

Professional training of students during the studying sociological, philosophical, legal disciplines

Nurzhamal Nurzhanovna Kazieva, Bakyt Ramazankyzy Ramazan, Karlygash Temirbolatovna Kabdulina, Zhanbolat Temirbolatovich Kabdulin, Janat Zhantemirovich Sakenov

Pavlodar State Pedagogical Institute, Mira Street, 60-303, Pavlodar, 140006, Kazakhstan

Abstract. The role of sociological, philosophical, legal disciplines locates in article in professional training of students in the conditions of the changes occurring in modern education. As a theoretical and methodological basis of professional training of students during the studying sociological, philosophical, legal disciplines the competence approach is offered. Process of professional training of students during the studying the sociological, philosophical, legal disciplines which essence consists in mastering by the professional competences necessary for pedagogical activity locates. Professional readiness of students from a position of formation of knowledge on sociological, philosophical, legal disciplines, ability to use this sociological, philosophical, legal knowledge locates in professional activity for the solution of problems of the education considering specifics of specialty. The Model of professional training of students locates during studying sociological, philosophical, legal disciplines in modern conditions of preparation of students to professional activity. Efficiency of Model of vocational training of students is experimentally proved when studying sociological, philosophical, legal disciplines.

[Kazieva N.N., Ramazan B.R., Kabdulina K.T., Kabdulin Z.T., Sakenov J.Z. **Professional training of students during the studying sociological, philosophical, legal disciplines.** *Life Sci J* 2014;11(5s):153-156]. (ISSN:1097-8135). <http://www.lifesciencesite.com>. 29

Keywords: Professional training of students, professional training of students when studying sociological, philosophical, legal disciplines.

Introduction

In the conditions of education modernization and dynamic development of modern technologies of training, the labor market in education demands much of professional training of students. Today the experts competent, competitive are necessary, focused on professional growth and self-improvement the professionals aspiring to achievement of success and able independently to build the professional activity, capable to solve socially significant problems of training and the education possessing professional competences of areas of educational, experimental, research, organizational, administrative, social, psychological, pedagogical, educational, technological activity, abilities creatively to carry out productive subject and pedagogical activity in the training and education organizations.

Unfortunately, this process is characterized by insufficiency of research of a role of sociological, philosophical, legal disciplines in professional training of students of higher education institution. In our opinion, professional training of students during the studying sociological, philosophical, legal disciplines is process of mastering by sociological, philosophical, legal knowledge and the competences necessary for professional activity of the expert. In this context, professional readiness of students is understood, how competence to use this knowledge in educational activity for the solution of problems of

the training and bringing-up character considering specifics of specialty, motivation to the solution of professional tasks.

The purpose of our research is justification of professional training of students during the studying sociological, philosophical, legal disciplines.

Socialistic, philosophical, legal disciplines — is set of such humanitarian disciplines, as sociology, philosophy, the right and other sciences which focus in system of sociological, philosophical, legal knowledge as complete idea of bases of a universe and prospects of development of society; to understand characteristics of the present stage of development of society and education; to apply sociological, philosophical, legal principles and laws, forms and methods of knowledge of professional activity and are important means of preparation of students to professional activity. According to scientists Campbell Stewart, W. A. [1, p.35], Paul Van Seters [2, p.1137], Anthony J. Lisska [3, p.745], John I. Brooks III [4, p.379], Fritz Allhoff [5, p.293], Paul V. S. [6, p.1154], Dianne Mulcany [7, 94], Sakenov, D. Zh [8, p.1431], Tracey E. George and Albert H. Yoon [9, p.38], Douglas W. Vick [10, p.163], Michael R. Matthews [11, p.67] sociological, philosophical, legal disciplines as means of preparation of students to professional activity help to master the saved-up sociological, philosophical, legal knowledge in which storing of the concrete facts, but teaching to the general principles and obtaining skills

of possession by tools of sociological, philosophical, legal sciences in professional activity becomes the main thing not so much. Studying of sociological, philosophical, legal disciplines in the course of vocational training promotes formation at students of sociological, philosophical, legal consciousness and the professional qualities necessary for the solution of practical tasks in the follow-up labor activity.

Sociological, philosophical, legal disciplines as means of preparation of students to professional activity will provide sociological, philosophical, legal knowledge, sociological, philosophical, legal communications in establishments of education [7; 8; 9].

