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The importance of practice-oriented tasks in the field of education

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Abstract

Relevance. The relevance of the examined subject is related to the fact that the use of practice-oriented tasks in the educational process affects the effectiveness of teaching students and is oriented towards the final product of professional training.

Purpose. The purpose of this study is to analyse the impact of a practice-oriented approach on the educational process in geography lessons, using the example of one of the educational institutions in Almaty, specifically School No. 183.

Methodology. The following methods were used in the paper: the structural-functional method, synthesis, logical and comparative analysis, and generalisation.

Results. The study demonstrated that the use of practice-oriented tasks at different stages of geographic education is a promising method for overcoming students' alienation from geography, increasing their interest in acquiring new concepts, ensuring continuity in the forms, methods, and content of education, and thus, effectively obtaining continuous education. Practice-oriented teaching technology allows for more effective and high-quality learning. Practice-oriented education, unlike conventional knowledge-oriented education, is aimed at acquiring skills and experience in solving practical problems in addition to knowledge.

Conclusions. Practical significance of this study lies in the fact that all theoretical provisions, conclusions, and recommendations can be used by teachers and students in educational institutions to improve their knowledge about the

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impact of practice-oriented learning on the effectiveness of the educational process, and by other researchers for in-depth examination of this issue.

Keywords: educational process; practice-oriented teaching approach; effective learning; geography lessons; competence development.

Introduction

The educational paradigm has changed in response to changing demands from the modern labour market, government, and society as a whole, leading to massive transformations in the world of education. The educational process today includes a competent strategy designed to prepare graduates who are creative and knowledgeable, capable of adaptation, and able to solve new tasks in non-conventional ways. The educational standard must be set so that it is as close as possible to future activities, meaning that students must have sufficient life experience to develop their talents and quickly adapt to the real working environment in the future. Therefore, it is important to use a practice-oriented approach. Teaching methods focused on practice are increasingly and more effectively used in school lessons and in higher education. The relevance of such an approach is associated with the fact that teachers are obligated to prepare students for activities where they can apply acquired theoretical knowledge in practice and be ready for specific types of activities, rather than just transmitting a certain volume of knowledge and skills.

The foundation of practice-oriented learning lies in the development of the educational process, which operates based on the integration of emotional-imagery and logical components of content; acquiring new theoretical knowledge and developing practical experience in applying it to solve responsible tasks and situations; emotional-cognitive richness of creative exploration. As A.M. Kubekova [1] notes, the goal of such preparation is to consolidate and expand the theoretical information obtained during the learning process in an educational institution, and to acquire practical skills and labour skills necessary for the chosen area of professional training. The essence of the practice-oriented approach is analysed from several perspectives. Practical-oriented education relates to planning the academic, professional, and pre-diploma experience of a student to immerse them in a work environment and align their understanding of the profession with current expectations.

An effective educational strategy is practice-oriented learning, which combines theoretical understanding with its practical application to solve complex problems. Such learning inherently promotes the professional development of students and their personal growth. Nevertheless, it should be acknowledged that every educational approach has its advantages and disadvantages, and practice-oriented learning is no exception. As of S. Burgumbaeva et al. [2], the main advantages of using practice-oriented learning include the development of students' research skills, presentation skills, the cultivation of creative abilities, the ability to work with and process information, foreseeing the further development of ideas, and the ability to address problems that may arise when solving specific tasks. It also contributes to professional development.

According to the findings of M.N. Sagitova [3], the implementation of practice-oriented learning clarifies the elements of the learning process and bridges the gap

between theory and practice. Conventional learning and the student's own experience constitute practice-oriented learning. Adapting education to the student's life experience can be achieved through the use of educational materials that increase interest in cognitive activities and the development of creative abilities, and in general and professional competencies. When employing this strategy, students enter a real working environment where they gain important social and practical skills necessary for successful employment. In professional training, a practice-oriented approach implies orienting the educational process toward the final result of professional preparation or specific types of activities acquired by students through working with educational knowledge in the form of experience. This approach primarily consists of specific practical tasks, the solution of which can be useful in future work, as theory and practice are integrated.

