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TEACHER'S PROFILE MOBILITY: ACTIVITY METHODOLOGY OR EDUCATIONAL-PROFILE COMMUNICATIVE LANGUAGE

Abstract

The problem of early profiling the children at primary school occupies one of the first places among other social and psychological problems. The modern schoolchild lives in the world that is complex in its content and ability to socialize. Even considering that to assess the problems of early profiling is very difficult we can say that the scale of this phenomenon is growing by many criteria. As we know the modern world allows children at an early age to access to a huge flow of various information, which can influence not positively sometimes because in the stages of primary school age a clear position in life is not developed, life ideals are not formed, children have no purpose to the identity of their future especially through their future profession. Modern technologies of early students' profiling are possible through the integration of informative communication technologies and technologies which are used in work with children's negativity, which leads to the elimination of attention deficit and children' hyperactivity. The characteristic features of the child are low organization and unregulated, excessive activity. Primary school teachers and school psychologists note that children at primary school age are most sensitive to social and psychological stress. It occurs there is a sharp increase in conflicted, undisciplined, unmanageable schoolchildren at this age that. It is caused by many reasons.

This article discusses the relevance and potential of student profiling systems in elementary schools. Some difficulties that may arise when constructing a profile are identified, and the question of the validity of profiles is considered. Although there is still not enough experience in this area to draw conclusions for the development of specialized education in primary school.

Key word: methodology of activity, language of educational and profile communication, development of early profiling, goal-setting and goal-realization.

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ПЕДАГОГТЫҢ БЕЙІНДІК ҰТҚЫРЛЫҒЫ: ІС-ӘРЕКЕТ ӘДІСНАМАСЫ НЕМЕСЕ ОҚЫТУ-БЕЙІНДІК КОММУНИКАЦИЯ ТІЛІ

Аңдатпа

Бастауыш мектепте оқушыларды ерте бейіндеу мәселесі басқа әлеуметтік және психологиялық проблемалардың ішінде бастапқы орын алады. Қазіргі мектеп оқушысы мазмұны мен әлеуметтену қабілеті жағынан күрделі әлемде өмір сүреді. Ерте бейіндеу мәселелерін бағалау өте қиын екенін ескерсек де, бұл құбылыстың ауқымы көптеген критерийлерге сәйкес өсуде деп айтуға болады.

Біздің білетініміздей, қазіргі әлем балаларға ерте жастан бастап, кейде кері әсер етуі мүмкін түрлі ақпаратқа қол жеткізуге мүмкіндік береді, өйткені бастауыш мектепте өмірдің нақты анықтамасы, өмір мұраттарының нақты анықтамасы жоқ. Балалар әсіресе болашақ мамандықтары бағытында, өздерінің болашақтарын анықтауға тырыспайды.

Оқушыларды ерте бейіндеудің заманауи технологиялары ақпараттық-коммуникациялық технологиялардың интеграциялануының арқасында мүмкін болып табылады, олар балалардың бойындағы сенімсіздікті, балалардағы көңіл бөлудің жетіспеушілігі мен гиперактивтілік мәселелерін шешуге қабілетті.

Біріншіден, ертерек бейіндеу - бұл бір реттік іс-шара емес, барлық оқу кезеңдеріндегі және іс-әрекеттің барлық нысандарындағы білім беру процесінің барлық қатысушыларын қамтитын жұмыс жүйесі. Бастауыш сынып мұғалімдері мен мектеп психологтары бастауыш мектеп жасындағы балалар әлеуметтік және психологиялық күйзелістерге өте сезімтал екенін айтады. Бұл жаста қарама-қайшы, тәртіпсіз, бақылаусыз оқушылар санының күрт өсуі байқалады. Бұған көптеген себептер бар.

Бастауыш мектепте ерте бейіндік оқыту - арнайы білім берудің дайындық кезеңі. Оқушылардың іс-әрекетін біріктіру және мектептегі мамандандырылған білім беру процесінің тиімділігі ерте профилактика бойынша тиімді жұмыс жасауға мүмкіндік береді.

Түйін сөздер: іс-әрекет әдіснамасы, білім беру және бейінді қарым-қатынас тілі, ерте бейіндеуді дамыту, мақсат қою және оларды жүзеге асыру.

