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**PHILOSOPHICAL AND METHODOLOGICAL  
PRINCIPLES OF PEDAGOGY EDUCATION**

**Abstract.** The article presents the author's concept of the Kazakh ethno-pedagogy, devoted to disclosing theoretical and methodological foundations of ethno-pedagogy and Kazakh ethno-pedagogy, clarification and habituation, edification, beliefs, promotion and encouragement.

**Key words:** ethno-pedagogy, folk pedagogy, folk knowledge, ethno-pedagogics education, ethno-pedagogics culture.

**Introduction.** Pedagogy as a science that covers the whole education sector, in accordance with the natural level approach by dividing a single educational system can also be divided into subregions. Therefore, in the scientific and practical handling are commonly used terms such as pre-school pedagogy, pedagogy of secondary school, teaching primary vocational, secondary and higher vocational education, education of adult education, and so on. D. Under the pedagogy of vocational education, or (using the most common concept) under the "Professional pedagogy" shall mean a theoretical and practice-oriented scientific knowledge, which applies to the whole system of training of all persons, regardless of age, level of prior education, objects, nature and profile of employment and occupation[1].

Each person will sooner or later have to be determined in their profession or specialty. The current division of labor, objectively requires the training of future workers and experts on thousands of trades and professions, each of which has its own specifics. It is clear that such a variety of types of work, professional activities significantly complicates the problem of scientific substantiation of training and development of students at all stages of professional formation of the person. Elements of such a formation are visible from the very first steps of initiation the child to the world around him. Even at the level of initial knowledge and skills, which takes possession of the child in the family, preschool educational institutions, in secondary school, there are "beginnings" of various professional components, "embryo" of the future work of man, no matter in what area socially useful work in the future he will have to realize their individual interests and abilities.

**Main part.** This fact makes a fundamentally new way to assess the role and place of professional pedagogy in the general system of knowledge about the formation of the human person. It is necessary to overcome the still prevailing idea of vocational pedagogy as certain purely applied knowledge system designed to serve exclusively the formation of a professional on his final stage, when it is important to bring to the desired perfection purely professional skills or professional worker of a profile. Such a "narrow" view of the status of professional pedagogy, remaining necessary, cannot be sufficient, though, of course, does not lose its enduring significance in itself. It is imperative therefore, if we are really concerned about finding a priority strategy of development of vocational education and vocational pedagogy, refer to philosophical and methodological level substantiate the status of vocational pedagogy, consider the most common conditions to increase the efficiency and effectiveness of the disciplines that underlie all others more specific and concrete problems of vocational education [2]. The phrase "the philosophical and methodological basis" as used by us, is not quite> usual. More often than not strictly

limited to the consideration of methodological problems, giving methodological knowledge primarily normative nature of knowledge, indicating as how to act to achieve the desired (regulatory defined) results in the theory and practice of education.

Of course, for pedagogy in general and for professional pedagogy in particular, such a normative knowledge is essential because it is directly related to the technological, practice-oriented, ultimately, methodical settings appropriate organization of educational process. But as you know, "the knowledge of the proper" should be preceded by "knowledge of the essence" of quality, the essential features of the objects to be included in the regulatory area. That is why, before you answer the question of "how" should act in a particular teaching situation, it is necessary to have the fullest possible understanding of the "what" is the appropriate objects are pedagogical management. Knowledge of the essence involves a comprehensive, systematic, multidisciplinary study of the phenomena and objects of pedagogical reality, singling out the most general invariant parameters and characteristics that reflect the characteristics of the considered phenomena and processes. This means that in spite of the variability of the educational system, particularly evident in the field of vocational education based on variety of high-level core subsystems of the "big" of the system, it is extremely important to highlight the fundamental, general properties of the system. It is these properties that determine their knowledge of the important - approach to solving related problems, regardless of those or other private features of specific educational subsystem. It is no accident in recent years, increasing attention is paid to the development of philosophy of education - integrative, interdisciplinary scientific knowledge that gives a holistic view of the nature and character of the most common educational problems. It can be assumed that vocational education will sooner or later come into the area of philosophical and educational foundation. The first step in this direction could be the synthesis of already accumulated knowledge of being and proper system of vocational education that is purposeful formation of philosophical and methodological knowledge. It is important to note that despite the apparent "pure" theoretical nature, and even a certain percentage of scholasticism in these arguments, they allow to go on a fundamentally new vision not only theoretical but also practical, applied problems of vocational pedagogy. It is well known - "there is nothing more practical than a good theory ..." So any kind were practical recommendations, they must rest on a solid theoretical foundation. Otherwise, do not avoid subjectivity, leading to more far still persisting in education of pseudoinnovation and uncontrollable elements of chaotic pseudocreativity. [3]. Determination of the status of vocational pedagogy as a full-fledged science suggests a clear definition of its object and subject.

