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TRAINING OF PRIMARY EDUCATION TEACHERS TAKING INTO ACCOUNT THE TRADITIONS OF PEDAGOGIC EDUCATION IN KAZAKHSTAN

FORMACIÓN DE MAESTROS DE ENSEÑANZA PRIMARIA TENIENDO EN CUENTA LAS TRADICIONES DE LA EDUCACIÓN PEDAGÓGICA EN KAZAJSTÁN

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ABSTRACT

The foundations of national education and upbringing are laid in primary school. Primary school teachers are professionals who give students who have just entered school knowledge about the various factors in life and the rules of living in society. Today, it is important to require from these specialists profound pedagogical and psychological knowledge and professional qualifications. The relevance of the study is provided by a description of the theoretical and practical process of pedagogical training in accordance with the requirements of modern primary schools. In the sphere of pedagogical sciences, the development of basic competences essential for primary school teachers is an acute issue in national education. The purpose of the study is to develop and test a modern educational program for the training of primary school teachers that would consider Kazakh national ethnopsychological features and ethnopedagogical traditions of teaching in the schools of Kazakhstan. The paper provides recommendations as a result of practice-oriented work in the framework of the vocational training of primary school teachers. The research findings may be used in primary education programs and teaching methodology as a model for training

future teachers in the ethnopsychological and ethnopedagogical direction.

Keywords:

Primary School, Primary School Teachers, Ethnopsychological Features, Ethnopedagogical Traditions, Teaching Experience.

RESUMEN

En la escuela primaria se sientan las bases de la educación y la crianza nacionales. Los maestros de primaria son profesionales que imparten a los alumnos que acaban de ingresar en la escuela conocimientos sobre los diversos factores de la vida y las normas de convivencia en sociedad. Hoy en día, es importante exigir a estos especialistas profundos conocimientos pedagógicos y psicológicos y cualificaciones profesionales. La relevancia del estudio viene dada por una descripción del proceso teórico y práctico de la formación pedagógica de acuerdo con los requisitos de las escuelas primarias modernas. En el ámbito de las ciencias pedagógicas, el desarrollo de las competencias básicas esenciales para

los maestros de primaria es una cuestión aguda en la educación nacional. El propósito del estudio es desarrollar y probar un programa educativo moderno para la formación de maestros de primaria que tenga en cuenta las características etnopsicológicas nacionales kazajas y las tradiciones etnopedagógicas de la enseñanza en las escuelas de Kazajstán. El documento ofrece recomendaciones como resultado de un trabajo orientado a la práctica en el marco de la formación profesional de los maestros de primaria. Los resultados de la investigación pueden utilizarse en los programas de educación primaria y en la metodología de la enseñanza como modelo para la formación de futuros profesores en la dirección etnopsicológica y etnopedagógica.

Palabras clave:

Escuela Primaria, Profesores de Primaria, Características Etnopsicológicas, Tradiciones Etnopedagógicas, Experiencia Docente.

INTRODUCTION

In Kazakhstan, vocational pedagogical training and the definition of priority directions have undergone major changes since the country transitioned to the 12-year education system. Many issues in primary education remain unresolved. It is important to bring up the modern generation based on national values and traditions in accordance with state norms. To find a solution to the problem of vocational training of primary school teachers in accordance with the changes introduced in New Kazakhstan, it is first necessary to define the role of the specialist in contemporary education and the key factors (Shalbayeva et al., 2021).

A teacher in the new model of primary education has a wider range of competences and a deeper understanding of modern technologies and methods of teaching (Ayapbergenova et al., 2021; Nikolaeva et al., 2023). They need to not only master the basics of pedagogy and educational psychology but also account for Kazakh national ethnopsychological and ethnopedagogical aspects (Grakhova et al., 2022). As a result, a special emphasis is placed on the importance of primary education, leading to a revision of the format in which primary school teachers are trained.

The national plan "100 Concrete Steps" proposed by the Head of State of the Republic of Kazakhstan shows the importance of enhancing the quality of human capital in the economic growth of the state. It is planned to update

the standards of school education to develop the functional literacy of students. Mozhayeva et al. (2016), recommend starting with updating the programs of pedagogical education to renew the content of general education and implement primary school subjects following the renewed educational program. Researchers argue that the professionalism of primary school teacher's rests on the leading, subject, and special competencies (Tulegenova & Kulgildinova, 2019; Polozhentseva et al., 2023).