As I.I. Gaidai et al. [4] describe, practice-oriented learning is currently defined as a process through which students master a course of study to hone their practical skills by working on real practical projects. The practice-oriented approach focuses educational initiatives on creating various educational processes that effectively develop competencies, such as masterclasses, business simulations, independent work, student research competitions, creative projects, training, and more. The main principle of practice-oriented education is creativity. Future graduates should be in an environment where they can gain work experience that qualifies them and prepares them for real professional activities. They should also possess abilities for critical thinking, interaction with others, and solving complex problems based on the analysis of production situations.

Using a practice-oriented approach, one can assess how well students have grasped the theory underlying the material they have studied, their readiness for professional activities, and the emergence of new professional competencies that need to be developed. A. Nurgaliyeva et al. [5] interpret practice-oriented learning as the embodiment of the fundamental knowledge using an ideal combination of professionally oriented technologies, forms, and teaching methods. This allows learners to develop professional competencies and universal professional mobility, self-improve, attain the ability for professional self-development, and advance creativity. As a result, understanding the basics of vocational training is necessary to comprehend the purpose of practice-oriented vocational training. However, it is important to consider the circumstances of modernising pedagogical education; professional development interacts with concepts such as professional readiness and competence.

According to the above, the purpose of this study is to experimentally substantiate the importance of using practice-oriented tasks in the educational process, using geography lessons at School No. 183 in Almaty as an example. The main task of this study is to define the concept of practice-oriented learning, determine the main

types of such tasks, develop an algorithm for creating them, and assess the importance of using these tasks in the process of studying geography.

Materials and Methods

To further investigate the importance of practice-oriented tasks in education, particularly in geography lessons, theoretical research methods were employed, including analysis, synthesis, and dialectical and structural-functional methods. The structural-functional method of research is fundamental. It helped identify the foundation of the study, including the investigation of concepts such as “practice-oriented learning,” “practice-oriented approach,” and “practice-oriented tasks,” the positive qualities of such a teaching method, the analysis of various types of practice-oriented tasks, and the correct way to create such tasks. It also analysed which practice-oriented tasks should be used in geography lessons for grades 7-9 students. The dialectical method was used to analyse the theoretical and practical research of other scholars on practice-oriented learning. Logical methods, specifically the methods of analysis and synthesis, played a significant role in creating this paper. The analysis method was used to generalise theoretical data and compare the results of the survey before the start of the experimental period and afterwards. The synthesis method was used to structure all the gathered information into a logically organised study. These methods played a crucial role in shaping the results of the experiment and the overall study.

An experiment was conducted at School No. 183 in Almaty for this study. The experiment involved changing the teaching methods during geography lessons for students, specifically, the systematic use of practice-oriented tasks during lessons. The experimental period was 2 months. Grades 7-9 were involved in it, the total number of students in the class was 110 people. It is important to note that at the beginning and end of the experimental period, students were asked to take a specially designed test in electronic format to assess their knowledge levels before and after the change in teaching methods. In this part of the study, empirical research methods such as testing were used. The specially designed test consisted of two parts. Students had to complete the first part of the test for 30 minutes before proceeding to the second part. Each student who completed the test was provided with a report on their results on the “Progress” page. The test could earn students up to 5 points. Students who have received 5 points demonstrated a high level of geographical knowledge. Those who scored 3-4 points had an average level of knowledge, while those who scored 1-2 points had a low level of knowledge.

Moreover, a list of resources was provided for students to review to address the topics where the highest number of errors occurred during testing. The test results could provide teachers with insights into the progress of the learning process and the achievements of each student. They helped determine how individual elements affected the effectiveness and outcomes of learning, whether educational goals could be achieved and whether the resources and methods used were sufficient. Teachers could make immediate adjustments to their teaching and student actions during the learning process, including through objective assessment.

Results

Indirectly influencing desired changes in students' behaviour through their own lives is known as education. The conventional educational model of “knowledge acquisition” has also undergone significant changes due to the diversity and speed of acquiring this knowledge. The incorporation of practice-oriented approaches in educational programmes in the field of education entails a shift from conventional forms of learning based on a knowledge paradigm to practice-oriented learning aimed at preparing learners for specific professional activities [6]. The application of practice-oriented technologies in lessons enables the active utilisation of the intellectual potential of an ever-expanding society, focused on the written industry, in scientific, production, and other activities; integration of information technologies with scientific and production technologies, promoting the development of all sectors of public production and intellectualizing labour activities; high-quality information services, the availability of reliable sources of information for all members of society, the clarity of the provided information, the significance of the data used. In addition, practice-oriented technologies have a significant impact on all stages of the learning process, from knowledge, skills, and abilities transfer to monitoring student performance, while ensuring important characteristics of learning, such as quality, selectivity of material, consideration of individuality, consistency, control, and self-control, material absorption, and a high effect from the use of pedagogical resources. Practice-based technologies allow the teacher to differentiate the learning process for each student.

