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FORMATION OF ACHIEVEMENT MOTIVATION AND GOAL SETTING IN ORPHANED ADOLESCENTS IN THE CONTEXT OF EDUCATIONAL INSTITUTIONS

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The article examines and analyzes the characteristics of achievement motivation and goal setting among orphaned adolescents as one of the most vulnerable categories of young people, for whom the development of an adequate motivational sphere is a key condition for successful socialization and professional self-determination. The study was conducted at SOS Astana Children's Village, a residential institution with a unique system of accommodation and education for the children living there. This study assesses the level of motivation of youth home graduates to achieve, which allows us to draw conclusions about the current state of graduates of SOS Astana Children's Village in Kazakhstan, their motives for avoiding failure, their positive attitude toward their future, etc. To assess adolescents' achievement motivation and goal-setting across multiple indicators, the following instruments were employed: a modified version of A. Mehrabian's Achievement Motivation Questionnaire; the "Motivation for Success and Fear of Failure" method developed by A.A. Rean; Yu.M. Orlov's Achievement Need Scale; and the "Orientation toward Knowledge Acquisition" method by Ye.P. Ilyin and N.A. Kurdyukova. The results of this study have broadened our understanding of the characteristics of goal setting and motivation to achieve among orphaned adolescents in the context of upbringing and development in youth homes.

Key words: orphaned adolescents, achievement motivation, goal setting, educational institution.

БІЛІМ БЕРУ ҰЙЫМДАРЫ ЖАҒДАЙЫНДА ЖЕТІМ ЖАСӨСПІРІМДЕРДІҢ ЖЕТІСТІККЕ ҰМТЫЛУ МОТИВАЦИЯСЫН ЖӘНЕ МАҚСАТ ҚОЮ ДАҒДЫЛАРЫН ҚАЛЫПТАСТЫРУ

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Бұл мақала жетім жасөспірімдердің жетістікке жету мотивациясы мен мақсат қою ерекшеліктерін зерттеуге арналған. Осы зерттеу жастардың ең осал санаттарының бірі болып табылатын жетім жасөспірімдердің жетістікке жету мотивациясы мен мақсат қою ерекшеліктерін талдауға бағытталған, өйткені бұл топ үшін әлеуметтену мен кәсіби өзін-өзі анықтау үдерісінде тиісті мотивациялық саланы қалыптастыру шешуші мәнге ие. Зерттеу Астана қаласындағы «SOS Балалар ауылы» мекемесінде жүргізілді. Бұл – ондағы балалардың тұруы мен білім алуына арналған ерекше жүйесі бар интернат типіндегі ұйым. Бұл зерттеу жастар үйі түлектерінің жетістікке жету мотивациясының деңгейін бағалауға мүмкіндік берді, соның негізінде Қазақстандағы Астана қаласындағы «SOS Балалар ауылы» түлектерінің қазіргі жағдайы, сәтсіздіктен қашу себептері, болашаққа деген оң көзқарастары және басқа да аспектілер туралы қорытындылар жасауға болады. Жасөспірімдердің жетістікке ұмтылу мотивациясы мен мақсат қою көрсеткіштерін әртүрлі өлшемдер бойынша бағалау үшін келесі психодиагностикалық әдістемелер қолданылды: жетістікке жету мотивациясын өлшеуге арналған А.Мехрабианның тест-сауалнамасының модификацияланған нұсқасы; А.А.Реан әзірлеген «Табысқа жету мотивациясы және сәтсіздіктен қорқу» әдістемесі; Ю.М. Орловтың жетістікке қажеттілік шкаласы; Е.П.Ильин мен Н.А.Курдюкова авторлығындағы «Білімді меңгеруге бағыттылық» әдістемесі. Зерттеу нәтижелері жетім жасөспірімдердің жастар үйлерінде тәрбиелену және даму жағдайындағы мақсат қою мен жетістікке жету мотивациясының ерекшеліктері туралы түсінігімізді кеңейтті.

Түйінді сөздер: жетім жасөспірімдер, жетістікке жету мотивациясы, мақсат қою, білім беру мекемесі.

