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## PEDAGOGICAL SUPPORT OF FUTURE TEACHER FOR ACADEMIC MOBILITY AT THE UNIVERSITY

### *Abstract*

Professional training of future teachers in the twenty-first century is impossible without taking into account its global context. For professional success in a rapidly changing world, new personality traits are required: mobility, flexibility, adaptability, tolerance. In this regard, the internationalization of pedagogical education and the teaching profession is becoming a global trend today.

The purpose of this article is to analyze the current situation of academic mobility in the Republic of Kazakhstan, identify barriers that hinder the development of academic mobility of students, experimentally test the effectiveness of the orientation course on academic mobility for students. In order to provide pedagogical support and develop motivation for academic mobility of students at the L.N.Gumilyov Eurasian National University, we have developed and implemented an orientation course for 2nd year undergraduate students "Student Mobility: Opportunities and Prospects" in the first semester of 2020, which prepared and acquainted future teachers with the possibilities of international academic mobility programs and the features of credit technology of education.

According to the results of the introductory course of the second year bachelor's degree, changes were noted in the motivational component of readiness for academic mobility of students in the experimental group. In conclusion, we noted that to provide pedagogical support of future teacher for academic mobility at the university, it is necessary to use various kinds of programmes in the educational process in order to increase readiness of students for academic mobility.

It is also necessary to carry out systematic pedagogical support of students for academic mobility, to involve tutors, advisers, teachers, coordinators of the international department to eliminate linguistic, organizational, informational, resource, normative, meaningful barriers to academic mobility of future teachers.

*Keywords:* higher education; student academic mobility; pedagogical support; future teachers; internationalization of educational professions; globalization.

**Introduction.** With the development of globalization and international processes, higher education has faced the goal of training professionals capable of working effectively in the changing conditions of market relations. The globalization of higher education has various goals, including: increasing financial revenues by attracting foreign students to study for a fee; change and expansion of curricula and training of Kazakhstani students in partner foreign universities; creation of a regional network of universities for the effective use of their own educational resources; further development of cooperation between international universities, internships for students

and teachers, participation in conferences and seminars in foreign partner universities, the organization of joint research and educational projects, exchange programs.

The main goal of the international educational space is to improve the quality of Kazakhstani higher education in accordance with international standards, to adopt a system of credit-hour levels that can be easily replaced and accounted for, including employment, adaptation of foreign students and international competitiveness of the European higher education system.

In order to increase the international attractiveness of Kazakhstan's higher education in the state program for the development of education and science of the Republic of Kazakhstan for 2020-2025, work will continue on the creation of a regional educational hub and attracting foreign teachers and foreign students to the best universities. It is also planned to develop two-degree programs, various forms of external and internal academic mobility of students and teaching staff of higher educational institutions and open campuses of leading foreign universities on the basis of Kazakh universities [1].

In accordance with these trends, academic mobility is an integral form of intellectual potential, reflecting the internal need for movement in the space of social, economic, cultural, political relations and interrelationships.

Academic mobility of students is considered as a factor and tool for increasing the competitiveness of education, is a guarantee of the quality of higher education, contributes to the formation of competent professionals.

Academic mobility of a student is a quality of personality that reflects a set of motivational and value relationships, cognitive operations, professional competence, organizational, activity and reflexive skills that the subject of Education consciously uses to determine the strategy of his intercultural and professional development. Indicators of a student's readiness to carry out international academic mobility include motivational and value, cognitive, organizational and activity, and reflexive competencies in the personal structure of subjects of Education [2].

According to the analytical data of the Center "Bologna process and academic mobility" of the Ministry of Education and science of the Republic of Kazakhstan in 2019, the total number of students who took part in the program of external academic mobility in Kazakhstan at the expense of the Ministry of Education and science of the Republic of Kazakhstan and extra-budgetary funds for 8 years was 16,834 people. For example, in 2019 - 2,694 students took part in student mobility, which is 247 more than in 2018. Sources of funding for external international mobility of universities are the funds of students or universities, alternative exchange with partner universities, from the funds of the host university, various international grant programs [3].

International academic mobility is a financially «expensive» project for many participants of the educational process, so various sources of funding are used: students own funds, state budget grants, extra-budgetary funds of the University, Erasmus+, agreements between universities, and other international grant programs. Universities have opened special departments for the development of academic mobility, which are limited to providing students with information messages about various programs, but there is a lack of specialists to solve individual problems and difficulties of preparing

each student for academic mobility, so students face various problems when preparing documents for academic mobility.

According to statistics, in comparison with pedagogical specialties, the level of participation of undergraduate students in academic mobility in business, management and law is at a high level.

Therefore, the implementation of the model of pedagogical support for the preparation of future teachers-students for academic mobility is relevant, as it can become a tool for solving the problem of low indicators of Kazakhstan in the category of «academic mobility».

Each university has academic mobility centers that perform the following functions:

- ensuring the implementation of national (internal) academic mobility programs;
- carrying out information and explanatory work on the implementation of national academic mobility programs;
- participation in the preparation of documents of students participating in the national academic mobility program;
- preparation of reference, reporting and other documents on the main indicators of academic mobility. But as practice shows, students receive fragmented knowledge and insufficient information in the process of preparing and implementing academic mobility.

Kazakhstan, as a country that accepts students for mobility, has a number of problems: a small number of courses taught in English, a lack of specialists in this field who speak a foreign language; methods and mechanisms for academic exchange are not sufficiently developed; the number and quality of programs do not always meet the requirements [4]; difficulties in drawing up work programs (competencies, skills, knowledge required in the labor market); high tuition fees; legislative and political factors [5].

According to the analytical report of the Bologna Process and Academic Mobility under the Ministry of Education and Science and the Republic of Kazakhstan for 2019, 61.1% of students who participated in outgoing academic mobility experienced difficulties in developing an individual study plan at a foreign partner university, problems of credit transfer at their own university. This problem arises due to the fact that departing students are not familiar with the rules of credit technology training, according to the Bologna process [6].

The relevance of educational practice is the implementation of the model of pedagogical support for students readiness for academic mobility, which can serve as a tool for solving the problem of low indicators of Kazakhstan in the category of academic mobility.

**Literature review.** «Academic mobility» is considered in the framework of internationalization of higher education as a process of moving participants (students and teachers) of the higher education process from one scientific and educational institution to another in order to exchange experience and acquire additional educational opportunities for a limited period of time or for temporary training [7].



International academic mobility is one of the most effective tools of the «soft power» of the state, and internationalization is a necessary condition for adapting higher education to the transformations of the modern world order [8, p. 307].

International mobility has a long history in academia. However, in recent decades, discussion has increasingly focused on the development of intercultural competence through international mobility.

Recently, many scientists are interested in the social aspect of academic mobility. The relationship between international mobility of academic researchers and social capital is complex. On the one hand, the literature argues that social capital contributes to the international mobility of scientists, which, in turn, contributes to the accumulation of international social capital, increases the productivity of research and promotes career growth. However, mobility can also lead to the loss of national social capital, which has a negative impact, in particular in particular, at the early stages of the career of future professionals [9].

According to Dziewanowska, K., Quan, R., & Pearce, A. (2019) not all experiences of international student mobility are positive. It depends on the individual experience of the student, and in some cases it is difficult to manage his success by universities. It cannot be argued that they depend only on the previous academic performance of students, since each mobility process is associated with problems and dynamics that go beyond the usual forms of study at the home university [10].

However, some basic conditions and skills make it easier to manage these new challenges and dynamics, such as motivation mastering the English language. Improving your English skills can also be a motivation. The process of acculturation or sociocultural adaptation takes place in a cultural exchange based on dimensions such as personality, host organization culture, and national social culture, which may not be easy for an individual [11].

According to Idris et al. (2018), social exclusion of international students can have negative consequences on their academic success and can be avoided if universities provide the necessary academic support, for example in language acquisition, adjustment of credits for subjects and skills, participation in international summer courses [12].

Kabanbayeva et al. (2019) state, that it appears that the benefits of an academic experience abroad could be expressed in a form of seven key criteria: (1) on the personal level the participants of the student exchange programs can improve their employability, (2) academic exchange programs serve as a platform for learning new and improving current foreign language skills, (3) the participants of academic exchange programs improve their self-sufficiency, (4) and train intercultural skills; further, (5) academic exchange programs enable universities to exchange best practise, (6) academic exchange programs allow to compare results and identify their strengths and weaknesses, (7) academic exchange programs make the learning process more transparent (P.334) [13].

Kristin Nilemar and Lorraine Brown in their article «Academic mobility and cultural change» using an autoethnographic approach, offers a first-person account of the changes wrought in an international student by their time spent studying abroad.

The study notes a growth in cultural knowledge, an increased tolerance of cultural differences and an improved ability to communicate across cultures [14].

Terebina P.V. in her dissertation research came to the conclusion that in order to develop international academic mobility of students, it is necessary to provide pedagogical conditions through various educational courses to ensure its informational and motivational component. The implementation in practice of the developed technology of pedagogical support of students' readiness for academic mobility proved the necessity and importance of using the ideas of student-centered, project-process approaches to education [2, P.153].

**Methods.** During the research, the following methods were used: theoretical (analysis, synthesis, generalization, deduction, induction); empirical (observation, questioning, essay); experimental (ascertaining, formative and final experiment); statistical (statistical analysis of data, quantitative and qualitative analysis of research results). The main sources of the research were state educational documents, Kazakhstani and foreign literature, materials of scientific and practical conferences and articles, a questionnaire «Opportunities for student academic mobility» using Google-forms.

**Results.** In order to provide pedagogical support and develop motivation for academic mobility of students at the L.N. Gumilyov Eurasian National University, we have developed and implemented an introductory course for 2nd year undergraduate students «Student Mobility: Opportunities and Prospects» in the first semester of 2020, which prepared and acquainted future teachers with the possibilities of international academic mobility programs and the features of credit technology of education. The course was carried out with the help of advisers, curators of study groups, within the framework of curatorial hours and advisory consultations. Within a month, students completed an introductory course on the possibilities of student academic mobility. The program of the course was agreed with the Department of Academic Mobility of L.N. Gumilyov Eurasian National University. The need for this course is due to the fact that many undergraduate students have low motivation for academic mobility and, accordingly, have linguistic, organizational, information, resource, regulatory, content barriers [2, P.119].

So, to identify the level of motivation for academic mobility, we conducted a survey and a conversation among students about the desire to take part in academic mobility and what benefits they can name from participating in academic mobility. The questionnaire «Opportunities for student academic mobility» was conducted. The questionnaire consisted of 15 questions. The results of the input questionnaire showed that 78.3% of the respondents had a low level of formation of the motivational-evaluative criterion.

Most of these students lacked motivation, which manifested itself in a reluctance to participate in academic mobility and the statement that academic mobility was not needed at all. They could not articulate what benefits can be obtained from participating in academic mobility. 21.6% of the respondents demonstrated an average level, believing that such practice is necessary, but in the magistracy. Since the survey was conducted among bachelors, we can conclude that these students do not see themselves as participants in academic mobility in the next 2-3 years. Only improvement in foreign

language proficiency was considered as the benefits of participating in academic mobility.

We also conclude that students with an intermediate level have not yet been able to adequately assess the benefits of academic mobility programs and, accordingly, further evaluate programs for participation in academic mobility. Students who have expressed a desire to participate in academic mobility have not yet thought about how they can do it. Students of the experimental and control groups named approximately the same levels of formation of the motivational-evaluative component of readiness for academic mobility.

As technological resources for pedagogical support academic mobility of students selected multimedia technologies (Zoom, Microsoft Teams, mentimetr.com), allowing to organize the learning process within the student-centered approach and conduct online sessions.

Since the student-centered approach is fundamental the principle of the Bologna reforms, we consider its implementation extremely important, because students going to study at another institution will inevitably face this approach.

To calculate the survey data, we have developed criteria for assessing the motivational component. The questionnaire consisted of 15 questions.

Table 1

**Criteria for assessing the motivational component of students' readiness for academic mobility**

Category	Levels		
	low	intermediate	high
Academic mobility	0-5	6-12	13-15

Table 2

**The level of formation of the motivational-evaluative component of readiness for academic mobility of future teachers at the initial stage**

Category	Levels					
	low		intermediate		high	
	control group	experimental group	control group	experimental group	control group	experimental group
Academic mobility	78,3%	77,3%	21,6%	22,7%	–	–

At the second stage, after analyzing the results of the questionnaire, 2 groups of 20 students were formed. In the control group (CG) there was no special course for the development of students' motivation for academic mobility. In the second group (EG), students studied the possibilities of academic mobility for building a successful teaching career.

The experimental group considered the following topics: «Academic mobility in higher education», «Benefits and drawbacks of academic mobility», «Organization of academic mobility at L.N. Gumilyov Eurasian national university», «ENU academic



mobility issues», «How to write a successful essay for academic mobility», «Exchange of experience». The teaching staff, advisers and tutors organized a meeting with foreign and local students, undergraduates, doctoral students who participated in academic mobility in different countries (USA, Japan, Germany), where our participants could gain experience of intercultural communication, as well as learn about the higher education system in these countries.

To develop students' motivation for academic mobility, we have developed a project «Academic mobility as a trend for preparing a future teachers».

To develop such indicators as identification with a participant in academic mobility, understanding all the benefits from participation in academic mobility, necessary for the formation of a motivational and evaluative component of students' readiness for academic mobility, in the introduction we presented the situation to the students on the labor market where teachers who know how to work are in demand. at the international level. They showed the experience of Kazakhstani and foreign teachers who work in various international schools around the world, increase their pedagogical potential. Many of these teachers have had undergraduate student mobility experience.

More attention was paid to the development of evaluative indicators in the process of a formative experiment: the ability to critically analyze the processes occurring within the framework of the Bologna Agreements, the functioning of academic mobility, taking into account various factors based on highly developed critical thinking. We have included a project assignment «Programs, scholarships, grants». It was necessary to study the proposed programs for academic mobility, find and analyze grants and scholarships suitable for this group of students.

The third stage of the experiment included 2 stages of the final questionnaire survey and writing an essay «Academic mobility and pedagogical professional career».

Table 3

**The level of formation of the motivational-evaluative component of readiness for academic mobility of future teachers at the final stage of the experiment**

Category	Levels					
	low		intermediate		high	
	control group	experimental group	control group	experimental group	control group	experimental group
Academic mobility	78,3%	6,1%	21,6%	14,3%	–	79,6%

Table 3 shows that after the repeated questioning, the indicators of the control group did not show significant changes, because there was no course for pedagogical support to academic mobility. In the experimental group, in comparison with the control group, there is a significant increase in the indicators of the level of knowledge. For example, in the EG in the category of academic mobility there is an increase in the high level up to 79.6%, on average 14.3% and in the low level 6.1%. Students showed knowledge of most basic terms, regulatory framework, basic facts of the history of the development of academic mobility, a clear understanding of the process of academic

mobility in the context of the European Higher Education Area, which allowed them to confidently navigate in academic mobility programs.

According to the results of the experiment, it can be concluded that there were no significant changes in the control group, while in the experimental group there is a significant increase in the motivational component of readiness for academic mobility. The level of formation of this component has grown due to the use of multimedia technologies and group work.

When writing essays, students clearly expressed their position, supporting it with arguments. The essay contained terms and conclusions corresponding to the topic, which logically follow from the content of the text. Based on the analysis of the reflective essay, we can state that the majority of students in the experimental group want to participate in various academic mobility programs, and motivation has increased.

**Conclusion.** Academic mobility is a systemic phenomenon: a mobile student is active in educational, scientific, and social activities. In addition, when inversely correlated with the indicator «obstacles to learning at another university», the answer «no obstacles» dominates, that is, mobile students are not inclined to dramatize existing barriers to achieving the desired educational goals. Thus, one can conclude that the most significant obstacles to participation in academic mobility programs lie in the personal sphere and relate to attitudes, values and beliefs [15].

The survey revealed a low level of motivation of undergraduate students to participate in academic mobility. We believe that if this course is conducted as an elective or after school hours, the number of people wishing to gain knowledge about student mobility and participation in it will significantly increase. This course can include more topics, you can also invite guests from various embassies who will introduce students to the education system and requirements in their country. Participation in this course will be useful for the embassy as well. ties in the field of cooperation of higher education and financing will be strengthened, while our students will gain experience of studying in foreign countries.

It is also necessary to carry out systematic pedagogical support of students for academic mobility, to involve tutors, advisers, teachers, coordinators of the international department to eliminate linguistic, organizational, information, resource, regulatory, meaningful barriers to academic mobility.

Teacher training in the 21st century is impossible without taking into account its global context. For professional success in a rapidly changing world new personality traits are required: mobility, flexibility, adaptability, tolerance. In this regard, the internationalization of teacher education and the teaching profession is becoming a global trend today.

In the course of studying the materials on the topic under discussion, we found a lack of research, considering aspects of the internationalization of teacher education in Kazakhstan, and the absence of statistical data on the academic mobility of future teachers. A theoretical review of scientific literature made it possible to describe the main areas of work devoted to academic mobility in the process of internationalization of pedagogical training: geopolitical, organizational and person-oriented.

At the same time, the theoretical and methodological «blind spot» testifies to the need to form a research base to study the internationalization of pedagogical and vocational education in general. The structure and content of the curriculum in pedagogical areas of training require fundamentally different foundations for their design: the training program of the future teacher should take into account the possibilities of his academic mobility and the construction of individual educational trajectories.

In conclusion, we can state that rethinking the concept of teacher training in terms of developing their mobility is a matter of success or failure in the development of future generations. The management and staff of Kazakhstani pedagogical and classical universities should consider and plan ways to form a new professional identity of a teacher, integrating the national and global contexts of professional activity, and maintain academic mobility, creating conditions for students (student teachers and their potential pupils) to acquire the ability to live and interact in the context of a variety of cultures, meanings and values.

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### **Университет жағдайында болашақ педагогтердің академиялық ұтқырлығын педагогикалық қолдау**

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#### *Аңдатпа*

XXI ғасырда болашақ мұғалімдердің кәсіби дайындығы оның жаһандық жағдайын ескерусіз мүмкін емес. Өзгермелі әлемдегі кәсіби жетістік үшін тұлғаның жаңа қасиеттері қажет: ұтқырлық, икемділік, бейімділік және төзімділік. Осыған байланысты педагогтердің білімі мен мұғалім кәсібінің жаһандануы қазіргі кезде әлемдік тенденцияға айналууда.

Мақаланың мақсаты – ҚР академиялық ұтқырлықтың қазіргі жағдайын талдау, студенттердің академиялық ұтқырлығын дамытуға кедергі болатын кедергілерді анықтау, сонымен қатар студенттер үшін академиялық ұтқырлық бойынша бағдарлау курсының тиімділігін эксперименталды түрде тексеру. Л.Н.Гумилев атындағы ЕҰУ студенттеріне академиялық ұтқырлықты педагогикалық қолдау және студенттердің мотивациясын дамыту мақсатында 2020 жылдың бірінші семестрінде «Студенттік ұтқырлық: мүмкіндіктері мен болашағы» атты 2 курс студенттеріне арналған бағдарлау курсы әзірледік және тәжірибеге енгіздік. халықаралық академиялық ұтқырлық бағдарламаларының мүмкіндіктері және оқытудың кредиттік технологиясының ерекшеліктері бар оқытушылар.

Бағдарлау курсының нәтижелері бойынша эксперименттік топтың екінші курс студенттері академиялық ұтқырлыққа дайындықтың мотивациялық компонентіндегі өзгерістерді көрсетті. Университеттегі болашақ оқытушының академиялық ұтқырлығын педагогикалық қолдау үшін студенттердің академиялық ұтқырлыққа дайындығын арттыру мақсатында танысу бағдарламаларын оқу процесінде қолдану және енгізу қажет екенін атап өттік.

Сонымен қатар академиялық ұтқырлық студенттеріне жүйелі педагогикалық қолдау көрсету, болашақ мұғалімдердің лингвистикалық, ұйымдастырушылық, ақпараттық, ресурстық, нормативтік, кедергілерді жою үшін тьюторларды, консультанттарды, оқытушыларды, халықаралық бөлім үйлестірушілерін тарту қажет.

*Түйін сөздер:* жоғары білім беру; жаһандану; студенттердің академиялық ұтқырлығы; педагогикалық қолдау; болашақ педагогтар; білім беру мамандықтарының жаһандануы.

### **Педагогическая поддержка будущих педагогов к академической мобильности в университете**

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### *Аннотация*

Профессиональная подготовка будущих учителей в XXI веке невозможна без учета его глобального контекста. Для профессионального успеха в быстро меняющемся мире необходимы новые качества личности: подвижность, гибкость, адаптивность, толерантность. В связи с этим интернационализация педагогического образования и профессии учителя сегодня становится глобальной тенденцией.

Целью данной статьи является анализ текущей ситуации академической мобильности в Республике Казахстан, выявление барьеров, препятствующих развитию академической мобильности студентов, а также экспериментальная проверка эффективности ориентационного курса по академической мобильности для студентов. В целях оказания педагогической поддержки и развития мотивации к академической мобильности студентов в ЕНУ имени Л.Н.Гумилева мы разработали и внедрили ориентационный курс для студентов 2 курса бакалавриата «Мобильность студентов: возможности и перспективы» в первом семестре 2020 года, который подготовил и познакомил будущих учителей с возможностями программ международной академической мобильности и особенностями кредитной технологии обучения.

По результатам ориентационного курса у студентов второго курса студентов экспериментальной группы были отмечены изменения в мотивационной составляющей готовности к академической мобильности. Мы отметили, что для педагогического сопровождения академической мобильности будущего учителя в вузе необходимо использовать и внедрять ознакомительные программы в учебный процесс с целью повышения готовности студентов к академической мобильности.

Также необходимо осуществлять системную педагогическую поддержку студентов академической мобильности, привлекать тьюторов, консультантов, преподавателей, координаторов международного отдела для устранения лингвистических, организационных, информационных, ресурсных, нормативных, значимых барьеров академической мобильности будущих педагогов.

*Ключевые слова:* высшее образование; глобализация; академическая мобильность студентов; педагогическая поддержка; будущие педагоги; интернационализация педагогической профессий.

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## **IMPROVING THE EFFICIENCY OF EDUCATIONAL TECHNOLOGIES IN A MILITARY HIGHER EDUCATION INSTITUTION ON THE BASIS OF THE INTEGRATIVE POTENTIAL OF DIDACTICS**

*Abstract*

This article presents the genesis of the development of the higher educational space of the Republic of Kazakhstan, considers the positions of the authors on the holistic theory of learning, contradictions of modern pedagogy. The introduction of educational technologies into the training system does not lose its relevance. This is due primarily to the fact that practice and social demand do not reduce, but, on the contrary, increase the requirements for teachers. Practice indicates that training through the using of innovative didactics allows integrating educational technologies and increasing its effectiveness. During recent years, it has been done a lot to develop innovative didactics and the use of educational technologies to improve the educational process; this can be clearly seen especially in the process of improving students' assimilability of theoretical material. Teachers of a higher, special educational institution need to master the innovative didactics purposefully and assertively of both its theoretical basis and its practical component expressed in intensive and interactive learning technologies: games, trainings, cases, game design, creative techniques and many other teaching techniques, because they develop the basic competence and multicompetence of the teacher. The teacher of a higher, special educational institution should have the skills and abilities necessary for the profession, which create the prerequisites for psychological readiness to introduce intensive training technologies into real practice.

*Keywords:* didactics; educational technology; integration; holistic theory of learning; synthesis; integration.

**Introduction.** The modern educational space is moving to a new humanitarian paradigm, which aims teachers to appeal to students as subjects of the educational process that require a personal approach to everyone. In turn, these changes forces teachers to use educational technologies as tools to help move to a new paradigm [10]. In turn, it is not worth forgetting, that a military teacher does not have basic pedagogical knowledge, he received a higher military education and, having transferred to a teaching position, he should be able to integrate his military professional knowledge into the pedagogical educational process, in this case he should be helped by innovative didactics, which have all the necessary elements to fulfill this task.

Higher military school (higher military education) is being rebuilt more and more taking into account the needs and capabilities of students. Where are the boundaries of integration of higher military education and differentiation of education? Can innovative didactics provide this process? In what direction must be carried out the search in innovative didactics? Such questions are discussed by teachers everywhere. Indeed, is pedagogical science outdated, which was recently regarded as the advanced, leading, most progressive in the world? Can this assessment be attributed to the theory of learning? Even a short excursion in the history of its development gives a certain material for reflection.

What are the features of goal-setting in pedagogical theory during the years of independence of the Republic of Kazakhstan?

Modern trends in the development of the Republic of Kazakhstan, its politics, economy and education pay great attention to the education of a new person, new personality qualities, such as collectivism, internationalism, patriotism, the development of the creative abilities of students and hard working.

Unlike in the 30s and 50s, where the main emphasis was placed on the transfer by the teacher of the ready-made conclusions of science and the assimilation by students of the sum of knowledge, in the mid-50s they drew attention to labor training and began the reform of higher education [15]. In the late 50s, teachers sounded alarm about the



widespread practice of dogmatic learning of educational material by students, and in the next 30 years they searched for ways to intensify the cognitive activity of students, the formation of their independence in learning. Independent theories of the development of the mental forces of the trainees appeared. But until the mid-80s, the problem of moral and aesthetic education, the development of the general culture of students did not pay serious attention. The sociocultural environment aggravated the situation in the mid-60s with the search for laws to activate the learning process based on the assimilation of knowledge on the basics of sciences; raising a person, developing his feelings, was taken for granted [11].

Thus, for more than half a century, higher education did not focus on bringing up students, but only on their education. The consequences are well known now.

**The main body.** Is it possible that a new stage of development of pedagogical science and practice begin in isolation from the previous one? How did the theory of learning develop in the second half of the 20th century? What is the theoretical basis for the further development of the educational process? The scientific and technical revolution sharply aggravated the problem of creativity and the development of cognitive independence of students. Psychologists and didactics understood the objective need to solve it and looked for new approaches to the problem. Although for a number of reasons, both the administration and practice were satisfied with the previous approach: the volume of knowledge. Nevertheless, scientists began to develop issues of intensifying the learning process in the new conditions. In addition, the influence of the search for not only leading Soviet psychologists L.S. Vygotsky, S.L. Rubinstein, but also foreign teachers and psychologists (J. Piage, J. Bruno, V. Okon, etc.). As a result, new concepts of training appeared. These include: activation of the educational process (M.A Danilov, M.N.Skatkin, G.I.Schukin, etc.); problem training (M.I.Makhmutov A.M.Matyushkin, I.Y.Lerner and others); developmental training (L.V.Zankov); theory of meaningful training (V.V.Davydov); optimization theory (Y.K.Babansky); phased formation of mental actions (P.J.Halperin, N.F.Talyzina); enlargement of didactic units (P.M.Erdniev); programmed training (V.P.Bespalko, N.F.Talyzina); continuing education (A.P.Vladislavlev et al.) [20, 16], which formed the basis of educational technologies in their subsequent development.

Naturally, the above theories do not exhaust the list of concepts for the development of the learning process, but these are the most significant concepts brought to the level of new theories. Until the mid-70s, the interest of teachers working creatively was pronounced. However, during the period of stagnation, new scientific concepts were found, as a rule, without enthusiasm [18]. Firstly, because the innovation was not stimulated materially, and then the great work of the teacher and methodologist was required to master them, and secondly, the management of universities, the administrative and methodological apparatus did not set themselves the task of introducing the achievements of pedagogical science. Moreover, often there were such leaders who in every way hindered this process, fearing to reduce the percentage of achievement - at that time the main indicator; overestimating learners' knowledge for 100 per cent coverage. Other factors contributed to this: the struggle of conservative thinking scientists, which is common for any novelty in science, can also include the conservatism of textbook authors, small print runs of books and poor awareness of

practical teachers, an extremely low level of psychological and pedagogical training of teachers, etc.

One of the serious reasons for the weak introduction of the results of scientific research into practice should be considered not development at the methodological level, available for mass teacher. New ideas in textbooks have practically not penetrated to nowadays. In the 70s, the theory of problem learning was more or less fully reflected only in some teaching methods and only because they were introduced by the authors of these theories.

Today, such literature appears, but unfortunately it is already "late" because, firstly, the proposed theories each "alone do not remove the contradictions exacerbated in pedagogy": secondly, the time has passed when the teacher could ensure the effectiveness of the lesson by innovating one or more new elements that implement a particular pedagogical concept; thirdly, all the above-mentioned concepts aimed at developing the mental abilities of students are poorly related to the problem of his moral education.

Currently, in pedagogical practice, has developed situation which exposed the pain points of pedagogical science. It is possible to name only a few main ones: a low level of methodological research; the separation of scientific research from practice; the fragmentation of theoretical concepts of learning; almost complete absence of work on translating didactic theories to a specific methodological level; an unprecedented stagnation in the theory of education, especially in terms of labor and moral education.

The most important direction of methodological research should be the development of the language of pedagogical science, its conceptual and categorical apparatus, as conditions and indicators for the development of scientific knowledge. One of the most important categories of pedagogy methodology is considered the category of contradiction, which is based on the objective laws of the process of knowledge. Contradictions are a historical category. As some scientists indicate, knowledge is an eternal process of movement, the emergence of contradictions and their resolution, due to the fact that "the world does not satisfy man, and man decides by his action to change him" [1, P.21; 9, P.54]. In certain social conditions, contradictions can arise and disappear, change, aggravate, etc. This property of contradictions is also characteristic of pedagogy. The driving force for the development of modern pedagogy can be a number of contradictions that have a dialectical character. What is their eristic function? The fact considers that theoretical understanding and awareness of the essence of these contradictions makes it possible to correctly formulate scientific and pedagogical problems and ensure a purposeful search for ways to solve them. What contradictions, in our opinion, do we face during the period of restructuring of society and the education system? By the degree of complexity, importance, validity, they can be divided into several types. For example, we can talk about contradictions that arise or aggravate when new socio-economic conditions of society appear, when the requirements of society for educational activities of the Higher Education Institution change, etc. From our point of view let us call the most acute contradictions of modern pedagogy.