As it is known, the object of a science - this is an area of reality, is the set of real processes and phenomena, which is aimed at the study of this area of scientific knowledge. The object of science is usually a fairly broad scope of reality, which, due to their complexity and diversity, allows and even demands "complicity" in the justification for the different sciences. One science may not be enough for a comprehensive study, study and, especially, forecasting the development of the corresponding complex object. That is why the plan of modern philosophy and methodology of science and research in favor of interdisciplinary problem, integrative, systematic approach to the study of the complex and multifaceted nature of any object, regardless of whether it is natural or human, social sciences. But the need ^ integrative interaction of science does not mean the suppression of the specifics of functioning and independent status of each individual science. On the contrary, in the course of this interaction more fully manifest the properties of a science, most visibly reviewed its role and place in the system of interdisciplinary scientific research. This means that every science must have its specific "object" of research, its aspect certainty, your perspective on this or hhofo complex object. In other words, "subject of science" - is the party (or parties) the object of which focused on the study of relevant case studies in this particular field of scientific knowledge. These general philosophical and methodological principles studied modern history of science, can be extended to any science, including the professional pedagogy. We consider these issues in more detail. Professional pedagogy can and should be viewed as a system of multidisciplinary scientific knowledge rather "a wide range" is not reducible only to very specific, narrow profile training of workers and specialists on a particular profession or specialty. Ideas, methods and approaches developed in the professional pedagogy, can and should "permeate" substantially all the steps, all the links in a single educational system, or as they say now - a unified system of continuous education. This feature professional pedagogy caused by the nature of each person climbing the "ladder" formation of his personality. This "staircase" can be represented as a series of human movement to ever higher

achievements in their educational level, the following steps; I - elementary level and achieve functional literacy, when available, the minimum required level formed the original knowledge, skills and abilities, philosophical and behavioral personality traits required for subsequent wider and deeper education;

- Reach a common level of education, in which a person acquires the necessary and sufficient knowledge about the world around him and takes possession of the most common ways of activity (skills, abilities), aimed at the knowledge and the transformation of various objects of reality;

- Level of professional competence, coupled with the formation on the basis of the general education of professionally significant for the individual and the community qualities that enable a person to fully realize themselves in specific types of work, corresponding to socially necessary division of labor and market mechanisms to stimulate the most productive and competitive functioning of the employee of the a qualification and profile;

- Stage of mastering the widely understood culture where people are not only aware of those material and spiritual values, which left him a legacy of previous generations, but also is able to adequately assess their personal involvement in the development of society, to contribute to the continuous culture-process as the own society, so and civilization as a whole;

- Stage of formation of individual personality mentality - the sustained, deep foundations of attitude, outlook and behavior that give the property a unique personality originality combined with openness to the continuous enrichment of their own values, and mental capacity for full self-realization in the mental spiritual space of humanity.

