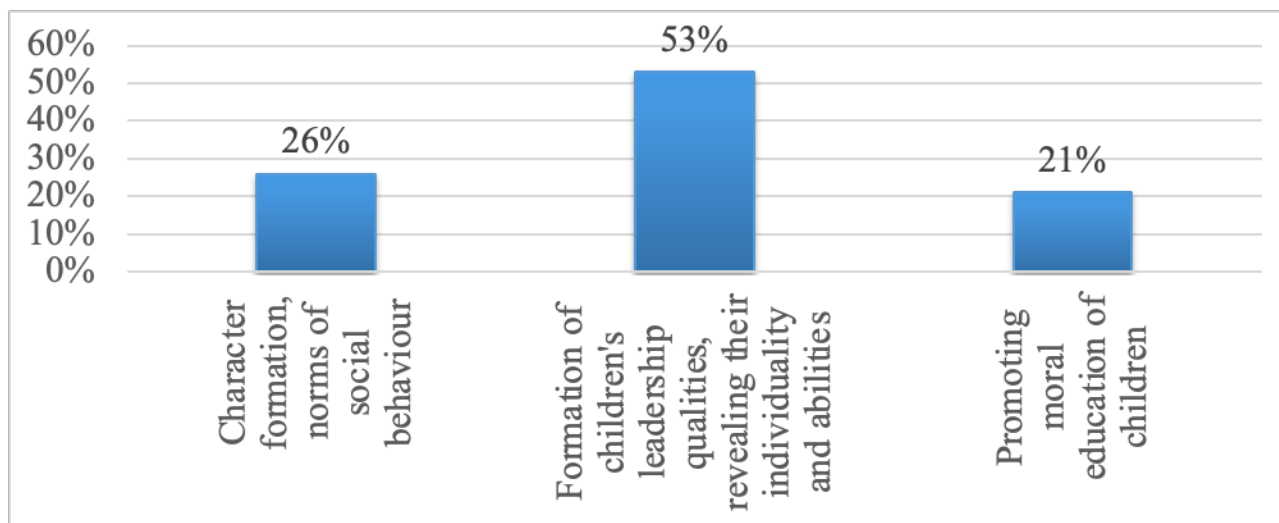


Figure 5. Correlation of indicators of the game as an educational method

One of the important questions was «Share your opinion, did you enjoy taking part in the Pedagogical class», as the feedback determines the effectiveness of the work done by teachers with students. Out of 100 per cent of 9th grade students, 51 per cent of students said that they enjoyed participating and were satisfied with the Pedagogical class, 38 per cent of students - very much enjoyed participating in the experimental project and only 11 per cent of respondents answered « no». From the answers we can conclude that the experimental project, carried out in the person of competent professorial teaching staff, has effectiveness in the formation of a humane and educated younger generation who wish to see themselves in the field of education (Figure 6).