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ПРОФИЛЬНАЯ МОБИЛЬНОСТЬ ПЕДАГОГА: МЕТОДОЛОГИЯ ДЕЯТЕЛЬНОСТИ ИЛИ ЯЗЫК УЧЕБНО-ПРОФИЛЬНОЙ КОММУНИКАЦИИ

Аннотация

Проблема ранней профилизации детей в начальной школе занимает одно из первых мест среди других социальных и психологических проблем. Современный школьник живет в мире, который сложен по своему содержанию и способности к гармоничному взаимодействию в общении. Даже учитывая, что оценить проблемы ранней профилизации очень сложно, можно сказать, что масштабы этого явления растут по многим критериям.

Как мы знаем, современный мир позволяет детям иметь доступ к разнообразной информации с раннего возраста, которая иногда может быть контрпродуктивной, поскольку в начальной школе нет четкого определения жизни, нет четкого определения жизненных идеалов. Дети не стремятся определить свое будущее, особенно в направлении своей будущей профессии.

Как мы знаем, современный мир позволяет детям с раннего возраста иметь большой доступ к разнообразной информации, которая иногда может быть контрпродуктивной, потому что в период начальной школы не сформирована его реальная жизненная позиция, нет четкого определения жизненных идеалов. Дети не стремятся определить свое будущее, особенно в направлении будущей профессии.

Современные технологии ранней профилизации учащихся возможны благодаря интеграции информационно-коммуникативных технологий, которые безопасны и способны решать проблемы детских комплексов, дефицита внимания и гиперактивности детей.

Прежде всего, ранняя профилизация – это не разовое мероприятие, а стройная система работы, охватывающая практически всех участников образовательного процесса на протяжении всех образовательных периодов и всех направлений деятельности в различных формах. Учителя начальных классов и школьные психологи отмечают, что дети младшего школьного возраста наиболее чувствительны к социальному и психологическому стрессу. Оказывается, что в этом возрасте наблюдается резкое увеличение числа конфликтующих, недисциплинированных, неуправляемых школьников. Это вызвано многими причинами.

Ранняя профилизация в начальной школе является подготовительным этапом в профильном обучении.

Интеграция деятельности учащихся и эффективность процесса профильного обучения в школе позволит эффективно вести работу по ранней профилизации.

Ключевые слова: методология деятельности, язык образовательного и профильного общения, развитие раннего профилирования, постановка целей и их реализация.

Introduction

The determining factor in the informative school community is the formation and development the early professional culture of the individual. When we speak about the formation of early profile culture of

an individual it is necessary to realize the basis of early profiling as a rule and law of continuity the developing of elevating value Outlook to the future profession.

Early profiling is also a process of elevating a person. The formation of an individual significantly depends on the totality of conditions which are peculiar for a certain socio-economic situation and thus the learning process considers it as a component of the student's socialization. The essence of early profiling as a component of socialization is that students are formed as members of the society in which they will be implemented as future professionals. At school the early profiling should be implemented through the technology of modeling IPOT (individual profile trajectory of learning) of each member of the school community individually in order to master the basic social values, norms, patterns of behavior in the group.

At the same time the socialization factor at a certain stage of training begins to have a significant impact on the success of training in the system of the child early profiling. To study the quality features of early education profiling in network profile training it is necessary to determine such characteristics of network projects in the profile direction of primary education which mainly determine its change. First of all, these characteristics include the conditions for the teacher to design an individual profile learning path.

Principles and guidelines for implementing the idea of scientific research.

Activation of early profiling as specialized creative abilities directs the General activity of students to increase the level of specialized cognitive and creative activity. Quality of education in online specialized classes [1,2].

To analyze various options of completing specialized classes for younger students we firstly conducted a survey of high school students (8th grade of school No. 7, Pavlodar city) on the necessity of early profiling in school. This mini-study was done during the period of professional practice. Students suppose that one year of pre-professional training in the ninth grade is a very short period for choosing a professional training. They point out that early profiling will help students to build their profile educational trajectory more clearly, more firmly and earlier. According to their opinion the formation of initial interest in professions is the main necessary at the initial stage of training and will lead to the solution of certain tasks; instilling respect for working people; forming a conscientious, positive attitude to job; understanding the role of labor in human life and society; forming labor skills and abilities; encouraging a conscious choice of profession and gaining initial knowledge about a variety of professions through the educational work.