Modern education places increased demands on students' cognitive and practical skills and their ability to understand new developments in the context of contemporary challenges. In fact, this indicates the need for purposeful provision of vocational education with a practice-oriented concept. With society's growth and the need for professionals to quickly adapt to modern conditions and socialise, a practice-oriented philosophy is required. The need for implementing a practice-oriented concept in professional education is justified by the fact that contemporary social requirements for successful activities of competitive specialists do not align with a lack of practical experience [7]. Practice-oriented learning is education through which students master the curriculum with the aim of developing practical knowledge through real-life practical actions. Practice-oriented learning is used to develop the personality of students. The integration of cognitive, theoretical and practical components of education is really realised using the practice-oriented paradigm of vocational education. It aims to improve students' psychological qualities (attention, thinking, motivation) and their ability to acquire new knowledge independently, develop practical applied skills, and use this knowledge to solve real-world problems, thus fostering their worldviews and creative potential.

The organisation of practice-oriented learning is envisaged as aligning this learning to a specific structure that ensures the maximum beneficial effect of this learning based on the following didactic conditions:

- consideration of the applied component of theoretical knowledge in the process of transformative

activity in the field of technology systematically and consistently (student – teacher);

- practical presentation of educational activities in the context of theoretical training (student – teacher);
- implementation of the connection between practice and theoretical knowledge acquired during the period of education in general educational institutions and target practical skills acquired during practice-oriented learning in the “student – teacher – practical activity”.

Based on the understanding that new material is more easily absorbed when it is more engaging and relevant to the individual, a practice-oriented approach to learning was established. Assimilation of familiar information requires less effort. The teacher can structure the assignment so that the students’ work is as productive as possible, providing them with only the information that is really necessary.

The most effective method for this has almost always been practice-oriented. It is based on the concept of creating an educational process in which knowledge is combined with emotional and figurative content, as well as with logic. Students studying new material according to such a plan acquire theoretical knowledge and gain practical experience in applying what they have learned. They can then see for themselves through personal experience that the new material contributes to solving real problems and tasks that are crucial for everyday life. Therewith, the educational process allows those who seek creative exploration, thirst for information, and emotional growth to be fully immersed.

An educational strategy that emphasises practice can enhance the effectiveness of knowledge acquisition by students. Students have the opportunity to assess the importance of the taught content and understand how it can be applied in practice, partly due to the mechanisms used in selecting information that needs to be conveyed to the audience. This approach to education includes creative homework assignments where students can use their imagination. By creating a conducive atmosphere, the teacher aims to utilise the students’ previous experiences and help them form new ones that are related to the information they present to students. This kind of experience is the basis for the development of each applicant for education. At the core of practice-oriented learning are the following ideas: active methods of teaching and learning; motivation to initiate the learning process; providing freedom for exploration; reflecting on one’s own experience; expanding opportunities for socialisation in education. To implement these concepts in practice, the following types of educational activities and systematic procedures are used: seminars, conferences, research projects, masterclasses, online quests, workshops, and scenario modelling.

A stronger integration of information is the result of learning through practice-oriented assignments because connections to specific actions and events begin to form. Graduates will acquire important skills needed for their future through a practice-oriented approach to learning, which is often used in Europe, especially in British educational institutions. Among them, the following are particularly significant: an active lifestyle, a passion for science, the ability to plan independent work and research projects within educational autonomy, a desire for scientific research and discoveries [8]. The characteristics

of these exercises, such as unconventional formulation, relevance to real-life situations, and interdisciplinary connections, enhance student engagement and promote curiosity and creative thinking [9]. Finding solutions to issues is a process that captivates schoolchildren. They get the opportunity to improve their logical and associative thinking. Practice-based tasks help students integrate the information they have received, inspire them to read other texts (not just those found on the Internet), and boost their enthusiasm for learning in general, which has a positive impact on the depth of their knowledge and the educational standard.