Thus, the scheme of man's ascent to ever higher individual-personal cultural and educational acquisitions can be represented as follows: literacy (general and functional) - education - professional competence - Culture - mentality. With all the conventions of separation of these steps and inevitable - STI natural interpenetration of various stages of formation of the person, this scheme allows you to systematically and holistically represent the process of personality development, and hence the process of educational support such development. Strictly speaking, this is the scheme, reflecting in the most generalized form of philosophical and educational view of the role and the place of education in a meaningful personal-creative process makes it possible to highlight the educational values, priorities and objectives for the functioning of each level of education, contributes to these objectives of continuing and finding means to achieve them on the basis of specially selected contents, methods and organizational forms of education (educational and developmental) activities at each stage[4].

Organic relationship outlined above steps and stages to specify the most important features of the education sector and, ultimately, determine the status of vocational pedagogy as a science. First of all, pay attention to the integrity and unity of the educational system. These parameters become apparent if one considers that whatever the shortcomings in the individual components, regardless of their level and profile immediately affect the properties and performance of the overall system. For example, gaps in literacy negatively manifested at the stage of general knowledge and skills. The weakness of a comprehensive framework does not allow to count on the optimal functioning of any subsequent stages of vocational education. Without full mastery of a particular profession or specialty can hardly imagine a truly civilized man.[5]. Finally, without the effective functioning of all previous stages of education cannot count on the successful formation of the mental qualities of the person - the basis of his world view, outlook and behavior. All phases and links in education are interrelated. That is why the sphere of education and represents a system. And the system (in the language of cybernetics) "big" as in its composition has a sufficiently large and dynamic set of lower-level subsystems that reflect the variety of profile-level educational activities.

It is essential in this regard stated: vocational education, on the one hand, is a completely independent, autonomous subsystem of education. And on the other - the ideas and methods of vocational education cannot be isolated from all other subsystems of education, because in each of them, starting with the family and pre-school education to sustained lifelong adult education, there are components of professional orientation. Such components are viewed on almost all levels of education, regardless of whether it's initial job skills of the child, the student professional orientation, the formation of the necessary substantial and procedural blocks the formation of professional special (professional) the components of the widely understood culture or mentality of the person[6].

This implies at least two fundamental philosophical and theoretical situation is extremely important for understanding the status of vocational pedagogy as a science.

First, the object of vocational pedagogy is not only the relatively narrow scope of special (professional) training of human labor, but also the entire integrated system of education.

Secondly, this sector for obvious reasons cannot be the subject only of professional pedagogy. In fact, the education sector is the object of attention and application of many social, natural and technical sciences, even as it is difficult to imagine that the scientific substantiation of a holistic education system to dispense with a separate influence. And most importantly - without interdisciplinary interaction, synthesis of economics, sociology, history, philosophy, science of science, different branches of knowledge about nature, engineering and technology, the whole complex of the human sciences and the formation of personality - pedagogy, physiology, psychology, medicine, and so on. D. This integrative interaction of professional pedagogy as a science should find its rightful place, its "face", to take its "niche" for the most effective performance of their own specific functions. This means that, along with the knowledge of a generalized, holistic object of their research studies and vocational pedagogy should realize and its specific object, its own destiny. But what exactly is the subject of professional pedagogy? At that, the decision which problem should be directed efforts of teachers and researchers, and trainers, teachers and practitioners? For a reasonable answer to these questions need to pay attention to the fact that the teaching activity as such has two main aspects. On the one hand, it is purely practical activities related to the daily educational work of the teacher-practice teacher. The key word that characterizes this type of activity - the process. It is in the process of mutual work of teachers and students and to solve the main problem of education - their training and development, mastering each of them with the knowledge, skills and abilities, philosophical and behavioral characteristics of the individual. The task of pedagogy - to make the process more efficient and the quality of education is highest. It is natural, therefore, that the subject of pedagogy as a science, primarily serves the process of formation, its "technological equipment" that is, the specific methods, means and organizational forms of training and development of students, which contribute to the achievement of the expected results of education[7].

It is not difficult to conclude in this regard that the subject of vocational pedagogy is the formation of professional and personal qualities relevant to the specific characteristics of vocational education of a level and profile.