This research enabled to reveal the following *principles and settings for early profiling*:

- analysis of the most effective and optimally satisfying interests and needs of students and the design of IPOT as options for recruiting a contingent of student's profile classes;
- choose of the technology for modeling conditions of high reliability and efficiency of control and diagnostic methods for enrollment in specialized classes the students who demonstrate high motivation to the concept of " quality of knowledge»;
- competitive selection shouldn't be used because the marks do not always show the real knowledge of students.

The advantage of these recommendations for primary school teachers is cost-effectiveness and morality.

First of all the main factor for early profiling at its stages is recommendation to develop not only educational and cognitive activities by teachers. Primary school students learn phonetics and increase their vocabulary which allows them to master complex forms of speech activity. Visual-imaginative thinking dominates, there is a gradual transition to the abstract-logical level of mental activity and it is important to be able to manage the processes of perception. It is characterized by the formation of perceptual-intellectual actions as a system of thinking in the beginning and forms children' bright positive emotions in the process of their creative interaction and communication.

Methods

The technology of early specialization as we said before require thorough planning teacher's activities and the logic of learning as the results of knowledge and successful completion of an individual profile learning path. Teacher's task is to take into account student's personal motivation, future self-determination, value-semantic choice providing the unity of the design stages of goal setting and its realization. They promote student's value-target awareness and acceptance of a personal-significant goals of specialized training [3,4,5].

1. System of indicators and scientific research criteria.

The system of indicators and criteria for scientific research of profile development at the initial stage of primary school education is one of the main issues of our research.

We should not forget the fact that there is no specific system for allocating indicators, criteria and levels of the early profiling process.

Using the "Profile-educational tracks" at the stages of early profiling we have defined a system of indicators and criteria for scientific research.

The technology of designing IPTE in early profiling is the basis for choosing criteria and levels of the process of cognitive development and as a level of preserving psychological and mental health.

The planned results of training in IPTE are a system of direct vision the results by the student and the teacher which give an idea of the student's and the teacher's status actions: personal, regulatory, communicative, cognitive, refracted through the specifics of technological actions of a particular subject. The teacher is the arbiter in relationship regulation.

The teacher tracking the results of monitoring the development of specialized abilities at the stages of profiling makes it possible to draw conclusions about how and in what direction it is necessary to build the stages of early profiling as a process where the level of achievement increases for each student.

We selected a monitoring map for determining the criteria for accelerated development of specialized abilities (Tab.1)

Table 1 -Indicators and parameters of the process' formation the cognitive activity of specialized abilities development at the stages of early profiling.

	№	Indicators and parameters of the formation of the process of cognitive activity
I	Personalcriteria	
	1.1	The formation of the internal position
	1.2	Obeyingorders
	1.3	Participationintheenvironment
	1.4	Compliancewithbasicstandards
II	Communicationcriteria	
	2.1	Compliance with standards and rules of behavior
	2.2	Ability to speak your own opinion
	2.3	Ability to perform joint activities in a coordinated manner
	2.4	Showingleadership
III	Regulatorycriteria	
	3.1	Ability to organize your activities
	3.2	Ability to evaluate your success
	3.7	Attenevents
	3.8	Achievements (certificates, diplomas, letters of thanks, etc.)
IV	Educational UDS	
	4.1	Final academic performance (for a certain period)
	4.2	Ability to analyze and classify training tasks
	4.3	Ability to solve problems or tasks
	4.4	Achievements (certificates, diplomas, letters of thanks, etc.)
V	Informationandcommunicationskills	
	5.1	Using the rules of the game
	5.2	Participationinvariouscompetitions
	5.3	Achievements (diplomas, letters of honor, etc.)

As a result, students do not acquire traits that are undesirable to the school community. In addition, the student himself even if the external conditions are not positive enough for him to be on the line of socially approved behavior.

Socialization as a component of primary school children early profiling almost always has a deviation. Deviant failed socialization is one of the reasons for not forming a clear idea of their abilities and right choice of profession in the future.