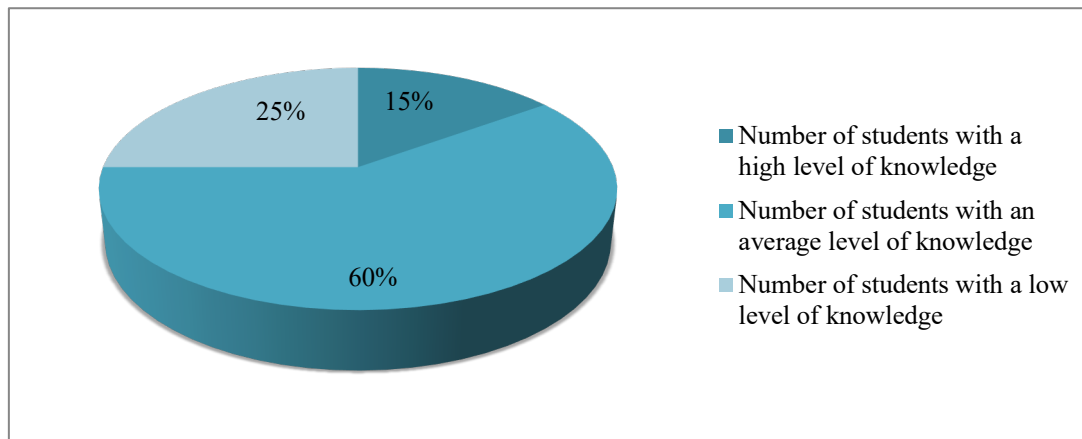
Education should help students uncover their true essence and prepare them for participation in society. The components of education should capture attention so that learning occurs in accordance with its purpose or fulfils the goal of education. Without the help of practice-oriented learning and education, accomplishing this task is quite challenging. The technology underlying practice-oriented learning allows for increased efficiency and the level of education. Practice-oriented education is geared toward acquiring skills and experience in solving practical problems in addition to knowledge, unlike conventional education, which is focused on information assimilation. Unconventional task formulation, real-life relevance, and interdisciplinary connections stimulate students’ interest and creativity.

Practice-oriented tasks are assignments that are related to the development of practical skills needed in everyday life, including the use of materials from local mythology, historical information, and components of the production process. The purpose of practice-oriented tasks is to create the ability to behave in a situation of social significance. They rely on information and skills and require the ability to apply the gathered knowledge in real-life situations. Examples of practice-oriented tasks include analytical tasks (identifying and analysing objectives, selecting and analysing circumstances and solution methods, means of achieving the goal), organisational-preparatory tasks (planning and organizing practice-oriented individual, group, or collective work on creating objects), evaluation and correction (creating assessment actions and correcting the process and results of activities, seeking ways of improvement, analysing activities), analysis and study of attributes of work objects, and building concepts and establishing connections between them. The algorithm for creating practice-oriented tasks consists of the following steps: defining the task’s direction, determining the types of information for creating tasks, specifying the degree of students’ independence in obtaining and processing information, selecting the task’s structure, determining the format of the response to the task (unambiguous, multiple-choice, non-standard, without an answer, in the form). It is possible to improve the educational content of the lesson by choosing it in such a way that it is practice-oriented and considers the needs of students in their daily lives, for example, revealing the social and ideological goals of education.

An experimental study on the importance of using practice-oriented tasks in geography lessons was conducted at General Education School No. 183. The experiment involved 7th to 9th-grade classes, with a total of 110 students in the classes. As a result of taking the test,

the main goal of which is to determine the level of geographical knowledge of the students, the majority of them (66 students) have an average level of knowledge,

while the number of students with a high level of knowledge (16 students) outweighs those with a low level (28 individuals) (Figure 1).



Source: compiled by the authors.

A practical orientation in school geography is not just a pedagogical and methodological category; it is a principle of education and, in turn, a concept that includes the acquisition of skills and the application of geographical knowledge and skills in everyday life. The student's activities should be motivated, optimistic, socially significant, responsible, and creative. Whereas the teacher is not just a bearer of information but a friend, advisor, and consultant. When studying geography, several types of programmatic practical work are assumed: working with maps; working with textbooks and specialized literature; fieldwork; systematisation and processing of geographical observation results; working with visual aids (collections of rocks, minerals, tables, pictures); creating diagrams, charts, graphs, profiles, choropleths; solving geographical problems; research activities; practical lessons and workshops.