Social and pedagogical contradiction between the requirements of restructuring the economy, changing techniques and production technology, new social relations to

the quality of the person entering into public production (the need for a high level of moral and intellectual development of the individual, his general and technical education and high professionalism) on the one hand, and those established for other purposes, their structure, functions, terms of study, educational programs that do not provide the development of creative abilities and cognitive independence, the motives of teaching and labor, initiative and self-organization, the formation of socio-value orientations on the other hand. This common contradiction to pedagogy can be divided into a number of more specific ones. For example, against the background of socio-pedagogical contradiction, a more specific psychological-didactic contradiction is seen, in turn acting as a means of resolving the first, more general contradiction. It reflects the discrepancy between the need to develop the intellectual and emotional abilities of each student, taking into account his individual inclinations, problems, interests and needs and high moral attitude of the trainees, to labor and society as a whole, on the one hand, and from the other it is the lack of a holistic theory of education and education of students in the conditions of scientific and technological progress and democratization of society, the fragmentation of psychological and didactic theories, the separation of psychology from pedagogy, and each of them from modern practice.

Today, more than ever before, the dialectical contradiction in the content of education and education has intensified. We can see it in the mismatch between the objectively increasing volume of scientific knowledge (with their steady tendency to integration and differentiation) and the inability of students to assimilate the system of this knowledge within the framework of the existing terms of study according to single programs, in the absence of an internal connection between educational disciplines, with extremely overloaded programs and textbooks, with outdated logic of presenting educational material that does not correspond to the task of developing the creative thinking of trainees.

Contradiction in the organization of the educational process as a discrepancy between the formalization of the educational process in the experience of military universities and the teaching method as a usual transfer of the sum of knowledge to students without taking into account their individual characteristics and the level of mental development, on the one hand, and the demand of society for a modern national educational institution to form new emotional needs, cognitive and operational-performing structures of the personality of students, its social activity by building a different structure of developmental and educational learning, taking into account the achievements of pedagogical technology in best practices, the psychology of students and the need for purposeful education of their socio-value orientation from another.

Both the content and the learning process include the contradiction between the need for students to form a knowledge system and a holistic worldview, their cognitive need and motives for teaching and work, and their lack of systematic teaching itself, the separation of natural and technical knowledge between them and humanitarian disciplines, and for a military university, also the lack of an internal relationship between the entire cycle of general education disciplines and the cycle of disciplines of the vocational cycle, creating not only duplication and overload, but also interfering with the motivation of the teaching. The sum of disordered knowledge from different fields of science (formed by the media) instead of a single system is a serious vice of

today's education, which cannot be overcome experimentally, empirically (at least due to the low level of professional culture of most teachers).

It is quite natural that a number of other contradictions can be pointed out, for example, that the forms of organization of classes do not correspond to the interests and hobbies of students.

What is didactic today? Like a patchwork blanket, it is sewn with the help of "white threads" from different theories, many of which reflect only certain aspects of the educational process. Representatives of almost every direction seek to create their own textbook, in which their own theory is necessarily protruded, their own point of view on all pedagogy; everything is explained "from their bell tower." Such textbooks put a novice teacher and a practice teacher in the difficult position of an epic hero - on the fork of three roads. And then it is "painful and difficult for him to write about pedagogical science" [2, P.12; 10, P.59]. And in the end, the trainees suffer.

The teacher deals with a holistic educational process, and not only with algorithms or problem situations, with a programmed type or differentiated material, not with training separately and education separately. He needs a holistic, theoretically justified method of educational work in the classroom and after the class. Is a holistic theory necessary at all, without regard to any goal? The variety of theories is the conditions for the development of didactics. However, the need to synthesize knowledge from various theories for their complete interaction when realizing a certain goal is obvious. From this point of view, the "inventory" of didactic theories is necessary to strengthen a certain function of didactics.

Which of the didactic concepts can help practitioners to eliminate the lack of hateful consciousness of students faster than others? Apparently, the one which, firstly, covers the educational process most holistically, secondly, relies on such patterns of personality development that work not only on the development of thinking, but also on the formation of the necessary personality qualities. The development of creative imagination, fantasy, the ability to guess, look for non-standard moves, ways to solve problems is the basis for the development of such a quality as experience, emotional and moral attitude of a person to people. The experience of mental search, mental tension changes the value orientation of a person, although in itself it is not yet a guarantee of high morality. It is necessary to discuss the possibility of integrating not the entire set of didactic knowledge, but only such didactic concepts, which, forming a holistic theory of the development of the intellectual and emotional-will qualities of the personality of learners, can serve as the basis for the formation of a holistic worldview and moral and ethical qualities of a person.

So, it is necessary to evaluate the didactic potential of modern pedagogy in terms of readiness and the possibility of synthesizing its leading psychological and pedagogical concepts in order to develop a holistic theory of learning. The readiness of any concept for synthesis with other concepts is connected with the level of its development based on the need for practice. We see the possibilities of synthesis in the presence in different concepts of a common idea, common principles and provisions. Are there other ideas on the basis of which a holistic theory can be developed?

Let's start by answering the last question. It can be noted that the idea of the integrity of scientific knowledge is considered in the works of K.Marx [3, P.47; 11,

P.92]. Philosophers consider it one of the pressing problems of modern science. In pedagogy, the question is also not new. For example, three fundamentally different approaches to the development of such a theory are seen in didactics.

The first approach is based on the development of “joints” between known theories in order to identify a deeper connection between them. Conditionally, we called it “summative” since it is an attempt to find ways to combine problematic with programmed, problematic and optimization training. Such studies include work; V.T.Fomenko (“Problem learning as a way to optimize the educational process in higher education”); I.B.Akhmedova (“Problem-programmed education in mathematics at school”), etc.

The theory of optimizing the training of Yu.K.Babansky is also an attempt to create a holistic theory of learning. Its author, based on a systemic approach, tried to combine the potential accumulated by science (principles, regulations, rules). There is no doubt that “a systemic approach is a methodological means of studying... integral dependencies...”. The main focus was on intensifying the learning process by rethinking the traditional theory of explanatory and illustrative learning and connecting it with elements of problem learning mainly at the methodological level. However, Yu.K.Babansky joins them not on a fundamentally new didactic basis, but on the basis of the general theory of optimal control. Philosophical literature indicates that... «the difference between summative and holistic sets lies in the phenomenon of integration» [3, PP.257-258].

The absence of a didactic justification for the integrity of the learning process, a special analysis of theories existing in didactics from the point of view of their integrity did not allow the author to find the didactic (system-forming) integrative basis of the desired optimal integrity. For example, the systematization of teaching methods based only on a functional approach has led to the almost mechanical, eclectic combination of traditional methods with problematic (research, eristic, etc.) and logical (deductive, inductive). The latter, as a type of inference, are included in any teaching methods; therefore, scientists indicated the illogical nature of such an association earlier [4, P.26].

The second approach to the development of integrity in pedagogy is based on the consideration of the “holistic theory of personality formation” (V.S.Ilyin). It can be called «mirror» conditional, because we are talking about a kind of mirror reflection in the structure of the learning process of the structure of a comprehensively developed person [19]. V.S.Ilyin develops a holistic theory of personality formation by developing the concept of “holistic comprehensively developed personality” and substantiating the structure of the integrity of the process of forming such a personality. As he considers “... any learning process or group thereof as a holistic phenomenon will ensure a proper influence on the comprehensive development of the individual if its functions are adequate to the structure of the individual as a whole” [5, P.26]. The author believes that the properties of a holistic learning process allow not only to represent the whole process, but also to identify the criteria for its effectiveness in personality formation. This second approach, from a logical point of view, is not objectionable, it seems promising. At the same time, “the holistic theory of personality formation” requires a deeper justification, primarily socio-psychological justification.

The insufficient philosophical and sociological justification of the concept of V.S. Ilyin (in particular, personality qualities, criteria for the education of the individual and collective) is also indicated by N.Tselishchev [6, P.63].

To substantiate the pedagogical (and didactic) theory, it is not enough to make almost “a direct transfer” to the pedagogy of the philosophical justification of the general theory of systems (V.G.Afanasyev, I.V. Blauberg, E.G.Yudin and others) and the theory of social systems (V.G.Afanasyev and others) [18]. It is known that such theories can be used as a universal general scientific method of knowing any holistic process (analyzed as a system, integrity), but not as a new pedagogical approach. The element of novelty may contain in the pedagogical approach itself, in the pedagogical idea itself and in the disclosure of not only the social, but also the pedagogical, psychological, physiological, didactic essence of the basic concept of the proposed concept. We believe that the very key concept of the concept “a holistic comprehensively developed personality” is given by the author of his philosophical, social justification needs further clarification.

The third approach to the development of a holistic theory of learning can be called integrative. Integration here is understood as a synthesis of pedagogical knowledge and the highest level of their interaction. Unlike “interconnection” in integration, knowledge of various industries seems to interpenetrate, erasing the boundaries of the industry and giving rise to new theories, concepts. It is based on the idea of synthesizing leading psychological and didactic concepts as one of the ways to resolve the contradictions outlined above taking into account the modern problems of Higher Education Institution. Why do we consider this approach to be the most promising? First of all, because integration and differentiation are the law of the development of modern science. “...In modern conditions, an increasingly important aspect of the scientific process is the integrative tendencies that entail the formation of science as a single, holistic organism [17]. Rooted in the deep features and internal logic of scientific knowledge, these trends are determined by the whole set of socio-cultural factors. At the same time, they themselves have the opposite effect on material production and economy, equipment and technology, the environmental situation and health of people, the management of public life, education and education of the population” [7, P.54; 12, P.94].

What are the most common ways to implement the principle of integration and differentiation, ensuring the integrity of learning theory? In the scientific literature there is an indication of them. «The disclosure of the phenomenon of integration is a very significant moment of qualitative analysis... any whole detects a certain increase in quality and patterns compared to the original one detects a certain integral effect» [8, P.67; 13, P.12]. Therefore, if all the set of theoretical provisions is to be consolidated into a single system, then it is possible only through a qualitative analysis of these provisions.

**Conclusion.** Thus, the integrative potential of innovative didactics allows teachers to synthesize their military knowledge, skills and experience to be qualitatively transferred to the pedagogical basis, which will be facilitated by the use of educational technologies in the educational process, which fully meet the modern requirements for the development of the educational process of the Republic of



Kazakhstan in the training of personnel, corresponding to the realities of the modern world, having creative, critical, creative thinking, able to modernize their knowledge in the current situation and get the maximum result.

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**Инновациялық дидактикадағы интегративті әлеуеттің негізінде оқыту  
технологиясының тиімділігін жоғарылату**

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#### *Аңдатпа*

Мақалада жаңарған педагогикаға қарама-қарсы оқыту теориясының бүтіндігіне авторлардың позициясы қарастырылып, Қазақстан Республикасының жоғары білім кеңістігінің генезисі ұсынылған. Оқу жүйесіне оқыту технологиясын енгізу, өзінің мәнділігін жоймайды. Бұл біріншіден, тәжірбие мен әлеуметтік сұраныстың оқытушыға деген талапты төмендетпей, керісінше жоғарылатуына негізделеді. Іс жүзінде инновациялық дидактиканы қолдану көмегімен оқыту, оқыту технологиясын жандандырып, оның тиімділігін арттырады. Соңғы жылдары оқу үдерісін жақсарту үшін, инновациялық дидактиканың дамуы мен оқыту технологиясын пайдалануға көп жағдайлар жасалынды, мұны білім алушылармен теориялық материалдарды меңгеруінің жақсару үрдісінде нақты көруге болады. Жоғары, арнайы оқу орындарының оқытушыларына инновациялық дидактиканың теоретикалық негізі мен оның практикалық құрамынан көрініс табатын оқытудың тоқтаусыз және интерактивтік технологияларынан: ойындар, тренингтер, кейстер, ойындық жобалаумен, креативті техникалармен және де басқа да көптеген оқытудың тәсілдерімен, технологияларымен жетілдіреді, өткені тек осылар оқытушының метакомпоненті мен базалік компонентін арттыратындықтан арнайы мақсатпен және үздіксіз меңгерілуі қажет. Жоғары, арнайы оқу орындарының оқытушыларында оқытудың үздіксіз технологиясын іс жүзінде енгізу үшін психологиялық дайындығына жағдай жасап, өз мамандығы үшін қажетті дағды мен әдеп қалыптастыруына жол беру керек.

*Түйін сөздер:* дидактика; оқыту технологиясы; интеграция; оқыту теориясының бүтіндігі; синтез.

#### **Повышение эффективности образовательных технологий на основе интегративного потенциала инновационной дидактики**

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#### *Аннотация*

В данной статье, представлен генезис развития высшего образовательного пространства Республики Казахстан, рассмотрены позиции авторов на целостную теорию обучения, противоречия современной педагогики. Внедрение в систему обучения образовательных технологий не теряет своей актуальности. Это обусловлено, прежде всего тем, что практика и социальный запрос не снижают, а, наоборот, повышают требования к преподавателям. Практика свидетельствует, что обучение с помощью применения инновационной дидактики позволяет интегрировать образовательные технологии и повышать её эффективность. В последние годы сделано очень многое для развития инновационной дидактики и использование образовательных технологи для улучшения учебного процесса, это чётко можно увидеть особенно в процессе улучшения усвояемости обучаемыми теоретического материала. Преподавателям высшего, специального учебного заведения необходимо целенаправленно и напористо овладевать инновационной дидактикой как теоретической её основы, так и практическую её, составляющее выраженную в интенсивных и интерактивных технологиях обучения: играми, тренингами, кейсами, игровым проектированием, креативными техниками и многими другими приёмами и технологиями обучения, потому что именно они развивают базовые компетентности и метакомпетентности преподавателя. У преподавателя высшего, специального учебного заведения должны быть сформированы

необходимые для профессии умения и навыки, создающие предпосылки для психологической готовности внедрять в реальную практику интенсивные технологии обучения.

*Ключевые слова:* дидактика; образовательная технология; интеграция; целостная теория обучения; синтез; интеграция.

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## **A DIALOG AND A COMMUNICATION: THE CONTEMPORARY PROBLEMS OF FORMATION OF THE COMMUNICATIVE COMPETENCE OF THE ARTISTS (BASED ON THE EXAMPLES OF THE ART STUDENTS)**

### *Abstract*

This article reveals the issues of development and formation of communicative competence among students of an art specialty. The study revealed that an insufficient level of speech culture is typical for students of future artists and teachers. This problem is most acutely expressed by the excessive enthusiasm of students for art and visual activity with insufficient attention to the development of communication skills and a departure from professional self-determination. The purpose of the article is to identify the results of the formation of the subject communicative competence of students of art specialties in the learning process.

The following methods were used in the study: theoretical (review, analysis and synthesis of literature); empirical (pedagogical observation, oral and written surveys, tests, pedagogical experiment). The study was conducted at the Institute of Arts, Culture and Sports of KazNPU named after Abai among students (17-19) years old. The data indicate that the formation of communicative competence needs pedagogical support in preparing students for professional activities. The problem of low speech culture of students, inability to communicate, express their thoughts, and sometimes vice versa, upholding the position of a human consumer negatively affects the professional development of the future artist and teacher. The analysis shows that against the background of a general drop in the level of literacy and speech culture of young people, the communicative competence of artists is an urgent problem for many specialties, including for students of pedagogical universities.

*Keywords:* communicative competence; teacher; art activities; communication skills.

**Introduction.** One of the problems of the contemporary young artists consists in a lack of their communicative competence, which means that most of young artists are closed in their own «creative world» and they do not have an ability to express their creative ideas to the viewers with the help of ordinary words, they are not able to speak about what they depicted in their works, they are also unable to defend their art work or their thesis before experts or simply to speak in public. This is a really significant problem for the present young artists, painters, sculptors and creatively gifted young people in general. Basing on these facts we decided to devote this Article to the above-

mentioned problem. In this work we also performed an experiment with the students from the art university and received the accurate data, and on the basis of the performed research we would like to offer our solution to this up to day problem.

The «face» of our society is formed basing on the understanding of how we perceive our reality, how we establish our priorities, and on the perception of the actual reality. A personality is formed within the frameworks of our education, which contributes to the upbringing of a harmoniously developed personality, which is prepared for the next stage of education within the system of the continuous education.

«If we understand the main task of a school more widely – as a transfer of a person from the world of everyday life to the world of culture, then the role of a school in the formation of the spiritual world of a man is very great. The main feature of the teachers is not that they teach a definite subject, but they carry the values of a culture. The culture of a mankind is encrypted in the texts. To be able to understand these texts means to be able to read human culture, to be able to express their thoughts and experiences, to be able to use a word in an appropriate way. V.A. Sukhomlinsky wrote: «every teacher, regardless of what subject he teaches, must be a philologist», thus emphasizing the humanistic nature of a pedagogical activity» [1, P.16].

Only recently the scientists started to emphasize in their articles and their works the problems of teaching the art skills. As it is noted by Yu.M. Aliyev in his Thesis, written in 1992 year, «that there were no special works devoted to the problems of improving the efficiency of the art and creative activities of the students ...within a process of teaching of an art composition, and there are no any yet. There are also no any methodological developments and recommendations for the intensification of the process of the art and creative activities in the art composition teaching classes in the art and graphic faculties of the pedagogical institutes» [2], based on this fact, we emphasized a special attention to the study of the works published after the mentioned time. This issue is also considered by the researchers from the foreign countries [3].

Basing on the analysis of the works of F.Nietzsche, M.Heideger, M.Scheler, H.Ortega-I-Gasset, P.A.Sorokin, E.Fromm and others, L.Yu.Pisarchik made a conclusion that an education system is a power that is able to neutralize a negative influence on a person of a mass culture, which is based on the industrial-commercial type of production and distribution of the standardized spiritual benefits. [1, P.13].

A.M.Novikov wrote that when an educational practice faced a problem of an action related orientation, then in Soviet pedagogy in the 70s years of the XX century, a theory of the competencies formation was developed. According to this theory the skills were considered not in the narrow technological sense, but as the «complex structural formations, which include the sensual, intellectual, volitional, creative, emotional qualities of an individual, ensuring the achievement of the set goal of the given activity within its changing conditions, «but this theory proved to be unclaimed. Unlike the theory of the competencies formation, a so-called competent approach had originated in the foreign pedagogy, in the Anglo-American educational environment (in English, there is no equivalent to a term «умение»), so a term «competence» started to be used. This term was also used by the Russian authors. Moreover, in Russian language we have two terms: «КОМПЕТЕНЦИЯ» and «КОМПЕТЕНТНОСТЬ», but there is still no unity in understanding of the essence of these two terms [3, P.468-469]. Some

researchers consider «КОМПЕТЕНЦИЯ» and «КОМПЕТЕНТНОСТЬ» as equivalent concepts. A.V.Dubakov explained this fact by an ambiguity of translation (in English, «КОМПЕТЕНЦИЯ» and «КОМПЕТЕНТНОСТЬ» are translated as one word – a competence) [4].

An insufficient level of speech culture is also a characteristic feature of the future teachers-artists. Most acutely, this problem is expressed by an overriding focus of the students on the fine arts activities, against a background of their insufficient attention to the development of their communicative competencies and the avoidance of their own professional self-determination as a future teacher primarily. Communicative competence is one of the components of the professional and pedagogical culture of a teacher and it includes a number of components, such as an improvement of oral and written speech, an availability of professional vocabulary skills, an ability to create interpersonal relations. Therefore, the formation of professional competencies should be carried out on the basis of pedagogical support for all its components, including the communicative ones.

As it was already mentioned above, a teacher-artist should solve his/her professional tasks not only in the sphere of esthetic education and improvement of the artistic skills, but also he/she should solve the tasks concerning the upbringing of a personality, who corresponds to the requirements of time, therefore, only a competent teacher is able to solve the pedagogical tasks successfully. So, the art disciplines enhance the formation of the professional competence.

We assume that such problems as a low level of speech culture of the students, a lack of ability to communicate and to express their thoughts, and sometimes even vice versa, a defense of their positions as a consumer person, negatively affect a future teacher-artist professional formation. It is a communication with children that is a basis of a pedagogical activity. A lot of works devoted to the communicative competence not only of the future teachers, but also of the students of other professions, reflect the urgency of the given problem.

**Methodology.** From the dictionary on pedagogy: A communicative competence – is an ability to establish and maintain necessary contacts with other people; the systems of internal resources necessary for formation of an effective communication in certain situations of interpersonal interaction [5, P.133].

Communication competencies are an ability to use language (repressively) and to express information (expressively), and these competencies include the following: a lip reading, a finger spelling, a body language and interpersonal relationships [6].

Within the limits of our research, we are interested in the communicative competence of a teacher-artist. As we have noted before, a speech is a form of communication. In its turn, the speech activity accompanies the whole educational process. For example, N.I. Piankova pointed out the following groups of competencies and skills, which a teacher-artist should have in addition to his/her ability to see a beauty in that places, where an ordinary person – not an artist is not able to see. They are the following:

- the speech skills and a mimic and pantomimic expressiveness;
- a control over his/her own mental state and maintenance of his/her own emotional and creative tension;

- the acting and directing skills, which allow teachers to influence not only on the mind, but also on the feelings of the students, and also to transfer to the students the experience of emotional and value attitude to the world [7, P.115].

For our experiment we chose a «Still Life Painting» section in the composition typical training module. The purpose of this section, according to the training program, is the following: on the example of a still life painting this section is intended to acquaint the students with the main and the most characteristic components of the art language, to provide knowledge about the laws of the scenic image, about the emotional-informative aspects of the expressive means of painting and to apply knowledge in practice [8]. According to the Table 1, the training task is planned to be performed by phases, that correspond to a project approach concept in the art activity.

Table 1

**The phases of art activity**

<b>Subject: Still life painting</b>		
<b>Phase</b>	<b>Theoretical</b>	<b>Practical</b>
Design (target setting)	Data collection: particular features of the history of this genre, types of the still life painting, analysis of the works of the artists of this genre. Search for an idea for the future practical work.	Presentation of the collected materials, performance before an audience. Composite sketches performance.
Technology	Searching phase: staging, format and materials selection. Intermediate results control, product critical assessment.	Realization of the planed actions: sketching, execution of the work itself.
Reflection	Summarizing: Comprehension, comparison, estimation of the initial and the final states of the object of a student productive activity. Final evaluation and self-evaluation of the project results – as the subject of a student activity, that is, student self-evaluation, reflection. Has the purpose of the art project been achieved? If not, why? And what is the rate of a partial achievement of the purpose? If the results have exceeded the given purpose, then, why? And to what extent? And so on. Self-reflection: what an experience has the student acquired when creating this art image? What and how it can be applied in future? What are the negative experiences?	Defense of the Project: presentation before an audience.

A student should be maximally involved in the independent study activity, should solve the learning problems and tasks proposed by a teacher, basing on the information materials, reference literature, methodical recommendations, etc., and the independent study activity of a student is an integral part of the composition learning program. Thus, we believe that a concept of connecting independent study of the students with educational and cognitive activities in the audience will allow to realize the following educational tasks: data collection, collected material presentation, compositional sketches performance.



Communication competencies are very important, for example, during the in-class discussions or group work, where the students should know how to start a discussion, how to involve the others, how to change issues, how to reconnect breaks, how to deal with those who dominate in the conversation, how to apply language to solve the problems, and how to finish the discussion [9, P.12].

An independent search of knowledge will contribute to the improvement of curiosity and torture. During this phase, the students should apply their cognitive and research skills very intensively, such skills allow them to apply the modern information technologies in the study process by themselves.

Thus, a student from a passive listener becomes a participant of a productive type of relationships, in which he/she is given an active role (a concept of consciousness, activity and responsibility of the students). The role of a teacher also changes, he/she becomes a curator, consultant, controller, assistant when mastering a student with new knowledge (a concept of joint activity (interaction) of a teacher and students). The results of the information searching activity can be presented in the form of a presentation, a summary or a report, which should be presented to the audience. A dialog concept-communication with a teacher, communication with the classmates, will be realized during this phase. In our opinion, it is the dialog concept that will connect all phases of creative activity during the composition studying process. The dialog concept is applied in the modern training technologies. For example, L.L. Balakina believes that the dialog concept is oriented to the work with meanings, it requires an agreed interpretation of the used terminology as necessary means of achieving the comprehension, it requires an appropriate technologies and means of training, based on the procedures of observation, associativity, interpretation, comparison, experience, listening, viewing and feeling, which allow to ascertain the intentions and the real value of the words [10].

The given concept will encourage an ability of the students to explain their thoughts correctly, competently, clearly, and to accept information from their communication partners adequately, it also will encourage an ability to arrange a text of a message in an adequate form, an ability to receive feedback and to improve the speech skills. The information searching activity will include the analysis of literature and art activities of the artists and their works. By means of interaction with art, an empathy and ability to empathize will be raised in students.

It should be noted that from the psychological point of view, a student age (18-20 years old) is the period of the most active development of the students' moral and esthetic feelings, the formation and stabilization of their character, the transformation of their motivation and the entire system of value orientation, on the one hand, and the intensive formation of special abilities in connection with their professionalism – on the other. This age is distinguished as a central period of formation of their character and intellect [11].

An intellectual initiative is a characterized feature of the design phase or of the first phase (starting) of the creative process, when the following abilities are manifested: an ability to determine the problems, an ability to improve the cognitive processes, an emotional and rational ability to contact with the world, and also there is a need for an intensive activity [12].

Thus, the first phase allows to develop the intellectual abilities, which are so sufficient for a teacher-artist, who should have equally highly developed intellectual and creative abilities. This in its turn implies an availability of the advanced types of thinking (object-effective, abstract-symbolic, verbal-logical, visual-figurative and creative ones).

**Research results.** The object of our research is the art composition studying process conducted for the students (the future teachers - artists). It should be said that the educational process in an university is much more complicated than in a school. This process is organized with a help of many types of trainings, which are chosen according to the content of a certain discipline, its goals and tasks. The main goal of the training is to provide the qualified teachers, who will educate the students in accordance with the modern requirements of the society, and also to form a well-developed personality of a student.

According to the stated tasks, the research was carried out in two phases: an experimental phase and a search-forming one.

The first phase – is an experiment. The purpose of this research phase is to provide a further theoretical evidence of the problem, to conduct a psychological diagnostic of the level of formation of the communicative competence among the students, who are the future teachers – artists. The experiment was carried out on the basis of the Institute of Arts, Culture and Sports based on Abai Kazakh National Pedagogical University (KazNPU). Students of the first and the second courses (age 17-19 years old) took part in the experiment. The following methods were used: observation, interviewing and testing. The methods of observation and interviewing were applied throughout the all phases of the research and they allowed to clarify the data obtained from the given research.

To determine the level of the communicative competence formation the following tests were applied: the tests of A.P.Panfilova – «How good are you to perform before an audience?» Test; «Do you know how to listen?» Test [13]; communicative competencies test. «Speech barriers in communication» Test by psychologist V.Maclini [14].

«How good are you to perform before an audience?» Test is intended to determine whether a testee is able to subdue the audience. The test consists of 10 questions to be answered «Yes» or «No». For each positive answer – it is given 2 points. The results are evaluated according to the following criteria: more than 12 points – a testee has an ability to subdue the audience without any liberties in his/her behavior on the stand and in speech, but excessive independence from the audience can make him/her not sensitive to the interests of the listeners; if it is less than 12 points – a testee himself/herself obeys the audience, he/she is guided by its reaction, but a desire to follow the audience in everything can lead to a loss of authority of a testee and can reduce the effect extended to the audience by the said information. According to the above criteria and answers of the testees, a diagram below was drawn up (Figure 1).

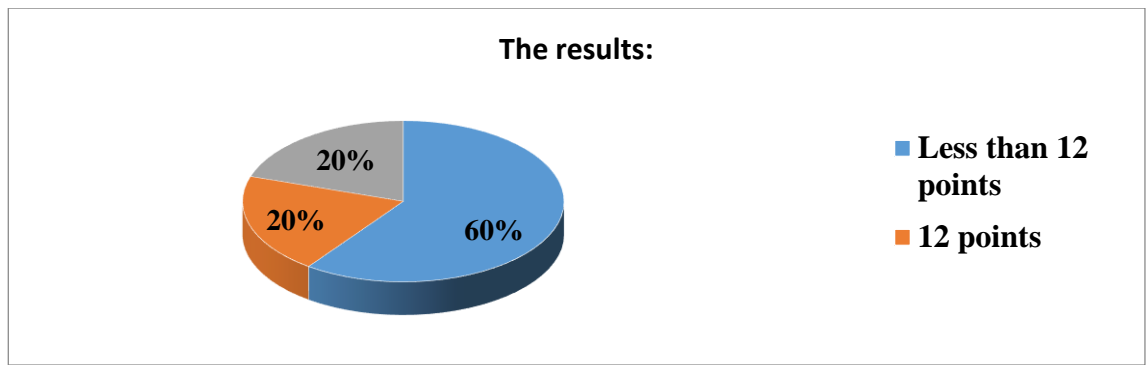


Figure 1. The results of the "How good are you to perform before an audience?" Test

«Do you know how to listen?» Test determines a testee's ability to listen. It consists of 10 questions, on which the following answers should be given: Always (4 points), Almost always (3 points), Rarely (2 points), Never (1 point). The results are summarized as following:

- 32 points or more – is an ideal listener;
- 27-31 points – a listener is above an average level;
- 22-26 points – a listener requires additional training in the practice of listening;
- 21 or less points – many of the messages received are perceived by a listener distortedly, incompletely and inadequately. A listener requires the further training in the practice of listening. According to the received results, 50% of the testees need additional training in the listening practice (Figure 2).

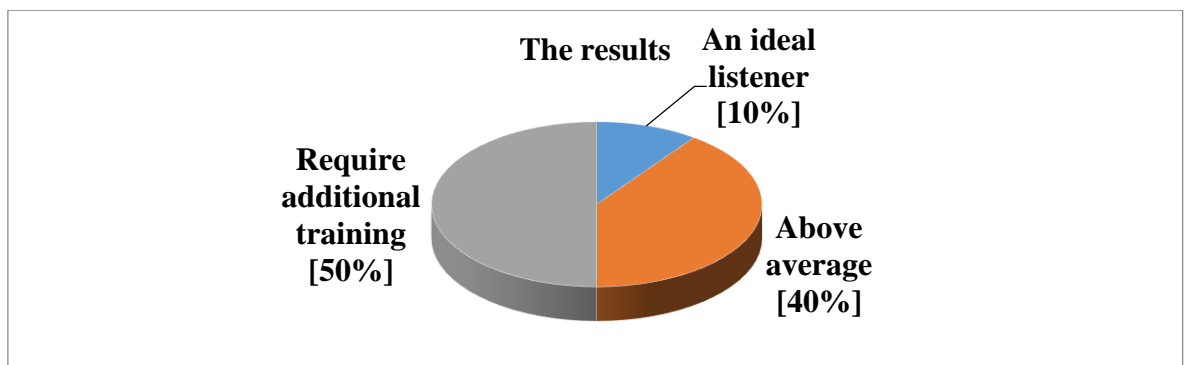


Figure 2. The results of the «Do you know how to listen?» Test

To determine the level of art composition theoretical knowledge of the students, we applied the testing questions about art composition, consisting of 12 questions, to which they should give the answer «Yes» or «No». We have the following interpretation of the test results:

– *Conflict competence* – 1 point for answers 1,9 – «No», 5 – «Yes». If a student scores less than 2 points, then it means that he/she has a difficulty in dealing with conflict situations. Perhaps he/she surrenders, or vice versa, presses, avoids, rather than prevents the conflict situations.