Sociological, philosophical, legal disciplines as means of preparation of students to professional activity will provide mastering and development by students by professional competences of areas of educational, experimental, research, organizational, administrative, social, psychological, pedagogical, educational, technological activity, ability of technolizing subject, innovative and pedagogical activity in the education organizations.

Material and methods

For the solution of the set objectives and verification of initial assumptions the following research methods were used: theoretical - analysis of the studied problem in scientific literature, empirical - observation, conversations, questioning, discussions, interviewing, analysis of the best pedagogical practices, analysis of creative works of students, studying of high school documentation (state standards of education, curricula, standard programs, educational-methodical complexes of pedagogical disciplines) experiments, modeling.

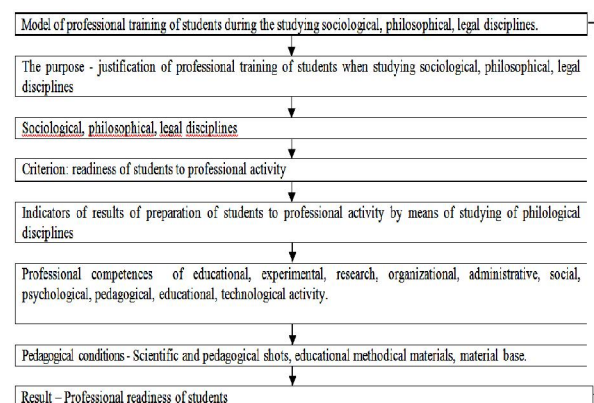
Main Part

The results and discussions. A set of ideas and provisions which represent themselves as methodological bases of the solution of the research problem is the first and its main characteristic.

For research objective realization, it is necessary for us to develop and prove Model of professional training of students during the studying sociological, philosophical, legal disciplines in modern conditions of preparation of students to professional activity.

Analysis of researches of Paul V. S.[6, p.1154], Dianne Mulcany[7, 94], Sakenov, D. Zh [8, p.1431], Tracey E. George and Albert H. Yoon[9, p.38], Douglas W. Vick[10, p.163], Michael R. Matthews[11, p.67] establishes that fact that today, in system of pedagogical education prevails reproductive training to sociological, philosophical, legal disciplines, quantitative, instead of qualitative interrelation with sociological, philosophical, legal

disciplines [3; 4; 5]. Students in the long term cannot independently use possibility of sociological, philosophical, legal disciplines for the conceptual solution of actual professional problems of education. On the basis of the carried-out analysis of works of Dianne Mulcany[7, 94], Sakenov, D. Zh [8, p.1431], Tracey E. George and Albert H. Yoon[9, p.38] etc., we offer Model of professional training of students during the studying sociological, philosophical, legal disciplines in drawing 1.



Drawing 1. Model of professional training of students during the studying sociological, philosophical, legal disciplines

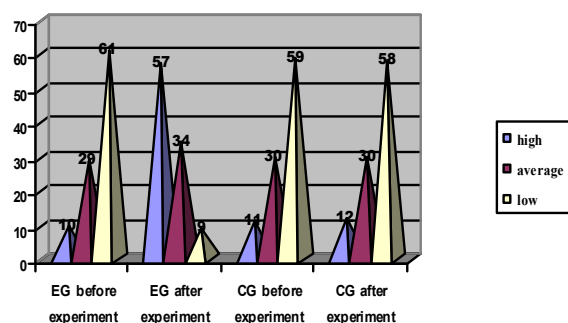
We represent results of experimental work on realization of Model of professional training of students during the studying sociological, philosophical, legal disciplines. In experiment took part 141 students of the Pavlodar state teacher training college divided into control (CG) and experimental (EG) of group. On a platform of this research all structural components and the put conditions of Model of professional training of students were realized and approved during the studying sociological, philosophical, legal disciplines.

The set of criteria put in model and indicators, such as readiness of students to professional activity, professional competences of educational, experimental, research, organizational, administrative, social, psychological, pedagogical, educational, technological activity was applied at an ascertaining stage of experiment and at carrying out forming experiment to check of efficiency of professional training of students during the studying sociological, philosophical, legal disciplines.

Experimental work at a forming stage was constructed by means of realization of all structural components and the put conditions of Model of professional training of students during the studying sociological, philosophical, legal disciplines.

Students were included in such kinds of activity as, training according to programs of courses of sociological, philosophical, legal disciplines; participation in competitions, the Olympic Games on sociological, philosophical, legal disciplines.