Timing and successful student's socialization and the built-in IPTE model prevents the development of deviant behavior, contributes to the prevention of offenses among children and adolescents, solution of psychological problems in communication and in the family. The social status of the family can be also an important reference point in the child early profile and can also lead to the cause of deviant behavior. The weakening or even breaking of family ties between children and parents and parents' over-employment, conflict situations in the family, cases of child abuse, the lack of a favorable emotional atmosphere in the family and typical parents' mistakes in upbringing children affect the children behavior. Thus, we can't say that the early profiling program does not depend on other conditions.

As negative reasons that affect the development of the child it is possible to consider the number of children in the family, the presence of one parent - the so-called incomplete families, and the situation when children are brought up by their grandmothers or guardians. Of course, the well-being of the family is also affected by factors such as parents' alcoholism, unemployment and psychological abnormalities. Family problems should be considered as an independent socio-psychological factor which the teacher can not discard and say that everything is in the master teacher's hands.

Children find it difficult to master positive social experiences in families where the relationship between children and parents is characterized by indifference and hypocrisy. A child in such a family loses the need to communicate with their parents early. The tendency to deviant behavior is observed in children who do not recognize the authority of their parents, do not respect them. This attitude develops if they notice a discrepancy when comparing their parents' words and actions with social norms. What should we do about this? Family well-being is a complex of actions of various types related to educating parents to perform the educational functions of the family which cause positive changes, both for parents and for the child's personality. Schoolchildren socialization at the initial stage is not always successful. Moreover, the result is not successful and never reaches the ideal, both on the social and personal level, and the society itself, its social institutions and organizations do not fully realize their functions. But nevertheless, the choice is up to the teacher, his experience and the experience of the teaching staff.

Choosing a certain psychological and pedagogical training technology teacher evaluated the real possibility of achieving the learning goals. They are not limited to a single technology but combine various types of educational activities, using their own techniques which are developed on the basis of personal creative pedagogical experience. A competitive future graduate depends on the degree of the learning process specialization and it should be independent, mobile but the most important idea, perhaps, proactive and creative with flexible thinking, the ability to choose the best solutions in non-standard situations, to develop new directions of their own independent profile route. Profile direction at an early stage of training is the formation and development of an individual, the main indicators of which are: profile independence, mobility, the ability to act in a team. Have a look in the pedagogical dictionary [4,5].

Results and Discussion

Independence is the ability of student's personality to perform activities without additional interference from the outside. Independence of thinking is the ability to independently analyze the phenomena of life and nature and give them a correct assessment, to be able to maintain their own opinion.

Self-learning in the IPTE model is the process of directly obtaining specialized skills through their own aspirations and the chosen means themselves. The structural elements of this model are self-knowledge, self-regulation, self-organization, self-realization, self-education, self-education, self-determination. Individual self-development is the ability to become and be a true subject of their own actions for the practical transformation of the future profession.

1. Profile mobility of a teacher – the methodology of activity or language of educational and profile communication.

And here the issue concerns the methodology of early profiling-profile mobility. And the integration breadth of intellectual and productive forces and resources into action as a set of profile potential in a competitive school environment is on the first place.

Evaluation of the term "methodology of profile mobility" refers to the process of functioning, reproduction and development of the school and pedagogical community in an integrative form, which requires the development of a **special conceptual communication apparatus**.

So, communicative mobility acquires variety and versatility in the use of the IPTE model as an individual student's route. But, future professionals in the conditions of technologization turned out to be outside, which led to misunderstanding, because the communication process is no longer identical and universal, so it is impossible to find matches in the target positions of communication subjects.

It is customary to understand under communicative mobility the ability of communication subjects in the educational process, the speed of orientation in a collaborative environment, finding the right forms of communication, generalization of educational material, the ability to quickly change the content in a professional direction [6].

And this specific activity in the learning process needs to be corrected through the communication apparatus which helps to generalize common target positions in a group of peers, which leads to qualitative transformations of the overall group activity and as the ability of everyone to adapt to competition in the group [7].