– *Setting of a goal and keeping it during negotiations* – 1 point for answers 2,6 – «No», 10 – «Yes». If a student scores less than 2 points, then it means that he/she should be attentive to how he/she sets the goal; if he/she scores more than 2 points, then we understand that he/she can formulate the goal and not lose it during the conversation.

– *Negotiations conduction* – 1 point for answers 3,7 – «No», 11 – «Yes». If a student scores less than 2 points, it means that a conversationalist manages to impose his/her «game rules» on a testee during the negotiation. In this situation the skills to manage the conversation are needed – it is necessary to hold an initiative, to manage the time and the topic of the conversation. If a testee scores 2-3 points, it means that he/she manages to negotiate in a right way.

– *Communication* – 1 point for answers 4,8 – «No», 12 – «Yes». If a student scores less than 2 points, it means that a student has difficulties while communicating. If a student scores 2-3 points, it means that a student manages to communicate.

The analysis of the received data is shown in the Figure 3.

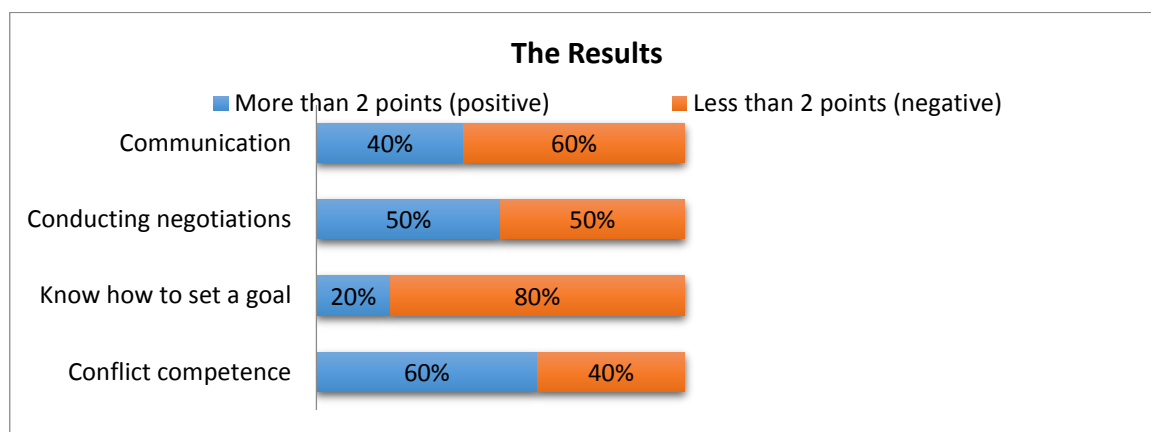


Figure 3. The results of the communicative competencies availability test

In the result of the performed diagnostic activities, it became clear that most of the students are afraid of public speeches, they need additional training in the practice of listening and the further improvement of their communicative skills.

We also tested the knowledges of students in the theory of art composition, we prepared tests consisting of 30 questions each with 5 variants of answers.

Table 2

#### The results of the art composition theory knowledge test

Percentage of the completed tasks	Marks	Quantity of students	Percentage of students
90%-100%	Excellent	2	20
75%-89%	Good	3	30
51%-74%	Satisfactory	4	40
0%-50%	Not satisfactory	1	10
Total:		10	100

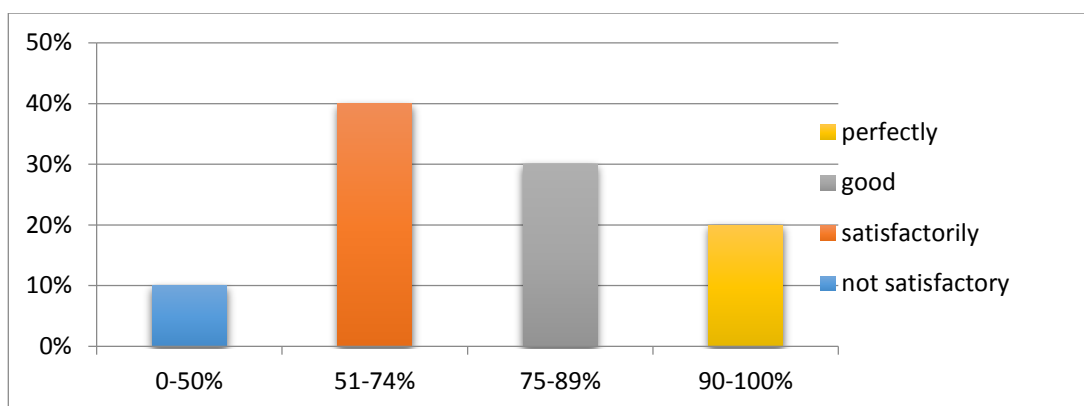


Figure 4. Histogram of the results distribution according to the completed tasks percentage

During the search and formation phase, the students learned the «Still life» theme. Throughout the whole experimental period, the students performed the tasks according to the phases of the artistic activity.

Table 3

### Criteria for the formation of communicative competence

1. Activities of the students during a lesson	Points
<b>1. Self-reflection:</b>	
A student is able to deliver his/her thoughts to others on his/her own	3
A student is able to deliver his/her thoughts to others only with a help of leading questions	2
A student is not able to deliver his/her thoughts to others even with a help of leading questions	1
<b>2. Discussion</b>	
<b>2.1. Ability to answer the questions:</b>	
A student usually responds by giving a detailed answer	4
A student usually responds by giving a brief (partial) answer	3
A student, as a rule, has difficulties due to his/her excitement while answering	2
A student, as a rule, has difficulties due to his/her limited vocabulary while answering	1
<b>2.2. Ability to ask the questions:</b>	
A student usually formulates the correct questions by his/her own	3
A student formulates the questions in a way that is not always clear to others and the questions should be clarified then	2
A student almost is not able to formulate the questions, which are clear to others	1
<b>2.3. Ability to oppose correctly:</b>	
A student opposes to his/her opponent usually correctly	3
A student opposes to his/her opponent not always correctly	2
A student opposes to his/her opponent not correctly, as a rule	1

Table 4

### The results of the progress and the final controls

Student	Progress control		Final control	
	Points	Cc	Points	Cc
A	74	0,47	87	0,54
B	120	0,76	120	0,76

C	70	0,44	72	0,46
D	124	0,79	128	0,82
E	89	0,57	89	0,57
F	94	0,60	92	0,59
G	81	0,51	90	0,58
H	112	0,72	112	0,72
I	78	0,50	86	0,55
J	101	0,65	109	0,70

The maximum quantity is 156 points. A communication coefficient (Cc) is determined by the formula:  $Cc = n / 156$ , where «n» is the number of points. If Cc equals to the following:

from 0.10 to 0.45 – then it means a low level; 1 0

from 0.46 to 0.55 – then it means a level below average; 3 2

from 0.56 to 0.65 – then it means an average level; 3 3

from 0.66 to 0.75 – then it means a high level; 1 1

from 0.76 to 1.00 – then it means a very high level. 2 2

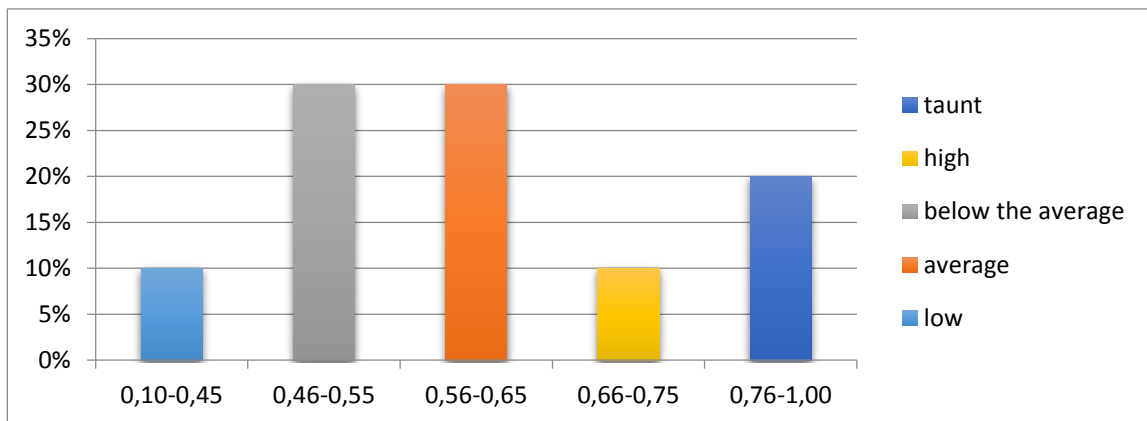


Figure 5. Histogram of the coefficient expression of the intermediate control communicative competence

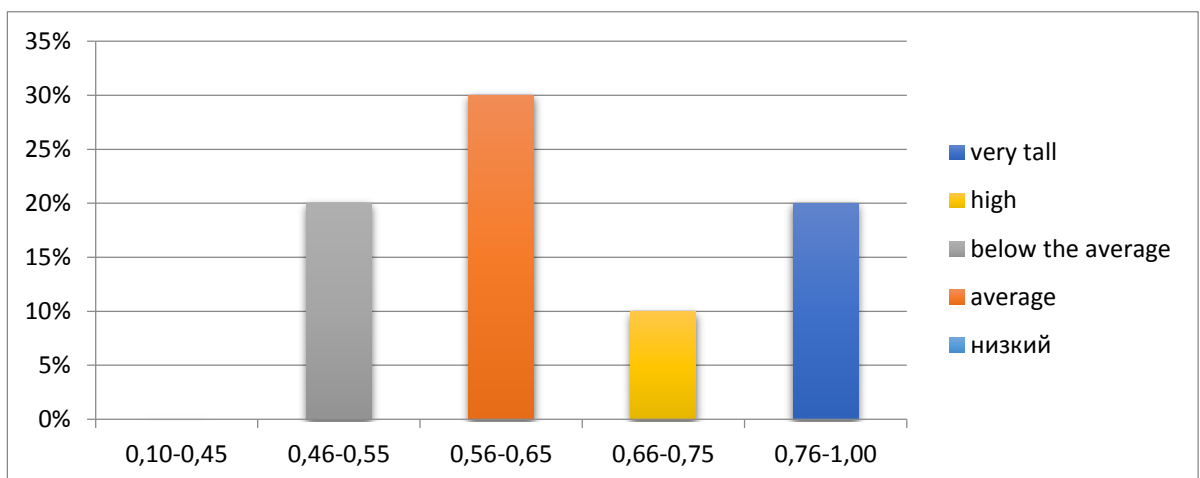


Figure 6. Histogram of the coefficient expression of the communicative competence of the final control

One of the important needs of a person is a need for communication. During communication students get acquainted not only with other persons, but also with their



selves, and also get a social life experience. The need for communication promotes the establishment of different relations, it improves the partnerships, friendship, stimulates the exchange of knowledge, experience, opinions and feelings [11, P.354].

Team building exercises can also help students to improve their oral and written communication skills. This enables students to work not only in small groups, thereby reducing some stress, but also enables them to discuss their opinions in turn and to work together to achieve a common goal [15].

Thus, in the process of speech interaction, information is transmitted from one partner to another, and it can be expressed in such scheme: a transfer of information (a speaker encodes information in words) – (a listener decodes these words, extracts information) an understanding of information. One of the most important points during the listening of information is a moment of its feedback, because of which a speaker is able to feel that he/she speaks not into the void, but with an alive person who listens and understands him/her.

As Stolyarenko writes, a listening – it is not only a silence, but it is a more complex process, during which the invisible connections between people are established, a sense of mutual understanding that makes any communication effective is formed [11]. This need for communication promotes the establishment of different relations, it improves the partnerships, friendship, stimulates the exchange of knowledge, experience, opinions and feelings. A student age, according to B.G. Ananieva, is a sensational period for the development of the main sociogenic potentialities of a person [11, P.653].

During the last time, in educational institutions, preparing future teachers, attention is paid to such forms of professional education as training, role and simulation games, cases analysis and communicative exercises. The main goal of this educational process is a formation of interpersonal component of the future pedagogical activity by improving the psychodynamic properties of a person and formation of his/her emotional intelligence, social and communicative competencies and skills [16].

Ualiev N.T. in his research, he considers competence «as a certain quality of the future teacher's understanding of professionally oriented reality, which suggests the most appropriate way of solving pedagogical problems in a particular situation» [17]. Sagadieva K.K. in his article he writes that «The main indicator of the formation of a foreign language communicative competence is independent activity, both in training and in subsequent professional activity» [18].

Thus, we offer to start the art composition classes with mini-exercises, which have a training character. Also, the performance of the communicative exercises will recharge the students with energy, create the necessary positive mood, psychologically comfortable space for the process of art composition studying. Exercises may be selected from a set of existing active learning methods. Below there are the examples of the exercises taken from the books by S.D.Yakusheva [19], A.P.Panphilova [20], N.A.Moreva [16].

*Exercise:* On imagination. Tell us what kind of picture do you see before your eyes when you hear a word «autumn»? Describe your visual, audible, and tactile sensations.

*Exercise:* On imagination. Use words to draw a portrait of your friend (better, who is not in the class now) so that he/she will be recognized and the basic features of his/her character, the distinctive details in his/her clothes and his/her behavior manners, and also your relation to him/her will be clear to others.

Describe a building that is known to everyone in your city without naming it. The rest of the students try to guess the name of this building.

Tell us about your room so that the other students will be able to draw its plan, the arrangement of furniture. You can ask the teller the additional clarifying questions.

Say the phrase «I came back home across the fields» with the following subtext: a) I run, because it was dangerous; b) I wanted to enjoy the smells of the field; c) I wanted to back home later to avoid the explanations.

*Exercise 1:* Simulation game. Enter the class in the image of a Head Teacher or a Director. Monitor how your inner mood changes.

The «Mask» relaxation exercise. The following commands should be performed (the self-orders): «the muscles of the forehead are relaxed; all wrinkles on the forehead are smoothed (to feel the relaxation of this group of muscles, you can pre-strain them for the contrast, lift the eyebrows on the breath, as it happens when you are surprised, and low them on the exhalation); eyebrows are relaxed (to furrow them and then to relax them immediately); eyelids are relaxed; cheeks muscles are relaxed; the jaws are decompressed, the lower jaw is freely lowered down; the lips are relaxed, the face looks like it is in a deep sweet sleep. «Thus, there is a strong feedback between the expression of the face and the mental state of a person, the external expression of relaxation and a rest leads to the corresponding changes of the mental state of a person.

*Exercise 4:* A window. Stand one against the other. Imagine that you and your partner are separated by a window with a so thick glass that your attempts to shout are useless: the partner will not hear you. However, you need to tell him/her a very important thing. What should you do? The subject of the message is too serious to wave your hands. Without a beforehand agreeing with the partner about the content of the conversation, try to submit to the partner through the glass everything you need and to get a response. While conducting this exercise, it is important that the students will not play a role of a person transmitting information, but will try to complete the task, the content of which will be important to them indeed. It is also important to pay attention to the influence of emotional mood and personal relation on the submission of the information.

*Exercise 7:* Determination of an emotional state of a person through empathy. Photos (or slides) are given. The task is to characterize the emotional state of a person. You should put yourself in the proposed situation, determine its content and the feelings caused by these circumstances. You can use photos, fragments and separate shots of films (with a sound off) to restore the logic of the actions according to a non-verbal behavior.

*Exercise 8:* Who is it? Write in advance a description of a non-verbal behavior of one of the students in the group. Read it in the class without giving his/her name. The students should determine whom this description belongs to. The task may be complicated by a comparison of the expressions of a student's behavior with a teacher's behavior.

*Exercise 9:* The sense with which I came to the class. It is suggested to express with the help of mimics and gestures the feelings with which you went to the lesson. The task can also be changed a little, i.e. the feelings with which you are present in the lesson.

*Exercise.* An internal monologue. Students should choose a portrait. It is more advisable to choose a portrait of a child or a youth (from the works by I.Repin, V.Serov, Rembrandt, etc.). Basing on the analysis of the appearance of the character, the students should represent the inner state of the person depicted in the picture. The main mechanism to determine the emotional state of the character is an empathy. The students should write a monologue and introduce it to the audience. The analysis of the students' work is based on the characteristic of their ability to describe adequately the world of feelings and thoughts of the character and it is also based on their ability to deliver to the audience the emotional state of the character.

*Exercise.* Ask each participant of the training to recall their most recent triumph from any sphere of their life (about which a person can tell); then ask about some traumatic experience (a problem, a misfortune, etc.) and ask about something trivial that may be seemed interesting or funny. Then ask all participants in turn to tell about every such case from their life approximately in one sentence.

**Conclusion.** The art composition training course has a great importance in improving the students' figurative thinking, their artistic and creative progress, preparation for their own individual professional creative activities. Unfortunately, at the present stage of the teacher-artist profession teaching, we ignore the fact that an art teacher should has proficiency in painting not only with pencil or brush, but also with a word. To solve this problem, it is advisable to start to improve the communicative competences in the professional culture of the future teacher-artist from the initial training courses. There are also the important cross-subject connections, which facilitate to determine the meaningful, methodical and value-semantic connection between the subjects. And this allows to form the communicative competences of the students.

According to the performed research we can conclude that the concept of the project approach to the students' art activities performance will allow to develop not only their creative abilities, but also will contribute to the formation of their communicative competences:

- the lessons encourage the students to perform the practical actions, affecting their emotional sphere, which increases their motivation;
- the students are given an opportunity to perform the creative work within the given topic, obtaining all necessary information by their own;
- in the project the various forms of training activities arrangement are implemented successfully. During these activities the students interact with each other and with a teacher whose role changes in the following manner: instead of a controller, he/she becomes an equitable partner and consultant.

The requirements for teacher training in basic and related disciplines are growing in the face of excessive scientific and educational information provided to students by modern technologies. Requirements for the personal, general cultural and communicative qualities of the teacher will also increase significantly [21].

A dialog concept will be realized in creating a specific socio-cultural environment, which creates conditions for the students to accept new experiences and to rethink their previous meanings, so that their received information will become personally significant for them. Problems arise when searching for an art image and a composite solution. This determines the commencement of an active thinking activity, the occurrence of the self-reliance in students, which leads to the formation of the original, non-standard methods of activities and results.

The performance of the creative activities by a person assume a formation of a dialog between the world and a person himself/herself, and the result of his/her creativity, as a rule, assume his/her communication with other people. When teaching students, it is necessary to create such conditions in which each of them will have a need to learn the communicative competencies of communication, to be a communicatively competent specialist, to have communicative and speech involvement. This will allow a student to acquire a deep knowledge of himself/herself, of other people and, on the basis of this knowledge, to create the new knowledges, and then to experience them in harmony with the reality with which he/she will meet, already being a professional.

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### **Диалог және байланыс: пән байланысының қалыптастырылуының мәселелері (суретшілер-оқушылар мысалы бойынша)**

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#### *Аңдатпа*

Бұл мақалада өнер мамандығының студенттері арасында коммуникативті құзыреттіліктің дамуы мен қалыптасу мәселелері ашылады. Зерттеу барысында сөйлеу мәдениетінің жеткіліксіз деңгейі болашақ суретшілер мен мұғалімдердің студенттеріне тән екендігі анықталды. Бұл проблема оқушылардың өнерге және бейнелеу қызметіне деген шамадан тыс ынта-жігерімен коммуникативтік дағдыларды дамытуға жеткіліксіз көңіл бөлу және кәсіби өзін-өзі анықтаудан кету арқылы көрінеді. Мақаланың мақсаты – оқу процесінде өнер мамандықтары студенттерінің пәндік коммуникативті құзыреттілігін қалыптастыру нәтижелерін анықтау.

Зерттеу барысында келесі әдістер қолданылды: теориялық (әдебиеттерді қарау, талдау және синтездеу); эмпирикалық (педагогикалық бақылау, ауызша және жазбаша сауалнамалар, тестілер, педагогикалық эксперимент). Зерттеу Абай атындағы ҚазҰПУ Өнер, мәдениет және спорт институтында (17-19) студенттер арасында жүргізілді. Мәліметтер коммуникативті құзыреттіліктің қалыптасуы студенттерді кәсіби қызметке дайындауда педагогикалық қолдауды қажет ететіндігін көрсетеді. Студенттердің сөйлеу мәдениетінің төмендігі, қарым-

қатынас жасай алмауы, өз ойын жеткізе алмауы, кейде керісінше, адам тұтынушысының позициясын қолдауы болашақ суретші мен мұғалімнің кәсіби дамуына кері әсер етеді. Талдау көрсеткендей, жастардың сауаттылығы мен сөйлеу мәдениеті деңгейінің жалпы төмендеуі аясында суретшілердің коммуникативті құзыреттілігі көптеген мамандықтар үшін, соның ішінде педагогикалық жоғары оқу орындарының студенттері үшін өзекті мәселе болып табылады.

*Түйін сөздер:* коммуникативті құзыреттілік; мұғалім; көркемдік іс-шаралар; коммуникативті дағдылар.

### **Диалог и коммуникация: проблемы формирования предметной коммуникации (на примере художников-студентов)**

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#### *Аннотация*

В данной статье раскрываются вопросы развития и формирования коммуникативной компетенции среди студентов художественной специальности. В ходе исследования выяснилось, что недостаточный уровень речевой культуры характерен для студентов будущих художников-педагогов. Наиболее остро эта проблема выражается чрезмерным увлечением учащихся художественно-изобразительной деятельностью при недостаточном внимании к развитию коммуникативных навыков и уходом от профессионального самоопределения. Цель статьи заключается в выявлении результатов формирования предметной коммуникативной компетенции студентов художественных специальностей в процессе обучения.

В исследовании применялись следующие методы: теоретические (обзор, анализ и синтез литературы); эмпирические (педагогическое наблюдение, устные и письменные опросы, тесты, педагогический эксперимент). Исследование проводилось на базе Института искусств, культуры и спорта КазНПУ имени Абая среди студентов (17-19) лет. Данные свидетельствуют о том, что формирование коммуникативной компетенции нуждается в педагогической поддержке при подготовке студентов к профессиональной деятельности. Проблема низкой речевой культуры студентов, неумения общаться, выражать свои мысли, а иногда и наоборот, отстаивание позиции человека-потребителя негативно влияют на профессиональное становление будущего художника-педагога. Анализ показывает, что на фоне общего падения уровня грамотности и речевой культуры молодежи, коммуникативная компетенция художников является актуальной проблемой для многих специальностей, в том числе и для студентов педагогических вузов.

*Ключевые слова:* коммуникативная компетентность; художник-педагог; художественная деятельность; коммуникативные навыки.

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**DOI.....**

## FORMATION OF COMMUNICATIVE COMPETENCE IN FUTURE TEACHERS OF PHYSICAL EDUCATION

### *Abstract*

The article presents the generalized results of research on the formation of communicative competence of future physical culture teachers in the conditions of professional training at a higher education institution. The scientific-methodological and methodological aspects of the process under study, the theoretical and practical significance of its results are disclosed. As a result of the study, it was found that if the professional training of future physical education teachers is organized using a communicative approach, then modern communicative teaching methods are aimed at the formation of their communicative competence within the educational process of the university on the basis of the elective course "Communication and physical culture" and appropriate educational and methodological support, this will help to increase the level of their communicative competence.

*Keywords:* physical culture; physical education; training of physical culture teachers; communicative competence of the teacher.

**Introduction.** In the system of modern physical education, communication skills are among the priorities. They allow physical education teachers to quickly and correctly navigate their professional activities, flexibly adapt in the world of sports, in the new system of physical education, and the transition to new communicative teaching technologies allows achieving this goal. In this regard, in the system of professional training, there is a need to create conditions for the formation of communicative competence in the structure of professional competencies of future physical culture teachers. In the conditions of the developing sphere of sports, physical culture teachers, actively interacting with students interested in sports, have the opportunity to consolidate traditions and experience, influence the course and results of sports reforms aimed at developing the physical culture of society. Possession of communication skills prepares them for practical activity in sports and for life in general, for the ability to predict and take into account changes in physical culture and the sports industry, see changes in sports technologies and control of sports movements, and also analyze progressive shifts in the field of physical culture and sports. Communication skills help them adapt to sports, develop professional skills and communication skills.

The formation of communicative competence is a necessary quality for a graduate of a modern university - a future teacher of physical culture, since in the field of professional activity, communicative culture contributes to the development of effective solutions, the generation of ideas and the creation of new sports technologies [1]. The formation of communicative competence among future physical education teachers allows them to successfully master the foundations of the sports profession, prepare for life and creativity in the 21<sup>st</sup> century, since orientation towards the future is the key idea of professional education, the main content of which is that the promising task of the formation of communicative competence, communicative the skills and abilities of future specialists for teamwork, cooperation to achieve common goals has its own priority goals. This is especially important for future physical education teachers, since their communicative qualities significantly affect the results of their

professional activities. For a successful professional activity, a future physical education teacher must fully master the communicative culture. In the pedagogical sphere, communicative culture includes a system of professional knowledge, skills and abilities for organizing interaction with students, establishing psychological contact with any partners (students, their parents, school colleagues, etc.), accurate perception and understanding in the process of communication, predicting behavior partners and prudence in the direction of their behavior towards the desired result.

**The main part.** Modern psychological and pedagogical research [2; 3] show that a high level of communicative culture is determined by the presence of the following personal qualities of a teacher: sympathy, benevolence, authenticity, concreteness, spontaneity, etc. No less important components of communicative culture: knowledge and skills related to the culture of speech. The main indicators of speech culture in pedagogical and sports communication: vocabulary from which the following are excluded: obscene and slang words; dialectisms. The richer the vocabulary, the brighter, more expressive and more varied speech; less tiresome for the audience; more impressive, memorable and fun. All of this is very important for the sports sector.

Communication in sports is a process of interconnection and interaction, during which activities, information and sports experience are exchanged. In its process, a goal and specific tasks are set that require their solution. Communication skills are crucial to the effectiveness of sports communication [4]. As a result of the study, it was found that if the professional training of future physical education teachers is organized using a communicative approach, then modern communicative teaching methods are aimed at the formation of their communicative competence within the educational process of the university on the basis of the elective course «Communication and physical culture» and appropriate educational and methodological support, this will help to increase the level of their communicative competence [5].

Communicative culture is one of the main characteristics of the professional competence of physical culture teachers. Its formation is one of the most important tasks of preparing a future teacher, it serves as a guarantee of his personal and professional development. The pedagogical profession requires perfect mastery of the techniques and methods of effective communication with both schoolchildren, their parents and colleagues in order to achieve mutual understanding, which is necessary when solving not only sports problems, but also personal problem situations that can have a significant impact on the outcome of specific sports competitions and the quality of life in general [6].

A future teacher of physical culture in the process of studying at a university must acquire the necessary knowledge and develop communication skills that form the basis of communicative culture. Communicative culture is also based on generally accepted moral requirements for communication, inextricably linked with the recognition of the uniqueness, value of each person: politeness, correctness, tact, modesty, accuracy and courtesy [7; 8].

The communicative culture of a teacher is based on the ability to productively communicate with children, avoid conflict situations, build constructive relationships, achieve mutual understanding when discussing various issues in sports activities, as well as the ability to provide all possible help in solving problems. In addition, the



concept of communicative culture includes the possession of certain norms of communication, behavior as a result of assimilation of various social and psychological standards, behavioral stereotypes and standards [9].

In the course of our research, the formation of communicative competence among future physical culture teachers was carried out by communicative methods, covering all types of classroom and extracurricular activities. Features of communicative teaching methods consist in a high level of educational and communicative activity of students, which contributes to a longer assimilation of knowledge, increases interest in classes, evokes positive emotions, gives an emotional response to learning, a high level of motivation, self-management, cognitive activity, creative and communicative abilities are developed [10].

In the course of the research, the discipline «Communication and physical culture» was developed based on communication technologies. Communication learning is based on the idea, the essence of which is that the student in the learning process must actively interact with other students, and the teacher must manage his learning: motivate, organize, activate, coordinate, advise and control. This technology, combined with communicative teaching methods, effectively contributes to the formation of communicative competence in future physical culture teachers [11].

In the course of the research, a pedagogical experiment was organized, the tasks of which included studying the problem of the formation of communicative competence among future physical culture teachers in the process of vocational education, testing a complex of communicative teaching methods when mastering the discipline. «Communication and physical education» and checking the degree of their effectiveness [12; 8].

The academic discipline «Communication and Physical Education» gives an idea of the communicative competence of a physical education teacher, considers the issues of communication in sports and the communication skills of a teacher teaching physical education students. Future physical education teachers need to know the structure of communication, communication methods, communication tactics, because communication is one of the most important forms of interaction in teaching people involved in physical culture and sports. Communication is a connection between people, as a result of which there is an influence of one person on another. It is in the process of communication that sports experience is assimilated, knowledge is accumulated, practical abilities and skills are formed, views and beliefs are developed.

To determine the degree of effectiveness of communicative methods used in the discipline «Communication and physical culture» aimed at developing the communicative competence of future physical culture teachers, a pedagogical experiment was carried out, which consisted of two stages: ascertaining and formative. At the stage of the ascertaining stage of the experiment, the primary control of the level of students' communicative competence was carried out. The formative experiment was also carried out in two stages: the introduction into the educational process of the methods of communicative teaching in the discipline «Communication and physical culture» and the final control of the level of communicative culture of future physical education teachers [13; 14].

The pedagogical experiment was carried out with students of the specialty

«Physical culture and sport» of the Sh.Ualikhanov Kokshetau University. The total number of students who took part in the experiment was 75 people. To study the communicative competence of future physical culture teachers, research methods were used, in which the same tasks were considered, but addressed to different respondents. We list the research methods used: the questionnaire method, the expert method and the observation method [15].