ФОРМИРОВАНИЕ МОТИВАЦИИ ДОСТИЖЕНИЯ И ЦЕЛЕПОЛАГАНИЯ У ПОДРОСТКОВ-СИРОТ В УСЛОВИЯХ ОБРАЗОВАТЕЛЬНОЙ ОРГАНИЗАЦИИ

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Статья посвящена изучению мотивации достижения и целеполагания у подростков-сирот. В данном исследовании акцент сделан на анализе особенностей мотивации достижения и целеполагания у подростков-сирот как одной из наиболее уязвимых категорий молодёжи, для которых формирование адекватной мотивационной сферы имеет решающее значение в процессе социализации и профессионального самоопределения. Исследование проводилось на базе SOS «Детская деревня Астана», которая представляет собой учреждение интернатного типа с уникальной системой проживания и воспитания проживающих там детей. Данное исследование представляет собой оценку уровня мотивированности выпускников дома юношества к достижениям, что позволяет сделать вывод об актуальном состоянии выпускников SOS «Детская деревня Астана» Казахстана, мотивов избегания неудачи, позитивного отношения к своему будущему и т.д. Для измерения показателей мотивации достижения и целеполагания у подростков по разным показателям были использованы: модифицированный вариант теста-опросника А. Мехрабиана для измерения мотивации достижения, методика «Мотивация успеха и боязнь неудачи» (А.А. Реана), шкала потребности в достижениях Ю.М. Орлова, методика «Направленность на приобретение знаний» Е.П. Ильина и Н.А. Курдюковой. Результаты данного исследования расширили понимание особенностей целеполагания и мотивации к достижениям у подростков-сирот в условиях воспитания и формирования в домах юности.

Ключевые слова: подростки-сироты, мотивация достижения, целеполагание, образовательная организация.

Introduction. Studying the characteristics of achievement motivation in the younger generation will always be a relevant topic of research in pedagogy and psychology, since the driving force behind our activities is the ability to set goals and the motivation to achieve success.

Motivation is one of the basic concepts used to explain the driving forces of behavior, and the process of its theoretical understanding is far from complete. The problem of motivation is one of the fundamental problems in both domestic and foreign psychological and pedagogical science. The problem of declining achievement motivation among Kazakhstani youth remains relevant to this day. Many young people, upon completing their schooling, face the problem of difficulty in determining their future path. In this context, the study of achievement motivation and goal setting among adolescents belonging to socially vulnerable groups, in particular orphaned adolescents, deserves special attention. Adolescence is a key stage in human development, marked by significant biological, cognitive, and emotional transformations that shape a person's character and future behavior. At the state level, the need for special attention to the development and support of such categories of children has been emphasized, which has been repeatedly reflected in the messages of the President of the Republic of Kazakhstan. That is why our study focuses on analyzing the characteristics of achievement motivation and goal setting among orphaned adolescents, one of the most vulnerable categories of young people, for whom the formation of an adequate motivational sphere is crucial in the process of socialization and professional self-determination.

The behavior of young people at all times is a reflection of the prevailing social culture and value system, or an indicator of their obsolescence and irrelevance. In a rapidly changing world, successive generations of young people differ strikingly from one another due to the flexibility and adaptability of the adolescent psyche. In this regard, it is important to monitor trends in the growth or decline of indicators such as motivation to achieve among particularly vulnerable groups of young people in order to develop more effective corrective, educational, and psychological programs for working with such adolescents.

In his Address to the nation on September 1, 2024 [1], President Kassym-Jomart Tokayev of Kazakhstan emphasized the need to build a fair society where every child, regardless of social status, has equal opportunities for self-fulfillment and development. This address pays particular attention to issues of

social support and the protection of children's rights, which underscores the priority of this area on the government's agenda.

In his speech in December 2019 at the closing ceremony of the Year of Youth and the start of the Year of the Volunteer [2], Kassym-Jomart Tokayev, the current president of the Republic of Kazakhstan, said: "Unfortunately, the number of so-called NEET youth, who are not in education, employment, or training, is growing in the country. And they do not want to do either. According to sociologists, over 20% of young people surveyed are forced to stay at home after finishing school. At the same time, three out of four young people do not participate in public life in any way and know nothing about youth support programs..." The president's speech highlighted the problem of declining motivation among Kazakhstani youth and emphasized the importance of developing youth organizations and programs to support young people. The Concept of State Youth Policy for 2023-2029 [3], approved by Decree of the Government of the Republic of Kazakhstan No. 247 of March 28, 2023, also focuses on creating conditions for the self-realization of young people, developing their potential and civic position, especially among vulnerable groups.