In the system of early profiling we distinguish several types of communicative mobility:

- *profile mobility* as an effective way to develop profile opportunities not only at the individual level but also the possibility of integration in the sphere of school society;

- *psychological mobility* (plasticity, flexibility, adaptability, high energy resource) as a property that characterizes the speed of children adaptation in the form of necessary independence, openness to new specialized experience:

- *communicative mobility*- readiness to use the communication language;

- *neuro-linguistic mobility* in socio-economic conditions as *an active readiness* and ability of students to adapt to the speed of understanding decisions in changing educational work conditions.

2. Profile mobility as a combination of successful development of bio-psycho-neuro-lingua technology in the framework of its future focus.

So, the language of educational-profile communication is a profile thesaurus of communication. Profile methodology is the science of rules, methods and means to ensure unity and ways to achieve the desired goal but we need an accurate measure of the innovation ideas design and their meaning - both product and process.

Some components of the ideas definition in terms, concepts and categories seem to us very controversial for the main features of the definition the word and therefore subjective speculation is possible in the process of reading and understanding ideas in verbal expression.

In the conditions of early profiling is necessary to learn how to interpret these scientific meanings of different topics and profiles and signate them with special words – keywords, terms, concepts and categories that form the basis of scientific understanding.

Term is a word or stable phrase which has a specific scientific or *special concept* assigned to it. The term *category* is used at different levels and comparison. Term is *a word* or stable phrase that has a specific scientific or special *concept* assigned to it.

Scientific *concepts* are signified by special words-terms.

Category is a general form of various relationships which we can establish between beings or ideas. Categories are characterized only by relativity, variability and fluidity.

3. The profile communication thesaurus mechanisms.

First of all, students need to learn the rules for using keywords, terms, concepts or categories as a thinking capacity. Keyword-level thinking is an elementary form of thinking. At the level of terms these words fix the results of knowledge in a material form. A concept is a form of thinking that reflects objects and their attributes and properties. Concepts in a language are represented by separate elements or components. The content of the concept is the features of objects reflected in this concept. The signs are taken in a certain unity of connection and relationship. Thinking at the level of categories is the universal thought form.

Such refinements in early profiling make easier formal logic to perceive various aspects of the entity in key words, terms, concepts and categories that form the basis of scientific understanding.

And in our opinion, it is necessary to define this phenomenon in accordance with the law of the inverse relationship between volume and content and the transition from the concept with a smaller volume to the concept with a larger scope. It indicates that the less or more information about items contained in terms, concepts, and categories the narrower or wider are the class of occurrence of the item. The profile thesaurus of communication or information search thesaurus allows us to find relevant projective fragments and disciplines the search for truth, allows to save time and effort, and move to the goal in the shortest way. The main function of the method is to regulate cognitive and other forms of activity [8].

Usually the information search thesaurus is called a metalanguage of functional communication: "teacher-teacher", "teacher-educator", "teacher - mentor" and "teacher - master". It is important for achieving the goal of educational communication and this process is considered as a professional and communicative competence for a teacher in the field of their specialty.

The essence of an information retrieval thesaurus as a meta-language is that it is a system of specific definite signs in which the main role is played by relations of terms meaning formation the, concepts and categories in the hierarchical structure of the iconic product, i.e., the presence of symbolic units of varying degrees of complexity in the understanding of the object and things phenomena.

The schematic signs of the metalanguage are composite elements of signs with a stable combination of the sign-symbol system, which are inextricably linked and form a single whole understanding.

Metalanguage as a single system has units of circuit signs that form different levels of organization of the keywords semantic system.

Certain structures of metalanguage at the level of concept formation can be divided into their features and properties, elements and components, connections and relationships. Thus, the system should be considered as a system.

In particular, the nature of the relationship of the meaning formation level between these technical structures of metalanguage and their dependence on the system is determined by the extent to which they are associated with the concept expression and other phenomena of human consciousness.

4. The results of experimental research on the development of schoolchildren's cognitive activity in the conditions of early profiling

Primary education is designed to provide active child self-development and self-realization, to promote the development of the student cognitive activity and initiative in the profile aspect (N.N. Poddyakov, A.N. Poddyakov, O.V. Dybina, O.L. Knyazeva).