In the course of the formative experiment, the effectiveness of communicative methods was tested in the discipline «Communication and physical culture», aimed at the development of communicative competence among future physical culture teachers. The effectiveness of the experimental work was determined by a set of data obtained at the ascertaining and formative stages of the experiment using an integral system of research methods. During the experiment, the technique was applied by A.A.Bodaleva. for the diagnosis of communicative competence in future physical culture teachers and the questionnaire of E.I.Passov to determine the level of formation of students' communication skills.

In the course of the experimental work, the dynamics of the development of the communicative culture of future physical culture teachers was traced. A clear illustration of the generalized results is presented in Figure 1, which demonstrates the dynamics of the development of the communicative competence of physical culture teachers. Indicators reflect experimental data before and after the formation stage.

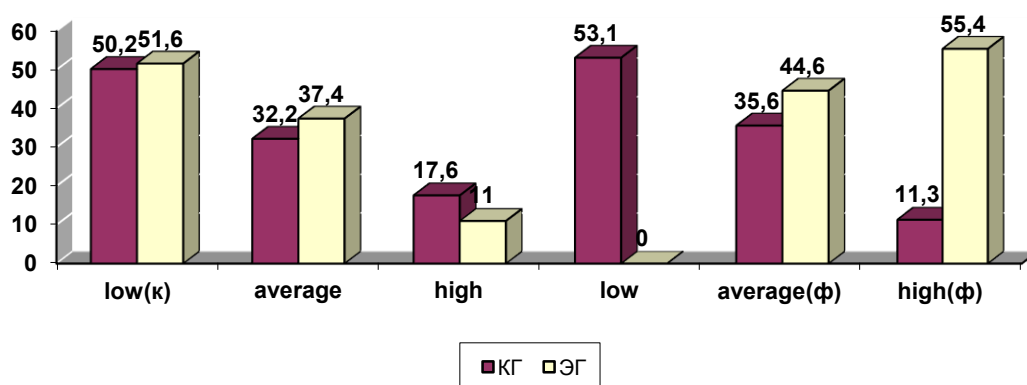


Figure 1. Dynamics of the development of the communicative competence of physical education teachers (according to the Bodalev-Passov method)

**Conclusion.** During the study of the problem of the formation of the communicative competence of physical education teachers with the help of communicative teaching technologies, the dynamics of the development of communication skills under the influence of these technologies was studied. According to the obtained data, it is clear that under the influence of communicative teaching technologies, the level of development of the communicative competence of physical culture teachers has significantly increased. The analysis of the results of experimental work on the development of the communicative competence of physical culture teachers with the help of communicative teaching technologies showed real efficiency.

The results of the research allow us to propose the following recommendations: to use in the process of professional training for the formation of communicative competence of physical culture teachers a special course «Communication and physical

culture», developed on the basis of the method of communicative communication training.

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#### **Болашақ дене шынықтыру мұғалімдерінің коммуникативтік құзыреттілігін қалыптастыру**

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#### *Аңдатпа*

Мақалада жоғары оқу орындарында кәсіптік оқыту жағдайында болашақ дене шынықтыру мұғалімдерінің коммуникативтік құзыреттілігін қалыптастыру бойынша зерттеудің жалпыланған нәтижелері берілген. Зерттелетін процестің ғылыми-әдіснамалық

және әдістемелік аспектілері, оның нәтижелерінің теориялық және практикалық маңыздылығы ашылды. Зерттеу барысында болашақ дене шынықтыру мұғалімдерін кәсіптік даярлау «коммуникативтілік және дене шынықтыру» элективті курсына және тиісті оқу-әдістемелік қамтамасыз етуге сүйене отырып, ЖОО-ның білім беру процесі шеңберінде олардың коммуникативтік құзыреттілігін қалыптастыруға бағытталған коммуникативтік тәсілді, оқытудың заманауи коммуникативтік әдістерін пайдалана отырып ұйымдастырылатыны анықталды, бұл олардың коммуникативтік құзыреттілігінің деңгейін арттыруға ықпал етеді.

*Түйін сөздер:* дене шынықтыру; дене тәрбиесі; дене тәрбиесі мұғалімдерінің дайындығы; педагогтың коммуникативтік құзыреттілігі.

### **Формирование коммуникативной компетентности у будущих учителей физической культуры**

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#### *Аннотация*

В статье представлены обобщенные результаты исследования по формированию коммуникативной компетентности будущих учителей физической культуры в условиях профессионального обучения в вузе. Раскрыты научно-методологические и методические аспекты исследуемого процесса, теоретическая и в ходе исследования установлено, что, если профессиональная подготовка будущих учителей физической культуры будет организована с использованием коммуникативного подхода, современных коммуникативных методов обучения, направленных на формирование их коммуникативной компетентности в рамках образовательного процесса вуза с опорой на элективный курс «Коммуникативность и физическая культура» и соответствующее учебно-методическое обеспечение, то это будет способствовать повышению уровня их коммуникативной компетентности.

*Ключевые слова:* физическая культура; физическое образование; подготовка учителей физической культуры; коммуникативная компетентность педагога.

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## **SYNTHESIS OF ACADEMIC AND MODERN PRACTICES OF LEARNING SCULPTURE IN CREATIVE UNIVERSITIES OF KAZAKHSTAN**

*Abstract*

The article put attention on the need for a methodological collaboration analysis of the academic and modern types of teaching sculpture in the specialized creative colleges and universities of the Republic of Kazakhstan in the modern educational and aesthetic discourse. The main research problem focuses on identifying and characterizing the most relevant educational theoretical and practical methods that can significantly increase the level of domestic art education in the art of sculpture.

The author believes that a comprehensive scientific analysis of the educational potential of the Kazakhstani aesthetic originality of modern sculpture, its history and technical and technological features will give a possibility to understand deeply and see the big picture of the art education role in the general socio-cultural canvas of sovereign Kazakhstan. At the moment, the Kazakhstani art education system is on a peripeteia and it is necessary to clear the choice between academic and contemporary art practices or their harmonious synthesis. This work is devoted to these question's analysis and the author's research work disclosure.

*Keywords:* academism; modern art practices; creative universities; Kazakhstan; sculpture; art education.

**Introduction.** The Speech of the Leader of the Nation N. Nazarbayev to the people of Kazakhstan «The third modernization of Kazakhstan: global competitiveness» clearly outlines the role of the education system as a central point in a new economic growth model based on intellectual capital, competitiveness, pragmatism and national self-awareness [1].

At the same time, one of the main conditions for the successful Modernization 3.0 of the republic is indicated the culture and spiritual renaissance of Kazakhstani people. It has already systematically implemented through the State Program «Rukhani Zhangyru» [2]. These global projects also provide the strengthening of the arts education role at all levels.

Classical forms of visual art, including sculpture, are taking a big part in the new socio-cultural realities and, if this is obvious, the modern education strategies have identified main «technological» questions – «what to teach» and «how to teach». Now, one of the most important education problems is the obsolescence or methodology imperfection.

**Main body.** Today, despite serious work by state departments, the rich cultural heritage and experienced artistic traditions are at risk due to socio-cultural and economic changes, which ensuring access to cultural values and increasing the artistic education of the younger generation as a priority goal of education and culture systems.

Active creation searches of a new art education model focused on the continuity of domestic and world cultural traditions are characteristic of Kazakhstani educational system and other countries, in particular, for Russia and other CIS country's education.

Consequently, at this stage the decisive question of strengthening the national art school is developing an optimal methodology that can not only solve the problem of mastering the material, but also do it in line with the most objective and relevant educational trends, based on international experience.

The author of this article is sure that the relevance of the study is also determined by serious changes in public, social and cultural life. In addition, the transformation of contemporary art is obvious, expressed through the complication of the visual image, which dominates in the information era. Kazakhstan is at a fundamentally new information space – new understanding of education in the culture and culture of

education. The main feature is the replacement of the verbal paradigm with the visual. This thesis will be substantiated by us on the example of the modern methodology of teaching the art of sculpture.

Artistic works created by people are an expression of the mentality that prevails in society. The art changes in styles and trends are most often does not match with the historical society development, often ahead of it. Social awareness of many art innovative works comes much later than their creation at present.

The reason of interest in the figurative sculpture language is the way the image is shown is the most important, integral part of an art work, especially plastic art. There is no doubt that such an image, finally, predetermines the essence of art, content, form and significance for society.

Kazakhstani professional sculpture is a massive and interesting layer for research, since, along with other academic arts, it has become an innovation for the nomadic worldview. However, it already has its own history and potential.

This research is important due to a big interest of a person in the possibility of combining the classical art genesis laws and the unique figurative language characteristic of a particular time. For the author, this is especially important in terms of analyzing the methodology of educational ways in the modern Kazakhstani visual art and for the further path of its development.

The work is based on the analysis of wide in a chronology and various in stylistic material. Kazakh art education method, on the example of sculpture, such big studies have not yet been studied and have not been an object of study, but its importance for understanding the ways and searches of modern art education is important and significant.

The goal of this work is a scientific evidence and develop the content and methods of the current training program for student sculptors of specialized creative colleges and universities of the Republic of Kazakhstan.

The following tasks comes logically from the goals of the study:

- reveal the specifics of the formation and development of the European and Russian art schools of sculpture (late XIV – early XX centuries);
- determine the features of the teaching practice of the Soviet art school of sculpture;
- characterize the method of realism as the basis for the development of the sculptural school of Kazakhstan, according to a national specific;
- analyze the experience of modern practices of teaching sculpture in international art schools and colleges;
- develop the author's concept and methodology for teaching sculpture in the system of specialized creative colleges and universities in Kazakhstan (special course-workshop “Sculpture and plastic modeling: traditions and innovations”), according to the innovative experience of Kazakhstani sculptors;
- experimental work and present the results of a special course-workshop «Sculpture and plastic modeling: traditions and innovations».
- sculpture teaching in the system of specialized creative colleges and universities of the Republic of Kazakhstan will rise to a new level in quality:

- link the top international and local experience in teaching the art of sculpture to develop the most optimal ways;
- synthesize academic and innovative modern practices (new technologies and materials, special focus on sustainable development) in the development of a new theoretical and practical methodology method for teaching sculpture;
- prepare students for this aspect of professional work based on the theory of ethnic identity, intercultural competence and a systematic approach, including the unity of artistic, practical, ethnocultural and methodological components.

For a deep and complete study in international and Kazakhstani human sciences, we studied the top specialists in education, art education, philosophers, culturologists and sculptors.

For this study, a fundamental general theoretical importance are works that study the details of pedagogical science through the prism of artistic pedagogy: E.M.Akishina [3], Y.Bolshakova [4], N.Fomina [5], E.Bodina [6], Bart Francis, et al. [7], Nadine M. Kalin, and Daniel T. Barney [8], Stokes-Casey Jody [9], Sweeny Robert [10], Howard James Cannatella [11] and others.

The main trends genesis analyzes of plastic art, including sculpture at different stages of its historical development, is presented in a number of works. The most important works of M.S.Kagan [12], B.R.Wipper [13], G.K.Shalabayeva [14], R.Yergaliyeva [15], O.A.Krivtsun [16] and many others.

In our opinion, the studies of R. Krauss [17], Y.Y.Andreeva [18], A.V. Karpova [19], Y.R.Akhmetova [20] and many others are important for understanding the changes in the art of sculpture of the XIX century and the methods of teaching it in the context of this work.

In these works, we see how the art of sculpture was developed and the methods of teaching it in a historical retrospective on the example of the European, Russian and Soviet art schools.

A number of famous scientists and cultural workers of the republic in their works gave scientific opinion of aesthetic and artistic education in schools and universities of the republic. Major public figures and teachers worked on draft of theory and practice of the new Kazakh Soviet art school questions: S.Kobeyev, U.S.Mendeshov, S.Dzhandosov T.Zhurgenov, T.Tazhibayev, V.N.Arkhangel'skiy, A.Sydykov, N.Kulzhanov and many others. But, unfortunately, during the formation of the Kazakhstani art education system, the lack of professional teachers, the necessary materials and, most importantly, the weak scientific and methodological base made the process of teaching fine arts and sculpture insufficiently effective.

It is undeniable that the main base for the development of professional art in Kazakhstan in the 1920s-1930s was new for the republic techniques, technology, techniques of oil painting on canvas and easel Soviet sculpture that came from Europe. The main paradox of the school formation was the gradual step back of art forms into the spiritual bosom of the national culture, the creation of an artistic language adequate to the national type of thinking. The quintessence of maturity was the 1990s.

Art critics call the 1950s the stage of maturity of the Kazakhstani national art school, associated with a number of professional sculptors and artists in general in the art of Kazakhstan. Their works were included many constants of the national artistic

view, which determined the principles of perception, selection and generalization, the system for creating a plastic image, the specifics of the creative consciousness rhythm and a special epic-romantic poetics of the artistic system.

The second half of the 1970 s for Kazakhstani visual arts and sculpture is a significant development stage. By this time, Kazakhstani sculpture was an established art school with its own character, peculiarities, favorite range of themes, specific perception. Over the past period, own artistic language, adequate to the national consciousness, has been created. Many difficult questions of ethnocultural self-identification have been solved. Of course, during this period, the local system of training professional sculptors grew, which linked the best classical practices, the fundamental Soviet system and national peculiarities of thinking, which made it possible to form one of the best sculptural schools in Kazakhstan.

The methods and methodology of this research are: analysis of psychological and pedagogical, ethnopsychological, methodological, ethnographic, cultural, art history literature; analysis of programs of specialized colleges and universities; method of comparisons and analogies; generalization method; pedagogical experiment, including the ascertaining and formative stages.

Also, a necessity, in our opinion, is a cultural-historical method, its hermeneutic basis will allow a deeper and widely look at the problem of understanding and interpreting the art of sculpture, as well as an axiological method that can reveal the value orientations of contemporary art culture and art education.

From all the listed works, it is obvious that in the XX – early XXI century's philosophy, special attention is an art and its interpretation in the general cultural paradigm, positions of understanding of art in relation to the entire cultural program are developed and formed, the work becomes an open text. It is clear, such changes in art are affect the modern practice of teaching sculpture.

As a result, with a general scientific research in the field of methodology of teaching international and domestic plastic art on the example of sculpture, as well as research in the synthesis of art education with aesthetics, cultural studies and creative industries, the phenomenon of synthesis of academic and modern practices of teaching sculpture in the system of specialized creative colleges and universities of the Republic of Kazakhstan was not a special subject of comprehensive scientific analysis.

At the same time, the education and culture systems working independently from each other, which is the result of the isolation of art education. It is a long-awaited request for the participation of creative workers in the of art education processes.

We are confident that strengthening the creative potential, raising the status of education and culture in the XXI century is certainly a very difficult task. It is the exact time to work on it with following steps:

- increasing public awareness and explaining the value and social significance of arts education;
- creating a demand for arts education and qualified art teachers for the modern education system;
- high standard training of teachers and artists, the development of cooperation between the educational system, on the one hand, and culture and artists, on the other;
- universalization of professional training of art teachers;



- intensification and expansion of research in the field of arts education and the creative exchange of knowledge and experience, including international based teaching methodology.

Thus, the scientific novelty and theoretical significance of this study is:

- studied the European and Russian art schools of sculpture's specifics of the formation and development (late XIV – early XX centuries), as well as the methodological foundations of the Soviet art school of sculpture;

- analyzed the method of realism as the basis for the Kazakhstani sculptural school development with its national specifics;

- studied the experience of modern practices of teaching sculpture in international art schools and colleges based on SWOT analysis, including most important and useful criteria and components for the domestic school of sculpture;

- created the author's concept and methodology for teaching sculpture in the specialized creative colleges and universities in Kazakhstan (special course-workshop “Sculpture and plastic modeling: traditions and innovations”) with the innovative experience of Kazakhstani sculptors;

- finalized full-experimented work and the results of approbation of a special course-workshop “Sculpture and plastic modeling: traditions and innovations”.

The practical importance of the study is:

- a program of a special practical course «Sculpture and plastic modeling: traditions and innovations» for specialized creative colleges and universities, as well as guidelines for effectiveness of training a sculpture teacher (academic and contemporary);

- a teaching method with a system of tasks and visual material on sculpture and plastic art modeling for colleges and universities;

- a methodology for teaching the basics of plastic modeling (based on sculpture) from the available public resources for students of general education and art schools.

Provisions for Defense:

- educational substantiation of the need for the development and implementation of new pedagogical methods for training students of specialized creative colleges and universities through the potential of the updated content of art education;

- the potential of art education itself (by the example of the art of sculpture) in the process of implementing many of the strategic objectives of Modernization 3.0 and the priorities of the state program «Rukhani zhangyru»;

- the need to create and strengthen the «Kazakh model» of innovative art education on the example of teaching students – future sculptors, which has absorbed the best components of foreign and domestic methodological achievements;

- a model of the updated training program for students of specialized creative colleges and universities in sculpture with a set of criteria, indicators and possible levels of training;

- the possibility of unhindered introduction of some elements of the program into the methodology of art education at the school level (general education and in the system of additional art education).

Defense of theses:

- educology need to create and implement a new pedagogical method for training specialized creative colleges and universities students through the updated art education content;

- the potential of art education (as an example the art of sculpture) during implementation of many strategic goals of Modernization 3.0 and the priorities of the state program “Rukhani zhangyru”;

- the need to create and strengthen the “Kazakh model” of innovative art education based on teaching students’ example - future sculptors, which has the best components of international and local methodological achievements;

- a model of the updated training program for students of specialized creative colleges and universities in sculpture with a set of criteria, indicators and possible levels of training;

- the possibility of non-stop implementation of some program elements into the methodology of art education at the school (general education and the system of additional art education).

**Conclusion.** Sculpture is one of the earliest and most important manifestations of humanity's creative endeavors. Despite the cultural difference, all world civilizations, from lullabies to «local», always began their development with sculpture. We believe that, in addition to our usual «artistic» sculptural forms, the processing (creation and improvement) of stone tools for hunting and labor can also be considered as certain evidence of the «sculptural» thinking of primitive society.

The phenomenon of «art education» development logic based on the historical and cultural characteristics of specific historical eras. If in the antient time an art education was as an aesthetic education with the main drawing form, then in the Middle Ages it was a system of forming the ability to feel, understand, evaluate, love and enjoy art, needs for artistic and creative activity and the creation of aesthetic values.

Each era has left its deep «sign» in the methodology of art education and linked to the present day with the history that we now have.

The time in which we were lucky to live is characterized by a huge development in many human life’s spheres. Innovations are changing all spheres of social labor. It is impossible to divide them from our life and work in science, education, art.

Education as a fundamental system in the human development is important in the world’s changes and should be transformed to a higher technology. If education lags behind, including artistic education, and does not take into account the aspirations in society, then it becomes closed, passive and ineffective, since it functions works only with the old technology.

An exit can be found in relevant and expedient innovations. One of the main conditions for the successful implementation of new tasks that are set for education is the introduction of innovations (new techniques) into the educational process of the national art school.

Of course, changes in education are a special condition for further social development, and in this case and artistic culture as a whole. In this aspect, A.B.Aitbayeva, Z.N.Shaigozova [21] who note that for the further local art education’s integration into the global education, maintaining national traditions, it is necessary,

first of all, to provide new directions and methods of innovative training, including the needs of modern society and sustainable development of artistic culture.

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## **Қазақстанның шығармашылық жоғарғы оқу орындарында мүсінді оқытудың академиялық және заманауи тәжірибелер синтезі**

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### *Аңдатпа*

Мақалада қазіргі заманғы оқу-эстетикалық дискурста Қазақстан Республикасының мамандандырылған шығармашылық колледждері мен университеттері жүйесінде мүсінді оқытудағы академиялық және заманауи тәсілдердің коллаборациясын әдістемелік талдаудың қажеттілігі атап өтілді. Зерттеудің негізгі проблемасы мүсін өнерінде отандық көркемдік білім деңгейін едәуір арттыра алатын ең өзекті білім беру теориялық және тәжірибелік әдістерін анықтауға және сипаттауға бағытталған.

Автор Қазақстандағы қазіргі заманғы мүсін өнерінің эстетикалық өзіндік ерекшелігінің білім беру әлеуетін, оның тарихы мен техникалық және технологиялық ерекшеліктерін жан-жақты ғылыми талдау егемен Қазақстанның жалпы әлеуметтік-мәдени негізінде көркемдік білімнің ролін тереңірек және кеңірек түсінуге мүмкіндік береді деп санайды. Қазір Қазақстанның көркемдік білім беру академиялық және заманауи арт- тәжірибелері немесе олардың үйлесімді синтезі арасындағы нақты таңдау қажет ететін қиын кезеңде. Бұл мақала осы сұрақтарды талдауға және автордың зерттеу жұмысының жалпы идеясын ашуға арналған.

*Түйін сөздер:* академизм; заманауи арт-тәжірибелер; шығармашылық жоғарғы оқу орындары; Қазақстан; мүсін; көркемдік білім беру.

## **Синтез академической и современных практик обучения скульптуре в творческих вузах Казахстана**

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### *Аннотация*

В статье отмечается необходимость осуществления методологического анализа коллаборации академических и современных подходов в обучении скульптуре в системе профильных творческих колледжей и вузов Республики Казахстан в современном образовательно-эстетическом дискурсе. Основная исследовательская проблема фокусируется на выявлении и характеристике наиболее актуальных учебных теоретических и практических методик, способных существенно повысить уровень отечественного художественного образования в орбите искусства скульптуры.

Автор считает, что комплексный научный анализ образовательного потенциала эстетической самобытности современной скульптуры Казахстана, ее истории и технико-технологических особенностей позволит глубже и масштабнее осознать роль художественного образования в общей социокультурной канве суверенного Казахстана. На данный момент система художественного образования Казахстана находится на перипетии, которая обуславливает необходимость четкого выбора между академической и современными арт-практиками или их гармоничным синтезом. Анализу этих вопросов и раскрытию общей идеи исследовательской работы автора посвящена настоящая работа.

*Ключевые слова:* академизм; современные арт-практики; творческие вузы; Казахстан; скульптура; художественное образование.

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DOI.....

## SOME METHODOLOGICAL ASPECTS OF PERSONALITY EDUCATION

### *Abstract*

Theoretical and methodological problems of modern education and upbringing arouse deep interest and continue to remain highly relevant at the present time, when the issues of the content of education, the need to search for its qualitative originality and compliance with new learning technologies caused by the pandemic are of particular importance. This article identifies and expands the relationship between philosophical hermeneutics and education, emphasizes that philosophical hermeneutics has everything necessary to determine the goal of education and forms the basis for formulating the main tasks that need to be solved at present time, it is noted in the paper the lack of attention to the research of philosophy of education as a vital missing element in the study and practice of modern education today. The author seeks to represent the humanistic character and philosophical status of knowledge that underlie historical educational practice.

*Keywords:* education, personality, philosophy of education, hermeneutics, content, educational practice, methodological issues, humanistic character, educational environment, upbringing, knowledge, understanding.

**Introduction.** In the 90s of the twentieth century, the issues of the crisis in the field of education were widely discussed in pedagogical science. It was not only and not so much about insufficient funding (after all, the richest countries were no exception to this situation), but about much more deep complex and large-scale problems. The crisis seems to be universal, it affects all stages of the educational system and human life. In other words, this phenomenon of general civilizational nature is part of the global crisis in the culture of education, which still continues. Education is losing its cultural, moral and personal context.

That is why methodological issues of pedagogy come to the fore today in the era of various social and natural cataclysms occurring in the world. But «...having made careful analysis, it turns out that among the many disasters that frighten us (international terrorism, Covid-19 pandemic, world economic crisis), one of the main, but hidden from view, is the catastrophe of human consciousness, which has become the object of manipulation by various social groups.” [1, P.199]. The philosophy of education has as its subject not only education as a social institution, but above all a person, his status, his existing in the field of education, the nature of the cognitive process. The problem of the relationship between the individual, his qualities, coexisting with education, we solve only defining the place and role of understanding as a universal process for the individual and for the institution of education. A fundamentally important initial premise is the thesis of understanding it in the form of a structure-forming factor in human development, his outlook. Humanistic principles require recognizing the importance of the forming prerequisites for understanding

conditions by the educational system. Hermeneutics first of all introduces in the philosophy of education and upbringing, his humanistic, philosophically grounded goal-setting. Philosophical hermeneutics has the right to claim the development of humanism in the philosophy of education due to the appeal to understanding as comprehending the meaning of any manifestations of human culture. Attention to the meaning is in fact an appeal to concrete historical relations and universal ideas about the phenomena that give rise to them.

Hermeneutics ensures the dominance of the humanitarian approach to education over the natural sciences. The preponderance of one of the directions is generally negatively assessed in science as a source of bias. It is known that there must be a balance in science, but the educational environment should not be confused with the scientific one. An educational institution is not a scientific one, it also carries an educational function in its pure form. Philosophical hermeneutics is the foundation for the philosophy of education, which contains a general view of the world and human being. It also solves the question of knowledge and its meaning, their philosophical status, their nature and origin. Hermeneutics determines knowledge and its meaning in such a way that the final outcomes are not highly specialized. Being humanistic in nature, having general philosophical views on a person, defining the nature of the cognitive process and its main categories, paying special attention to tradition, philosophical hermeneutics has everything we need to determine the goals of education and to define the main tasks that need to be solved.

The growing inconsistency of the continuing enlightenment paradigm of education with modern realities is manifested, first of all, in the aggravating contradictions between:

- the integrity of culture and the technology of its reproduction through the subject-knowledge type of education;
- sociocultural and individual conditioning of the formation of a person and impersonal methods of teaching and upbringing system;
  - continuous changes in content, an increasing volume of knowledge and the unchanging nature of the basic information technologies of education.

In such a situation, the question is increasingly being raised not only about a new structure and content, but also about a new methodology and strategy of education, which would ensure the movement from reproductive-informational to integrated knowledge, from contemplative to activity-based, from empirical to conceptual, from thematic to problematic, from the epistemological to the cultural-personal, axiological, in general to the cultural-creative paradigm of education. Meanwhile, the methodological dispute, which came from the depths of the XVIII century – what should prevail in the teaching and educational process – upbringing or education – flares up with renewed vigor. As if in solidarity with the pragmatists – parents and schoolchildren, domestic pedagogy is losing its positions of humanization and education. Not surprisingly that education, in turn, is attracting more and more attention. During the protracted transition period, it found itself on the verge of rejection in the emerging neo-capitalist society. Almost all the fears of leading

philosophers and teachers expressed about the collapse of cultural values in the early 90s. have been confirmed. However, no one could predict the true scale of destruction of educational goals in society. Nevertheless, no matter how much is said about the meaning and purpose of upbringing, everything will sound in vain, if you do not realize the clarity of the goal: who and why we are bringing up. In Aristotle, Democritus and other ancient thinkers, it was built in accordance with the world outlook and philosophical system, socio-political attitudes, the doctrine of the ideal. It is worth noting, in any serious philosophical system, the pedagogical upbringing moment is an obligatory thing. This is how the outstanding Renaissance French thinker Michel Montaigne expressed his attitude to education in his book "Experiments": "... who slavishly follows another, he does not follow anything. He finds nothing, and he does not look for anything. The main thing is that he knows what he knows. He needs to be imbued with the spirit of former thinkers, and not memorize their instructions. And let him not be afraid to forget, if it pleases him, where he got these views from, if only he could make them his own. Truth and wise arguments belong to everyone, and they are no longer the property of those who expressed them before. What a person borrows from others will be transformed and melted down by himself to become his own creation, that is, his own judgment. His upbringing, his work, the knowledge he gained serves only one thing: to form his personality» [2, P.77]. These are, in a very concise manner, the initial considerations to construct a pre-subject theory of the content of education, which in turn is considered as a prerequisite for the formation of humanistic goals of education. A significant place in this process is occupied by such a global category as culture. It presupposes the awakening of historical memory in the spiritual world, the emotional convergence of the ethnic achievements of various peoples, the unification of people on the basis of nature-conforming, cultural-like, ethically and aesthetically significant upbringing. As B.O.Mayer, Russian researcher underlined: "...education for sustainable development is a holistic and transformational system which adapts society to sustainable development through enabling people to become 'global citizens', able to accept and implement the ideas of sustainable development. One of the most significant current discussions is the problem of choosing a strategy for sustainable development of human civilization. It involves application of new approaches to identifying the place and role of education within sustainability paradigm. Education for sustainable development empowers people to be 'global citizens' [3, P.50]. An opportunity arises to develop in young people a stable immunity against emotional and intellectual «obsession» and purposeful cognitive averaging generated by both crude chauvinism and primitive, self-asserting nationalism, against the widespread disregard for humanity, spirituality, and human life itself.

In modern pedagogy, there are two trends to work out the curricula. The first of them is the comprehensive expansion of the range of academic subjects. The second is the desire to minimize the set of compulsory subjects, limiting them, quite in the spirit of the French encyclopedists, to traditional disciplines with the aim to develop a rational sphere of knowledge - mathematics, physics, chemistry, biology. At the same time aesthetic education and art education subjects have been neglected. At their radical extremes, both of these tendencies are capable to cause irreparable harm to the humanistic objectives of education.

The appeal to culture as the basis of education opens up the prospect of studying the pre-subject level of the content of education, the possibility of a fundamentally different philosophical, cultural, historical, scientific and pedagogical substantiation of the educational activities of society. Talking about the basic meaning of culture in education V. Giannakakis underlined that «...experience and culture are not only essential components of education as a whole, but also elements of resilience amidst a series of contemporary challenges that threaten its purpose and meaning» [5, P.189]. The processes of defining the social and spiritual goals of education will begin to unfold in a new unusual light. The mass school may come to the level of embodying the humane principles and values of life. The most important direction for the further development of the content of education is its fundamentalization, which begins the release of schoolchildren from the obligatory study of subjects they do not strongly need, highlighting fundamental knowledge and universal methods of activity, as well as the ability to apply this knowledge to analyze the interpretation of particular facts. One of the directions of humanization is associated with the demonstration of optimal relationships in the «human being- nature» system. It is the natural science disciplines that characterize the nature surrounding a person as a habitat, reveal the consequences of the influence of his activity on nature and the dependence of a person on anthropogenic changes in it.

Another aspect of humanization is associated with a person's learning himself, awareness of the features of the structures and life of the human body, sanitary and hygienic norms and rules of a healthy lifestyle, not only for himself, but also the surrounding nature. This knowledge is of particular importance in connection with the deterioration of the ecological situation, that threatens the existence of human being as a biological species. The humanistic orientation of education can be realized in two ways, on the one hand, due to broader coverage of the consequences of the impact of human activities on nature, measures of rational nature management; on the other hand - by demonstrating the influence of anthropogenic changes in nature on human being health.