The problem of developing achievement motivation in adolescents deprived of parental care is due, firstly, to insufficient research on this issue and, secondly, to the challenges of optimizing the process of personality development in adolescence, since the motivational models used are not always effective [2].

Research aim: to study the characteristics of goal setting and motivation to achieve among adolescent orphans in an educational setting.

Research objectives:

1. Analysis of literature on the characteristics of goal setting and achievement motivation among adolescent orphans.
2. Conducting empirical research to identify the level of motivation for achievement and goal setting among students at the youth home.
3. Identifying factors that influence the formation of motivation for achievement among students at the youth home.

Research hypothesis: The motivation to achieve success among adolescents deprived of parental care is characterized by low hope for success and a high level of avoidance of failure.

Literature review. The study of orphaned children and adolescents occupies an important place in contemporary Kazakhstani scientific discourse, combining psychological, pedagogical, and sociocultural approaches. Researchers focus on issues of socialization, the formation of emotional stability, the development of motivation, and the support provided by educators in residential institutions.

Studies are being conducted on the issue of socio-pedagogical support for orphaned children in foster families [4, p. 241], as well as on the development of organizational and pedagogical conditions for the professional training of caregivers in orphanages [5, p. 80].

In addition, the processes of socialization of children from orphanages in Kazakhstan are being examined in order to identify effective approaches to their adaptation and integration into society [6, p. 104].

The pedagogical conditions for the adaptation of graduates of orphanages are examined in the works of Zh.S. Tadzhibaeva, which emphasize the role of the social environment and group-based activities in the formation of children's personalities [7, p. 284].

Modern technologies for organizing the process of psychological and pedagogical support in the upbringing of orphaned children and children left without parental care are being investigated; the main approaches, conditions, and the staged structure of organizing this process are also examined [8, p. 77].

In addition, a significant contribution to the study of issues related to orphaned children is made by specialists from the Y. Altynsarin National Academy of Education and the Institute of Family and Upbringing, where methodological guidelines are developed for the psychological and pedagogical support of children in care and for the professional development of educators [9, p. 142].

In contemporary foreign psychological and pedagogical studies, orphaned adolescents are examined from various aspects of their development, including emotional self-regulation [10, p. 622], behavioral difficulties, manifestations of post-traumatic stress, depressive and emotional disorders [11, p. 2833], etc. Of particular interest are studies of adults who experienced the loss of a parent in childhood. These works emphasize the priority of the emotional needs of orphaned children and the continuing psychological presence of the deceased parent in the family system.

The studies by I.V. Novikova, Zh.Yu. Bruk, and G.V. Kukhterina focus on the characteristics of self-awareness in orphaned adolescents [12, p. 209], [13, p. 417].

The problem of the development of orphaned children in pedagogy and psychology remains insufficiently studied, especially in theoretical terms: there is a lack of longitudinal studies and systematic approaches to the study of their personal and emotional development. At the same time, addressing this issue is extremely important in connection with the transition to a new model for solving the problem of orphanhood – the transfer of children to foster families. Currently, the main contingent of pupils living in orphanages and boarding schools are teenagers. Among them are adolescents who have experience living in a family and adolescents who do not. Children deprived of parental care are a special category of children characterized by specific developmental features. They unite different categories, the specific characteristics

of whose development are determined by individual living conditions in the early stages of personality formation [14].

When analyzing the educational and occupational development of adolescents deprived of parental care, it is important to note their insufficient ability to plan and their difficulty in anticipating intermediate results before achieving the final goal. They are only capable of independently performing individual tasks or assisting others within the scope of their current activities. If a teenager is assigned an independent task, they are unable to cope with it without adult support. Only a minority of teenagers growing up in orphanages show an interest in educational activities, which do not become independent and leading among other types of activities, but are perceived as something imposed from outside.

Family traditions in the field of higher education are a powerful tool for motivating adolescents. A joint study by South Korean university specialist Hanam Yui-Hwang Moon and Heather A. Buchi (representative of the Vermont Department of Education) [15, p. 458] showed that parents should be taught how to instill in their children an understanding of the value of education. Teenagers who grew up in families where the issue of higher education is not so acute need coaching and guidance from teachers who convey their beliefs and values to students, which influence their motivation to achieve. Thus, it becomes clear that despite the motivational structure of adolescents in their pursuit of higher education, family traditions and the level of expectations placed on adolescents play a major role in its formation. Adolescents from disadvantaged families, or from families with a weak tradition of higher education, need the support of teachers and coaches to acquire certain values. Boarding school students experience a lack of emotional connections and strategic planning skills, which hinders their socialization.