Special competencies are considered to include social, diagnostic, and developmental competencies. This means that a primary school teacher is not only a source of knowledge, but their functions include a lot of educational and psychological activities in addition to the teaching process (Shishov et al., 2022).

Thus, it is important to create a new portrait of an elementary school teacher based on ethnopsychological features and ethnopedagogical traditions and to develop a special educational program and test it in practice. In the framework of the present study, we address the following research questions:

What is the role of a modern primary school teacher in the educational process?

What is the peculiarity of education based on ethnopsychological and ethnopedagogical traditions of the Kazakh people in primary school?

What professional competencies should be developed by future primary school teachers?

The goal of the study is to create a new educational program for the training of primary school teachers that would consider Kazakh national ethnopsychological features and the ethnopedagogical traditions of teaching in the schools of Kazakhstan.

At present, improvement in the quality of training of competitive and highly qualified primary school teachers is associated with the efficient organization of their experience and the conditions of vocational training. Competitive specialists should develop an efficient system in advance that would allow them to solve professional tasks independently and creatively, understand the personal and social significance of their professional activity, and predict the content and results of their training. Local primary education emphasizes many national cognitive features. Therefore, the training of pedagogical specialists should rely on the systematic development of conscious, quality professional qualifications of the teacher in a broad social and professional sphere. The process of professional training must be designed to develop the creative abilities and curiosity of the future teacher, their ability to choose

the content of subjects, and the pedagogical and psychological forms and methods of teaching and upbringing. In this direction, many methodologists use the terms “professional competence”, “professional mastery”, and “professional qualification” (Uzakbaeva y Zholdasbekova, 2015, p. 421).

These terms are used to define the personality, business qualities, and skills of a future specialist. It is critical that vocational education and specialist training are aimed at the mastery of special professional competence. In today's educational programs, the term “competence” is usually used in connection with the training of a certain social and professional specialist. It is characterized by the compatibility of their understanding, knowledge, and skills in solving educational tasks and is focused on the professional needs of the learner, the future specialists.

In the training of future elementary school teachers, they must master not only the fundamentals of pedagogy but also professional competencies and skills in the systematic organization of teaching lessons and the educational process overall. Professional competence also defines the level of knowledge and experience sufficient for the elementary school teacher to perform certain social and specialized functions. As a specialist, they possess cognitive, social, communication, research, ethnopedagogical, ethnopsychological, and other competencies and skills that require refinement in practice. A future specialist in primary education needs to always bear in mind the ethnopsychological features and ethnopedagogical traditions of Kazakh school education. This owes to the fact that a school student should be raised as a part of a specific nation subject to its core principles, values, laws, and regulations.

Psychological and pedagogical competence is defined as the mastery of basic invariant psychological and pedagogical knowledge and skills that determine the success of solving a wide range of educational tasks in different pedagogical systems. This involves observation of professional pedagogical requirements regardless of the position of the future teacher; identification of students' abilities and organization of the educational process accordingly; establishment of appropriate pedagogical relationships with students, colleagues, and parents; creation of a favorable microclimate in the pedagogical team; and ability to design the educational process (Normurodova, 2019).

According to (Rubinstein, 1940; Vygotsky, 1980), the fundamentals of school education are rooted in the norms of general psychology. The quality of vocational education and the personal characteristics of the future teacher will be directed towards creative activities in the education,

development, and upbringing of the future generation. This means that national ethnopsychological features are always at the center of the principles of elementary school teacher training.

According to Eliseeva y Ersarina (2019), believe that the process of developing a primary school curriculum assumes the selection and application of individualized methods and approaches to each student given their features and abilities. Each specialist can decide for themselves in what sphere to work and what methods to utilize based on their research. A specialist needs to have knowledge and mastery of modern and innovative methods and technologies (special and traditional methods) to choose appropriate methods of psychological and pedagogical work and ensure the effectiveness of their work with students. It is necessary to have sources of methodological tools of pedagogy and psychology, showing educational and methodological directions for different specialists.