The new goals of education define the innovative essence of the educational process as an open system focused on the formation of a person's reflective, creative, moral attitude to his own life in accordance with the lives of other people. It is appropriate to recall the remarkable idea of K.D.Ushinsky about the need to educate a person with a character capable to resist the pressure of the life accidents, to save a person from harmful corrupting influences and giving him the opportunity to extract only good results from everywhere.

The modern pedagogical process is characterized by the multidimensionality and variability of the parameters of the educational space, by socio-cultural sources that affect the personality. In these conditions flexible approach to youth is required, the creation of conditions that contribute to the value-semantic choice of models of educational and socio-cultural activities, taking into account all factors is becoming of particular importance. Some tendencies that are manifested in the sphere of informal professionally oriented youth organizations are dangerous. All these things require an analytical assessment, identifying the reasons giving rise to unhealthy influences on young people, and developing on this basis constructive programs in order to improve



the social situation. It's time to rethink the essence of the very phenomenon of education. The directions of this rethinking have already been identified. First of all, this is an appeal to a person in his entirety as a cosmo-bio-sociocultural, historically specific, spiritually active being, which requires professional work with human quality in his philosophical understanding. The beingness of the context in which modern situations of upbringing are inevitably placed, the complicated pedagogical reality, more and more realized by scientists and practitioners, make the choice of life meanings relevant for everybody. As R.Kaustov underlined «...the highest ethical and educational aim, across cultures is to be a light unto oneself. But this light correctly understood is not something metaphoric, personal, cultural, temporal or epistemic. It is the unprecedented turn of the being toward Being» [4, P.2]. In the traditional sense, upbringing can be regarded as a «retention mechanism» in the system of ethnic, clan relations; as a way of connecting the requirements and rules of life with the laws of Eternity, as a way to master the ethics of cosmic existence on Earth. the general direction of development of the historical and pedagogical interpretation of the category of «education» is characterized by the fact that pedagogy consistently moves from looking at this process as an external influence on a child to understanding it as a two-sided one. At the same time, attention is fixed on the dynamics of the subject – object and subject – subjective relations of the participants in the educational process, on their peculiar interpenetration. Analysis of the most typical definitions reveals a tendency to activate the personality, to a purposeful change in his position from a passive object of influences to an active participant in the development and transformation of his own «I», relations with others, social situation, etc. There is, however, something in common that allows you to combine a variety of approaches, filling it with a close philosophical and pedagogical meaning. On our way of life, any of us is consistently or simultaneously in different socio-cultural positions, playing better or worse than the role of a family man, a student, a member of a friendly or professional collegial community, acting as a resident of our native city or village, being a citizen of our country and at the same time of the world. Each of these positions and their entire totality can be adopted and lived in different individual variants, which ultimately determine the degree of conjugation of the processes of socialization and self-realization. But this is possible and makes sense only for a person whose value system includes nature with its laws. That is, by all manifestations of life; man and his health; fatherland, clan, family, language, traditions as the root foundations of social life; free labor and its results, highlighted in cultural and civilized achievements; love and peace, beauty and harmony are the embodiment of Truth and Goodness. Upbringing is, first and foremost, work with meanings, values, a person's relationship system, with his emotional – volitional and reflexive spheres. With what allows a child, teenager, youth, adult to realize, evaluate and improve themselves. The phenomenon of upbringing in this logic can be defined as a purposeful generation in pedagogical interaction of the dynamics of the meanings and ways of being a child, the actualization of his human qualities. Traditionally, two semantic rows are built around the category of «education»: education as development, formation, socialization and education as instructing and training.

Development is a kind of quantitative «increment» of this or that quality throughout the entire space of life. Only that which is consistent with these laws develops in pedagogical interaction, helps in the deployment, «unwinding» the inclinations, any properties initially in the human structure. It is impossible to develop something that is not yet inside, in the structure, but sometimes it is possible to form, bring in something desired from outside. The mechanisms of formation also include a conscious (or unconscious, spontaneous) influence on the development process with the help of factors and means that did not initially determine its natural course. It can be assumed that a human being instinctively opens up to meet what develops or shapes him, helping his development, since this is organic to nature and resists influences that «do not fall into» the logic of development. Education sets a value-semantic vector, direction in the use of essential forces by people, manifested in the course of development and formation. From these positions, socialization appears as one of the lines of upbringing, ensuring the adaptation of a person to the existing world «here and now», which is not always positive from the point of view of integral development. The humanistic interpretation of the phenomenon of «education» and the recognition of its human-creating function requires clarification of the concepts of «educational work», which has recently been repeatedly criticized. Objection is raised not so much by the term itself, familiar to practitioners, as by its traditional meaning, enshrined in the experience of many generations, associated in the mass social and pedagogical consciousness with formalism, technocratic approach, reproduction, recommendations and numerous «ready-made» methods of education. The term «work» emphasizes the applied aspect, the need for the teacher to overcome contradictions in achieving goals.

Thus, the new goals of education determine the innovative essence of both the content of education and the educational process as open systems focused on the formation of a person's reflective, creative, moral attitude to his own life in accordance with the life of other people and contributing to self-realization and self-affirmation of the individual. The humanistic interpretation of the phenomenon of «education» and the recognition of its human-creating function requires clarification of the concepts of «educational work», which has recently been repeatedly criticized. Objection is raised not so much by the term itself, familiar to practitioners, as by its traditional meaning, enshrined in the experience of many generations, associated in the mass social and pedagogical consciousness with formalism, technocratic approach, reproduction, recommendations and numerous «ready-made» methods of education. The term «work» emphasizes the applied aspect, the need to overcome contradictions in the process of achieving goals. Thus, the new goals of education determine the innovative essence of both the content of education and the educational process as open systems focused on the formation of a person's reflective, creative, moral attitude to his own life in accordance with the life of other people and contributing to self-realization and self-affirmation of the individual.

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**Жеке тұлғаға білім беру мен тәрбиелеудің кейбір методологиялық аспектілері**

*А.О.Искакова*

*Аннотация*

Қазіргі заманғы білім беру мен тәрбиенің теориялық және әдістемелік мәселелері терең қызығушылық тудырып, қазіргі уақытта білім мазмұны, оның сапалы өзіндік ерекшелігін іздеу қажеттілігі және пандемиядан туындаған оқытудың жаңа технологияларына сәйкестігі ерекше маңызды әрі өте өзекті болып қала береді. Бұл мақалада философиялық герменевтика мен білім беру арасындағы байланыс ашылып, кеңейе түседі, философиялық герменевтика білім беру мақсатын анықтауға қажетті барлық нәрсеге ие және қазіргі уақытта шешілуі керек негізгі міндеттерді тұжырымдауға негіз болады, қазіргі білім беруді зерттеу мен практикадағы маңызды жетіспейтін элемент ретінде білім беру философиясын зерттеуге назар аударылмайды. Автор тарихи білім беру тәжірибесінің негізін құрайтын білімнің гуманистік сипаты мен философиялық мәртебесін қайта ұсынуға тырысады.

*Түйін сөздер:* білім; жеке тұлға; білім философиясы; герменевтика; мазмұны; оқу практикасы; әдістемелік мәселелер; гуманистік сипат; білім беру ортасы; тәрбие; білім; түсінік.

**Некоторые методологические аспекты образования и воспитания личности**

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*Аннотация*

Теоретико-методологические проблемы современного образования и воспитания вызывают глубокий интерес и продолжают оставаться весьма актуальными и в настоящее время, когда вопросы контента образования, необходимости поиска качественного его своеобразия и соответствия новым технологиям обучения, вызванной пандемией, приобретают особое значение. В данной статье выявляется и расширяется связь между философской герменевтикой и образованием, делается акцент на том, что философская герменевтика обладает всем необходимым, для определения цели образования и образует базу для формулировки основных задач, которые необходимо решать в настоящее время, отмечается недостаток внимания к исследованиям философии образования как жизненно важного недостающего элемента в изучении и практике современного образования сегодня. Автор стремится вновь представить гуманистический характер и философский статус знания, которые лежат в основе исторической образовательной практики.

*Ключевые слова:* образование; личность; философия образования; герменевтика; контент, образовательная практика; методологические вопросы; гуманистический характер; образовательная среда; воспитание; знание; понимание.

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# INTERNATIONALIZATION OF HIGHER EDUCATION AS A FACTOR IN THE COMPETITIVENESS OF A TECHNICAL UNIVERSITY

## *Abstract*

Internationalization serves the purpose of increasing the world rating of an educational institution, contributes to improving the quality of education in general and is one of the main factors in the competitiveness of a technical university in the modern world. The article describes the main directions of the development of this process in the frame of Nazarbayev University experience, the Canadian and Russian experience of research to establish a framework of capacity building for internationalization. This study is carried out during the implementation of the project "Capacity building for the internationalization of a technical university by means of digital learning technologies" (IRN project AP08052214), approved by the priority "Scientific foundations" Mangilik el "(education of the XXI century, fundamental and applied research in the humanities)" grant funding for young scientists for 2020-2022 by the Science Committee of the Ministry of Education and Science of the Republic of Kazakhstan. The author considers different approaches in understanding the process of internationalization, investigates the methodology of benchmarking, the process of internationalization of the university, presents the goal, scientific methods and potential of the project. The primary analysis of the studied works on the internationalization of higher education showed that there were problems in the results of international activities of national and foreign practices and the lack of work on capacity building for the internationalization of technical universities.

*Key words:* internationalization; capacity building; competitiveness; higher educational institutions; globalization; academic mobility; international experience; foreign languages; digital technologies; educational program; training of scientific personnel.

**Introduction.** The process of internationalization creates new opportunities for higher education institutions, contributes to increased accessibility, the introduction of innovative methods in higher education systems and is certainly one of the important indicators of the competitiveness of a technical university in the current development situation. The internationalization of a higher education institution consists in recruitment of foreign teachers, in the training of foreign students, in foreign internships, academic student exchanges, international joint online educational space research, foreign conferences, projects and the presentation of the university in the electronic educational space in a language accessible to the whole world.

This study is carried out within the framework of the project "Capacity building for the internationalization of a technical university by means of digital learning technologies", approved for the priority "Scientific foundations" Mangilik el "(education of the XXI century, fundamental and applied research in the humanities)" for grant funding for young scientists at 2020-2022.

The project explores the process of internationalization of the university, curricula and learning outcomes that affect the indicators of academic mobility, learning technologies and integration of foreign students, the implementation of joint study programs, the possibility of improving the level of the English language and the use of digital technologies that intensify the international activity of the process at the university.

The goal of the project is to develop and implement a model for capacity building for the internationalization of a technical university via digital learning technologies to implement sustainable and feasible strategies for the internationalization of the

educational process for training technical specialists, taking into account the national and international context. Assessment of the needs of the potential for internationalization, development and implementation of measures to build the potential for the internationalization of educational programs in technical specialties based on the development of specialized competencies, which allow strengthening the qualifications and abilities of students and teachers at the international level.

**Research methodology.** In the course of this study, the following methods are used: classification methods, comparative analysis, benchmarking methods, information systems design methods, SWOT analysis, modeling technology and monitoring methods.

The formation of the research base, namely the analysis of the development of the potential for internationalization, was carried out through benchmarking analysis, including a multifunctional SWOT analysis of needs.

Benchmarking is a method of analyzing the performance of any organization in comparison with the best firms and organizations in a particular industry in order to implement the changes made to achieve competitiveness, and, therefore, maintain it. The purpose of this analysis is to identify the methods of their work for a successful organization with the identification of a "tool of implementation", which indicates in benchmarking the main factors that allow a company to achieve high efficiency in the production of products, business processes or resource use.

Evaluation of educational and methodological documentation and regulatory documents, determination of measures to capacity building for internationalization of the educational process is carried out through the use of methods of classification and comparative analysis.

The development of a model and an information system as the key stages of the study will be carried out through the theory of modeling, methods of individual and typical design, taking into account the international standard Quality Matters (QM).

The implementation of the model and the operation of the information system will be monitored via modern monitoring methods such as comparative assessment, expert method, collection and analysis of statistical data, and trial operation of the information system will be carried out.

This project study has an interdisciplinary nature, since the process of internationalization of the system of higher technical education is being investigated, its improvement is carried out due to digital technologies, namely by designing a digital system for the internationalization of the educational process, which provides for the use of the science of digitalization, as well as computational linguistics, cognitive linguistics and comparative pedagogy.

**Research results.** In recent years, the topic of the international activities of Kazakhstani universities remains one of the most important for the professional society, and the mandatory participation of universities in international rankings added new accents to the discussion.

Internationalization serves the purpose of increasing the world ranking of an educational institution. World rankings are tied to specific criteria related to the achievement and merit of a university, but an excellent university will not achieve a high ranking if few people know about its existence. In addition, the presence of

international students is a measurement point in most of the world's ranking systems such as the QS World University Rankings, Webometrics, and the Academic Ranking of World Universities (also known as the Shanghai Ranking).

A striking example of the internationalization of Kazakhstani higher education is the experience of Nazarbayev University, in connection with the opportunities provided to it in the field of financial and human resources. On the basis of this university, a lot of research has been carried out on the internationalization of the educational sector [1], a university committee on internationalization has been created to facilitate the internationalization of the entire university, generate ideas and develop mechanisms that support the desire to become a world-class research university, priorities for internationalization have been identified and their implementation as well. However, this experience does not take into account the peculiarities of the functioning of a regional university with all its problems and difficulties in capacity building in the field of internationalization.

The interest of the Kazakhstani experience is aroused by a pilot project based on foreign experience. The purpose of this study is the development and implementation of competence-oriented educational programs into the educational process of engineering universities, which has made positive changes in the modernization of the content of higher education, its optimization and transfer to a practice-oriented approach in training competitive specialists in demand in the labor market. The development of modular training programs based on professional standards is caused by a change in demand for updated skills and a revision of the work organization system, a desire for new knowledge and, accordingly, for a new training content; development of digital control systems for technological processes; erasing the boundaries between professional areas due to the increased distribution of economic responsibility and the emergence of quality management mechanisms. This practice-oriented research gives us an impetus to implement the renewal of educational programs in accordance with international experience as the next stage of development [2].

In 2018, within the framework of the British Council project, an analysis of internationalization in regional universities of Kazakhstan was carried out [3], the research of which indicated specific scientific needs in the field of internationalization of the higher education system. With full recognition of the need and benefits of developing international activities, universities have created restrictions on internationalization due to emigration of young people and lack of funding. Academic mobility is mainly implemented only for undergraduate programs, while students coming from abroad also study under undergraduate programs. The main partners of the universities are the universities of the neighboring countries, namely the universities of Russia and the countries of Eastern Europe. Knowledge of languages and intercultural communication have become the most common barriers in international cooperation, as a result of which there is a low level of programs in English and a decrease in the possibility of recruiting foreign students to a Kazakh university.

It is clear that language is the main driving factor and barrier. It is known that studying abroad contributes to the development of language competencies, as well as

the acquisition of academic knowledge and international experience. However, language is also a cause for serious concern. Most students and teachers often do not consider studying abroad, because they do not speak foreign languages fluently. Therefore, one of the recommendations of this study on the prospects for the development of internationalization will be to analyze and improve the quality of teaching English as a foreign language in universities of the Republic of Kazakhstan in accordance with international standards.

Taking into consideration international practice, it is necessary first of all to refer to the experience of the Russian Federation. In his speech, the head of the Department of International Cooperation of SPU, focuses on the discrepancy in the concept of internationalization in comparison with the understanding of the European Scientific Society. He introduces the concept of "internationalization" as "the process by which the objectives, functions and organization of the provision of educational services acquire an international dimension." In his opinion, the Russian understanding of this term is based on a completely different psychological perception of the concept of "internationalization", since in various interpretations it is presented as "the inclusion of an international aspect (component) in the educational and scientific activities" of the university. The difference in approaches is quite obvious, since the Russian approach focuses on the acquisition and further use of extra value in the external environment, and the European understanding is based on the process of improving a scientific and educational product, taking into account international realities, that is, on its own product [4].

Particular attention in his report was drawn to the statement that the leading foreign universities have received approval and are actively using innovative pedagogical technologies, methods and forms of education. The relevance is visible in today's time and in a combination of various educational approaches, including those related to a radically non-standard paradigm of education. The relevance is visible in today's time and in a combination of various educational approaches, including those related to a radically non-standard paradigm of education. And we are forced to admit that foreign practice far surpasses domestic experience in the use of digital technologies and teaching aids, not in terms of the quality of the technical didactic capabilities of these means, but in terms of the internal methodology and philosophy of its application in the educational process. In this regard, the study of foreign experience in the context of their approach to using digital learning technologies and then introducing it into our theory and practice can provide positive results in the field of internationalization of universities in Kazakhstan, including within the framework of the European approach to the process of internationalization.

**Discussions.** It is obvious that the globalization of industrial production and the internationalization of business lead to the demand for specialists with the appropriate knowledge and skills that help to quickly and at the lowest cost adapt to any new conditions and national characteristics. And, since in recent years the availability of international experience among graduates has become an increasingly important factor in their successful positioning in the labor market, the university's ability to provide ample opportunities for internships or even part of the study abroad is considered by the applicant as a significant advantage of the university. In turn, this enhances the



motivation of universities to develop competitiveness through the presence of foreign relations. In other words, the criteria of internationalization are becoming very significant in the integration of methods and technologies of teaching educational programs in technical specialties in general.

The practice of far-abroad countries shows the urgent need and the presence of long-term programs for the internationalization of universities in various aspects of its development. The African experience in the development of research potential and the training of scientific personnel at an international level shows positive results through the application of a results-based management system [5].

Within the Canadian research experience in building a framework for the conceptualization of internationalization processes, five interrelated areas of educational practice are formulated: experience of international mobility, international educational partnerships (offshore courses, consulting projects, or dual and joint degrees), international research partnerships, internationalization of the Canadian curriculum and training of educators and leaders of the education system [6]. The importance of this study for our project is that much attention is paid to promoting the internationalization of curricula by strengthening and value of multilingualism, supporting students in the development of intercultural and cross-cultural relations, taking into account the development of worldview programs through the study of links between local and global processes.

The results of the Accelerated Capacity Building study [7] present us knowledge in an accelerated step-by-step system of digital training of students and teachers for the professional practice of internationalization of the educational process of a technical university. This experience will be considered in the project in the process of developing an information system for the internationalization of the educational process of training technical specialists.

The project of the British Council for the Internationalization of Brazilian Universities [8] showed the similarity of problems with language policy and the model of development of languages in our country, namely the urgent need to develop internationalization strategies aimed directly at integrating language education policy through the international integration of curricula and teaching staff training.

The initial analysis of the studied works on the internationalization of higher education showed the presence of problems in the results of international activities of domestic and foreign practice and the lack of work on building the potential for the internationalization of technical universities.

Research on globalization and internationalization of higher education through the prism of computer technologies, which turned out to be a limited number, aroused great interest. Thus, a theoretical study of the integration of global education created by computer technology contributes to a renewed sense of learning, which means that online learning is an important concept today [9].

It can be concluded that in addition to speed, cost savings, overcoming time and distance, and opportunities for intercultural learning, the effective implementation of information communication technologies allows for the expansion of international relations, promotes the adoption of high-quality international standards and strengthens ties with foreign institutions.

Online learning is gaining speed and is one of the most popular in the global educational space. Thus, the well-known online course bases with a variety of distance and blended learning methodologies, such as Coursera, FutureLearn, MOOCS and others, have become a vivid example of the process of internationalization of education with open direct access to global knowledge, and this proves the presence of a variety of research in this area [10; 11].

In the scientific and educational space, the issue of the development of digital libraries as an international initiative in the field of higher education is vividly presented, which is of interest in terms of the distribution of educational resources in the plane of digital platforms, which gives us the basis for the need to consider digital solutions to implement the tasks of our project research.

The results of our research will definitely contribute to the development of socio-educational and scientific and technological progress. So, in the development of a model for capacity building for the internationalization of education in a technical university, the potential for building partnerships based on reciprocity, social responsibility and sustainability of relationships is clearly visible, since internationalization makes it possible to establish joint, ethical partnerships, contributing to the mutual improvement of educational research and practices. Internationalization has the potential to enable participants to critically understand local and global relationships, expanding the frame of reference and providing opportunities for rethinking relationships.

Digital technologies as a component of the Model and the development of a philosophy for their use play a decisive role in the practical implementation of the internationalization of education by creating opportunities for the co-production of knowledge and the impact of different contexts and worldviews, conducting more complex and detailed analyzes, and increasing the ability to respond to change and diversity.

**Conclusion.** The development of a methodology for the training of teachers, administration and university students in a foreign language as a condition for the emergence of key scientific and methodological competencies for teaching and learning in English is considered by us as a potential for integrating learning into all curricula of a technical university, since a deeper understanding and improved pedagogy will help to increase the quality of national curricula in an international context.

One of the solutions to the initial review of the theory and practice of internationalization was the creation of a cross-cultural scientific and academic space of the university of a new formation within the context of the internationalization of the education system and modeling of an e-learning space within the information system for the formation of professional foreign language competence of future engineers. The purpose of this e-learning space is to expand intercultural understanding and dialogue through the implementation of the preservation and support of intercultural contacts, which will create opportunities for individual and collective thinking, creative cooperation.

Taken together, such events will contribute to a deeper understanding of the local-global connection and improve the quality of educational services provided.

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### Техникалы университеттің бәсекеге қабілеттілік факторы ретінде жоғары білімнің интернационалдандыруы

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### Аңдатпа

Интернационалдандыру білім беру ұйымының әлемдік рейтингін жоғарылату мақсатына қызмет етеді, сонымен қатар жалпы білім сапасын арттыруға ықпал етіп, қазіргі әлемдегі техникалық университеттің бәсекеге қабілеттілігінің негізгі факторларының бірі болып табылады. Мақалада Назарбаев Университетінің тәжірибесі, канадалық және ресейлік интернационализацияның дамуын тұжырымдамалық негізге құрудағы зерттеу тәжірибесі шеңберінде, осы үрдістің негізгі даму бағыттары қарастырылған. Бұл зерттеу «Мәңгілік ел» ғылыми негіздері» басымдықпен бекітілген «Сандық оқыту технологиялары арқылы техникалық университетті интернационалдандыру әлеуетін дамыту» (IRN AP08052214) жобасын іске асыру барысында жүзеге асырылады. XXI ғасыр білімі гуманитарлық ғылымдардағы іргелі және қолданбалы зерттеулер)» ҚР Білім және ғылым министрлігі ғылым комитетінің 2020-2022 жылдарға арналған жас ғалымдарды гранттық қаржыландыру аясында.

Автор интернационалдандыру үдерісін түсінудегі әртүрлі тәсілдерді қарастырып, университеттің интернационалдану үдерісінің эталондау әдістемесін зерттейді, жобаның мақсаты, ғылыми әдістері мен әлеуетін ұсынады. Жоғары білімді интернационалдандыру бойынша зерттелген жұмыстардың алғашқы талдауы отандық және шетелдік тәжірибенің халықаралық қызметінің нәтижелерінде мәселелердің бар екендігін және техникалық университеттерді интернационалдандыру әлеуетін құру бойынша жұмыстың жоқтығын көрсетті.

*Түйін сөздер:* интернационалдандыру; әлеуетті дамыту; бәсекеге қабілеттілік; жоғары оқу орындары; жаһандану; академиялық ұтқырлық; халықаралық тәжірибе; шет тілдері; сандыстанқ технологиялар; білім беру бағдарламасы; ғылыми кадрларды даярлау.

## **Интернационализация высшего образования как фактор конкурентоспособности технического университета**

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### *Аннотация*

Интернационализация служит цели повышения мирового рейтинга образовательного учреждения, способствует повышению качества образования в целом и является одним из главных факторов конкурентоспособности технического вуза в современном мире. В статье рассмотрены основные направления развития данного процесса в рамках опыта Назарбаев Университета, Канадского и Российского опыта исследований по построению рамочной основы концептуализации развития интернационализации. Настоящее исследование осуществляется в ходе реализации проекта «Развитие потенциала интернационализации технического вуза посредством цифровых технологий обучения» (ИРН проекта АР08052214), утверждённого по приоритету «Научные основы «Мәңгілік ел» (образование XXI века, фундаментальные и прикладные исследования в области гуманитарных наук)» по грантовому финансированию для молодых ученых на 2020-2022 гг. Комитета науки МОН РК. Автором рассмотрены разные подходы в понимании процесса интернационализации, изучена методология бенчмаркинга процесса интернационализации университета, представлены цель, научные методы и потенциал проекта. Первичный анализ изученных работ по интернационализации высшего образования показал наличие проблем в результатах международной деятельности отечественной и зарубежной практики и отсутствие работ по наращиванию потенциала интернационализации технических вузов.

*Ключевые слова:* интернационализация; развитие потенциала; конкурентоспособность; высшие учебные заведения; глобализация; академическая мобильность; международный опыт; иностранные языки; цифровые технологии; образовательная программа; подготовка научных кадров.

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## WORLDVIEW ASPECTS OF THE KAZAKH WOMEN'S NATIONAL COSTUME AS A FACTOR OF THE DEVELOPMENT OF YOUTH THINKING CULTURE

### *Abstract*

In this article, the Kazakh women's casual costume is considered as an important element of ethnic culture, an indicator of cultural development, lifestyle and thoughts of society and an individual. The concept of the research is determined by understanding the worldview foundations expressed in a logically coherent typology and style of national costume, which can become the core of the spiritual modernization of modern society.

Traditional culture, in particular national costume, has been the subject of many studies in the field of education, but this potential is still almost inexhaustible for the education and development of the young people thinking culture. As a unique example of the material and spiritual well-being of the Kazakh people, the costume harmoniously combines not only information and communication, aesthetic, ideological, semiotic, axiological, but also educational functions, while maintaining practical usefulness, utility, convenience, which have been polished for centuries.

In addition, as the personification of the indissoluble ties of a person with the surrounding world, folk costume has invaluable opportunities to study the culture of other people, which is necessary for the formation of mutual tolerance.

*Keywords:* world Model of nomads, microcosm, Mother-Woman, constructive-compositional structure, spiritual and moral education, self-determination, harmony, tolerance.

**Introduction.** National women's costume is an important part of world and national culture, design and education. The ideological foundations laid in its concise artistic and figurative form combine the moral and ethical, artistic and aesthetic ideals of the Kazakh people. In the context of a dynamically changing socio-cultural situation, interaction of cultures, the richness of the information environment, dominance of «fast fashion» policy, the study of the issue of moral values through research and rethinking of the traditional costume in order to educate and increase the cultural potential of young people is undoubtedly relevant and in demand.

The study is based on a comprehensive analysis of the features of the artistic structure and constructive solution of the Kazakh women's national costume as a model of the world based on nomadic culture. To achieve this goal and solve the tasks set, the most appropriate retrospective, semantic-stylistic, typological and cultural methods were selected.

In addition, general scientific methods of analysis, synthesis, comparison and modeling are applied. The research is based on the works of domestic and foreign scientists, ethnographers, philosophers, art historians and designers.

It is known, that the cultural code, that underlies the national culture, largely determines the fate of the people. The originality and uniqueness of the nomads life of the Great Steppe comes from continuous communication, interconnection and agreement with the universe, in which a person appears involved in the cyclical cycle of the Universe.

**Main body.** Harmony, contemplated in the surrounding reality, is projected on the structure of society, interpersonal relations and the inner world of people, forming the national world of culture. It is important to understand that the unified Kazakh cosmologos was characterized by the lack of opposition between the material and the ideal, and therefore, everyday life and the space, surrounding a person, including the costume, were endowed with sacred meaning. Such «everyday life, inspired by the original and organic connection with the world, was full of inner emotional depth» [1, P. 11] and, of course, gave a sense of rootedness in being, the validity of human's place in the world and history.

In the traditional women's costume the semantic content of the national worldview was clearly recorded in the originality of the components. The costume was an integral part of the life-supporting system of the people, aimed at creating a holistic and harmonious existence. Historical and social processes, the form of management contributed to the creation of special forms of national costume. Comprehension and interpretation of the observed reality by means of a sign system, presented in a logically coherent typology and stylistics, formed a strong relationship between human, society and nature.

Clothing «served as a kind of boundary between the body (microcosm) and the world (microcosm). The mythopoetic consciousness paid special attention to fixing this boundary» [2, P.175]. In general, the artistic and compositional structure of the costume was formed on the basis of a vertical axis, reflecting the idea of creating an image, associated with «basic mythopoetic constants - such as the axis of the world, the World Tree, the World Mountain» [3].

The symbolism of the «world mountains», which connect the world of heaven and earth, also preserved the idea of spiritual elevation. «The mountain was perceived as an area of spiritual ascents, communication with exalted spirits, a place for high thoughts and states» [4, P.40]. Such a philosophical understanding of the costume reflected the creative and contemplative attitude of the people to the universe and, in turn, formed a peculiarity of ecological thinking of the nomadic culture, based on a deep intuitive awareness of the value of life of all the elements that make up the Universe. Centuries-old ecological traditions have become «specific spiritual and ecological component and vector of value orientations in the interaction of society and the natural environment» [5], characterized by a holistic unity with the surrounding world and a rational attitude to it.

In the «era of overconsumption», the appeal to national ideas of sustainability, awareness, ethics and economy in the context of modern environmental trends is important as an example of a way of life in harmony with nature. In addition, the

reinterpretation of traditional environmental methods and technologies provides an opportunity to show creativity and find new design solutions.

Examining the structure of the women's national costume, we see, that it was built from the position of a deep semantic load. The compositional and constructive structure of the costume, considered as a symbolic model of the nomad world, was ordered according to three main levels. The horizontal divisions of the multi-layered costume system represented the zones of the upper, middle and lower worlds, which corresponded to the location of the headdress, shoulder and waist clothing, upper and undergarments, shoes, accessories, decor and ornamental systems. Each component, personifying its level, had a distinct symbolism, its semantic mission, visual imagery and utilitarian function.

So, headdresses, called «úidiń quty» [6, P.58], were interconnected with the sacred top and at the same time, protected the head from the adverse climatic effects of heat and frost, pollution. A strict number of prohibitions did not allow exchanging hats, much less throwing them on the floor, stepping over or stepping on them. To protect the armpit area, a *tumar* (talisman), which was a triangular leather case containing passages from the Koran, was sewn to the clothing in this zone.