Materials and methods. The study sample consisted of 20 adolescents, 12 girls and 8 boys, aged 14 to 20, living in the SOS Children's Village Astana private educational institution. The following methods were used to measure adolescents' achievement motivation and goal-setting indicators:

1. A modified version of A. Mehrabian's questionnaire test for measuring achievement motivation (TMD), developed by M.Sh. Magomed-Eminov, designed to identify two stable generalized personality motives: the desire for success and the avoidance of failure. It is used to determine which of these motives predominates in the test subject.

2. The "Motivation for Success and Fear of Failure" technique (A.A. Reana) identifies the relationship between the motivation to achieve success and the level of fear of failure. It is used in the study to re-measure criteria similar to the previous questionnaire in order to increase the validity of the results obtained.

3. The Achievement Need Scale by Yu.M. Orlov measures the intensity of the need for achievement as a personality trait. It reveals the overall level of achievement need, its stability, and its significance in the motivational structure of adolescents.

4. The "Focus on Acquiring Knowledge" methodology by E.P. Ilyin and N.A. Kurdyukova assesses cognitive motivation—the desire to acquire knowledge and satisfy interest. It measures the focus on educational and cognitive activities.

Results and discussion. Descriptive statistics for the achievement motivation questionnaire test, modified by A. Mehrabian, are presented in Table 1.

Table 1 – Descriptive statistics of testing

Descriptive statistics for the achievement motivation questionnaire test modified by A. Mehrabian	
Statistical indicators	Questionnaire results indicators
N	20
Missing	0
Average	119
Median	118
Standard deviation	6.00
Minimum	105
Maximum	128
<i>Note: The table was created using the Jamovi statistical processing program.</i>	

The testing was conducted as part of the Youth Club event at the SOS Children's Village Astana. Participants were asked to complete a questionnaire designed to measure achievement motivation, based on A. Mehrabian's model, divided into Form A (male version of the questionnaire) and Form B (female version of the questionnaire). No direct correlation was found between the gender of the participants and the results of the questionnaire (shown in Table 2). The subjects were asked to answer a series of questions to identify their tendency to strive for success or avoid failure.

The test consists of a series of personal statements relating to specific aspects of character, as well as feelings and opinions about certain life situations. The test subjects were asked to rate their level of agreement with each statement on a scale from -3 to +3 (strongly disagree/strongly agree). The results are processed using a specific scoring system rather than analyzing individual responses. Based on the results, the test subject's dominant motivational tendency is calculated.

Table 2 – Correlation matrix between questionnaire results and gender of respondents

		Gender	Results
Gender	Pearson r	–	
	df (degrees of freedom)	–	
	p-value	–	
	N	–	
Results	Pearson r	-0.247	–
	df (degrees of freedom)	18	–
	p-value	0.294	–
	N	20	–

There is no direct correlation between the gender of the subjects and the scores obtained in the study, as the p-value is < 0.294, which indicates either the absence or insufficient significance of the correlation. The questionnaire scores are ranked and divided into two contrasting groups: the top 27% of the sample are defined as prone to success, while the bottom 27% are defined as prone to avoiding failure. The diagram showing the questionnaire results is presented in Fig. 1.

Chart. A. Mehrabian's Achievement Motivation Test (adapted by M. Sh. Magomed-Eminov)



Figure 1. – Results of the achievement motivation questionnaire test modified by A. Mehrabian

Following the instructions for calculating the total score and ranking it based on a specific sample, the tendency to achieve success or avoid failure is calculated. However, according to the objective scoring scale, the motivation to achieve success is calculated from 172 to 224 points for Form A and from 163 to 210 points for Form B. Thus, we can conclude that the test subjects have an uncertain motivational tendency.

People with a predominant motivation for success strive to achieve constructive and productive results in their activities. They are active and proactive, able to overcome difficulties without falling into pessimism, even if it is difficult for them. Their productivity is generally not greatly affected by external control. One of the key traits of such individuals is the ability to plan for the long term.