One of the main tasks of a geography teacher is to teach students to use different literature independently. If a good geography book is given to the students during the lesson and they are taught to read it thoughtfully (with a map nearby), geography studies will be successful. Therefore, in the classroom, the textbook is used to gain knowledge independently. Because there is a lot of material, students work in groups, discussing the material and saving time. On one of the lessons, the teacher can suggest the students one of these types of work: translating the textbook text; creating a text plan for the paragraph, initially simple and then more complex; filling in tables based on the text's questions; searching for answers or explanations to the questions left in the text; comparing different geographical objects based on the paragraph's text; making extracts from the textbook text about other facts.

Practical-oriented assignments imply scenarios that represent descriptions of real-world events that students regularly encounter and focus on performing specific practical tasks using their existing geographical knowledge. Such tasks are primarily designed to help students develop the knowledge, abilities, and skills necessary to apply geography in real situations. Thus, they emphasise the value of geographical understanding in everyone's life, enhance students' interest in learning, and stimulate their cognitive activity. Examples of such tasks

may include writing textual questions after the teacher's explanations, practical activities involving direct measurements, observations, and data collection, tasks related to the acquisition of products, cost optimisation. From the perspective of the psychological prerequisites for building geographical concepts correctly, the prior experience of the students – both life experience and experience gained in studying the school geography course – is of great importance.

Reading a map means being able to identify the spatial relationships between natural phenomena and human activities by interpreting a combination of symbols. This skill is developed through various exercises. To be able to read a map, students must first master cartographic literacy. When working with the map, students must focus on three levels of map reading. The first level is an elementary reading of the plan and the physical map, when students work with the map based on their life experience. The properties of objects are recognised by their appearance. The second level – geographical knowledge is connected to the experience. For example, students are asked to use the map to describe the characteristics of the objects depicted on it and reproduce a spatial representation of the arrangement and mutual location of these objects. The study and analysis of the map ends with the compilation of geographical descriptions of these characteristics. For instance, when studying continents or oceans in geography, students are given the following task: take a virtual journey around a continent or across a map of hemispheres from the shores of Asia to the shores of North America, naming the oceans, seas, straits, bays, and islands encountered along the way. The task can be made more complex, such as naming the people encountered during such a virtual journey, identifying the wildlife and plants found there, and so on. However, such tasks are typically offered to older students [10]. The third level includes knowledge of the map itself and its potential as a source of knowledge, extensively incorporating the geographical knowledge acquired.

Preparatory work with students in the field can involve the following main areas: defining goals and objectives, selecting the area for fieldwork and the route to follow, choosing objects for research, and preparing cartographic

materials. Typically, students lack skills in fieldwork (topographical and surveying). The quality of task execution suffers from this. Therefore, teachers assign homework to students to determine their average step length, practice measuring the terrain around their home on a specified scale, and perform levelling over a short stretch of a path [11]. The results of these tasks allow the teacher to draw conclusions about how students will work in the field and what typical mistakes need further attention. Such work helps quickly fill gaps in students' knowledge and skills. One of the most important tasks of science is the systematisation of knowledge. It allows tracing a certain order in the studied phenomena, summarising knowledge about their similarities and differences, and facilitating the process of studying complex systems. Types of

systematisation are classification, typology, grouping, zoning. The culmination of practical work in the field is often presented during a special lesson, typically in the form of a conference. For this lesson, students make diaries, record the results of observation, and complete collections of herbarium, minerals. Students defend their work, presented in the form of an expedition report.

At the end of the experimental period, students were asked to take the test again to determine the impact of practical-oriented tasks on the educational process. It was established that the number of students with low levels of knowledge significantly decreased (11 students). The number of students with high levels of knowledge increased (22 students) and those with average levels (77 students) (Figure 2).