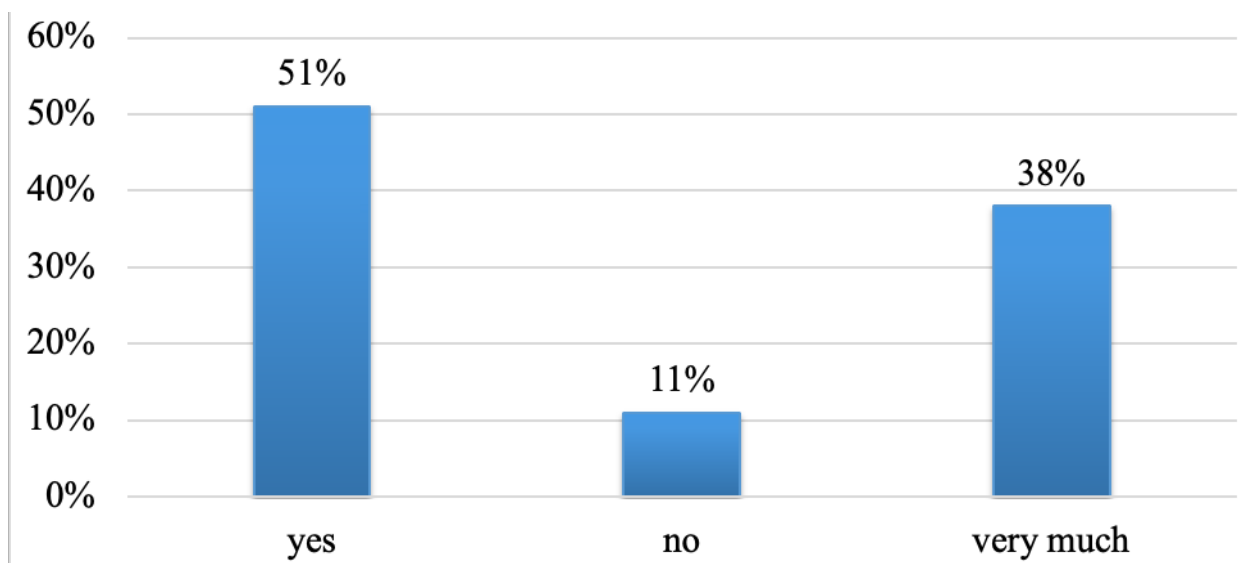


Figure 6. Indicators of Pedagogical class value for school students

Within the framework of implementation of the experimental project "Pedagogical class", a questionnaire with open and closed questions on the topic "Importance of pedagogical profession" was conducted with school students of 7 classes with Russian and Kazakh language of education of school #13 "ECOS" in Kokshetau city. 49 school students took part in this survey. According to the answers received, the results were summarised and presented in the form of graphs.

According to the results of the questionnaire survey (Figure 7), it was revealed that 40% of school students like the teaching profession, which indicates their awareness of the teaching profession, functional duties and tasks of the profession; 45% of respondents do not know whether they like the teaching profession, which proves their different orientation in choosing their future profession and only 15% of respondents do not like the teaching profession. Thus, we can conclude that 40% of surveyed 7th grade school students are oriented towards the profession of a teacher.

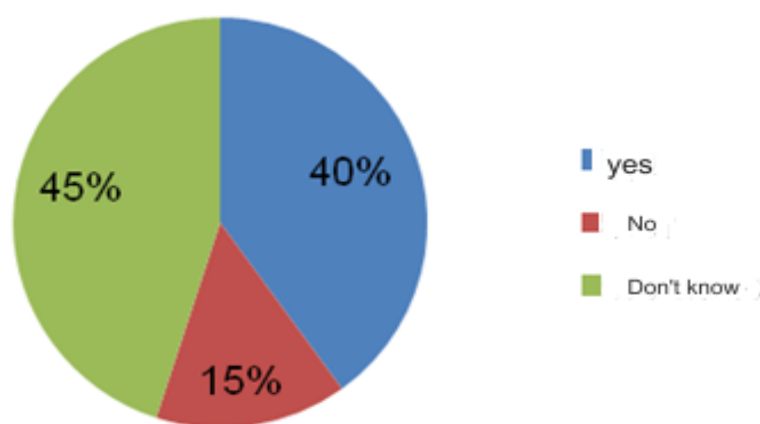


Figure 7. Correlation of indicators of the importance of the teaching profession

According to the survey results (Figure 8), we see that Pedagogical class classes were very important for 50% of respondents in choosing a teaching profession; for 40% of respondents the classes were interesting, but had little influence on the choice of teaching profession, and for 10% of respondents the classes had no influence on the choice of teaching profession. From the above data, we can confidently state that the experimental project "Pedagogical class" had a positive effect on 7th grade students.

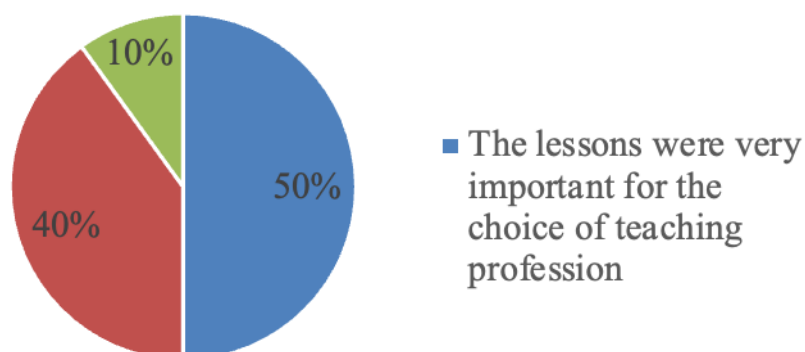


Figure 8. Indicators of Pedagogical class influence on the choice of pedagogical profession