Scientific search for effective tools and their application simplifies the process of cognitive development and makes it possible to solve the problem theoretically and practically. It is well known that an essential aspect of preparing a child for school for early profiling is the design of his internal needs for knowledge which manifest in cognitive interest. A schoolchild is inherently oriented towards learning about the surrounding world and experimenting with objects and reality. Even becoming older children think about physical phenomena, such as water freezing, the sound propagation in the air and in the water, know the different colors of the surrounding objects of reality.

Verbal and logical thinking in students is formed on the basis of visual and visual-figurative knowledge. Profile activity allows you to create a model of practical research of material on various issues and gives a certain chance to review the priority forms and methods of building a profile route of action.

IPTE in primary education as a technology of forms for the aggregation, inference, abstraction, given the information – retrieval thesaurus (IRT).

IPTE and IRT are the models of the design relevant actions: profile activity reflex areas in cognitive activity and motive of the implementation process to achieve successful results. By using the children experience the elements of planning and performing actions are taken into account.

The goal of IPTE is to put common views of some phenomena and effects of the cognitive development process before subjects of training. It gives a systematic understanding of the essence of the cognitive activity development through the individual educational trajectory of each child in the group [9].

In order to design developmental work with children in the direction of the long-term plan, the following program has been developed. The IPTE was taken into account as a route of game classes. The goal of the program is to determine what a student needs to do to complete their route of the cognitive development process.

Step-1.

At first the route is considered and then the students are involved in the discussion how to study the method the IPTE in the course of classes.

Step-2

Working with the issue children receive individual encouragement looking for their own ways of solving problems.

Step-3

At the final stage the students sum up the results and formulate their own conclusions.

Step-4

The teacher's conclusions are made in verbal form and sometimes in other ways, for example, fixing the results graphically, i.e., pictures, diagrams.

STEP-5

You can solve problems in 2 ways:

- students pass IPTE, assuming their result and get new knowledge on the profile of actions;
- students first assume the route option and then check whether the thinking process is going correctly.

Teachers should provide assistance, give advice and be interested in the results of each person's movement along their chosen route.

STEP-6

Completing the IPTE students tell about their achievements.

Many factors determine the duration of the IPTE movement:

- Features of the studied phenomenon,
- Availability of free time,
- The students condition, their attitude to this type of activity.
- If the children are tired you can pause the route for a while and replace it with a game.

The joint activity of the teacher and the students goes in the same direction. The joint route is the main background for a child to pass the IPTE [9].

The formation of students' experiences in passing the IPTE is implemented with the teacher in common. The cooperative meaningful activity is a kind of experience in transferring social skills in the sphere of social influence. The children's independent activity consists of.

The use of innovative technologies as a condition for early profiling and training the students in the cognitive development process stimulates the cognitive students' interest and activity in choosing their future profession.

Each step in the program of specialized activities is the basis for a high level of cognitive activity development and is part of its profile education.

The conditions necessary for the development of conditions for early profiling in order to form cognitive activity at each stage of the profile route are part of the necessary elements for profiling the learning process which provides a high level of cognitive activity but at the same time have a subordinate position.

The subjects of the educational process during the passage of the profile route should become like-minded in solving the tasks (Tab. 2).

Table 2 - Stages of activity and work planning

The stages of planning	Content
Creating conditions for early profiling	Goals in the group and significance for the organization of students' cognitive activity in a specialized developmental environment
Availability of a model for sequencing activity	Check your assumptions, feel like researchers. What problem are we solving? What conclusions should the students make?
Problem situation in using IPT	Introducing the children with the situation and formed the skills of specialized activities to solve educational and cognitive tasks; transition to the implementation of the acquired knowledge in joint activities.
Teaching methods and techniques	Innovative-search thesaurus technology: learning keywords, reference terms, basic concepts and categories
The pattern of cognitive tasks in the profile activity	Recognition of one's own character, during which specialized skills are formed.
Psychological and practical methods.	Games-experiments, games-experiments, didactic games, story-role-playing games with elements of cognitive activity; games-transformations, magic tricks, and entertaining experiments helped to develop positive emotions.

In order to identify the attitude of children to the development of profile activity, we conducted a study of the results. After analyzing the results of the profile activity, we came to the conclusion: the experience of working in this direction is effective for the profile development process through its cognitive activity.