Protection of the spinal division from loads, arising during economic activity or riding, and at the same time protection from evil and ailments was provided by the belt, considered as an attribute of a living soul. The idea of vitality and fertility correlated with the waist product - pants, in particular, underwear. With the anatomical bottom and, consequently, the lower world, shoes were connected, which, from a sacred point of view, and according to etiquette, were forbidden to raise high, i.e. to the sky, and approach the honorary zone of the yurt in street shoes.

The semantic meaning of the various jewelry that women necessarily wore in everyday life was due to the life-forming forces of nature: fertility, flowering. The girl in jewelry was considered to be involved in these phenomena and moreover, was protected from the evil eye, misfortunes, evil spirits. Jewelry, that served as amulets, were also able to attract good luck and happiness. The used materials, precious and semiprecious stones, had an important semantic meaning, so «gold or amber was used to express wealth and holiness; red coral represented joy, pearls or silver - honesty and truthfulness, turquoise - loyalty and eternity, transparent topaz - purity» [7].

In addition, sewn to clothing or removable jewelry had an important socio-cultural, utilitarian and educational value. For example, the hair decoration - *sholpy* during the movement of the girl made melodious sounds, thereby driving away evil spirits. The practical point of heavy *sholpy* was manifested in the formation of correct posture, ease of gait, health of hair of steppe beauties, and the educational value was to instill modesty, plasticity, culture of behavior of the girl. The signs of bad manners included loud laughter, excessively sharp movements, which were given out by the noise of ringing *sholpy*.

Every vital and vulnerable area (neck, chest, edge of the sleeves, hem, joints of individual fabric panels) of the suit was tried to protect, using deeply symbolic and practical structural and decorative elements. A special careful approach was applied to the treatment of seams. One of these representative elements of women's traditional costume was the ornament, which is «the most ancient and justified by the logic of the

historical process image of the national identification of the Kazakh people, expressed in a specific visual form» [8].

The importance of universal and concise ornamental systems in the daily life of nomads was great. The expressive language of the everyday costume ornament combined such concepts, as space, unlimited in the world of free nomads, transformative activity, high mobility, as well as «sounding» signs, that reflect the traditions of semanticizing the world picture and most meet the requirements of constant movement.

The construction of ornamental compositions took place in accordance with the principles of symmetry, which balanced the overall structure of the costume. Creation of ornament demanded from the women maximum eyestrain and precise movement of the needle, perseverance, concentration on the unmistakable execution of the motifs. Placed according to semantic zones, ornaments, in addition to informational, utilitarian, protective, decorative functions, provided a link between times and generations. The translation of cultural symbols was a kind of higher functional manifestation of the spiritual world of nomadism.

Although in the modern world ornament has almost lost its original meaning and purpose, ornamental art continues to develop and strive to find and reveal its own cultural code.

The color scheme of the costume was an expression of the traditional worldview, closely connected with nature, ideas and aesthetic norms. The noble restrained natural color scheme of the costume was formed in accordance with the natural semantic sound. Accordingly, the world, the eternal clear sky, the water element was symbolized by the blue color, expressing peace of mind and well-being, acting as a talisman against treachery and adversity. The awakening of nature and the birth of a new life was represented by the green color, and the multicolored world – by the color «ala» (striped). The sun, movement, the endless life, the expanse and at the same time the melancholy was indicated by the yellow color. The symbol of «strength, happiness (qut), passion, fertility, maturity, love, fire, sun» [9, P.203] was red. Silence, warmth and safety were represented by the brown color. The white and black colors had a complex semantic meaning. The white color was a sign of noble qualities, purity, justice, holiness, joy, prosperity, beauty, honor. The polysemantic black color combined the signs of a symbol of sadness, suffering, mourning, poverty, as well as the meaning of holiness (qara shanyrak), reverence for the Mother Earth, beautiful appearance of a girl (black-eyed, black-haired). In general, the color scheme of the costume was based on contrast combinations. It is worth noting, that the color range in most cases was based on the combination of «light top – dark bottom» [10].

Thanks to the color palette in conjunction with other symbols of the costume, it was possible to determine the age, regional affiliation, family and social status of the girl. For example, young women preferred bright color scheme.

The correlation of the costume with the image of the World Tree also influenced the symmetrical construction, silhouette shape of the costume, which in turn depended on the used materials, cut and technology.

The cut as one of the semiotic signs of the costume had stability, thus fulfilling the function of «cultural memory». In addition, the national cut, which is not too



difficult to manufacture, is an example of rationality and careful attitude to available resources, so «while cutting, they achieved minimal fabric waste - mainly due to the rectangular and triangular shape of the details» [11, P.168]

The construction of the costume, associated with the nomadic lifestyle of the Kazakh people, fully corresponded to functional and practical logic. The predominance of the trapezoidal silhouette was necessary to ensure the convenience of walking, riding. The presence of multi-layered clothing was dictated by the harsh conditions of the sharply continental climate. Here is another advantage of the trapezoidal silhouette, which allowed wearing additional layers of clothing. The predominant use of vertical articulations was due to the limited width of the canvas, while it was precisely right direction of the construction lines, which made it possible to achieve the greatest conformity of the form to the human figure. The presence of horizontal articulations was also justified in terms of expediency and comfort.

The informative meaning of the natural and cultural origin in the ethnic picture of the world of the Kazakh people was silently conveyed by the figurative and tactile-felt semantics of the material. Being in the capable hands of a woman - the creator of ethnoculture, the entire arsenal of natural resources was creatively transformed, and the technology of suitable material creating acquired a close connection with the spiritual world, filling life with a new meaning, thereby contributing to its development.

The material formed a reliable, protective frame and created a personal, internal space, that hid true female parameters and, at the same time, made new volumes and forms, free, dimensionless, not restricting movements. In accordance with the peculiarities of everyday life, such characteristics, as strength, practicality, aesthetics, expressiveness, heat-protective properties and shape stability were valued in the material. It should be noted, that the changes, occurred over time in the suit, were largely due to the emergence of new technologies in the materials development. Being, on the one hand, a flexible, dynamically developing system, the material retained links with archaic culture, and on the other hand, it was enriched with modern elements, being a phenomenon of the past and present.

An important point of the general structure of the national costume is the involvement of the figure of a woman in the complex. In addition to organizing the costume according to anthropometric forms, the laws of rationality and practicality, its uniqueness was dictated by the semantics of motherhood, the idea of an infinitely active, creative image of a woman, transforming the inner and outer world of nomads.

The society cultivated a respectful attitude towards the Mother-Woman, who was associated with the revered deity of fertility, the patron goddess Umai. Contemplation of the Universe, in particular the Sun and the Moon, was expressed in the understanding of the female essence, which, it was believed, «had two hypostases: solar (fiery) and lunar (cooling) energy» [12, P.343].

It should be emphasized, that the ideal of a beautiful girl was associated with the concepts of good looks and purity of soul, and the highest value «should be considered such universal values, as intelligence, honor, dignity, hard work and good manners» [13]. Significant and substantial status of the Woman-Mother figure in the traditional Kazakh society was associated with her fundamental role in raising the child and

teaching national features, management, physical and spiritual endurance, the ability to keep the hearth and defend the Motherland on a par with men. The woman had to keep peace and quiet in the family, support her husband in all good endeavors.

Each age stage of a woman's development, passing through the chain: a child – a girl – a married young woman – a mother – an elderly woman, was semiotized in a suit with an appropriate artistic structure. Life force and energy were concentrated in middle age.

Old age, according to the ideas of the people, on the one hand, has been associated with the onset of activity deficiency, and on the other hand, it was distinguished by the approach of a person to the world of the revered spirits of the ancestors- arýaq and special influence on the education of the younger generation through the transmission of life experience and centuries-old cultural heritage.

In general, the costume had a moral impact both on the person, who wore it, and on society, which perceived the information, contained in its three-dimensional form, as well as stored the ideas of prosperity, well-being, abundance, benevolence. In addition, the costume was an example of the reflection of «the central concept of nomadic space – «qanaǵat», i.e. to be content with little, to know the measure» [14, P.153].

Thus, we can observe how the traditional female costume characterized and formed the ideological idea of the time, the universal style of the nomad era.

In modern design philosophy understanding the value orientations of nomads is necessary to transfer the experience of interacting with the world, intertwining traditions and innovations. In order for a person to develop not only as a consumer of social opportunities, but also to be able to create, it is important to make an interest in ethnic culture, in this case by introducing the culture of a woman's costume. This contributes to the formation of ethical and moral universal values, a sense of responsibility for human actions, behavioral norms of modern youth, leads to the improvement of aesthetic taste, instilling a careful attitude to nature.

The educational function of the national costume is such, that it is able to «bring harmony into the soul of a person and in his relations with others» [15, P.79], therefore, «contributing to the cohesion of the team» [16]. At the same time, respect, harmonious transformation and actualization of the traditions and culture of one's own people leads to strengthening the dialogue with the cultures of the peoples of the world, thus national symbolic codes can become «elements of free communication of people on a transnational scale» [17].

**Conclusion.** In the process of spiritual and moral education strengthening the priority of humane values, based on traditional ethical norms, and developing internal incentives for self-knowledge and self-improvement of a person with a holistic and multifaceted vision of the world picture helps a human to correctly navigate modern life and consciously build a positive attitude towards himself, other people and society.

Despite the fact, that innovation is the basis of life and a necessary condition for existence in a dynamically changing world, we must not forget about the spirituality of cultural heritage, which is based on the principles of humanism, morality and patriotism.



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### **Жастардың ойлау мәдениетін дамыту факторы ретінде қазақ әйелдер ұлттық киімінің дүниетанымдық аспектілері**

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### *Аңдатпа*

Бұл жұмыста қазақтың күнделікті әйелдер киімі этномәдениеттің маңызды элементі, мәдени дамудың, қоғам және жеке адамның өмір салты мен ойының көрсеткіші ретінде қарастырылады. Зерттеу тұжырымдамасы қазіргі қоғамның рухани жаңғыруының өзегі бола алатын ұлттық костюмнің логикалық үйлесімді типологиясы мен стилистикасында көрініс тапқан дүниетанымдық негіздерді түсінумен анықталады.

Дәстүрлі мәдениет, атап айтқанда ұлттық костюм, білім беру саласындағы көптеген зерттеулердің тақырыбы болды, бірақ бұл әлеует бүгінгі күні жастардың ойлау мәдениетін тәрбиелеу мен дамыту үшін іс жүзінде таусылмайды. Қазақ халқының материалдық және рухани әл-ауқатының бірегей үлгісі ретінде костюм ақпараттық-коммуникативтік, эстетикалық, идеологиялық, семиотикалық, аксиологиялық ғана емес, сонымен қатар ғасырлар бойы ажарланған практикалық пайдалылықты, утилитаризмді және ыңғайлылықты сақтай отырып, тәрбиелік функцияларды да үйлесімді үйлестіреді.

Сонымен қатар, адамның сыртқы әлеммен ажырамас байланысының бейнесі ретінде халықтық костюм, өзара төзімділікті қалыптастыру үшін қажет, басқа халықтардың мәдениетін зерттеуде баға жетпес мүмкіндіктерге ие.

*Түйін сөздер:* көшпенділердің әлем Моделі, микрокосм, Әйел-Ана, конструктивті-композициялық құрылым, рухани-адамгершілік тәрбие, өзін-өзі анықтау, үйлесімділік, төзімділік.

## **Мировоззренческие аспекты казахского женского национального костюма как фактор развития культуры мышления молодежи**

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### *Аннотация*

В данной работе казахский женский национальный костюм рассматривается как важный элемент этнокультуры, показатель культурного развития, образа жизни и мыслей общества и отдельного человека. Концепция исследования определяется осмыслением мировоззренческих основ, выраженных в логически стройной типологии и стилистике национального костюма, которые могут стать стержнем духовной модернизации современного общества.

Традиционная культура, в частности национальный костюм, выступает предметом многих исследований в сфере образования, однако данный потенциал и сегодня практически неисчерпаем для воспитания и развития культуры мышления молодежи. Как уникальный образец материального и духовного благосостояния казахского народа, костюм гармонично сочетает в себе не только информационно-коммуникативные, эстетические, идеологические, семиотические, аксиологические, но и воспитательные функции, сохраняя при этом практическую полезность, а также утилитарность и удобство, которые отшлифовывались веками.

Кроме того, как олицетворение неразрывных связей человека с окружающим миром, народный костюм обладает бесценными возможностями по изучению культуры других народов, необходимого для формирования взаимной толерантности.

*Ключевые слова:* Модель мира кочевников, микрокосм, Женщина-Мать, конструктивно-композиционная структура, духовно-нравственное воспитание, самоопределение, гармония, толерантность.

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## OBJECTIVITY AND SUBJECTIVITY CRITERIA IN ENGLISH EXAMINATION TESTING DURING THE PANDEMIC

### *Abstract*

Exams, being a good way to measure the academic achievement, can cause students serious psychological problems. One of the ways to eliminate stressful situations is to maximize the objectivity of students' assessment during examination testing. The article analyses the measures to reduce the subjectivity of assessment during examination testing in the context of a pandemic. Options for conducting examination testing at the university, at home and with the participation of a proctor are offered. Pros and cons of proctoring are discussed. The procedure for examination testing and the conditions for its implementation in the context of a pandemic are described in detail. The article provides a practical example of conducting an examination test in the specialty "Jurisprudence". The article considers the alternatives to examination testing. The author concludes saying that it is necessary to combine traditional and distance learning methods after the end of the pandemic period in Kazakhstan.

*Keywords:* psychological problems; objectivity; subjectivity; Zoom and Skype programs; pros and cons of proctoring; automatic scoring; methods of organizing exam testing; alternatives to exam testing.

**Introduction.** An integral part of the educational process is the problem of monitoring and evaluating students' knowledge. During the pandemic, many universities are reviewing their policies for monitoring educational activities and offering new methods for assessing students' knowledge. Since the main objectives of such a review are, first of all, to improve the quality of education and the level of training of specialists, the system of assessing students' knowledge should allow teachers to objectively consider the results of their work and correct emerging problems. This is especially true for the final examination of students' knowledge at the end of studying a subject, in our case, a foreign language. The exam and examination testing are "an assessment tool for collecting information about a student's cognitive, psychomotor, and affective achievements" [7].

Exams can be a good way to measure students' academic achievement. In the context of a worldwide pandemic, they can be carried out in the form of an examination test, replacing the exam in the traditional form. Some students consider exams not the best way of checking out their knowledge due to the fact that there are many factors that do not allow the student to show the best result on the exam. These factors include lack of training, illness, injury, or family problems. In their

article "Chronic stress and its psychophysiological manifestations among students", researchers O. B. Tapalova and E. Zh. Zhaparov cite the results of their research, in which they note that "The results of the experiment, obviously, indicate that it is the 2nd-year students who most often show resentment, depression, nervousness, a tendency to increase biased anxiety, exacerbation of feelings of loneliness relative to first- and third-year students. The level of adaptability of students decreases in the 2nd year of study, while by the 3rd year it returns to the limits of the norm" [23, P.40].

This article discusses how to reduce students' anxiety by increasing the objectivity of the exam requirements, as well as maintaining the usual environment of students during the examination testing.

Studies have shown that in today's society, students believe that good grades are more important than a solid understanding of the subject. They study only the information that will be checked, and consider other information irrelevant [13, PP.185-186]. However, in the article "Psychological characteristics of self-organization academic activity of students" researchers Koshegulov A.S., Sarsenbaeva L.O. write that "in order for educational activities to be successful, you need to follow six psychological principles that will give you full readiness to conquer the highest peaks in the field of knowledge" [17, PP.85-86]. In theory, exam testing is designed to measure and evaluate a student's knowledge of a foreign language and is aimed at determining how well they understand the subject and how they use their knowledge of a foreign language to solve various problems.

However, the examination testing should include only the material that was studied during the entire foreign language course. This can be achieved by including in the examination testing only those items that were considered during the intermediate tests and classroom work. This article proposes a system for organizing examination testing that completes a foreign language course in the context of a pandemic.

The examination in a foreign language can be conducted orally with the involvement of well-established programs ZOOM [1; 9; 10] and Skype [5; 6], and carried out in the usual way, taking into account the remote nature of the final test. We will talk about conducting an oral exam using ZOOM and Skype programs in the context of a pandemic in the next article. Conducting exams with the accounting presentation referred to in article test requirements, would dramatically increase the objectivity of the evaluation when checking students' answers on the part of the examiner, and cause a positive reaction from the point of view of the students themselves, who themselves will be able to verify the objectivity of the results of the examination testing later.

**The main body.** The objectivity and subjectivity of the assessment refers to the nature of the data that is collected during the process of assessment. Objectivity defines information that is collected by measuring, observing, and studying facts [16, P.401]. Subjectivity describes information based on personal views, opinions, or value judgments [16, P.403]. Some researchers view objectivity and subjectivity as opposites, while others suggest that they are simply at both ends of the continuum.

All estimates fall within this range, having some characteristic of objectivity and subjectivity [18, PP.1-6].

To determine the boundaries of objectivity and subjectivity, you need to start with the factors of objectivity.

When preparing exam materials, the factor of uniformity should be taken into account as an objective and reliable way to check students' knowledge. It is necessary that students, when studying at the same time and under the same circumstances at the end of a foreign language course, give the same range of answers, which, being equally accessible to all students, is evaluated on the basis of their development and academic performance. The uniformity required by exams standardizes the interests, abilities, and knowledge acquired by students, and this provides a uniform or standard means of evaluating students. Thus, all students are tested at the same basic level of complexity and understanding [25].

In the presence of an exam and examination testing, students put more effort into studying, performing tests and preparing homework. Such circumstances arouse curiosity in the minds of students, and make them think outside the box. They ask and answer questions, correlate the course of training with situations that arise in life, thereby increasing their potential. As a result, permanent skills are developed and students are prepared for real-life situations, on which the examination testing is based on.

There were cases, even before the onset of the pandemic, that during the examination session, some students become ill, others even become victims of accidents, it was in this state of health that they had to take exams. Often there were situations when students suffered from family problems, financial difficulties, psychological failures, emotional trauma, spiritual imbalance, and so on. Passing exams at such a turbulent time in their lives often caused them to fail in their subsequent studies. In order for exams, in particular foreign language examination testing, to become the best check of students' knowledge, it is necessary to minimize the above problems [8].

In her article "The content and significance of teachers' evaluation activities in the context of updated education", a Kazakh researcher Kh. T. Masimova writes that "Types and methods of public evaluation should be provided to students. The assessment is made publicly, the student must know what knowledge and how it is evaluated. Students themselves should take part in determining the criteria and methods of assessment" [20, P.34].

It is required that when organizing an examination test the examiners: 1) test the student's ability to apply the acquired knowledge in solving the proposed problems, 2) eliminate the possible discretionary powers of teachers in assessment and evaluation, 3) provide the sufficient time for recuperation and passing the other exams by students who are found to be ill or are victims of serious accidents after the latter restore their mental healthy state, 4) that when issuing the final exam score, take into the account the previous work of students during the foreign language course, such as presentations, essays, oral tests, etc., and this will allow to give a more balanced final assessment, 5) control students' respond adequately to exam testing questions and their level of anxiety during the test [14, P.237].



*Organization of examination testing.* In the article of the National Research University "Higher School of Economics" "Exams online and their distant conducting", it is stated that the procedures for conducting online exams in different countries are generally similar. "The main thing is to ensure the protection of test materials from copying and control over the passing of the exam" [21].

In the context of a pandemic, it is necessary to take into account the psychological and physical condition of students. It is desirable that each student understands that the knowledge that is tested during the examination test is the condition that was agreed upon and supported during the entire educational process. The very conditions that need to be followed during a pandemic – keeping a social distance, working on the proposed test material while wearing a mask, and so on – also impose new, unconventional circumstances that also affect the state of anxiety and affect the objective consideration of reality.

Before describing the requirements of the examination test, you should focus on the conditions of its implementation. There are three possibilities: 1) organization of examination testing in an educational institution in compliance with all possible sanitary standards: wearing a mask, observing the distance between the examiners themselves and the examiner, if necessary, the presence of gloves for students or the obligation to wash their hands with sanitizers after the exam, and so on; 2) organization of examination testing at home of the examinee student in compliance with the technical requirements that are mandatory when taking home examination tests; 3) organization of examination testing with a time limit for its execution in the presence of proctoring of the examination test.

Let's take a closer look at these three possibilities.

*Organization of examination testing in an educational institution.* This method of organizing examination testing should clearly correspond to the level of danger in the city. If there is an orange and red level, it is forbidden to conduct an examination test. If the danger level is reduced to green, students will be able to arrive at their educational institution and take their places in accordance with the plan of their placement, which is previously drawn up and agreed upon by the university management. When a student arrives for an examination test, the examination room must be ready. Exam tickets are spread out on the examiner's desk. The examinee walks up to the table and points to the ticket he or she wants to choose. After that, the examiner takes this ticket and shows it to the examinee student, announcing his number. Next, the student moves to another table and takes his own version from the exam test options laid out in order. Taking his own version, the student goes to prepare for his or her designated place. This place can be designated by putting a name plate on the table. When the student takes his seat, a report of the time allocated to the test begins. After completing the exam test, the student hands in their exam materials and leaves the exam room.

Examination testing can be carried out on the computer of the university with the obligatory putting on of gloves by the student who performs the test for a certain period of time. If the student does not have their own hygiene gloves, the university, through its medical representative, ensures their availability. Determining the ticket option is performed in the above way. Passing the completed test is carried out by

the examiner, who asks the examinee to save his completed test in the computer memory for its subsequent verification.

*Organization of examination testing at home.* To organize an examination test at home, you must follow the following requirements. The room for the exam should be small in size, for example, a kitchen or living room will be suitable, in which no one will pass during the examination test. In this room, in addition to the laptop camera that shows the exam student, there should be a second camera that is placed in such a way as to show the entire room, leaving no corner uncovered. Such a camera can be inexpensive, for example, a camera with at least 2 megapixels and a resolution (1920 x 1080), which can be purchased by any student. If the room is really small, then the camera can be placed behind the student's back, slightly to the left or right, so that the screen of the student's laptop or computer is visible. If the room is quite large, then you can limit yourself to one camera installed behind the student's back and showing the screen with the test. Since the sound is not turned off, it is possible to hear what is happening in the room if the external camera cannot cover the entire room and simultaneously show the screen on which the test is being performed. If the upper camera stops working, then there are two ways out – 1) stop the examination test and transfer it to a later date; 2) limit yourself only to the camera of a laptop or computer with the sound turned on and strictly monitor the time of the test and send it to the examiner for verification. If the university has the technical capabilities to control the performance of the examination test, then through the examiner, the student is forbidden to open other windows and use other means of communication in order to prevent the examinee from communicating with his comrades or assistants. After completing the test, ask the examinee to send their version to the examiner. Time delays can lead to lower scores.

*Examination testing with its proctoring.* This method of conducting examination testing occurs when it is necessary not only to check the knowledge of students, but also the work of the teacher themselves after completing a foreign language course. During the pandemic, it is very difficult to apply to other universities and look for teachers who are well versed in ZOOM and Skype technologies and are ready to work additionally as proctors. If the university management has any questions about a specific teacher and students, then it is necessary to resort to proctoring. Proctoring is a control procedure for online testing, where the entire process is supervised by an administrator-proctor. The latter follows the actions of the examinee using a webcam and sees what is happening on the monitor of his or her computer. This technology allows you to confirm the identity of the candidate, objectively assess the students' knowledge, exclude cheat sheets and other tricks on the exam. In this case, the subject and the proctor may be located in different parts of the country. The proctor may not be a teacher of a foreign language, but simply a supervisor of the examination test, whose task is to monitor compliance with the norms of the test. In the case of using a proctor, the examination materials are sent to the person appointed by the administration [19].

*Positive and negative aspects associated with conducting exams with the participation of a professional online proctor Advantages of proctoring:*

- save money and time on organizing computer classes for exams, finding and training people who follow the exams;
- the examinee chooses any time to take the exam, as proctoring is available at any time;
- the exam is conducted at home in a comfortable environment, which contributes to high exam results;
- minimum equipment costs: it is enough to have a computer, webcam and microphone;
- removing problems related to the bias of the foreign language teacher who conducts this course;
- get results quickly: asynchronous proctoring allows you to filter out only suspicious sessions that can already be viewed manually, and confirm that the exam was passed honestly.

*Disadvantages of proctoring:*

- the need for the examinee to have a fairly fast and stable Internet channel (network connection speed of 1 Mbit/ s);
- the problem of task leakage, when the first students take the test and remember the answers, and then pass them on to everyone else. The problem is resolved as follows: 1) individual tasks are offered; 2) if there is only one test option, the test is conducted simultaneously by all students; 3) when examiners, having only one test task, create options, swapping the sequence of questions and correct answers, limit the time, in order to create a problem for unscrupulous students who find it difficult to remember and process the answers to all tasks.

*Selection of the examination test option when it is performed at home or under the supervision of a proctor.* Due to the fact that the examination test is the last and final test for a foreign language course, it is desirable that it should be similar to a traditional exam, when the student oneself determines his or her own version of the task. To do this, you can organize a Zoom conference fifteen to twenty minutes before the start of the examination test and display an image of twenty-five tickets on the examiner's screen. These tickets are arranged on two pages, with students only seeing the first page with blank rectangles depicting exam tickets. On the second page, the same exam tickets are arranged in random order. Students take turns choosing any ticket at will, and after each choice of the student, the last name, first name, patronymic is applied to the ticket. After completing this selection of tickets, the examiner displays two pages: the tickets selected by the students on the first page and the ticket numbers on the second page. According to the students' choice, a ticket number is approved for each student. This technique, from the very beginning of the examination test, convinces the student that his or her option is not imposed, is not determined by someone else, but on the contrary, he or she made his or her own choice. As an example, we give one of the cases of conducting an exam (examination testing) in the direction of training "Jurisprudence".

Table 1

**Distribution of tickets for examination testing for the 2nd year of the training direction "Jurisprudence"**

FULL NAMES				EXAMINATION CARDS					
Vilkov V.D.			Zhuasbekov M.M.	Exam. card № 11	Exam. card № 2	Exam. card № 3	Exam. card № 21	Exam. card № 5	
		Sadkov D.V.	Kostryukov V.V.	Exam. card № 6	Exam. card № 18	Exam. card № 8	Exam. card № 14	Exam. card № 10	
	Ivanov I.P.		Sergeev K.P.	Exam. card № 22	Exam. card № 12	Exam. card № 13	Exam. card № 25	Exam. card № 1	
Stupak P.V.	Lee A.S.		Paperny V.K.	Exam. card № 16	Exam. card № 17	Exam. card № 7	Exam. card № 23	Exam. card № 20	
	Khan A.U.		Kozubaev M.S.	Exam. card № 19	Exam. card № 9	Exam. card № 4	Exam. card № 24	Exam. card № 15	

As the result of this students' choice, a list of students and their examination cards was compiled: Vilkov V.D. – Examination card № 11; Zhuasbekov M.M. – Examination card № 5; Ivanov I.P. – Examination card № 12; Kozhebaev M.S. – Examination card № 15; Kostryukov V.V. – Examination card № 10; Li A.S. – Examination card № 17; Poperny V.K. – Examination card № 20; Sadkov D.V. – Examination card № 8; Sergeev K.P. – Examination card № 25; Stupak P.V. – Examination card № 16; Khan A.Yu. – Examination card № 9.

So, by the beginning of the examination testing, examination card numbers and task options have been determined. The examiner sends the selected options to students by email (for insurance, each student must have a second email address). The examinee, having received his task, informs the examiner about it. From this fixed moment, the report of the set time period begins, for example, 1 hour for 60 questions. However, the amount of time offered to the examinee depends on the complexity of the task and the number of questions.

The examination test consists of two separate parts. The first part is an English grammar test that students have taken for four terms, and is held in the penultimate or last week of classes. (In theory, electronic testing can be done in one go, but the test itself becomes very long and makes it difficult to get a satisfactory score.) The tasks are performed using the Moodle program, which includes two or three questions through the so-called "Random Question" item (two or three questions are automatically selected by the computer from pre-compiled and available hundred or more questions on each grammatical topic) and is a multiple choice test on the following grammatical topics: Articles, Verb and its forms, Quantitative Determinants, Pronouns, Modal Verbs, Non-Personal Verb Forms, Prepositions, Direct and Indirect speech, Tenses Matching, Word Formation, Subjunctive Mood (Conditional sentences), Conjunctions, Degrees of comparison of adjectives and adverbs, Passive voice, Noun, Phrasal verbs. The grammar test check is automatic and the examiner gets the results almost instantly. When performing a grammar test, there is a time limit. The university and teachers determine which of the above

methods (passing the entire test at one time or dividing the exam test into two parts) is most convenient for them, and assign a date and time.

The second part consists of three tasks. When composing the test, we used the layout of tasks of the Unified Portal of Internet testing in the field of education in the city of Yoshkar-Ola [12].

The first task included a legal text, followed by text exercises, the second task was working with legal terminology, and the third task was working on an oral conversational topic. For example, Examination card №1 included the text "Capital Punishment" consisting of 3 paragraphs and 260 words, as well as the following text exercises: Exercise 1. When choosing the correct answers, underline and highlight it. Which paragraph of the text refers to "*the mental anguish of waiting for capital punishment*". 2. The content of the text corresponds to the statement... 3. Complete the statement according to the content of the text. 4. Answer the question. 5. The main idea of the text is... 6. Arrange these sentences in the order of appearance in the text in accordance with their semantic component.

In each paragraph, in addition to the text of the question itself, four possible answers were added, only one of which was correct. To determine the correct answer, the corresponding sentence was copied to a separate cell and later analyzed. In the last paragraph, it was necessary to arrange the sentences in the order of mentioning in the text and placing them in this form in the proposed cell.

The second task is related to working on terminology. In the first paragraph, it was necessary to give a definition or describe what one or another of the 5 proposed legal terms means. For example, such combinations as *abolish the capital punishment, will deter a criminal from the most serious crimes*, etc. In the second paragraph, it was necessary to determine the crime and the criminal who commits this crime. For example, ... is carried out by a ... who seizes someone with the help of force and demands money for a return without consequences or ... is carried out by the subject of a criminal attack who commits a physical attack on someone. We call this criminal ...