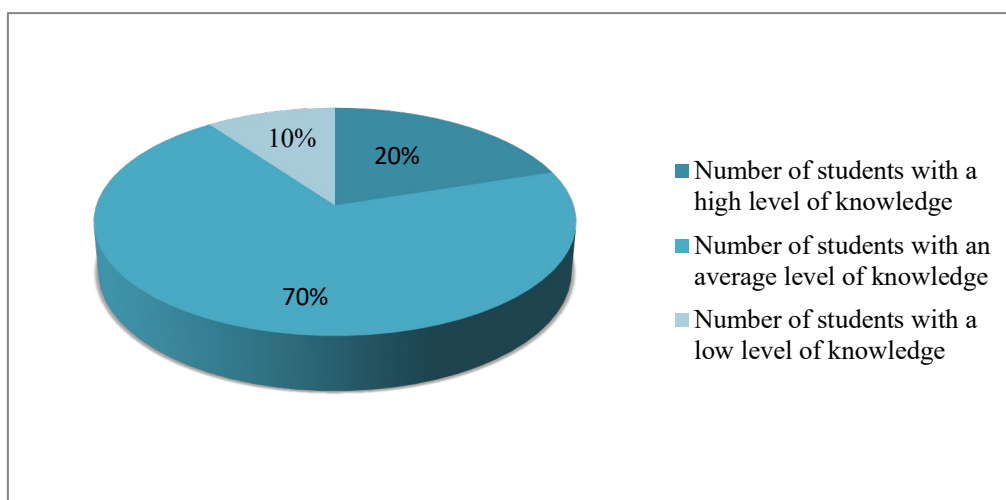


Figure 2. Results of testing of students after the experimental period

Thus, the use of practice-oriented tasks at various stages of geographical education is a promising method for overcoming students' alienation from geography and increasing their interest in acquiring new concepts. It also ensures continuity in the forms, methods, and content of education, ultimately facilitating effective lifelong learning. Geography lessons in school should create a sense of well-being for students, as this helps them blend in with their peers, boost self-confidence, and develop a sense of competence. To achieve this, the educational content provided to students should be easily accessible, agreed upon by both parties and adapted to the specifics of their developmental stage and prior education.

Discussion

Trends in education and learning associate changes in the process with results. According to M.S. Ramírez-Montoya et al. [12], the six trends in education for the next five years are a culture of innovation, deep learning, changes in assessment, redesigning learning spaces, and hybrid and collaborative learning. Moreover, student-centered learning can be introduced to increase student engagement. Meanwhile, online learning is mentioned because of its flexibility and priority due to Covid-19. Undoubtedly, future education will not be the same. Teachers will need to share the stage with artificial intelligence systems and hybrid teaching methods. Higher education indeed functions as an agent contributing to the common good of society, but it can no longer exist purely as a non-profit

organisation. Higher education must be highly competitive in research and innovation to be able to disseminate modern knowledge through education and practice-oriented learning [13-16]. According to A. Nurgaliyeva et al. [5], one of the most relevant issues in scientific and pedagogical fields is the issue of practice-oriented training of future specialists. In recent years, there has been an increasing interest in the issue of practice-oriented learning, which is a result of the unique features of the modern labour market: the emergence of new jobs, areas, and training profiles, changes in job descriptions, and increased employer requirements for specialists [17]. The goal of practice-oriented teaching is the comprehensive development of students and providing them with a maximum amount of useful knowledge [18; 19]. This will help students and future graduates orient themselves in their future lives and plan it with consideration for their unique features. Technologies and teaching methods are constantly evolving, but one thing is certain: effective results are only achieved through methods that foster a positive attitude towards the learning process and the subject being studied [20]. One of the responsibilities of teachers today is to stimulate students' interest in the subject. It is impossible to disagree with the conclusions of J. Szemán [14]: students have the opportunity to develop their practical knowledge through problem-solving tasks and assignments, increasing their chances of getting and retaining their first job in the field. It is useful to employ

practice-oriented strategies across a wide range of subjects and types of tasks.

As has been found, the main goal of teaching geography is to provide students with the opportunity to acquire geographical knowledge about Kazakhstan and the world, starting from their immediate surroundings, and to have the equipment that can be more effectively utilised in the future. Geography is a very suitable course in terms of using assets in which skills such as research, exploration, and critical thinking are developed, used, and selected [21-24]. When planning the lesson, the teacher should choose the appropriate teaching methods and techniques. The transmission of knowledge should give students a place in the learning process based on active learning, rather than memorising information contained in a book. One of the most suitable methods for a practice-oriented approach, where students are expected to structure information themselves, is cooperative learning. In a learning environment, students interact with each other in three different ways. In a competitive learning environment, students compete with each other to excel in the class, while in an individual learning environment, students are not concerned with the success or failure of others [15; 25].