Students in the process of key activities confirm the final diagnosis where we noted a positive trend for all criteria for skills mastery in its core business through IPTE as an educational track development of cognitive activity and usage-based information retrieval thesaurus (Tab.3).

Table 3 - Plan for the study of the results

Plan for the study of the results	Content
Result 1	are delighted to fill out the IPTE
Result 1	are interested in problems related to the development of cognitive activity
Result 1	apositive evaluation of visual information
Result 1	a positive assessment of individual and group consultations
Result 1	apositive assessment of memos and recommendations, joint gaming sessions, exchange of experience.
Result 1	a positive attitude to the classroom
Result 2	have learned how to organize the IPTE
Result 2	usage of the information and search thesaurus
Result 2	the assessment of the participation in adding educational literature and children's encyclopedias
Result 2	Increase of the knowledge level in the process of using IPTE

Children learned to record the results of the experiment, draw using reference schemes in didactic games and determine the sequence of using IPTE [8]. Quantitative data allows to track the effectiveness of the teacher's work, the children's results and planfuture work.

Summing up the results of the study we note that the project activity used in the process of children's cognitive development at the school age gives a positive result in the growth of their cognitive activity.

5. Recommendations for organizing the conditions for early profiling by introducing an educational track taking the information and search thesaurus into account

These recommendations are developed for the organization of conditions for early profiling by introducing each student's own profile educational track.

This work fully assumes the variability of the use of the information and search thesaurus in connection with specific tasks of forming specialized skills.

Teachers can always use the parameters of the developed program to determine the "Effectiveness of personality" as a practical material for monitoring the growth of specialized skills through the diagnosis of children's cognitive activity.

The most important condition for passing the IPTE by using the information and search thesaurus is an indicator of the growth of the cognitive cycle. t is necessary to take into account the General tasks of cognitive development that stimulate its activity.

Organization profile activity takes the form of a partnership between teacher and student and promotes the development the schoolchild's activity, skills independent decisions in certain educational conditions which causes the desire of students to achieve effective personal qualities

At the beginning of the experience with the introduction of IPTE the expected results for teachers were identified as the implementation of the conditions for early profiling taking into account the introduction of the educational track in the learning process (Tab. 4):

Table 4 - Educational track-profile conditions

Education track-profile conditions	Content
Scientific and methodological base	<p>A set of methods for bringing a student to a higher level of cognitive activity.</p> <p>To form children's self-confidence through the use of IPTE, development of mental operations, creative prerequisites as a result of instilling the profile of the future profession.</p> <p>IPTE route development personal growth and sense of confidence in themselves and their abilities.</p> <p>Conditions for enriching the subject-developing environment.</p>
Methodical literature	Mental activity, practical material for adaptive conditions of early profiling and creation of a modified program.
Requirements for the educational process	<p>To encourage children to formulate their existing ideas and ideas, to express them exactly.</p> <p>To encourage students to put forward alternative explanations, assumptions and guesses.</p> <p>To give students the opportunity to explore their assumptions in a free and relaxed environment.</p> <p>To give students the opportunity to apply IPT in relation to a wide range of learning phenomena</p>

Recommendations on the organization of conditions for early profiling according to the introduction of an educational track and an informational-search thesaurus are found in the works of various authors B.A. Koishibaev, N.N. Podyakov, F.A. Sokhin, S.N. Nikolaeva. These authors suggest to organize the work when the children can repeat the experience shown by the teacher, can observe, answer questions using their own results. Positive profile conditions are created by two routes (Tab. 5).

Table 5 - Profile route conditions

The first route	Second route
Creating a positive attitude to the activity	Creating a positive conscious attitude to activity
Achieving positive emotions	Understanding the meaning of activity, personal and social significance
Positive attitude to the student and his activities	Formation by means of an imaginative story about the meaning of activity.
Discover great examples of activities	Creating an accessible explanation and showing a meaningful result

Faith in the students' strength and capabilities f, approval, assistance and expression of a positive attitude to the achieved results of their activities	The activity contains essential for the interest of the profile activity cognitive nature
Publicassessment	Personalassessment
New activity at least partially related to previous interests	Interest arises only in the course of properly organized activities

In this form of early profiling the main recommendations relate to the teacher:

- master the design of students' IPTE as a type of specialized activity;
- designing students' IPTE does not become a self-valuable activity as it occurs on the initiative of the student;

Thus, the design of work on early profiling with students through the construction of IPTE is carried out through the integration of the cognitive development process which unites educational areas and the value the semantic component - IPTE [9].