In contrast, motivation based on fear of failure belongs to the negative sphere of motivation. People with this type of motivation are focused not on achieving success, but on avoiding punishment or criticism. They are driven by negative incentives, which are less constructive in nature. When completing tasks, they tend to think first and foremost about possible failure, rather than a positive outcome.

A.A. Reana's questionnaire "Motivation for Success and Fear of Failure" (MSF) includes 20 statements that must be answered by choosing one of two options – 'Yes' or 'No'; there are no intermediate answers. These statements are designed to identify several personality traits: willingness to set challenging goals, level of emotional response to success or failure, and preference for modest or ambitious goals.

Based on the answers, it is possible to determine what type of motivation a person tends toward—the desire for success or the avoidance of failure. After all, it is motivation, whether positive or negative, that triggers the process of activity.

The diagram based on the questionnaire results is shown in Fig. 2. The substantive results of the test subjects are ranked on three levels of motivation intensity, where High level – indicators 14-20, Medium level – 8-13, Low motivation level – 1-7.

Distribution of Motivation Levels

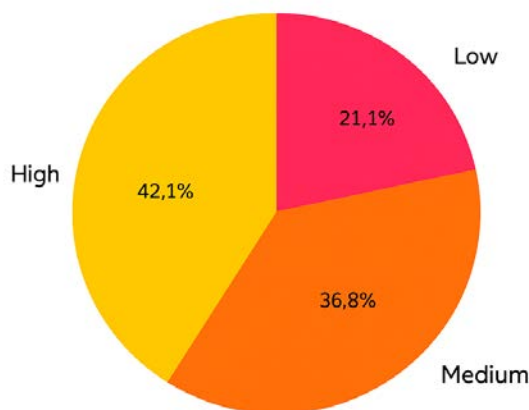


Figure 2. – Diagram of test results for “Motivation for success and fear of failure” by A.A. Reana

- 42.1% – high level of achievement motivation (scores from 14 to 20)
- 36.8% – not a pronounced motivational pole (scores from 8-13)
- 21.1% – weakly pronounced motivational pole, motive of avoiding failure (scores from 1-7)

Based on the test results, we can conclude that the predominant motivational pole is not particularly pronounced (average level), along with a motive to avoid failure. With a score of 8-9 according to the methodology standards, it is considered that the motivational pole leans toward the motive to avoid failure. It is important to note that in a sample of 20 people, 4 adolescents scored 8-9 points on the test, which is the average level in the distribution and indicates a predominance of the motivation to avoid failure.

The Achievement Need Scale developed by Yu.M. Orlov and V.I. Shkurkin assesses the level of achievement motivation using a special scale – a short questionnaire consisting of 22 statements. Each statement is answered with “yes” or “no.” One point is awarded for each answer that matches the questionnaire key. The total number of points for this method is converted into walls. The method is based on F. Hoppe's “I-level” concept, which implies a person's desire to maintain high self-esteem by achieving personal standards. Later, this concept was transformed into the “achievement motive” described by D. McClelland as the desire for success and overcoming difficulties.

The results of the methodology applied to adolescents are presented in the histogram below (Fig. 3).



horizontally – number of subjects
 vertically – methodology score indicators
 on the right, there is a clear histogram of the results, which divides the results into high, average, and low

Figure 3. – Test results on the achievement need scale by Yu.M. Orlov and V.I. Shkurkin

The results of testing on this scale show that most of the orphaned adolescents in the sample tend to have a moderate level of need for achievement, while one-fifth of the sample has a low level. Three individuals in the sample demonstrate a high level of need for achievement. These results among orphaned adolescents reflect the hypothesis of this study and may be due to low expectations of success, with a predominance of avoidance motivation.

The “Focus on Knowledge Acquisition” methodology, developed by Ye.P. Ilyin and N.A. Kurdyukova, is designed to assess students' motivation to learn by identifying whether they are focused on acquiring knowledge or on getting good grades. The questionnaire consists of 12 statements with two answer options (“A” or “B”). The student chooses one of the answer options for each statement. A match with the questionnaire key gives 1 point. The sum of the points reflects the level of focus on knowledge acquisition.

The average scores depending on the age of the test subjects are presented below (Table 3). A comparative analysis of the results of the methodology used is presented in the histogram in Figure 4.