In this light, traditional teaching methods need to be integrated with modern technologies and digital educational tools. For example, many scholars emphasize that modern digital technologies have a great impact on the quality of teacher training and the efficient development of competencies in future teachers (Osova et al., 2021). Therefore, in our study, we tried to consider technical competence as the core of all modern models of the pedagogical team. This is associated with the fact that vocational pedagogical training rests on psychological and pedagogical, professional-methodological, socio-political, and general scientific bases. The joint formation of these qualities and qualifications allows developing the teacher's abilities to carry out professional activities.

Pedagogical and psychological topics are always considered in the context of compulsory subjects along with elective subjects in special programs. The coverage of problems concerning the emergence and development of Kazakh national pedagogy as a necessary subject in the training of elementary school teachers needs to be expanded. It is considered important for future elementary school specialists to master basic methodological provisions on the effects of historical and socio-political development during a given era on the formation and development of ethnic specifics of the psyche in a particular people in the framework of the Introduction to Psychology course (Magauova, 2020).

In addition, the condition of the technical base and social security determine the success of professional training of future elementary school teachers, the introduction of new modes of organization of education and modern pedagogical technologies, the quality of state educational

standards, curricula, and programs, the qualification of teaching staff, and the level of student training. Ensuring a high level of practical training for future teachers in higher education is closely connected with the use of active, professionally oriented methods in addition to traditional academic methods (Ogienko y Kobiuk, 2020).

Thus, relying on ethnopsychological and ethnopedagogical traditions, among the efficient professional competencies in the vocational training of primary school teachers we can note creative-specialized, cognitive, ethnocultural, and other competencies. All of these belong to the core competencies considered important for future primary school teachers. Let us dwell on the names and definitions of the main competencies related to the development of professional competence in education based on ethnopsychological and ethnopedagogical traditions of the Kazakh people.

Subject competence is the totality of quality knowledge, abilities, skills, and acts associated with subjects in pedagogical practice. This includes the ability to use the fundamentals of educational and social psychology (source: <https://www.tarbie.kz/25368>).

Creative competence helps solve several critical tasks and allows interacting and building dialogue with representatives of different nationalities, views, and orientations and solve problems and build relationships with people who occupy different positions in the group to achieve a common goal (Temirgalinova, 2022).

Cognitive competence is a vital component since it represents a philosophical category of the social-historical process that defines the goal and motive of activity and shapes and assimilates human motivation. Cognitive competence helps to develop an understanding of the emotional content or context of objects to find the truth of the objective world. It is developed through the subject's creative activity of gaining real knowledge about the surrounding world and is given in terms of gaining information about the external environment (Abdukadirova et al., 2020).

In the system of national education, from a professional point of view, the future teacher needs to possess ethnocultural competence, which is defined as a personality trait and consists of a set of insights and knowledge about a particular culture. It is made up of the skills, attitudes, and behaviors that support inter-ethnic interaction (Tasova et al., 2022).

Ethnocultural competence shows the readiness of the future specialist for inter-ethnic understanding and interaction based on knowledge about the ethnic culture of their own and other peoples acquired in everyday life and

class. The formation of ethnocultural competence assumes the integration of knowledge obtained from various sources and the ability to resolve problems in inter-ethnic communication and familiarize students first with their own culture and then with other cultures. Recognition of the value of one's culture by comparing it with other values creates an opportunity to enter the culture of other people and develop the ability for inter-ethnic understanding and dialog.

Thus, the requirements imposed on the professional training of today's primary school teachers are extremely high. The starting criteria for the vocational training of primary school teachers can be considered the acquisition of basic competencies in education based on the ethnopsychological and ethnopedagogical traditions of the Kazakh people. In this connection, special methods and programs need to be developed to assess their efficiency in the organization of vocational training of primary school teachers.

MATERIALS AND METHODS

To achieve the purpose of the study, a special course curriculum was developed based on research into the development of professional competence and skills in future elementary school teachers. The program for the development of professional competence included topics and materials grounded in the development of Kazakh national ethnopsychological features and ethnopedagogical traditions.

The study employed research methods of theoretical analysis, description, formulation, and comparison. The primary goal and objectives are achieved through an empirical study and the methods of quantitative and qualitative analysis.

According to the research methodology, experimental work with future elementary school teachers was planned and carried out at Kyzylorda State University named after Korkyt Ata from February 28 to May 5, 2023.

As participants in the experiment, we selected two groups of students in the specialty "Pedagogy and methodology of primary education": the experimental group (n=20: ET) and the control group (n=20: IT). The participants in the experimental study were future primary school teachers in their 3rd year of university studies.