The expected methodological recommendations on condition that this method of designing educational work is used we speak about the teacher's capabilities and abilities:

- design different types and content of IPTE children's activities in accordance with the interests of pupils;
- rationally organize the process of cognitive development, optimally determine the direction of each child's cognitive activity;
- implement an individual approach to the implementation of teacher's professional activities;
- create the necessary educational track for students and ways of communication and behavior;
- manage the process of cognitive development, use projective technologies and methods, methods aimed at the development of children's cognitive activity and carry out reflection of professional activities;
- see the problem and solve it according to someone's own plan.

The main recommendations for creating a model of an effective teacher's personality are to generalize the effective results obtained at the beginning, then classify and compare the conclusions of these phenomena for the child and teacher himself. From all this it can be concluded that for children of senior preschool age the IPTE design alongside with professional activities is the main activity.

The method of criteria-based assessment of the educator's personality effectiveness is intended for various types of assessment of the created educational tracks effectiveness [10].

The method of effectiveness of the educator's personality is intended for;

- implementation of various types of effectively created educational tracks evaluation which includes two blocks: "Self-assessment of the educational activities effectiveness" and "Assessment of the pupils' educational activities effectiveness". The method of the educator's personality effectiveness allows us to identify qualitative and quantitative characteristics and types of educational activities effectiveness in practice.

Monitoring the teacher's personality effectiveness allows us to talk about the creation of a certain system of work on the design of the process of older preschooler's cognitive development (Tab. 6):

Table 6 - System for monitoring the effectiveness of the teacher's personality

Increasing the level of developing the children's curiosity and projective skills	To solve problems, to analyze an object or phenomenon and to identify significant features and relationships
	To put forward various hypotheses, to select tools and materials for independent activities
	To accept and set goals, to compare different
Improving the speech development of older preschoolers	The enrichment of vocabulary on questions, the ability to build evidence-based speech; children's stock of various terms, fixing the ability to build their answers

	grammatically correct.
Improving the level of cognitive processes development	The ability to ask questions and follow the logic of your statement
The development of the pupil's personal characteristics	The ability to cooperate with others, the need to defend your point of view

In conclusion, it can be noted that the positive results of this research activity with children indicate the projective activity effectiveness through the introduction and implementation of the cognitive development process in preschool education.

The process of cognitive development, the development of new understandings is not the main goal in kindergarten but only a way to familiarize children with the world in which they live and develop.

Conclusion

According to the research, the main goal of building IPTE can be achieved only when there are certain technologies for implementing an individual profile educational track in the system of organizing conditions for schoolchildren's early profiling of younger growth, taking into account the process of cognitive development. The educational track of children's creativity should be developed according to the age characteristics of children and their interests, create integrated conditions not only for the implementation of children's cognitive activity but also for the development of their profile potential

An effective IPTE system should implement an individual approach to everyone and model the conditions for the manifestation of their independence, identity and self-activity. IT has a real chance to rely on the individual interests, needs, opportunities and student's personal experience. The IPOT will allow you to calculate "Personal effectiveness" at the initial stage and further, to calculate the ability to perform productive actions based on such basic concepts as awareness of your intentions and goals; personal resource management.

Thus "Personal effectiveness" is the quality of interaction in the updated process. In other words, it is how the student is able to negotiate and cooperate with himself and with the environment, to achieve goals and at the same time feel comfortable and confident. "Personal effectiveness" is the general composition of resource qualities – the creative abilities of the student.

Thus, the student's IPTE is a system of open control and evaluation of students' initiative and elimination of excessive bureaucracy and formalism in the relations "society-school-state".

The complexity of the educational process is that it occupies a significant place in a person's life, does not give a tangible, visible, concrete result immediately after its completion.

The result of education is all subsequent behavior, activity, and lifestyle of a person.

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