In the 2023-2024 academic year, the Pedagogical Class project was implemented purposefully and consistently. Being the third stage in the practical implementation of this project and in accordance with the educational and thematic plan of the programme in the 2023-2024 academic year, students were offered to carry out research and development works (RDW) of pedagogical topics. The students of the Pedagogical class were divided into pairs to carry out selected research topics. Such work also contributed to the development of communication skills and the ability to work in teams to solve research problems collectively. Teachers of the Department of Pedagogy and Psychology of KU named after Sh. Ualikhanov were appointed as scientific supervisors to advise students on the research project. Counselling of students was carried out weekly, the work was carried out in close contact: scientific supervisor of the research project - students-implementers of the research project. All completed works were passed in time for inspection by the expert commission on 15 May 2024. The expert commission proposed the following distribution of prizes: 1st place - 1 work, 2nd place - 2 works, 3rd place - 3 works. All prize-winners were awarded with a Certificate of Honour with an indication of the prize place. The rest of the students, who performed RPW, but did not take the prize-winning place, were awarded with a certificate of participation.

Results and rewarding of students of «Pedagogical class» took place on 21 May 2024 at 14.30 in the main building of KU named after Sh. Ualikhanov in the hall of the Academic Council within the framework of «Summer School - Binocle 2024». In addition to diplomas for research and development, all students received certificates confirming the mastering of the programme "Pedagogical class".

Conclusion

The analysis of work on the implementation of the experimental project "Pedagogical class" allows us to conclude that it is necessary to further develop the pedagogical profiling of students based on the application of new approaches, methods, forms of organisation and techniques. The results of the Pedagogical Class programme prove its practical significance.

Firstly, the Pedagogical class programme allows solving a whole range of important tasks of profile education:

- creating conditions for taking into account and developing students' learning and professional interests, abilities and needs in the process of their training;
- fostering in school students a love of working, ensuring conditions for their life and professional self-determination, and developing readiness to consciously choose and become proficient in their future profession;
- formation of social, communicative, informational, technical and technological competences of students at the profile level, orientation of education towards the choice of future profession;
- providing a forward-looking link between general secondary and future vocational education;
- a strong and solid knowledge of specialised disciplines, i.e. in the field in which they expect to fulfil themselves upon graduation from school;
- skills of independent cognitive activity, preparing them to solve problems of various levels of complexity;

– an orientation in a wide range of problems related to the pedagogical sphere of activity, as well as a well-developed motivation for research activities, a thinking that does not passively consume information, but critically and creatively processes it;

– their own opinion and the ability to defend it in any situation;

– competitiveness in terms of admission to selected universities.

Within the framework of profiling, it is important to observe the principle of variability and alternativeness. According to this principle, the modern content of education in profile classes is created, built on the constant resolution of the dialectical contradiction between compulsory and variable courses (quantitatively and qualitatively). In addition, the construction of curricula, education technologies and teaching and methodological support of the educational process in profile classes of the school corresponds to the principle of variability and alternativeness.

As well, the principle of consistency and continuity is important, which consists in the need for consistent differentiation of students according to their interests, abilities, inclinations in the pedagogical field of knowledge, and in a consistent and continuous relationship between profile and professional education.

The principle of flexibility is implemented in the creation of such forms of profile education organisation that best meet the needs of both students and society. In addition, the principle of flexibility in the organisation of profile education provides the possibility of changing the profile in accordance with changes in the interests and inclinations of the student during profile education.

When implementing the «Pedagogical class» project, school psychologists and professional guidance pedagogues should necessarily help to conduct various psychological tests oriented to the choice of profession, which contributes to a more careful selection of students inclined to the pedagogical profession in order to avoid accidents, because in the pedagogical profession there should be no accidental people.

Gratefulness, conflict of interest

This article was written with no financial assistance, no conflict of interest.

Contribution of the authors

In writing this article, the authors' contributions are equally distributed and divided among themselves according to the following criteria:

N.M. Stukalenko – responsibility for all aspects of the work, proper review and resolution of issues related to the reliability of data and integrity of all parts of the article, approval of the final version of the article for publication;

D.V. Lepeshev – significant contribution to the concept of the work, collection, analysis and interpretation of the results of the work;

D.A. Doskenova – writing the text of the article, work with graphic presentation of the results of the experimental part of the research;

L.N. Naviy – critical revision of the content, translation of the article into English.