RESULTS AND DISCUSSION

The study was conducted in three stages, and the experimental study took place during four months in the 1st semester.

At the diagnostic stage of the experimental work, in the course of monitoring the educational process, a curriculum was drawn up in accordance with the professional needs of students. During this period, the following objectives were set:

- to create a special program for the training of elementary school teachers;
- to select material for practical classes and hold theoretical and practical classes;
- to organize a practical experiment;
- to develop tasks and instructions for practice.

Next Table 1 outlines the course program and its content.

Table 1: Content of the course “Ethnopedagogy and methods of primary education”.

Lecture topics		Seminar class topics
Module 1: Professional self-concept and development of teachers		
1	The system of primary education	Work with educational programs of vocational training Analysis of learning methods and resources
2	Fundamentals of ethnopedagogy	
3	Ethnopedagogical principles of teaching	
Module 2: Theory and methodology of upbringing work in primary school		
4	Methods of teaching ethnopedagogical traditions	Management of the primary school Consultations on traditional teaching
5	Ethnopsychological nature of planning lessons for primary school students	
Module 3: Teaching methods and materials		
6	Selection of educational materials	Traditional methods: communication methods Innovative methods: ICT Teaching technologies in digital education
7	Methodology of teaching in Kazakhstan's primary schools	
8	Competency-based approach	
Module 4: Psychological and pedagogical foundations of primary education		
9	The system of primary education in the Republic of Kazakhstan	Professional experience exchange classes Teaching Kazakh culture and traditions: landmarks The «Workbook» and «Monitoring Diary» methods
10	Ethnopedagogical features in primary education	
11	Directions of ethnopsychology	
12	Psychology of primary school age children	
Module 5: Ethnocultural aspect in primary education		
13	General scientific methods and principles in the methodology of teaching worldview	Objectives of teaching the methodology of worldview Presentations for scientific conferences Critical analysis of the model curriculum for the subject «World Studies» for grades 1-4 of primary school
14	Organization of extracurricular work on ethnocultural topics	
15	Organization of the subject «Methods of teaching the subject of worldview»	

Source: Preparation of authors

The program was also devoted to the discussion of seminar topics. The organization of students' independent work assumed the use of educational materials and digital resources. Case tasks, work with texts, and training of cognitive and ethnocultural competence and creativity were used as effective methods and technologies. We were guided by the idea of making extensive use of digital resources to help compensate for the lack of communicative situations in the exchange of professional and academic experiences, as proposed by methodologists (Alawamleh et al., 2020).

Intermediate and final tests were prepared to evaluate the professional competence of future primary school teachers on four basic criteria. These included students' ethnocultural competence, cognitive competence in completing case tasks and individual tasks, and the development of subject and ethnocultural competence in the discussion of lesson topics. The monitoring and evaluation of students' creativity and activity were carried out by summed assessment of individual assignments and participation in discussions throughout the semester.

The experimental stage was organized through an elective course and the process of development of professional training of future primary school teachers based on ethnopsychological features and ethnopedagogical traditions of the Kazakh people according to our methodology.

As part of the experiment, an experimental course was introduced in the first semester at Kyzylorda State University named after Korkyt Ata. Two groups of 3rd-year students training to become primary school teachers were selected for the study. The total sample included 40 students (20 in the experimental group and 20 in the control group).

In classes, students were provided with special topics, case assignments, and work associated with the discussion of professional issues. In the experimental group, special independent assignments and tasks were to utilize the issues related to ethnocultural traditions in the classroom. Classes in the experimental group made broad use of integrated technologies, while the control group was trained only by traditional methods.

In the course of the comparison stage, based on the ethnopsychological features and ethnopedagogical traditions of the Kazakh people, a new training program was developed following the chosen technology and model. To this end, the following elements of the program were created:

- topics in the course curriculum;
- case assignments;
- a set of tasks for the development of professional competence in the target group.

At the final stage of the study, to establish the results of the experiment, case tasks and formative and summative assessments were used systematically, the key conclusions of the study were formulated, and recommendations were prepared.

In the course of this study, we defined the components of professional competence based on the experimental stages of developing the methodology of vocational training of future primary school teachers relying on the Kazakh ethnopsychological features and ethnopedagogical traditions.