Table 3 – Average scores for the “Focus on knowledge acquisition” methodology

Age	Average scores
14-16	4.86
16-18	3.2
18-20	2.0

There is a downward trend in average scores from 4.86 to 2.0 as the age of the test subjects increases. This indicates a decline in interest and focus on learning activities as adolescents mature. There are many possible reasons for this trend, but a number of key factors can be identified:

1. A change in value priorities, which is related to the goal setting of adolescents.
2. A number of individual psychological changes.
3. Features of the educational system in which adolescents are educated.

4. The absence of short-term rewards, which is especially important for adolescents growing up in residential institutions.

METHOD "FOCUS ON ACQUISITION OF KNOWLEDGE"
(Ye.P. ILYIN, N.A. KURDYUKOVA)

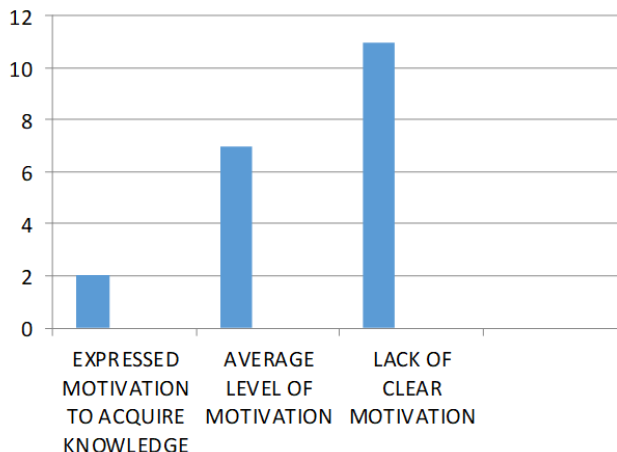


Figure 4. – Distribution of the number of test subjects by motivation levels according to the “Focus on Knowledge Acquisition” methodology by E.P. Ilyin and N.A. Kurdyukova

The figure above shows the identified motivation levels based on the methodology and the distribution of people at each level. The test results show that the majority of participants lack strong motivation for learning. The data obtained suggests that adolescents are very unmotivated to acquire new knowledge and engage in active learning. This may be due to the fact that the learning process is perceived as a duty rather than a tool and an opportunity for self-development.

Conclusions. Thus, we can conclude that the motivation to avoid failure prevails among orphaned adolescents, who generally have a weak motivational pole, which confirms the hypothesis of our study. The motive to avoid failure is formed based on the individual experience of the adolescent, but is mainly caused by the trauma of rejection and maternal deprivation. It is important to take into account the individual characteristics of each adolescent and adjust their value orientations depending on the stage of life the adolescent or child is at. It was found that the predominant motive among orphaned adolescents is the motive to avoid failure, which is characterized by a fear of punishment, a tendency to avoid new and unknown activities, a fear of responsibility, etc.

Analyzing the results of the empirical study, we can conclude that the hypothesis of our study has been confirmed: orphaned adolescents are characterized by a predominance of the motivation to avoid failure and, in general, a weakly expressed motivational pole. The need for achievement and the desire for educational activities are also weakly expressed in adolescents deprived of parental care. Their aspirations are limited to short-term time frames, desires for the “here and now,” and do not involve long-term planning and setting such goals. There is also a tendency for interest in acquiring new knowledge to decline as adolescents mature.

Methodological recommendations for effective psychological and pedagogical work with children and adolescents in residential institutions may include: conditions for psychological support for orphaned adolescents, organization of internal activities for adolescents, organization of master classes to increase interest in new types of activities. For adolescents and children raised outside the family, it is important to carry out comprehensive work, where the contribution of each teacher, psychologist, social worker, and educator is important. In addition, the results of the study emphasize the need for a motivational and goal-oriented sphere for orphaned adolescents. This includes both individual support and the development of institutional strategies aimed at creating a supportive educational environment. It is important to introduce innovative forms of motivation-oriented activities, including game-based and project-based methods, mentoring, and individual educational pathways. Another promising direction is to involve adolescents themselves in the processes of self-determination and self-discovery, which will help them develop a sense of responsibility, self-confidence, and sustainable internal motivation.