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Білім беруді профильдеу жағдайында педагогикалық сыныппен жұмыс істеу ерекшелігі

Аңдатпа. Мақалада қазіргі заманғы бейіндік оқыту талаптарын ескере отырып, білім беруді профильдеу жағдайында педагогикалық сыныппен жұмысты ұйымдастырудың өзекті мәселесі қарастырылады. Болашақ мамандық туралы шешім қабылдауға, қорытынды емтихандар үшін

қажетті оқу пәндерін және болашақ кәсіби дайындық үшін оқу орнын таңдауға тура келетін жоғары сынып оқушыларын кәсіби таңдауда психологиялық-педагогикалық көмек зерттелді. Жасөспірімдердің кәсіби өзін-өзі анықтау жолындағы негізгі кедергілердің бірі-барлық мамандықтарды білмеу. Осы мақаланың аясында осы мәселенің шешімі сипатталған.

Мақалада оқытуды профильдеудің маңызды сипаттамасы ашылады, қазіргі ғылыми психологиялық-педагогикалық әдебиеттер негізінде кәсіби өзін-өзі анықтауға талдау жасалады. Жүргізілген зерттеу аясында кәсіби өзін-өзі анықтау жеке тұлғаның кәсіби қызметке деген көзқарасын қалыптастыру процесі және оны жеке және әлеуметтік-кәсіби қажеттіліктерді үйлестіру арқылы жүзеге асыру тәсілі ретінде түсіндіріледі.

Бұл мақалада Ш.Уәлиханов атындағы Көкшетау университетінің педагогика және психология кафедрасы үш жыл бойы жүзеге асырған «педагогикалық сынып» эксперименттік жобасының нәтижелерін талдау ұсынылған. Авторлар жеке ерекшеліктерді, мәдени және аймақтық контекстерді, сондай-ақ кәсіби дайындыққа қойылатын заманауи талаптарды ескере отырып, кәсіби бағдарлауға жүйелі және кешенді көзқарастың қажеттілігін атап көрсетеді. «Педагогикалық сынып» эксперименттік жобасын іске асыру жөніндегі жұмысты талдау жаңа тәсілдерді, әдістерді, ұйымдастыру нысандары мен әдістерін қолдану негізінде оқушылардың педагогикалық бейінін одан әрі дамыту қажет деген қорытынды жасауға мүмкіндік береді.

Түйін сөздер: білім беруді профильдеу, бейіндік оқыту, кәсіби өзін-өзі анықтау, жоғары сынып оқушыларының кәсіби таңдауы, педагогикалық сынып.

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Специфика работы с педагогическим классом в условиях профилизации образования

Аннотация. В статье рассматривается актуальная проблема организации работы с педагогическим классом в условиях профилизации образования с учетом современных требований профильного обучения. Исследовано психолого-педагогическое содействие при профессиональном выборе старшеклассников, которым предстоит определиться с будущей профессией, выбрать необходимые учебные предметы для выпускных экзаменов и учебное заведение для будущей профессиональной подготовки. Отмечается, что одним из ключевых препятствий на пути профессионального самоопределения подростков является незнание всех существующих профессий. В рамках данной статьи дается описание решения этого вопроса.

В статье раскрывается сущностная характеристика профилизации обучения, дается анализ профессионального самоопределения на основе современной научной психолого-педагогической литературы. В рамках проводимого исследования профессиональное самоопределение трактуется как процесс формирования личностью своего отношения к профессиональной деятельности и способа его реализации через согласование личностных и социально-профессиональных потребностей.

В данной статье представлен анализ результатов экспериментального проекта «Педагогический класс», реализованного кафедрой педагогики и психологии КУ им. Ш. Уалиханова в течение трех лет. Авторы подчеркивают необходимость системного и комплексного подхода

к профориентации, учитывая индивидуальные особенности, культурные и региональные контексты, а также современные требования к профессиональной подготовке. Анализ работы по реализации экспериментального проекта «Педагогический класс» позволяет сделать вывод о том, что необходимо дальнейшее развитие педагогической профилизации учащихся на основе применения новых подходов, методов, форм организации и приемов.

Ключевые слова: профилизация образования, профильное обучение, профессиональное самоопределение, профессиональный выбор старшеклассников, педагогический класс.

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