The substantive and procedural foundation of education includes the following components: the methods and means of achieving the educational goal, the types of lessons, technologies, and the system of knowledge on the efficiency of the educational process. The results of our practice were evaluated based on the above-described primary criteria, i.e., the development of future specialists'

subject, cognitive, and ethnocultural competences and creative abilities. The purpose of the experiment is to test the efficiency of the developed curriculum created based on Kazakh ethnopsychological features and ethnopedagogical traditions and to develop the professional competence of future primary school teachers. For this purpose, drawing on Kazakh ethnopsychological features and ethnopedagogical traditions, a special training program was created to efficiently organize the process of vocational training of primary school teachers, and a practical experiment was organized in the specified time period.

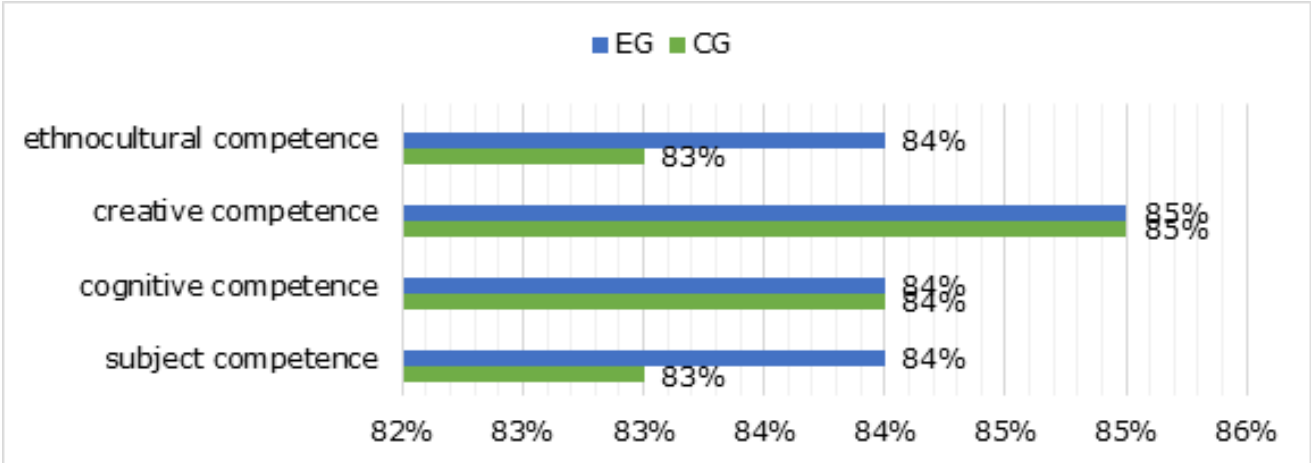
In accordance with the standard of higher vocational education and the curriculum, students worked in the following learning formats:

- educational process (lectures, seminar/practical classes);
- independent work of students performed on their own and under the teacher's guidance;
- forms of individual, group, and collaborative learning;
- work with literature for primary school teacher training and on teaching primary school subjects;
- identification and analysis of educational and methodological materials that form knowledge in the contextual aspect of primary school education;
- modeling and implementation of pedagogical technologies in teaching students, etc.
- At the formative and final stage, students were presented with ethnocultural texts focusing on familiarizing students with topics by means of the specially developed curriculum with an emphasis on the practical value and importance of ethnicity with respect to what problems and issues should be worth giving attention to in the learning process. The objectives set in the formative period were:
- holding lectures, seminar classes, and master classes and developing methodological recommendations based on their results;
- training of students for primary education accomplished by using educational materials to cover special discussion topics.

At the final stage of the experiment, students' knowledge was assessed by repeated testing in both student groups.

In both groups, the results reached 84% on average. Thus, at the start of the diagnostic period, their performance on the assessed criteria was similar (Figure 1).

