

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ
Л.Н.ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ



Профессор А.А.Молдажанованы еске алуға арналған «XXI ғасырдағы педагогикалық білім беру: басымдықтар мен ізденістер» тақырыбындағы халықаралық ғылыми-практикалық конференция материалдарының

ЖИНАҒЫ
7 - қазан, 2022 ж.

Астана, 2022

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МЕН ІЗДЕНІСТЕР» тақырыбындағы Халықаралық ғылыми-
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ЖИНАҒЫ

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СБОРНИК

материалов Международной научно-практической конференции
«ПЕДАГОГИЧЕСКОЕ ОБРАЗОВАНИЕ В XXI ВЕКЕ: ПРИОРИТЕТЫ И
ПОИСКИ» посвященная памяти профессора А.А.Молдажановой
7-октября, 2022 г.

COLLECTION

Collection materials of the International scientific and practical Conference
«PEDAGOGICAL EDUCATION IN THE XXI CENTURY: PRIORITIES AND
SEARCHES» dedicated to the memory of professor A.A.Moldazhanova

October -7, 2022 y.

Астана, 2022

ӘӨЖ 37.0
ББК 74.00
П 82

Редакция алқасы:

Ж.Д.Курманғалиева - Басқарма мүшесі - Ғылым, коммерциаландыру және интернационалдандыру жөніндегі проректор, **Б.Ж.Сомжүрек** - «Әлеуметтік ғылымдар» факультетінің деканы, **М.П.Асылбекова** - «Педагогика» кафедрасының меңгерушісі, п.ғ.к., профессор м.а.; **Б.П.Сейітқазы** - п.ғ.д., профессор; **Қ.Т.Атемова** - п.ғ.д., профессор; **Т.С.Сламбекова** - п.ғ.к., профессор м.а.; **С.С.Байсарина** - п.ғ.к., доцент; **Н.П.Албытова** - п.ғ.к., профессор м.а.; **Махадиева А.К** - PhD., **Балтабаева Ж.Б.** - магистр, **Қуатов А.К.** - магистр.

ISBN 978-601-337-713-1

Жинақта Л.Н.Гумилев атындағы Еуразия ұлттық университеті, «Профессор А.А.Молдажанованы еске алуға арналған «XXI ғасырдағы педагогикалық білім беру: басымдықтар мен ізденістер» тақырыбындағы Халықаралық ғылыми-практикалық конференциясының Пленарлық мәжілісінде және «Профессор А.А.Молдажанова және қазақстандық білім беру жүйесінің дамуы», «Білімді ұлт» сапалы білім беру» ұлттық жобаны жүзеге асыру - Жаңа Қазақстанды дамытудағы басым бағыт», «Білім берудің ғаламдық мәселелерін шешуде адами ресурстардың бірігуі» деп аталатын секция жұмыстары бойынша тыңдалған баяндамалар қамтылды. -587 бет.

ӘӨЖ 37.0
ББК 74.00
П 82

ISBN 978-601-337-713-1

«Профессор А.А.Молдажанованы еске алуға арналған «XXI ғасырдағы педагогикалық білім беру: басымдықтар мен ізденістер» тақырыбындағы Халықаралық ғылыми-практикалық конференция.

@Астана, 2022

THE ROLES OF GESTALT APPROACH IN TEACHER'S SELF-DEVELOPMENT OF HIGHER SCHOOL IN KAZAKHSTAN

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The UNESCO concept states that the main functions of modern education include “learning to learn, learning to live together, and learning to be” [1, p. 190]. Thus, Education recognizes not only the need to spread knowledge, but also the ability to support all participants in the educational process, build healthy relationships with the world and with yourself.

Teaching experience can show that not all members of society are not intended to learn. It is better to consider the learning process based on the learning process that exists among individuals and their intentions on the basis of imitating others [1, p. 356]. Therefore, entering the classroom, teachers are personally present in the circle of maturing personalities. Not only knowledge and skills are broadcasted, but also an example of the life-making of a professional person by teachers comes to a play in the learning process. Thus, many teachers are ready to move away from the usual stereotypes of teaching to new forms building pedagogical relations. When new forms of pedagogical relations come to a play, it is worth mentioning the drawing attention to the basic approaches in pedagogy, especially to an axiological approach. This approach asserts the self-worth of a person and his process in pedagogy. It all requires additional endeavors from teachers to have willingness to invest in personal self-development. The challenging task of finding and maintaining the additional resources and supporting yourself and colleagues on the path of change can be reached by considering the potential of the gestalt approach.