But is it a purely procedural vision and definition of the subject of pedagogy in general, and vocational pedagogy in particular? No sufficient. There is another genre of pedagogical activity, it is not less important than the procedural genre. After a little analogy of the teacher-practice activity with the performing musician. And in fact, and in another case, very important personal qualities of the man, his art to solve creative problems related his performing skills. But even the most highly talented and professionally trained virtuoso Executive, whether a musician or a teacher, you need a score of his practice. Musicians (despite the importance of creative improvisation) necessary score of a musical work, which was previously prepared in their no less creative, but genre other activities musician - composer. Teacher-practice, even the most gifted and creative needed curriculum, curriculum, pre-designed and properly informed instructional materials, which are designated for education at one level or another, the possible content methods, means and organizational forms[8].

In other words, the process of education (as the stage of the traffic from the target to the result) should be preceded by a thorough theoretical and methodical development of the upcoming educational activities. That system, as it should be presented in their relationship all the components of the "scores" of future activities of teacher - practice: relevant educational standards, content, methods, means and organizational forms of training and development of students.

Of course, such a system cannot be too "hard", it must give the mainly forthcoming guidance pedagogical process to set priorities and the most effective techniques to achieve the goals of education. And, of course, experienced and truly creative teacher-practitioners should be given the maximum possible "degree of freedom" to implement its pedagogical art pedagogical skills. It should have a right to their own path in this art, in its vision of how to achieve its goals. But essential plan of educational system does not assume personalization. It must be calculated on the feasibility of all practicing teachers, regardless of their experience, talent, purely personal qualities, etc. Otherwise, as in music, it cannot avoid the transformation of the creative process opasnosti implementation of a score system in the "cacophonous" chaotic improvisation, bordering the basic arbitrariness and anarchy always unproductive [9].



**Conclusions.** Thus, in pedagogy, in addition to the genre of practical teaching activities, there is a multi-faceted genre (research, methodological) activities for the design and construction of pedagogical systems, on justification, above all, the objectives and content of education, which, in turn, create prerequisites for informed choice of methods, means and forms of organization of educational activities. In view of the subject of professional pedagogy becomes a two-pronged, two-pronged in nature: pedagogical process of forming the required professional qualities of the person and the educational system, defining the targets, content and proper procedure (process) components of the formation.

It should be emphasized that the process of teaching and educational system are organically linked to each other. It is impossible to imagine that the teachers-researchers and methodologists were able to "construct" a workable and effective system of vocational prepare students apart from the specific implementation of this system in the actual process of the training taking into account the specific characteristics of pupils and students, the real training and material and production base of educational institutions of a type of professional qualifications of teachers, etc.

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#### КӘСІПТІК БІЛІМ БЕРУ ПЕДАГОГИКАСЫНЫҢ ФИЛОСОФИЯЛЫҚ ЖӘНЕ ӘДІСТЕМЕЛІК НЕГІЗДЕРІ

**Аннотация.** Мақалада кәсіптік білім берупедагогикасы философиялық және әдістемелік арнайы тәсілі көрсетілген. Кәсіптік білім беру педагогикасы астында еңбек және жұмыспен қамту, барлық адамдардың, жасына қарамастан, алдын ала білім деңгейіне, объектілерін, табиғат және бейіндік оқыту қолданылады, осындай теориялық және практикалық-бағдарланған ғылыми білімдерді түсіну керек.

**Түйін сөздер:** философия, педагогика, әдіс, зерттеу, тұлға, байланыс.

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#### ФИЛОСОФСКО-МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ПЕДАГОГИКИ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

**Аннотация.** В статье показан философско-методологический особый подход педагогики в профессиональном образовании. Под педагогикой профессионального образования следует понимать такую область теоретического и практико-ориентированного научного знания, которая распространяется на всю систему профессиональной подготовки человека, независимо от его возраста, уровня предшествующего образования, объектов, характера и профиля трудовой и профессиональной деятельности.

**Ключевые слова:** философия, педагогика, метод, исследования, личность, связь.

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