It is impossible to disagree with the findings of G. Tashkeyeva et al. [16] that practice-oriented learning refers to a method where students master the curriculum to hone their practical skills by working on real practical activities. The ideal combination of classroom learning with practical application forms the basis of practice-oriented learning. The need to choose an appropriate educational technology (a set of means and methods that allow students to effectively develop practical skills stipulated in the standard of skills) determines the application of a practice-oriented approach to the educational process. Such a strategy imparts an exploratory, transformative, and practical character to the educational activity. As teachers' efforts lead to active student involvement in the pedagogical process, systematic participation in various academic and extracurricular activities can help students develop important competencies. Speaking of higher education, competencies are developed in the process of involving students in future professional activities. Students' life experience is utilized in practice-based learning, and new experiences are created based on previously acquired knowledge [26]. Student growth is built on this experience, resulting in the best representation of a specialist's competitiveness.

Previous studies by T. Ju and J. Zhu [17] have shown that practice-oriented educational activities with characteristics of project-based learning and the integration of a real engineering environment positively influence students' engineering identity. Project-based learning helps students develop a sense of responsibility and a working style as engineers in a practical engineering environment. It was also established that thanks to the educational experience that included a real engineering environment, students could understand the scope and nature of engineers' work and various aspects of their work. To develop professional competence, it is possible to create situations in which professional and educational activities can interact [27; 28]. This is possible with a practical approach. Its main goal is to conduct the educational process in the context of future professional

activity by simulating real psychological and pedagogical conditions of students' learning activities and having them perform assigned professional tasks. Thus, it is reasonable to agree with L. Melko et al. [18] findings that future specialists can become more competitive by undergoing practice-oriented education, which will help them better prepare for professional activities in complex political and socio-economic conditions. To create a professionally oriented atmosphere in higher education institutions, practice-oriented education should be implemented universally in the system of specialist training with the mandatory participation of practitioners [29-31]. In such an atmosphere, students' motivation for future professional activities is nurtured, including their ability for self-realisation and growth, and the acquisition of professional values.

D. Jorgensen and P. Howard [19] noted that by using conventional methods to assess practice-oriented learning, students risk reverting to old-fashioned ways of thinking and learning. Exams, assignments, and group project reports are examples of standard assessment methods. Instead of mindless learning, assessment systems should demonstrate genuine learning and understanding. Practice-based learning should encourage reflection and the fusion of theory and practice. Therefore, it is crucial for assessment methods and tools to facilitate integration and understanding. The most significant benefit of professional education is achieved through the use of a practice-oriented approach; students gain experience in solving real professional tasks, which elevates their level of competence to the appropriate level [32; 33]. As noted by R. Mavlonov [20], students with the necessary competencies can benefit from problem-oriented research and active methods, case-based projects, experiments, and information technologies. To develop students' educational and cognitive competencies and thinking, it is necessary to improve practice-oriented education in academic fields based on a combination of competency, technological, and activity-based approaches.

Currently, the emphasis on intellectual and professional growth is prioritised over reproductive activities as a result of the practical orientation of professional training, shifting the focus of students' learning activities [34-36]. The practice-oriented method allows for modelling the subject of professional activity, creating conditions for transitioning students' learning activities into the professional activities of specialists. The primary attribute of the practice-oriented approach is the recreation of real professional circumstances in both the academic and practical stages of student education [37]. The ratio of methodological, practical, and theoretical knowledge is redistributed in the sphere of the development of professional competencies of future specialists. The main feature of the practice-oriented approach is the recreation of real professional circumstances at the educational and practical stages of students' education.

Through a system of educational goals formulated based on typical tasks of the discipline, derived from the model of a specialist's activities, the construction of a practice-oriented educational process allows students to closely align the content of their preparation for their future profession with the profession itself [21; 38]. A practical method for developing several important talents is

practice-oriented learning. Attention should be given to theoretical research that asserts the need for a balance between theoretical knowledge and practical skills. Accordingly, educational programmes should be practice-oriented and based on theory. During practice-oriented sessions, teachers assign tasks to students that are designed for individual research activities. Through these sessions, students not only reinforce key theoretical concepts presented in the course material but also learn to anticipate problems, create plans, and articulate their ideas and positions [39]. Students perform specific actions corresponding to formal job duties during practice-oriented lessons. As a result, the practical orientation allows students to develop a minimal set of professional skills and abilities, experience in organisational work, a system of theoretical knowledge, professional mobility, and competence [40; 41]. To become a professional, a student must transition from the realm of knowledge to the realm of activity.