Diagnostics of a professional standard of students during the studying sociological, philosophical, legal disciplines was carried out with use of the test monitoring system which allowed to reveal steady increases of a professional standard of students during the studying sociological, philosophical, legal disciplines to what results of experiment in experimental (EG) and control (CG) groups before experiment (Drawing 2.) testify.



Drawing 2. Diagnostics of a professional standard of students during the studying sociological, philosophical, legal disciplines

The all-round analysis and processing of results of experiment revealed that in experimental groups the number of students with high level of professional training after experiment increased by 47 %, number of the students who have reached middle tier of vocational training – for 5 %, the number of the students having low level of professional training – decreased for 52 %.

Results of experiment in control groups testify to increase in number of students with high level of professional training for 1 %, average a professional standard – for 0 %, reduction of low level of professional training by 1 %.

The obtained experimental data confirm efficiency of the developed Model of professional training of students during the studying sociological, philosophical, legal disciplines and the conditions of professional training of students put in Model during studying sociological, philosophical, legal disciplines.

Results of research demonstrated that change of character and the organization of vocational training of students of experimental groups at the expense of realization of all structural components of Model of professional training of students during the studying sociological, philosophical, legal disciplines became

considerable distinction between control (CG) and experimental (EG) groups.

Conclusion

As a result of the carried-out research, the role of sociological, philosophical, legal disciplines in professional training of students is proved. It is theoretically proved and is experimentally proved essence of process of professional training of students during the studying sociological, philosophical, legal disciplines which consists in mastering by the professional competences necessary for pedagogical activity. Professional readiness of students from a position of formation of knowledge on sociological, philosophical, legal disciplines, ability to use this sociological, philosophical, legal knowledge in professional activity for the solution of problems of the education considering specifics of required specialty is proved.

The Model of professional training of students is developed and approved during the studying sociological, philosophical, legal disciplines in modern conditions of preparation of students to professional activity. As a result of the carried-out experiment efficiency of Model of professional training of students is confirmed during the studying sociological, philosophical, legal disciplines. Results of research confirmed the importance of active participation of students in the processes defined by components of Model of professional training of students at studying sociological, philosophical, where requirements and possibilities of students as subjects of preparation for professional activity are realized.

Corresponding Author:

Dr. Nurzhama Nurzhanovna Kazieva
Pavlodar State Pedagogical Institute, Mira Street, 60-303, Pavlodar, 140006, Kazakhstan

References

1. Campbell Stewart, W. A., 2011. Philosophy, psychology and sociology in the training of teachers. *The Sociological Review*, 42(1): 1–35. DOI: 10.1111/j.1467-954X.1950.tb02459.x
2. Paul Van Seters, 2010. From Public Sociology to Public Philosophy: Lessons for Law and Society. *Law & Social Inquiry*, 35(4): 1137–1154.
3. Anthony J. Lisska, 2012. Natural Law and the Roman Catholic Tradition: The Importance of Philosophical Realism. *American Journal of Economics and Sociology*, 71(4): 745–786.
4. John I. Brooks III, 1996. The definition of sociology and the sociology of definition: Durkheim's rules of sociological method and

- high school philosophy in France. *Journal of the History of the Behavioral Sciences*, 32(4): 379–407.
5. Fritz Allhoff, 2010, *Philosophy of Sociology. Philosophies of the Sciences: A Guide*, 1: 293–323.
 6. Paul Van Seters, 2010. From Public Sociology to Public Philosophy: Lessons for Law and Society. *Law & Social Inquiry*, 35(4): 1137–1154.
 7. Dianne Mulcany, 2011. Assembling the Accomplished Teacher: The performativity and politics of professional teaching standards. *Educational Philosophy and Theory*, 43(1s): 94–113.
 8. Sakenov, D. Zh, Y.V. Kushnir, 2012. Preparation of students of higher education institution for professional activity in the course of studying of pedagogical disciplines. *World applied sciences journal*, 19 (10): 1431-1436.
 9. Tracey E. George and Albert H. Yoon, 2014. The Labor Market for New Law Professors. *Journal of Empirical Legal Studies*, 11 (1): 1-38.
 10. Douglas W. Vick, 2004. Interdisciplinarity and the Discipline of Law. *Journal of Law and Society*, 31 (2): 163-193.
 11. Michael R. Matthews, 2007. A role for history and philosophy in science teaching. *Educational Philosophy and Theory*, 20 (2): 67-81. DOI: 10.1111/j.1469-5812.1988.tb00145.x

3/23/2014