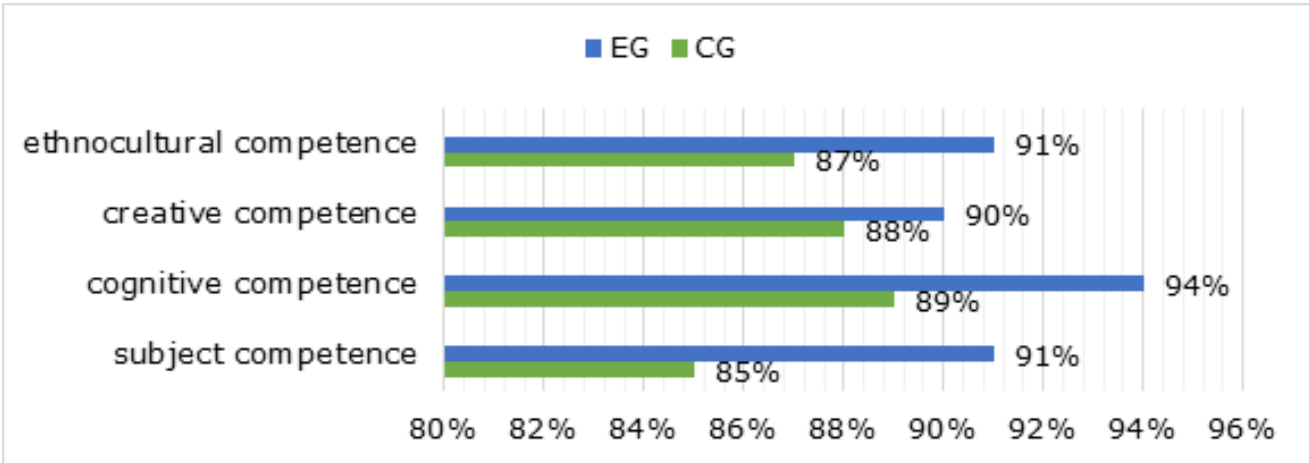
Fig. 1: Pre-experimental levels of students' professional competence



Source: Preparation of authors

Changes in the teacher's evaluation and the assessment of subject, cognitive, creative, and ethnocultural competence of students were observed in post-experimental testing. Figure 2 demonstrates that the results of the experimental group on all criteria gradually increased to an average of about 91%. Thus, the results of the experimental group students were 5 and 7% higher compared to the control group (Figure 2).

Fig. 2: Post-experimental levels of students' professional competence.



Source: Preparation of authors

The results provided in Figure 2 evidence that the curriculum developed based on the created methodology proves efficient in improving students' professional competence. According to the results of the presented experimental work, the experimental group shows a slightly higher performance. This confirms the efficiency of the curriculum in the learning process and supports several recommendations, specifically:

1. each component in the development of vocational training of primary school teachers based on Kazakh ethno-psychological features and ethnopedagogical traditions has to be interconnected;
2. it is important to strictly observe the stages of development of vocational training and their sequence in the process of knowledge acquisition;
3. communication in the educational process in primary school should become the main direction in the development of vocational training of future primary school teachers based on the ethnopsychological features and ethnopedagogical traditions of the Kazakh people.

To conclude, the systematic organization of our methodology and the consistency of the experimental results allow us to state that the research goal was achieved. Systematic use of ethnocultural materials and research topics, as well as effective methods of developing the professional training of future primary school teachers based on the ethnopsychological features and ethnopedagogical traditions of the Kazakh ethnos in primary school, promoted an improvement in the professional training of future specialists.

CONCLUSIONS

The peculiarity of education based on the ethnopsychological and ethnopedagogical traditions of the Kazakh people in elementary school relates to the emphasis on it in state programs and teaching standards. The need for special methods and programs to assess the efficiency of the organization of vocational training of elementary school teachers proves the relevance of the research problem. The role of today's primary school teacher in the educational process is determined by the complexity of their activities in teaching and bringing up the younger generation.

Following the results of the study, we established the following principles and recommendations:

The formation of vocational training for primary school teachers should be aimed at the development of their subject, ethnocultural, creative, and cognitive competence;

The content of vocational training for primary school teachers has to be grounded in Kazakh national ethnopsychological features and ethnopedagogical traditions, and special programs of the educational process need to be developed and efficiently implemented.

Important prerequisites for introducing Kazakh national ethnopsychological features and ethnopedagogical traditions in the vocational training of primary school teachers are the integration of modern technologies and the use of ethnocultural materials for vocational training.

The research has established that the development of the content aspect of educational materials guided by ethnocultural and ethnopedagogical principles allows providing future primary school teachers with a universal technology of education and vocational training on a national basis. Nevertheless, the importance of developing a new model of development and design of curricula based on ethnocultural and ethnopedagogical materials in the training of future primary school teachers still presents a priority direction in education.

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