The third task was focused on the oral topic "Felony and misdemeanour". It offers a text and 10 questions to be answered by viewing the text. These questions contain the main idea of the text and reflect the main provisions related to "Felony and misdemeanour". A text is created from the answers to the questions that can be told as an oral topic.

It is advisable to prepare tasks with scores that are multiples of ten, so that it is easier to calculate the result manually, if there is no automatic calculation of points for tasks. The percentage ratio may be different in different universities. In our case, a standard rating scale was used:

Suggested tasks: 100 %

Percentage of completed tasks: 90% – 100% – Score 5 (five) (excellent); 70% – 89% – Score 4 (four) (good); 50% -69% – Score 3 (three) (satisfactory); below and equal to 49% – Score 2 (two) (unsatisfactory).

The determination of the final score should be objective. Each university determines the criteria for evaluating a student for the entire course of teaching a foreign language. The first university believes that it is necessary to focus on the

student's portfolio [22] and evaluate everything that the student has done throughout the course. The second university believes that the main criterion is the grades for each term and, summing them up and adding the result of the examination test, we get the most objective result. The third university takes into account the results of the last term and examination testing. Looking from the outside, everyone strives for an objective assessment, but ignores subjective factors. In the first university, a student could be harassed by a teacher for personal reasons, for example, the teacher did not like the appearance of the student, his manner of answering, and so on, and because of this, grades were constantly reduced. As a result, we get a large share of subjectivity when making what seems to be an objective assessment. In the second university, when only grades for independent work and the results of the Boundary control in four terms are taken into account, the result is more objective, but if a student enters the student bench with a zero level of a foreign language and during the entire course, working as intensively as possible, by the end he gets an excellent grade, then the grades for all four terms reduce the final grade. In the third university, where the student's knowledge is evaluated almost at the exit, we should, in theory, receive the most objective assessment. But if a student starts working to pay for his or her university tuition, he or she does not have time to attend all classes and the score for a foreign language decreases. The traditional solution is to transfer the student to an individual schedule of attending classes and intensive work with recommended textbooks, however, it seems desirable to transfer such a student to a distance learning mode, so that he works in accordance with his capabilities, receives knowledge through listening and viewing recorded lectures and performs tasks offline, with some time delay and being able to send his tasks even from a business trip.

Now how to evaluate the exam testing? Since two-part testing is proposed, they are evaluated separately and later summarized. The first part – a task on English grammar, from 60 questions, is determined automatically. The student and the examiner will immediately get the result. The second part is a text task and tasks for mastering the terminology of the field of your specialty, preferably reduced to a numerical assessment. To do this, the task is made of tasks of ten points, which are easily processed even in manual mode, since the examiner already has ready-made answers. You can check some of the tasks using the Moodle computer program. Then evaluating the test results will become even easier. The final result can also be affected by the student's regular completion of tasks, for example, at the beginning or end of each month. Having accumulated a lot of experience in performing tests, and having completed many tasks, the student will objectively pass the final examination test, better.

*Alternatives to the traditional exam and foreign language exam testing.* The researchers involved in education, are looking for alternatives when you receive a final evaluation after the end of a course. They mainly rely on three fundamental principles as the basis for deriving an ideal assessment: (a) competency assessment, (b) portfolio systems, and (c) the use of information and communication technologies.

*Assessment of the student's competence.* The idea of each subject is that on the one hand, students learn a certain set of knowledge, for example, the "golden formulas" of English grammar or legal terminology, but on the other hand, that they also master a certain set of skills on the application of these formulas or terminology in everyday practice.

The assessment for each type of electronic testing tasks related to modern forms and terminology should determine which areas of knowledge the student has mastered and which have not. Examination testing provides information for reflection: the student understands where he made a mistake, and in the future will try to avoid mistakes when talking or writing texts in English on this topic, and the teacher understands that if the number of errors in a certain task exceeded the norm, he or she will need to plan his or her course better in the future, build more flexible training tasks in order to improve this aspect of language teaching. Each test task offers several practical examples, and only one of them is correct, which gives the student the opportunity to choose the right option for the development of the educational situation [2; 24, P.40].

*Portfolio systems.* The assessment of a student's competence can also be determined from a portfolio, a way to individually assess and focus on the development of students.

An individual portfolio helps the faculty make their judgment of student achievement according to a standard of achievement that is balanced, uniform, evidence-based, and well-founded, allowing faculty to rank the achievements of all students and use the portfolio to make a judgment based on a planned and targeted selection of student learning evidence collected during the reporting period. By the way, examples of student work from the portfolio, such as graded assignments, can be used to provide parents and guardians with more detailed information about the student's achievements and progress [3; 15, P.19].

*Use of information and communication technologies.* Computers, the Internet and other communication systems (ICTs) can be very useful for improving grades throughout the learning process. There is a special online program that easily highlights certain portfolio items placed in electronic portfolios and easily provides them. If the proposed tasks during the entire course include a system of automatic calculation of student achievements, for example, to evaluate each type of work with a certain number of points, this will allow you to quickly and reliably determine the level of student achievements and make a decision on the final calculation of points for the entire period of study of the subject. In conclusion of the above arguments, let us return to the conclusions on electronic testing [4; 11, P.6].

*Conclusion.* Pandemic lessons help to understand that it is necessary to combine face-to-face classes and distance testing in the context of a normal educational process, after the end of the pandemic era. During the pandemic and the emergence of epidemics of new coronavirus infections, the world will be forced to resort to various transformations in all spheres of life. The consequences of these changes will naturally affect education. The introduction of quarantine measures led to an emergency transition of the entire educational process to distance learning. In this situation, teachers had to develop both professionally and personally in order to

take on new responsibilities, perform new roles to meet the need for learning and development of their students and society as a whole, since the teacher is the initiator and conductor of development and transformation in the society.

The forced transition to a distance education system, in addition to disadvantages, gave some advantages. For the implementation of distance education today, a variety of technologies are used: video recordings, broadcast television, interactive videos, audio recordings and audio conferences, online web courses. The ability to conduct an exam and examination testing using ZOOM and Skype conferences, allows you to conduct an assessment of students in difficult epidemiological conditions without major problems. The development and spread of the Internet and computer technologies have revolutionized the concepts of education and training.

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## **Пандемия уақытындағы ағылшын тілінен емтихан тестілеу кезіндегі объективті және субъективті критерийлері**

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### *Аңдатпа*

Студенттердің академиялық жетістіктерін өлшеудің жақсы тәсілінің бірі емтихан болып табылады. Емтиханды тапсыру кезінде студенттер психологиялық қиындықтарға ұшырайды. Осындай стрестік жағдайларды болдырмаудың бір жолы-емтихандық тестілеу

кезінде студенттердің білімін бағалаудың объективтілігін барынша арттыру. Пандемия кезінде емтихандық тестілеу кезінде бағалаудың субъективтілігін төмендету шаралары талданады. ЖОО ғимаратында, үй жағдайында және проктордың қатысуымен емтихандық тестілеуді өткізу нұсқалары ұсынылады. Прокторингтің оң және теріс жақтары талқыланады. Емтихан тестінің процедурасы және пандемия жағдайында оны өткізу шарттары егжей-тегжейлі сипатталған. Мақалада "Құқықтану" мамандығы бойынша емтихан тестін өткізудің практикалық мысалы келтірілген. Емтихандық тестілеудің баламалары қарастырылады. Қазақстандағы пандемия кезеңі аяқталғаннан кейін дәстүрлі және қашықтықтан оқыту әдістерін біріктіру қажеттілігі туралы қорытынды жасалады.

*Түйін сөздер:* психологиялық мәселелер; объективтілік; субъективтілік; Zoom және Skype бағдарламалары; прокторингтің оң және теріс жақтары; автоматты балл санау; емтихан тестін ұйымдастыру әдістері; емтихан тестінің баламалары.

### **Критерии объективности и субъективности при экзаменационном тестировании по английскому языку во время пандемии**

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#### *Аннотация*

Экзамены, являясь хорошим способом измерения академических достижений, могут вызвать у студентов серьезные психологические проблемы. Одним из способов устранения стрессовых ситуаций является максимально возможное повышение объективности оценивания студентов во время экзаменационного тестирования. Анализируются меры по снижению субъективности оценки во время экзаменационного тестирования в условиях пандемии. Предлагаются варианты проведения экзаменационного тестирования в вузе, в домашних условиях и с участием проктора. Обсуждаются плюсы и минусы прокторинга. Подробно описывается процедура экзаменационного тестирования и условия его проведения в условиях пандемии. В статье приводится практический пример проведения экзаменационного тестирования по специальности «Юриспруденция». Рассматривается альтернативы экзаменационному тестированию. Делается вывод о необходимости объединения методов традиционного и дистанционного обучения после завершения периода пандемии в Казахстане.

*Ключевые слова:* психологические проблемы; объективность; субъективность; программы Zoom и Skype; плюсы и минусы прокторинга; автоматический подсчет баллов; методы организации экзаменационного тестирования; альтернативы экзаменационному тестированию.

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**DOI .....**

# PROFESSIONAL DEVELOPMENT OF TEACHERS IN CONDITIONS DIGITALIZATION OF EDUCATION

## *Abstract*

The article discusses the development of digital technologies in education. Digitalization in education is a new paradigm that provides for new opportunities and new forms of communication and interaction of educational subjects; effective means of obtaining quality education. Individualization of vocational education and training based on digital technologies allows for an organic transition to multiprofessionalism - a post-industrial model of professionalism, when the profession ceases to be a standardized set of labor functions and actions, demanded knowledge, skills and abilities - and becomes a dynamic personalized set of competencies. Digitalization is one of the ways to make education of the same quality for everyone. With "digital" it is easier and faster to form a personalized approach to students, it is easier to implement differentiated teaching that takes into account the needs of each student.

*Keywords:* digitalization; education; communication; new paradigm; digital pedagogy; communication culture; Big Data; SAMR model.

**Introduction.** Digital world, Internet, networking opportunities, distance education – all of this change the system of modern education and give an impetus for further development.

Today the trend for digitalization is one of the key vectors of development in almost all areas of activity. The system of education isn't an exception also. Everywhere – in the country and in the world – new approaches with a focus on "digitization" have started to be introduced.

Primarily for the development of an effective digital ecosystem in Kazakhstan, the State Program "Digital Kazakhstan" was approved in December 2017. In the frame of this program, attention is also paid to the renewal of the national education system. In particular, the program focuses on improving digital literacy at all levels of education. This, in turn, involves the introduction of training of the basic programming, the growth of the number of graduates with basic ICT-competencies and an annual increase the number of graduates of ICT-specialists [1].

Digitalization efforts lead to the creation of a new society where human capital is actively developed – knowledge and skills of the future are brought up from a very young age, business efficiency and speed are increased through automation and other new technologies, and dialogue between citizens and their countries becomes simple and open. The digital revolution is taking place before our eyes [3].

The digital platform and new technologies have radically changed the learning process. A workshop or militarized scheme (by brigade, by division, by platoon, by classroom, by group, by faculty, by schedule), when everyone in one place at the same time could receive the same knowledge hopelessly outdated, although it continues to dominate. Today any person can get almost any knowledge anywhere and at any time [4].

**The main body.** These changes are due to the introduction in recent years of many technological innovations used in different industries. Production methods are fundamentally changing and new demands are being made on people's education and work skills. Industrial Internet of Things shapes the future of manufacturing industries, using the possibilities of flexible and intelligent production, provides a

revolutionary growth in productivity. Artificial intelligence is introduced, including conservative industries such as in financial services and medicine. 3D printing technology is already transforming industries such as aviation, logistics, biomedicine and automotive [5]. These changes are radical and take place in a few years and even months, rather than decades as before.

The process of digitalization today involves almost all countries in the world. At the same time, each country determines its own priorities for digital development. More than 15 countries are currently implementing national digitalization programs. The leading countries in the digitalization of national economies are China, Singapore, New Zealand, South Korea and Denmark. China, in its program "Internet Plus" integrates digital industries with traditional ones. Singapore is building a "Smart Economy", Canada is building an ICT hub in Toronto, South Korea is focusing on human capital development, entrepreneurship and dissemination of ICT achievements in its' program "Creative Economy" and Denmark is focusing on digitalization of the state sector [2; 3].

The development of digital technologies in the field of education is dictated by the relevance and is supported at the state level and the general public. "The digit", on the one side, helps to solve, and on the other side creates new challenges. The state, IT-companies and the pedagogical community have to work together to form new methods of education, to find the optimal balance between digital and classical education [6]. Digitalization is a new approach to the organization and development of a person's life and professional space, an absolutely new social situation of development.

Digitalization in education is a new paradigm that provides new opportunities and new forms of communication and interactions between educational subjects; effective tools of obtaining quality education.

The using of new information and communication technologies is the initial condition for the further development of digital pedagogy.

Digital technologies allow you to build individual educational routes, to make the educational environment unlimited, accessible, allowing you to carry out education in several directions at once, to combine study and work and other activities, also to receive information in an accessible, fun, playful way.

In the process of digitalization and transformation of education, at the first place there are tasks as such as the intellectual development of the individual, the development of communication culture, the development of critical thinking and the creative abilities of the individual [7; 8].

At the same time, modern digital technologies are based on the use of ICTs, the Internet and software and they are recognized as the effective tools of education. Cloud technologies, e-learning technologies, gamification technologies, online learning, etc are related to them. However, many of these technologies are having their drawbacks. The most frequently mentioned is the absence or a significant reduction of "face-to-face" communication between teacher and students, between students and their parents. Of course, these are just some examples of the negative consequences of reducing direct communication between the student and the mentor, but they are the most common ones.

The quality of education, the success of its development and effectiveness are determined, first of all, by the activities of the teaching staff of the educational organization: can teach those, who are not only know their subject well, but also regularly update their knowledge in the professional field, contribute to the development of science, and also is able to convey the system of this knowledge and form the models of learners' cognition [9].

A modern teacher is a teacher with a new planetary thinking. The pace of development of society, the "era of seven revolutions" (population, resource, economic, managerial, technological, informational, digital), the new world, determined by the fourth technological revolution, are changing the educational paradigm, now it is not a stable external environment, but a constantly and rapidly changing world. Staff and education are one of the "key institutions, in the frame of which conditions are created for the development of the digital economy" [7; 10].

The transition to the information society shows that the greatest value are knowledge, new technologies, the level of education and the ability to create this knowledge. A modern teacher is faced with the need to expand the flows of knowledge and transfer them to everyone who wants to learn, while their form of training does not matter, only a guarantee is important – the formation of high-quality human capital, the future staff resources of the country.

The requirements of the digital challenge are the understanding by modern teachers of the need to hold such new realities as cloud technologies, network technologies, technologies for processing large amounts of data (Big Data), the Internet of Things, distributed ledger technologies (including blockchains), digital technologies of specialized educational destinations – edtech (educational technologies) and others. The using of digital technologies creates new opportunities for building of the educational process and solving a wide range of educational tasks – both “eternal”, not solvable by means of traditional education, and fundamentally new [11].

The SAMR (Substitution, Augmentation, Modification, Redefinition) model can be used to describe how digital technology can affect on teaching and learning.

The model involves four stages:

1) Substitution: digital technologies simply replace traditional ones (for example, typing in Word).

2) Augmentation: digital technologies are becoming an optimization tool in solving educational problems (for example, current or diagnostic, or final assessment using Google forms, mobile applications Kahoot; Plikers, etc.)

3) Modification: significant functional changes in the educational process and the interaction of its participants (for example, the using of blended learning technologies or an inverted classroom).

4) Redefinition: setting and solving new pedagogical problems that could not be solved earlier [12].

The meaning of changes in the organization of the educational process in the context of digitalization is to increase its pedagogical performance. This can be achieved, first of all, through the individualization of teaching – the transformation of a single and common educational process for all into a set of individual

educational routes, which were built with taking into account, by the one side, of personal educational needs and requests of students, on the other, their individual psychological and pedagogical and medical (for students with disabilities) features.

Digital pedagogical technologies are able to provide an almost infinite number of areas of individualization of teaching, including: by content, by the pace of mastering the educational material, by the level of complexity, by the method of presentation of educational material, by the form of organization of educational activities, by the composition of the study group, by the number of repetitions, by the degree of openness and transparency for other participants in the educational process, etc. It is important that all these areas of individualization can be implemented simultaneously, which allows you to customize the educational process for each specific student (the principle of adaptability), to ensure a high level of educational motivation and full assimilation of the given educational results [13].

Individualization of professional education and teaching based on the digital technologies allow to provide an organic transition to the multiprofessionalism – the post-industrial model of professionalism is, when the profession ceases to be a standardized set of labor functions and actions, required knowledge, skills and abilities – and becomes a dynamic personalized set of competencies.

In the modern rapidly changing world of digital technologies, being the environment of existence, there new opportunities open up, but at the same time, the digital environment requires from teachers to have a different perception of the world, a different pedagogical style in professional activity, different pedagogical technologies and new forms of work with students.

Today we are talking about the readiness to the professional activity in educational organizations, in which “target models of the digital educational environment” are being introduced, “horizontal learning communities” are being formed, a “system for fixing a digital footprint” is being built and “individual learning path” for each student is being developed [14].

The complexity of attention to the digitalization at all levels allows us to judge the scale of the impact of this process on all spheres of social relations. In education sector these changes take place at the level of space and time, the ontology of the education system is changing.

Digitalization is becoming mainstream – direction of its development. To a certain extent this is facilitated by the abundance and availability of information, the ability to quickly find it by user request. Besides, redundancy of information often leads to its surface perception, and exposure of students accessing the Internet, destructive settings and risks of mind manipulation increases significantly.

Among the digital generation, the differentiation between "lagging" and "advanced" is particularly noticeable. Among the latest there is a new type of learners with a high level of learning ability, aimed at self-education, self-actualization and self-development, where possible – independently forming their own educational route, in some cases combining study, work and personal development. In general, the strategy for working with representatives of the digital generation should be based on the fact that it is practically impossible to integrate them into the traditional educational process. Its essential transformation is

necessary, which will result the construction of a new, digital educational process. One of the social and psychological barriers to this task is that many teachers who have successfully passed the stage of adaptation to digital technologies and successfully used digital resources outside their professional activity retain the usual beliefs that their professional and pedagogical activities should retain their traditional (pre-digital) character.

The experience of introducing digital technologies into the educational process to date can not be considered as fully studied. Digitalization of education is a process as necessary as it is inevitable. But during the transition "into digital" it is critical to preserve the true "analogue" wealth, which is the foundation of the classical system of education. The role of the teacher is transformed: new competences are added to those that have been inherent to this profession for centuries. Availability and quantity of information is growing more than ever and it is important to be able to work with it. In addition, the development of "flexible" skills becomes relevant.

This is why a modern teacher is not only a knowledge carrier, but also a mentor and tutor. He should teach children to work as a team, apply reflexion, plan their time, etc. It is also necessary to be well acquainted with information flows and become a navigator for pupils. It is important to teach the child the algorithm of search and processing of information, to help him/her see the regularities and analyze trends, not just to memorize dates and facts [15].

Digitalization is one of the ways to make education equal by the quality for all. With "digitization" it is easier and faster to form a personalized approach to students, it is easier to implement differentiated learning that considers the needs of everyone.

A digital environment can create equal opportunities for children with special developmental needs. It is easier to make changes in digital resources. In addition, experts find it easier to refine materials due to the large amount of data. For example, if, according to statistics, a task causes difficulties for most users, it is possible to revise its wording or add more preparatory tasks to the section. Regular and operational analytics is a big advantage of "digitalization", which allows to make the content on the highest quality.

**Conclusion.** Thus, in the era of digitalization, the increasing role of professional development of teachers acquires a global character in an open society, where the innovative experience, support for the interaction of successful practices, dissemination of initiatives and innovations of teachers and leaders of educational organizations, and strengthening of the personality-oriented orientation of the system of advanced training of teachers are being demanded.

The results of the study show that despite the existence of a large number of digital resources, programs and opportunities for partial automation of the educational process, the figure of the teacher remains necessary for the effective completion of the learning process, there is a need for a closer transfer of knowledge and technology in the educational process, with a parallel formation of the concept of "digital competence" and identification of criteria for its evaluation by future and practicing teachers.

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## Білім беруді цифрландыру бағытында мұғалімдердің кәсіби дамуы

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### *Аңдатпа*

Мақалада білім берудегі цифрлық технологиялардың дамуы туралы айтылады. Білім берудегі цифрландыру – бұл білім беру субъектілерінің қарым-қатынасы мен өзара әрекеттесуінің жаңа мүмкіндіктері мен жаңа түрлерін қамтамасыз ететін жаңа парадигма;



сапалы білім алудың тиімді құралдары. Цифрлық технологияларға негізделген кәсіптік білім беру мен оқытуды дараландыру, кәсіп кәсіптік функциялар мен іс-әрекеттердің стандартталған жиынтығы болуды тоқтатқанда, қажетті білім, білік және дағдылардың құзыреттіліктерінің динамикаланған жиынтығына айналған кезде – кәсіби шеберліктің постиндустриалды моделіне органикалық түрде өтуге мүмкіндік береді. Цифрландыру – бұл бәріне бірдей сапалы білім берудің бір жолы. «Сандық» жағдайында студенттерге дербестендірілген тәсілді қалыптастыру оңайырақ және тезірек болады, әр оқушының қажеттіліктерін ескеретін саралап оқытуды жүзеге асыру оңайырақ болады.

*Түйін сөздер:* цифрландыру; білім беру; коммуникация; жаңа парадигма; сандық педагогика; коммуникация мәдениеті; Big Data; SAMR моделі.

## **Профессиональное развитие педагогов в условиях цифровизации образования**

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### *Аннотация*

В статье рассматриваются вопросы развития цифровых технологий в сфере образования. Цифровизация в образовании новая парадигма, предусматривающая новые возможности и новые формы коммуникации и взаимодействия субъектов образования; эффективное средство получения качественного образования. Индивидуализация профессионального образования и обучения на основе цифровых технологий позволяет обеспечить органичный переход к мультипрофессионализм – постиндустриальной модели профессионализма, когда профессия перестает быть стандартизированным набором трудовых функций и действий, востребованных знаний, умений и навыков, – и становится динамичным персонализированным набором компетенций. Цифровизация – один из способов сделать образование одинаково качественным для всех. С «цифрой» проще и быстро сформировать персонализированный подход к ученикам, легче внедрить дифференцированное обучение, которое учитывает потребности каждого ученика.

*Ключевые слова:* цифровизация; образование; коммуникация; новая парадигма; цифровая педагогика; коммуникационная культура; Big Data; модель SAMR.

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**DOI** .....

## **INNOVATION AND CHANGES IN EDUCATION MANAGEMENT**

*Abstract*

This article examines the relevance of modernization of today's education, in particular, the reform of activities in the management of educational organizations. Modernization of management of educational organizations involves the introduction of innovative approaches in the management of educational organizations. It was revealed that one of the priority areas that characterize the activities of modern educational institutions is the transformation of its management cycle. As one of the effective management methods, in contrast to the existing traditional vertical command-administrative system, is considered a horizontal-cyclical organizational structure (HCOS). This transformation has aimed to the implementation of decentralized coordination of the actions of the relevant organizational units (the formed departments) in the process of performing common tasks. The presented work will investigate the implementation of HCOS on the example of the Institute of Natural sciences and geography of the Abai Kazakh National Pedagogical University.

*Keywords:* education management; innovation; management cycle; horizontal-cyclical organizational structure; Abai University.

**Introduction.** In modern society, the development of any nation, its viability and security is based primarily on the level of education of its citizens. Consequently, one of the priority areas of modern social policy in Kazakhstan is the modernization of all levels of education. The modernization of education involves the initiation of innovative approaches in the management of an educational organization. The creation and implementation of innovative ideas is a key organizational effort aimed at achieving excellent results and ensuring a competitive advantage [1]. This process is possible due to the readiness of heads of higher education organizations to innovative management methods, because the effectiveness of the innovations, being introduced, depends on the competence and determination of education managers.

**The main body.** Innovation is considered to be the main driver of progress and prosperity [2]. Management innovation can be characterized as the invention and implementation of a management practice, structure, method or process that is new to the highest level of development in a specific field and that is carried out to help in achieving the goals of the organization [3]. Compared to other types of innovation, management innovation has the unique ability to drive radical and sustainable change in terms of competitive advantage [4]. This kind of innovation also characterizes any program, product or technique which represents a significant departure from the state of the art of management at the time it first appears and which affects the nature, location, quality, or quantity of information that is available in the decision-making process [5, P.86]. V.V.Korovin clarifies management innovation as a result of the development and implementation of new principles, methods and management structures that change the internal environment of the enterprise and correspond to external changes [6]. Thus, innovation in management means having and practicing management skills, determination and courage to take responsibility for implemented changes that drive progress and productivity. Nevertheless, openness to change through management initiatives allows for organizational learning, leading to an increase in organizational knowledge and the development of core organizational competencies [7].

It should be noted that the process of managing educational institutions itself has a certain cyclical character. The management cycle is a closed sequence of the

main types of management activities: analysis, management decision making, goal setting, work planning and forecasting results, organization of execution and control [8].

**Materials and research methods.** *An innovative method of managing an educational institution on the example of Abai KazNPU.* Thus, it can be noted that the development and implementation of innovations in the management of education is necessary, since the new powers acquired within the framework of the education reform contribute to the expansion of mechanisms for their effective application [9].

One of the distinguishing features in the innovative approach to the management of the institutions of Abai KazNPU is the transition from a vertical command-administrative system to a horizontal-cyclical organizational management structure (HCOS).

The previously existing vertical organizational structure of management of an educational institution presupposed the presence of a certain hierarchy, when lower levels of management are subordinate to higher ones. Such a system is characterized by a high degree of centralization of decision-making, in which all other heads of departments and employees are directly subordinate [10].

The horizontal-cyclical organizational structure in the management of an educational institution is aimed at the implementation of decentralized coordination of the actions of the relevant organizational units (formed departments) of various functional units in the process of performing common tasks [10].

According to this organizational structure, has been formed the Council of Responsible Representatives (CRR), which consist six departments (figure 1) and each of them includes several employees responsible for the selected areas of work.

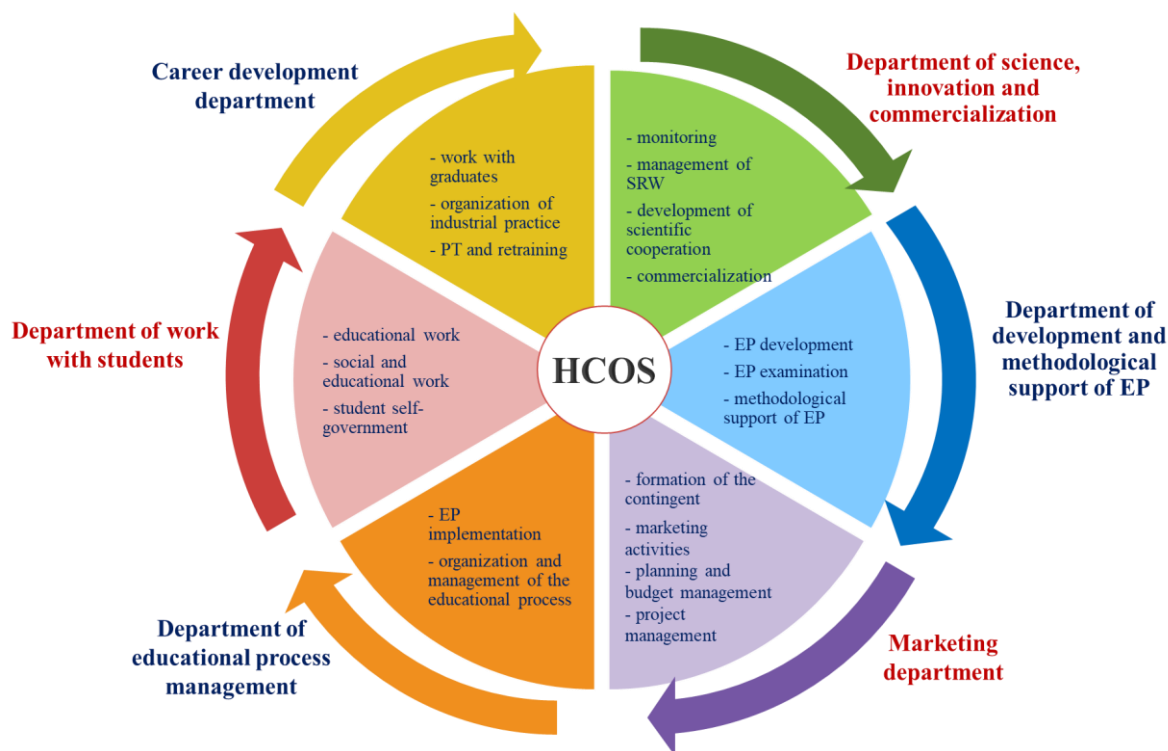


Figure 1. Departments of the Institute of natural science and geography according to HCOS

**Advantages and Disadvantages of HCOS Implementation.** The advantages of HCOS are as follows: firstly, the ability to respond flexibly and quickly to any changes in the conditions of conducting its activities and the development of adaptive leadership. Secondly, the horizontal organizational structure of management, regardless of its form, is characterized by the decentralized nature of decision-making through their transfer to groups, which include specialists from various departments, which was described above. Third, HCOS allows more decisions to be made, as well as quick coordination of these decisions with functional units. And finally, in contrast to the vertical management structure, in which each department operates according to established standards (coordination of their activities is difficult), the horizontal organizational management structure is based on process management and is aimed at avoiding cross-functional barriers [10].

As for disadvantages, first of all, under HCOS, CRR decision-makers at lower levels of management may make less thoughtful and effective decisions, as opposed to decisions made by experienced senior managers. At the same time, the time spent on communication and decision-making increases. This is due to the need to coordinate all actions between different departments of the enterprise. Second, HCOS may have another disadvantage - an increased likelihood of escalating conflicts. Employees of different departments and divisions have different visions of problems and different preferences, so the main part of the decision-making process in a horizontal type of management is aimed at resolving conflicts [10].

Thus, it can be seen that this process has both positive and negative consequences. However, its positive trends at times prevail over negative ones.

Based on the accumulated information on innovative methods in the management of educational institutions and analyzing the process of the university's transition to a new method of management, a survey was formed to identify the degree of effectiveness of the HCOS on the example of the Institute of natural science and geography (INSG) of Abai University.