Teacher's self-development: personal or professional? When it comes to professional training, it is understood as acquiring new pedagogical technologies, skills in handling modern technology in the educational process. However, it is overlooked that the teachers deal not only with the pedagogical process, but also with their own personality, which might have its own consequences on the learning process.

An essential component of any human learning is *observation and imitation*. The life path of his students in the profession is highly involved in solving urgent professional tasks, whether he is satisfied with his life path in the profession, how much he has retained interest in the field taught, and how capable he is of maintaining a balance between professional and personal. . Therefore, the active creativity of a higher school teacher and openness in contact with students are one of the components of his professionalism.

In his work, the teacher often faces tasks related to the tasks of psychotherapy. He has to deal with the process of motivating his students, emotional reactions to pedagogical influence, various difficulties in mastering the material, the conditions of students that promote and hinder learning, and his own conditions that affect pedagogical practice. Just like a psychotherapist, he has to get involved in the situation of learning in a human way. K. Naranho writes that teachers need special training so that they can not only teach, but "also understand the state of other people and themselves 'here and now'; so that when they see the sad face of a student, they can ask him 'What's wrong with you?' without fear of coming face to face with the reality of another person" [2, p. 47]. This skill is developed within the framework of self-knowledge training and training of gestalt therapists.

Along with the teaching process, mental health of teachers is also of great importance, whereby professional burnout and professional deformation can be prevented. Without the organization of measures in mental load in higher educational institutions, the learning productivity might be dramatically reduced as well as the number of those people who choose the path of teacher. Therefore, the boundary between professional and personal self-development of a teacher is blurred. A modern professional teacher takes care of his own mental health, maintains awareness in his work and devotes time to reflection on the educational process and the relationships that develop with students. These processes are endlessly continuous – consciously or not, they form a necessary part of life in the profession.

Gestalt therapy is one of the most common schools in the field of psychology. Its main focus is the return of integrity to a person, without which a full life is impossible. This is relationship therapy, the art of building a contact in which the client becomes a little more free and fulfilled. The gestalt approach is a plastic and developing method that works with physical state, emotionality, meanings and the human environment.

Therefore, it is currently being actively integrated into the training of teachers in the USA, Chile, Spain and other countries [3, p. 230]. One of the first and most important tasks of the gestalt approach is the organization of *self-knowledge*. The educational context of both the teacher and the student can often cause a set of feelings taken from the past pedagogical relationships and experience. It is of great importance to understand and take them into account in the teaching process, as they can deform the new learning process both on the part of the teacher and on the part of the student. According to Jeganathan S., Shanmugam T., it can be:

1. fear and anxiety, when the past experience of pressure on an individual through punishment and intimidation is activated;
2. shame and guilt when the past negative experience of comparison with others is activated people with a frequent situation of humiliation in the presence of others;
3. obsessive expectation and fear of criticism for ignorance with obsessive expectation of praise.
4. positive evaluation, when the lack of experience of approval and praise of authority is equated with criticism [4, p.85].

Personal and group gestalt therapy-method allows the teachers and students to detect these feelings, notice and reduce the degree of their influence on professional activity. Although this method is not widespread in the teaching environment of Kazakhstan higher educational institutions, it is worth to mention the application of the gestalt approach to pedagogical practice presupposes the development of the competence such as perceiving and conceptually defining the group process and the process of everyone in the group , which is also called "competence in group dynamics". In addition, competence to evaluate the readiness and capabilities of the participant to respond holistically to the requirements of the educational process; support this person in his readiness and abilities proportionate to his need for it, instead of exceeding or belittling the requirements. There are other essential competence which might be developed with the help of gestalt method. The most striking way of professional self-development of a teacher using the gestalt approach may be to receive additional education in the field of gestalt therapy according to the training standards of the European Association of Gestalt Therapy [4, p.80]. This training can be found in Nur-Sultan. As the result, the necessary theoretical knowledge, including those that can be integrated into pedagogical activity can be acquired, which also develops awareness in contact with other students and colleagues, which is so necessary in the daily work of a teacher.

Conclusion. The roles of gestalt approach in the relationship of students and teachers are mentioned in this article. Personal self-development is an essential part of professional development of teachers, which should include individual or group therapy as the way of preventing any professional burnouts and mental backlash. The gestalt approach offers numerous ideas to help the personal self-development of higher school teachers, such as group trainings, special programs for teachers based on this method.

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