When studying the motivation of orphaned adolescents, special attention should be paid to the personality and professional position of their educators, since it is the teacher who is the main mediator between the child and the educational environment. Whether a pupil develops an inner need for achievement and self-development depends on the teacher's personal motivation, emotional stability, and ability to build trusting relationships. Thus, the motivation of adolescents largely reflects the level of professional maturity and personal involvement of the teacher.

The identified characteristics of the motivational and goal-oriented sphere of orphaned adolescents require special attention in the context of psychological and pedagogical support. Targeted work is needed to form stable internal motivations, develop a subjective position, and provide support in the process of developing realistic and meaningful life goals. The results presented in this work set the direction for further scientific and applied research in the field of orphanhood, aimed at supporting the personal and professional development of children left without parental care.

Prospects for further research are linked to the development and testing of comprehensive programs for the formation of sustainable motivation to achieve life goals among adolescent orphans, including the use of modern technologies for tutoring, project-based and socially oriented learning.

V.A. Adolf points out that “at the current stage of education modernization, one of the most important tasks is to ensure the quality of teacher training in accordance with the professional standards being introduced. At the same time, each educational institution must find its own way to achieve results, taking into account not only the objective context, but also the subjective context” [16, p. 5].

The result of the implementation of organizational and pedagogical support for the activities of educators in organizations for orphaned children is the unique subjective position of the orphanage educator as an employee in the field of education, on the one hand, and a significant adult for the pupil, on the other, which manifests itself in the ability to change educational practice in order to combine pedagogical life and pedagogical creativity [17, p. 33].

It is necessary to consider pedagogical support for orphaned adolescents as an important direction in the development of a modern system of upbringing and education focused on the formation of a personality capable of self-development, responsibility, and conscious life choices.

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МАТЕМАТИКАДАН КОНТЕКСТІК ЕСЕПТЕРДІ ШЫҒАРУҒА ҮЙРЕТУ АРҚЫЛЫ ОҚУШЫЛАРДЫҢ ФУНКЦИОНАЛДЫҚ САУАТТЫЛЫҒЫН ДАМУДЫҢ ӨДІСТЕМЕЛІК ТӘСІЛДЕРІ

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Бұл мақалада 6-сынып оқушыларының функционалдық математикалық сауаттылығын контекстік есептер жүйесі арқылы дамыту мәселесі қарастырылады. Қазіргі білім беру жүйесінде оқушылардың математикалық білімді өмірлік жағдаяттарда қолдана алу қабілетін қалыптастыру маңызды міндеттердің бірі болып табылады, себебі функционалдық сауаттылық білім беру нәтижесінің негізгі көрсеткішіне айналып отыр. Зерттеудің мақсаты – математика сабақтарында контекстік есептерді жүйелі қолдануға негізделген әдістемелік тәсілді әзірлеу және оның тиімділігін тәжірибелік тұрғыдан тексеру. Зерттеу №165 мамандандырылған лицейдің 6 «А» (эксперименттік топ, 22 оқушы) және 6 «Е» (бақылау тобы, 23 оқушы) сыныптарында жүргізілді. Эксперимент 8 аптаға (24 сабақ) жоспарланып, авторлық бағдарлама оқу үдерісіне кіріктірілді. Бастапқы және қорытынды диагностика арқылы функционалдық сауаттылықтың деңгейі анықталды. Нәтижелерді өңдеуде Пирсонның χ^2 критерийі қолданылды. Қорытынды диагностика нәтижелері эксперименттік топта жоғары деңгей үлесінің 13,6%-дан 54,5%-ға дейін артқанын және төмен деңгейдің 54,6%-дан 9,1%-ға дейін төмендегенін көрсетті. Бақылау тобымен салыстырғанда айырмашылық статистикалық тұрғыдан мәнді болды ($\chi^2_{эмп} = 8,21$; $p < 0,05$). Зерттеу нәтижелері контекстік есептерді жүйелі қолдану оқушылардың математикалық модельдеу, талдау және шешімді интерпретациялау дағдыларын дамытуға тиімді ықпал ететінін дәлелдейді. Ұсынылған әдістеме жалпы білім беру мектептерінде функционалдық математикалық сауаттылықты арттыру құралы ретінде қолдануға ұсынылады.

Түйінді сөздер: функционалдық сауаттылық, контекстік есептер, әдістемелік тәсілдер, математика, сыни ойлау, талдамалы қабілеттер, пәнаралық байланыстар.