Conclusions

The use of practice-oriented assignments has an impact on a stronger integration of information and is the result of learning through practical actions since it starts to establish connections with specific actions and events. The uniqueness of these assignments piques the interest of students, fosters their curiosity and creative thinking. Finding solutions to issues is a process that captivates schoolchildren. They get the opportunity to improve their logical and associative thinking. Practice-based tasks help students integrate the information they have received, inspire them to read other texts (not just those found on the Internet), and boost their enthusiasm for learning in general, which has a positive impact on the depth of their knowledge and the educational standard. Practice-oriented teaching technology allows for more effective and high-quality learning. Practice-oriented education, unlike conventional knowledge-oriented education, is aimed at acquiring skills and experience in solving practical problems in addition to knowledge. Students are drawn to the nature of these assignments, their connection to real-life experiences, and the interdisciplinary connections they foster, all of which contribute to exploration and creativity.

During the study conducted through the systematic use of practice-oriented tasks in geography lessons, it was observed that by the beginning of the experimental period, 60% of students had an average level of knowledge, 25% had a high level of knowledge, and 15% had a low level. However, after the experimental period, 70% had an average level of knowledge, 20% included students with varying knowledge levels, and 10% had a low level.

Practice-oriented assignments can be defined as tasks whose scenarios represent descriptions of students' everyday life situations and are intended to be performed using the geographical knowledge that the students possess. Such tasks are primarily designed to help students develop the knowledge, abilities, and skills necessary to apply geography in real situations. Thus, they emphasise the value of geographical understanding in everyone's life, enhance students' interest in learning, and stimulate their cognitive activity. Working with maps, using textbooks and specialised literature, conducting fieldwork, systematising and processing geographical observation results – these are a few examples of such work. From a psychological perspective, which contributes to the correct formation of geographical concepts, the previous experience of students – both in life and in studying the school curriculum – holds significant importance. Therefore, to overcome students' detachment from geography and increase their interest in learning new geographical concepts, the use of practice-oriented tasks at various stages of education is highly promising. This ensures continuity in the forms, methods, and content of education, effectively achieving continuous geographical education. The originality of this study lies in being the first to investigate the impact of practice-oriented assignments in geography lessons for 7-9 graders. In further research, more attention should be given to the use of the practice-oriented approach in secondary education.

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Conflict of Interest

None.

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Важливість практико-орієнтованих завдань у сфері освіти

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Анотація

Актуальність. Актуальність досліджуваної теми пов'язана з тим, що використання практико-орієнтованих завдань у навчальному процесі впливає на ефективність навчання студентів і орієнтоване на кінцевий продукт професійної підготовки.

Мета. Метою даного дослідження є аналіз впливу практико-орієнтованого підходу на освітній процес на уроках географії на прикладі одного з навчальних закладів м. Алмати, а саме школи №183.

Методологія. У роботі були використані наступні методи: структурно-функціональний метод, синтез, логічний і порівняльний аналіз, узагальнення.

Результати. Дослідження показало, що використання практико-орієнтованих завдань на різних етапах географічної освіти є перспективним методом подолання відчуження учнів від географії, підвищення інтересу до засвоєння нових понять, забезпечення наступності у формах, методах і змісті освіти, а отже, ефективного здобуття неперервної освіти. Технологія практико-орієнтованого навчання дозволяє зробити навчання більш ефективним і якісним. Практико-орієнтована освіта, на відміну від традиційної знаннєво-орієнтованої освіти, спрямована на набуття навичок і досвіду вирішення практичних завдань на додаток до знань.

Висновки. Практичне значення дослідження полягає в тому, що всі теоретичні положення, висновки та рекомендації можуть бути використані викладачами та студентами навчальних закладів для поглиблення знань про вплив практико-орієнтованого навчання на ефективність освітнього процесу, а також іншими дослідниками для поглибленого вивчення цього питання.

Ключові слова: освітній процес; практико-орієнтоване навчання; ефективне навчання; уроки географії; розвиток компетентностей.