**Results and discussion.** Socio-educational reality requires finding the right answers regarding the choice of an effective form of education management, which affects the quality of education [11]. Proceeding from this, the goal in this work is to determine the effectiveness of the innovative method introduced into education at the level of management of institutions (in particular, INSG) of the Abai KazNPU.

In this work, we used a survey based on semi-structured interviews using Google forms. As a result, a questionnaire was developed, consisting of 7 items with multiple choice of answers. This questionnaire was applied to the staff of the CRR of the Institute of natural science and geography, occupying different positions in the educational process management system at the institute.

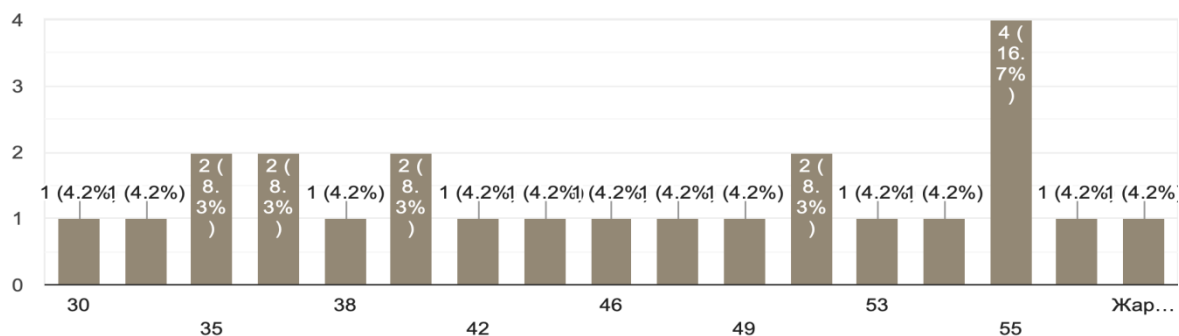
**Presentation and interpretation of results.** The first item of the questionnaire was aimed at determining the age characteristics of the respondents who are direct participants in innovative activities in the field of education management. As can be seen from table 1, the council of responsible representatives includes persons in the age category from 30 to 60 years old, for whom the following characteristics are inherent: flexibility and mobility, great activity and commitment,

rich experience and knowledge of how to achieve the desired result. All of these factors are key to making effective decisions in organizing the work of departments.

Table 1

### Age features of respondents

Жасыңыз?  
24 responses



The second point of the survey was aimed at identifying the degree of optimization of the horizontal-cyclical organizational structure for the management system of the institute. The analysis of the results shows that the majority of respondents, 58.3%, assess the optimization, but at the same time they note the need to work on some of its aspects. 37.5% of the respondents consider the HCOS to be fully optimized for the management system of the institute, and only 4.2% believe that this management structure does not differ from the classical (vertical command-administrative) management system. Based on the results of this item, we can conclude that 95.8% of respondents consider the implemented innovative method in education management to be successful.

Table 2

### Degree of optimization of the HCOS for the management of the institute

Item	N	%
Fully optimized	9	37.5
Optimized, but some aspects still need work	14	58.3
Does not differ from the classical control system	1	4.2
Total	24	100

Analyzing the benefits that HCOS can provide, the following survey items (3, 4, 5) were designed to determine the degree of accuracy of the data on its positive aspects.

As can be seen from Table 3, the management structure of the horizontal cycle allows making a larger number of decisions, while quickly coordinating these decisions with functional departments, and the organization's activities are

optimized to solve many problems simultaneously, since each department has specialists in functional areas (50%). However, this can negatively affect the quick decision-making in case of absence of the necessary specialists (45.8%). And only 1 respondent (4.2%) notes that decision-making belongs only to functional blocks. Comparing the results obtained, we can come to the conclusion that, in general, GSPC allows making more decisions, as well as solving many tasks simultaneously. The disagreement of one respondent should be attributed to a lack of understanding of the goals of the institution's transition to horizontal management.

Table 3

**The ability to solve multiple tasks simultaneously**

Item	N	%
Completely agree	12	50
Agree, but the team will take a long time to make a decision due to the lack of necessary specialists	11	45.8
Disagree, decision making belongs only to functional departments	1	4.2
Total	24	100

According to the centralized answers presented in table 4, with the possibility of successfully using HCOS in organizing the educational process, in particular when organizing short-term events in the educational process, as well as the ability to quickly make and agree on decisions are agree 62.5% of respondents, and 33.5% do not agree with this stream of results as a positive aspect. Possible explanations can be found in the lack of motivation of the employees of the departments and a lack of understanding of the main goals of the transition to horizontal cyclical management. And only 4.2% did not give a specific answer, due to the incomprehensibility of the asked question.

Table 4

**Possibility of quick application of solutions**

Item	Disagree	Completely agree	Other (the question is not clear)	Total
Positive aspect of a horizontally cyclical organizational structure: the possibility of successful use in the organization of the educational process, in particular while organizing short-term events in the educational process, as well as the ability to quickly make and coordinate decisions.	8	15	1	22
	33.3%	62.5%	4.2%	100%

One of the advantages (table 5) of HCOS is associated with the possibility of increasing the time for making management decisions, which is associated with the fact that each department works according to established standards. Therefore, using one more point, we tried to investigate the effectiveness of this advantage in the case of the INSG. As a result, it was found that the highest percentage, 70.8% of respondents, agree with this statement. 25% of the respondents disagree with this aspect and only 4.2% did not give a specific answer due to a lack of understanding of the essence of the question.

Table 5

**Increased time for making management decisions**

Item	Disagree	Completely agree	Other (the question is not clear)	Total
In HCOS each department works according to established standards and the time for making managerial decisions increases	6 25%	17 70.8%	1 4.2%	24 100%

HCOS has its own key characteristics that positively or negatively influence the course of work. The next two items of the questionnaire highlight aspects related to such characteristics of HCOS as increased likelihood of inconsistency and decentralized decision-making, a strict approach to personal management and a clear division of functions in the service unit.

According to the results presented in table 6, 45.8% of respondents note that under HCOS it is possible to generate contradictions and decentralized decision-making. 50% of respondents point out the opposite. The explanation for these conflicting answers can be found in the heart of the question, which includes both the positive and negative aspects of GVC. Thus, the answers received can be interpreted as follows: horizontal management is characterized by a decentralized approach to decision-making, and can allow the possibility of generating contradictions.

Table 6

**Characteristics of HCOS: the likelihood of inconsistencies and a decentralized approach**

Item	Disagree	Completely agree	Other (the question is not clear)	Total
The characteristics of a horizontally cyclical organizational structure include an increased likelihood of contradictions and a decentralized nature of decision-making	12 50%	11 45.8%	1 4.2%	24 100%



The last point of the survey (table 7) was aimed at identifying the degree of accuracy of such characteristics of HCOS as a strict approach to personal management and a clear separation of functions in the service division. At the same time, this statement is fully supported by 75% of our respondents, while 25% disagreed.

Table 7

**Characteristics of HCOS: strict approach to personal management and clear division of functions in the service unit**

Item	N	%
Disagree	18	75
Completely agree	6	25
Total	24	100

These results allow us to conclude that a strict approach to personal management can lead to the generation of contradictions in decision-making, since employees of different departments have different visions of problems and different preferences.

**Conclusion.** The results of the study on the implementation of a horizontal-cyclical organizational structure indicate that:

- this form of management is quite optimized for the management system of the institute (37.5%), although work is required on some of its aspects (58.3%);
- the horizontal cycle management structure allows making more decisions, while quickly coordinating these decisions with functional divisions, and the organization's activities are optimized to solve many problems simultaneously, because each team has specialists in functional areas (50%). However, such an alignment can negatively affect the quick decision-making in the absence of the necessary specialists (45.8%);
- the HCOS can be successfully used when organizing short-term events in the educational process, and also allows to quickly make and agree decisions (62.5%), but sometimes, in some cases, this statement may not be its positive characteristic (33.5%);
- HCOS makes it possible to increase the time for making management decisions, which is associated with the fact that each department works according to established standards (70%), although this factor may not affect to the time for making decisions (25%);
- horizontal-cyclical management is characterized by a decentralized approach in decision-making, while it can allow the possibility of generating contradictions;



– this form of management is partly manifested in a strict approach to personal management and in a clear division of functions in the service division (75%).

As the survey results have shown, the horizontal-cyclical organizational structure of management in most cases is more successful than the vertical one. Thus, the analysis and interpretation of the data show that innovation in education management can be the right solution for the modern educational system. Management innovation has a positive effect on the development of dynamic abilities of an organization [12]. Considering this, it is expected that the positive effects produced by the intention to introduce innovations at the level of university management, in particular, the institute, will become significant for the quality of didactic action.

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### **Білім беру менеджменті саласындағы инновациялар мен өзгерістер**

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#### *Аңдатпа*

Бұл мақалада заманауи білім беруді модернизациялаудың өзектілігі, атап айтқанда, білім беру мекемелерін басқару саласындағы қызметті реформалау қарастырылады. Білім беру ұйымдарын басқаруды жаңарту білім беру ұйымдарын басқаруда инновациялық тәсілдерді енгізуді көздейді. Қазіргі заманғы білім беру мекемелерінің қызметін сипаттайтын басым бағыттардың бірі оның басқару циклін өзгерту екендігі анықталды. Басқарудың тиімді әдістерінің бірі ретінде қолданыстағы дәстүрлі тік командалық-әкімшілік жүйеден айырмашылығы бар көлденең-циклдік ұйымдық құрылым (КЦҰК) қарастырылады. Бұл трансформация өзінің мақсаты ретінде жалпы міндеттерді орындау процесінде тиісті ұйымдық бөлімшелердің (қалыптасқан бөлімдердің) іс-әрекеттерін орталықтандырылмаған үйлестіруді жүзеге асырады. Ұсынылған жұмыс КЦҰК-ты енгізу Абай атындағы Қазақ ұлттық педагогикалық университетінің Жаратылыстану және география институты мысалында енгізуді зерттейді.

*Түйін сөздер:* білім беру менеджменті; инновация; басқару циклі; көлденең-циклдік ұйымдық құрылым; Абай атындағы ҚазҰПУ.

### **Инновации и изменения в сфере менеджмента образования**

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#### *Аннотация*

В данной статье рассматривается актуальность модернизации современного образования, в частности, реформирование деятельности в менеджменте образовательными учреждениями. Модернизация управления организациями образования предполагает внедрение инновационных методов в менеджменте организацией образования. Выявлено, что одним из приоритетных направлений, характеризующий деятельность современных образовательных учреждений является преобразование его управленческого цикла. В качестве одного из эффективных методов управления, в противовес сложившейся традиционной вертикальной командно-административной системы, рассматривается горизонтально-циклическая организационная структура (ГЦОС). Данное преобразование имеет своей целью осуществление децентрализованной координации действий

соответствующих организационных единиц (сформированных отделов) в процессе выполнения общих задач. В представленной работе будет исследоваться внедрение ГЦОС на примере института Естественного и географии Казахского Национального педагогического университета имени Абая.

*Ключевые слова:* менеджмент образования; инновация; управленческий цикл; горизонтально-циклическая организационная структура; КазНПУ имени Абая.

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**DOI** .....

## **MARKETING AND ITS APPLICATION IN MUSIC IN PROFESSIONAL TRAINING IN THE HIGHER EDUCATION SYSTEM**

### *Abstract*

This article discusses the issues of the essence of marketing and marketing activities, their features in the non-profit service sector, namely in a higher musical educational institution. The marketing activity of modern institutions of music education has been studied. The experience of marketing activities in musical education institutions is summarized. The necessary and sufficient formal and substantial characteristics of marketing activities have been identified.

In addition, the authors made a bias towards the features of educational services that form the features of music marketing in this area - the main emphasis here is on the quality of interaction between an educational institution, on the one hand, as well as consumers and customers - students, future potential employers, government governing structures, on the other hand. In the field of music education, marketing is becoming a vehicle through which music or art educational institutions communicate and promote their goals, values and products to students, their employees and society at large. Marketing is closely related to managing the relationship between producers and consumers of services. In education, marketing is concerned with managing the relationship between teachers and students.

*Key words:* marketing; music; society; education; educational institutions; students.

**Introduction** "Marketing is an organizational function and a set of processes for creating, promoting and providing a product or service to consumers and effective management of the relationship with the organization. In short, marketing is an activity aimed at meeting market needs for profit. In a broad sense, the purpose of marketing is to "identify and meet human and social needs" [1, P.47].

"Marketing is a social process aimed at meeting the needs and desires of people and organizations by ensuring the free competitive exchange of valuable goods and services for the buyer" [2, P.17]. "Marketing, in its broadest sense, is the process of social management in which individuals and groups of people get what they need by creating and sharing products" [3, P.339]. "Marketing is a market philosophy, a strategy and tactics of thinking and acting of market relations: it consists not only of producers and intermediaries in commercial activities, but also of consumers, suppliers, practical economists, scientists, entire organizations and even government agencies" [4, P.28]. Kotler Philip and Armstrong explain the doctrine of marketing to Harry as follows and systematize the main issues: "Marketing is the formation of value for the consumer and consumer attraction; company and marketing strategy; partnership to attract customers and build value and build relationships; analysis of the marketing environment; provide marketing information needed to understand the consumer; consumer market and buyer behavior; marketing strategy based on consumer value: value formation for target consumers; product development; services and brands: value creation for consumers; new product development and product life cycle management, etc.» [5, P.736].

Therefore, according to such definitions, we can summarize our understanding as follows: "Marketing is a vital principle that aims to achieve tangible results through the continuous improvement of ethical approaches and new directions of its implementation in the implementation of its commercial goals in a market society" [6, P.793]. "Marketing is an art on the one hand, pure experience on the other, a combination of theory and practice on the third, and on the other hand it determines the direction of results and profit. In this regard, we must note the aspects that are in harmony with the general social sciences, including pragmatism in philosophy, utilitarianism. Because it also corresponds to our research problem.

Pragmatism is one of the areas analyzed in terms of human activity and practical activities in the cultural and social life of the twentieth century. It is a movement that defines the qualities of human essence and considers the action, the goal-oriented activity, which is the central basis. Its representatives are Pierce and James, who proposed the term pragmatism, Dewey (analyzes the direction of instrumentalism), etc. Its origins lie in the Cambridge School of Metaphysics in the 1870. After these philosophers, this continued with the current of neopragmatism. The main values in this stream are: result, experience, transition from words to deeds, reality, etc. is «Utilitarianism is an ethical direction that understands that the highest goal of human activity is the pursuit of material efficiency, profit, well-being. Its founder, I. Bentham, balanced goodness and profit [7, P. 182]. This is an impetus that meets the basic ideological requirements of today's market society" [7, P.280]. These trends later spread to all spheres of public life and were supported to some extent, and to this day, this channel has become one of the main pillars of our lives. For example, it is true that in the field of education, as well as in the arts, including music, such a position is based on a common methodological orientation, such as the "compass". In this regard, the market and commercialization of art in the world, so Kazakhstan cannot stay away from it. Utilitarianism in the context of a

market society in such a world required a theoretical study of this phenomenon, and due to the "marketing" of art, including music, in recent years, new ideas in art and culture have begun to be proposed. P.Yu. Nevostruev in his dissertation **"Improvement of marketing research technologies in the market of music broadcasting on the basis of the use of mobile marketing tools"** describes the role and relevance of marketing in music as follows: Currently, the current methods of studying the tastes and opinions of the audience are usually based on the processing of data on album sales, concert box office and other specific materials [8, P.124].

Research companies such as TNS Gallup and COMCON conduct syndicated studies on the size and characteristics of radio stations' audiences, not music material. Today, there is no effective mechanism for assessing the attitude of the target audience to a new musical material in the period before its release, all research practices are aimed at determining the popularity of a musical product. This approach does not allow to predict changes in the tastes of the audience and the attitude of the target audience to the new music material, which in turn leads to the loss of the target audience of the channel and, consequently, a decrease in revenue.

Here P.Yu. Nevostruev states that one of the main problems is the media coverage of the main directions of music marketing in public life. However, addressing the topical issues of music marketing through radio, he summed up his thoughts as follows: "The rapid development of modern information technology expands the possibilities of communication with the consumer. Following the development of Internet technologies in Russia, there is a rapid development of mobile technology. The high level of penetration of the latter into the business allows it to be used as a mass and accessible channel of communication with the consumer. Research using mobile marketing technologies not only increases the speed of data collection, but also reduces research costs, resulting in increased economic efficiency and increased competitiveness of music products and their distribution channels. In this case, the leading position in the broadcasting segment of the market is achieved not only by the right choice of the target audience, but also by the entity that can offer music that meets his wishes and tastes.

**Discussion.** Placement of music material on all radio stations of the Holding will be possible only after its testing using the developed mechanism. In this case, you have to pay for music testing services, which are available to many performers, including certain groups. The advantages of this research technology are the transparency and formalization of the system of testing and selection of music material, differential exposure and increasing the relevance and representativeness of research results by covering different segments of the radio holding audience. leads to an increase" [8, P. 128]

O.E. Shilova art management, optimization of the discipline in the structure of professional training of students of music specialization, features of mastering art management of students of music specialties, methods of research of art management of students of music specialties, methods of studying art management in modern professional training of students of culture and arts, music specialties experimental methods of studying the art management of students, modern musician, art manager model, etc. "Modern music activity is wide and diverse, it not

only retains its traditional features, but also competent management, economic support in a market economy, competitiveness," he said. without which the most highly qualified music group in the modern world cannot survive. In the broadest sense of the word, only through the synthesis of creative and managerial approaches to musical activity, it is possible to convey to the audience the true beauty of the works of great masters of both the past and modern music. "[9, P.176]

A.M. Methodological bases of formation of Menshikov theater marketing and the analysis of processes of segmentation of the audience; brand acceptance and evaluation criteria; Analyzing issues such as CRM strategy in the organization of the theater festival project, he emphasizes the relevance of his ideas about music marketing: This is an important part of the festival. "Festival performances allow us to see the outline of real changes in us and around us in one of the socially significant arts – the theater. The full picture of the modern festival process is formed from the mosaic of individual stage or value phenomena that depict the current life of the Russian theater with all its ups and downs, contradictions.

Festival is a difficult way to search for innovative ideas, implement non-traditional solutions, develop innovative forms of work, creative pursuits, attract new audiences. This requires organizers to have a clear and up-to-date market analysis, conceptual development, ongoing monitoring of processes and, on this basis, the development of a new marketing and "theater" strategy for the XXI century "[10, P.254]

Focusing on the marketing aspects of cinematography, S.E. Danilova systematizes her views on the specific experience of its economic style and notes the urgency of the issue: is a complex and multifaceted management activity that requires knowledge and relevant skills. In the absence of trained specialists, business people from the cinematography department became producers of the festival, whose field of activity was art, not management and marketing. The lack of a theory of economics and festival project management significantly reduces the efficiency of the festival industry, makes it inefficient for production, slows down the development of the film festival movement and limits its artistic potential" [11, P.200]. A.A. Lisenkova, based on the program of development of social communication in the musical theater, connects the need for theatrical art and its main development project with the field of marketing: "Theater is a special social institution of artistic culture. It has specific socio-cultural goals and related functions, internal organizational structure and appropriate forms of interaction between the subjects of theatrical activity. Society creates specific tools to regulate these relations, as well as a system of management of various aspects of theatrical work "[12, P.214].

A.Yu. Wuima focuses on the benefits of marketing marketing in music: "Music is a powerful tool for influencing a person's feelings and emotions. When combined with powerful propaganda tools, such as advertising, music can amplify it many times over. Nowadays, advertisers do not have all the expressive means of music. Since this is possible in the near future, a thorough study is needed to determine the possible impact of music on consumers. This study identifies the principles of operation of this communicative process, regulates this process and



protects it from any possible negative consequences" [13, P.207]. Weighing the pedagogical underpinnings of music management, S.V. Ivanov emphasizes the urgency of this issue: "The content of professional training of students of cultural universities in the management of music show business; system of methodical tasks for professional training in music show business management; optimization of students' professional training in music show business management; As an organizer and leader of the team, performer and future creation of musical products (CD, CD, video, etc.), the specialist is faced with the need to promote music products on the market "[14, P.172].

And next, Yu.V. Strakovic commented on the peculiarities of music culture in the digital age: "Today, at the beginning of the 21st century, music culture is once again at a turning point, where another transformation is taking place due to a new technical achievement, collectively called the " digital revolution". In terms of the scale of its impact on the music world, this transformation is no less than any of the previous ones, and today it seems so fundamental and important that it deserves the most careful study in this study "[15, P.249]

D.B. Tabakaev, studying the use of musical instruments in modern politics, draws the following conclusions: most musical and entertainment events are episodic or one-time and are organized mainly for advertising purposes. At the same time, well-planned ideological action, using appropriate musical instruments and considering the interests of a particular audience, can often form stereotypes and attitudes and influence political behavior.

Also, the empirical side of research shows that music culture has a significant impact on the process of forming beliefs and political behavior, because in many cases it is impossible to accept them consciously. At the same time, more attention should be paid to musical images and associations, which form the basis of the psychological level of perception of musical instruments and motivate the audience to certain politically significant actions. [16]

A.K. Akchurina in her research work "The system of training economists-managers to promote show business in universities of culture" focused on the "essence of music show business promotion": "So what is a "promoter" and what are its tasks? A person of this profession is invited to communicate with the consumer in different ways. This can be a gift for the distribution of flyers, general presentations, tests, the purchase or use of the advertised product, which buyers especially like" [17, P.140]. As for the information about the promoter, we can get the following information: "The amount of demand and, accordingly, the profit of the organization that invests in the advertising company depends on how well the promoter connects with consumers and attracts them to the offered goods or products. Therefore, a lot of effort is put into the training of promoters. Their appearance is no less important. Important requirements for a candidate for this position are: communication skills; active life position; focus on the result; the majority; release; self-confidence; appearance" [17, P.148].

M.G. Snezhinskaya raises the issue of management in the music industry: "The evolution of ideas in musical life; main stages of development of the music industry; structure of the music industry and its main characteristics; emergence of

the music industry as a socio-cultural; key actors in the music industry and their interests; basic and concrete forms of development of the music industry; problems and prospects of the domestic music industry, etc. MG Snezhinskaya continues to share her thoughts on the music industry: "The modern music industry is about the creation, production and distribution of musical works. The music industry not only focuses on demand, but also shapes it based on the need to ensure its development and profitability" [18, P.226].

S.V. Kostylev pays special attention to the ethical aspects of art management: "The field of art is an emerging area of socio-cultural reality, where the listed features of ethical and moral regulation are clearly visible ...Management decisions in this area often have a double ethical and moral assessment, which is explained by the conflict of value systems (including ethical) of different stakeholders (products), incompatible products of art, "unity of contradictions": material and spiritual values, terminal and instrumental (M. Rokech), values of different communities (religious (ethnic, professional, corporate, clan), the selfless creativity and business talent of the "hungry artist", which often replaces the "catechism of responsibility" with the "catechism of sales" [19, P.208].

Such orientations are one of the most important issues not only in art, but also in science and are part of the philosophy of science. This field is called bioethics or ethics of science. However, it should be noted that after marketing, in music, it always aims to make a profit in accordance with market relations. And in science, although it arose due to the ethical responsibility of the scientist, it is now established on a legal basis. In this regard, the requirements of the ethics of science can be summarized as follows. Ethics of science is a special doctrine that combines the moral issues of the scientist in the acquisition and acquisition of scientific knowledge, and also supports the mutual cooperation of the scientific community. The main problems of scientific ethics: the relationship between scientific knowledge and value thinking. According to the concept of "neutrality of science to values", the responsibility for the use of science for destructive purposes rests with such areas as business, government, industry. The neutrality of science to values (ethics) frees scientists from discussing ethical issues, ensures the independence of science.

However, the following system of views is proposed: science is born of an ideological and political nature in order to freely apply its goals to all, even moral situations; scientific knowledge itself is subject to ethical guidelines, such as simplicity, verifiability, wide application; a scientist cannot be equated with a subject of abstract cognition, he is not a computer, he is a researcher, educator, expert, public figure, etc.; such neutrality cannot be attributed only to the scientist, it is aimed at limiting the general responsibility of the scientist to society; instrumental thinking is not strictly separated from values; Rationality itself is able to discuss ethical issues ... The use of experimental tools that cause significant harm to humans and animals, the use of tools aimed at improving the lives of very valuable minorities, the implementation of large-scale (requiring industry-wide) individual projects, etc. The issues are being debated today. ..Ethics of science has created its own branch ethical teachings of special sciences. For example; ecological ethics



(environmental) – ethical issues of environmental protection and protection in science, Biomedical ethics (bioethics) – transplant ology, reproductive technology, euthanasia, psychiatric issues, etc. Computer ethics – propaganda, propaganda, false information, computer crimes, etc.

**Conclusion.** As we can see, marketing in music, as well as the ethics of science, must adhere to its own moral norms in the promotion of art. For example, in computer and advertising ethics, we should not use music that has a negative impact on human health and psyche. Recently, not only the benefits of music therapy, but also the negative effects of some rock music (especially heavy metal) on the human psyche. And some melodies are sometimes pleasant, sometimes unpleasant or depending on the size. Unfortunately, it is one of the unexplored topics in our field of musicology. Some researchers, for example, suggest that excessive use of food singing (throat singing) is harmful to the human body and performers. Is that really so? This is one of the most important issues that needs to be studied on the basis of fundamental integrative and interdisciplinary communication.

G.Yu. Kvyatkovsky studies rock music from a sociological point of view and publishes his own new views: “The dynamics of rock music culture is complex. In our opinion, the development of rock music culture takes place in different ways, depending on the level considered by researchers. Perhaps it is necessary to distinguish the individual, group and social level of rock culture. All kinds of dynamic processes will be presented in rock music; ... The development of rock music culture depends on a set of factors and internal mechanisms. In this regard, we can assume that rock music culture is a complex system "[20, P.183]

Table

**In conclusion, we can summarize the main issues and interactions of music management and music marketing**

<b>Management and marketing</b>	<b>Management and marketing in music</b>
Management and organization	From the conductor in the orchestra, to producers and production centers and other organizational and management institutions
Commercialization processes in the conditions of market relations	From simple commercials to music for financial purposes
Ethics in marketing and management	From phonograms to imitating other melodies and copying music
Advertising and self-promotion	From filming clips to self-promotion in the media
crowdfunding	Sponsorship of music and its public support
Conducting sociological research	Conducting scientific sociological research about oneself, starting with spontaneous opinions and tests in information networks
industrialization	Collective grouping through major music centers (from creating ensembles to creating large music centers)

So, next we will talk about the industry and its preservation in the field of musical traditions and innovative models and modernizations. In short, in the culture of music in general, there are some differences. However, it is impossible for art to adapt to business or market society, and therefore, art has always been and will continue to satisfy the aesthetic needs necessary not only for art but also for society.

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## **Маркетинг и маркетинговая деятельность в высшем музыкальном образовательном учреждении**

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### *Аннотация*

В данной статье рассмотрены вопросы сущности маркетинга и маркетинговой деятельности, их особенности в некоммерческой сфере услуг, а именно в высшем музыкальном образовательном учреждении. Изучена маркетинговая деятельность современных учреждений музыкального образования. Обобщены опыты маркетинговой деятельности в учреждениях музыкального образования. Выявлены необходимые и достаточные формально-содержательные характеристики маркетинговой деятельности. Кроме этого авторы сделали уклон на особенности образовательных услуг, которые формируют и особенности музыкального маркетинга в этой сфере – основной акцент здесь делается на качество взаимодействия образовательного учреждения, с одной стороны, а также потребителей и заказчиков – студентов, будущих возможных работодателей, государственных управляющих структур, с другой стороны. В сфере музыкального образования маркетинг становится средством, при помощи которого музыкальные учреждения или образовательные учреждения искусства сообщают и продвигают свои цели, ценности и продукты студентам, своим сотрудникам и обществу в целом. Маркетинг тесно связан с управлением взаимоотношениями между производителями и потребителями услуг. В сфере образования маркетинг связан с управлением взаимоотношениями между преподавателями и студентами.

*Ключевые слова:* маркетинг; музыка; общество; образование; образовательные учреждения; студенты.

## **Маркетинг және оның қазіргі қоғамдағы музыкада қолданылуы**

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### *Аңдатпа*

Бұл мақалада маркетинг пен маркетингтік қызметтің мәні, олардың коммерциялық емес қызмет саласындағы, атап айтқанда жоғары музыкалық білім беру мекемесіндегі ерекшеліктері қарастырылады. Қазіргі заманғы музыкалық білім беру мекемелерінің маркетингтік қызметі зерттелді. Музыкалық білім беру мекемелеріндегі маркетингтік қызмет тәжірибелері жинақталған. Маркетингтік қызметтің қажетті және жеткілікті формалды-мазмұнды сипаттамалары анықталды. Сонымен қатар, авторлар осы саладағы музыкалық маркетингтің ерекшеліктерін қалыптастыратын білім беру қызметтерінің ерекшеліктеріне назар аударды – мұнда басты назар бір жағынан білім беру мекемесінің, сонымен қатар тұтынушылар мен тапсырыс берушілердің – студенттердің, болашақ жұмыс берушілердің, мемлекеттік басқару құрылымдарының өзара әрекеттесу сапасына аударылады. екінші жағынан. Музыкалық білім беру саласында маркетинг музыка мекемелері немесе өнер оқу орындары студенттерге, олардың қызметкерлеріне және жалпы қоғамға өздерінің мақсаттарын, құндылықтарын мен өнімдерін жеткізетін және насихаттайтын құралға айналады. Маркетинг қызмет өндірушілер мен тұтынушылар арасындағы қатынастарды басқарумен тығыз байланысты. Білім беру саласында маркетинг оқытушылар мен студенттер арасындағы қарым-қатынасты басқарумен байланысты.

Түйін сөздер: маркетинг; музыка; қоғам; білім беру; білім беру мекемелері; студенттер.

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Білім берудің мәселелері мен келешегі  
Проблемы и перспективы образования  
Problems and prospects of education

IR STI 14.35.09

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**DEVELOPMENT OF STUDENTS' CREATIVE THINKING SKILLS BY  
MEANS OF TRADITIONAL ART**

*Abstract*

Traditional art as a guarantee for the preservation of national foundations of the society, opposing its teaching potential to the crises of contemporary society and popular culture which contributes to the targeted person through the "language" of human emotions, the complexity and subtlety of expression, which is directly connected with the development of students' creative thinking skills. Until now, there has been no holistic view of traditional art as a factor in the development of students' creative thinking skills. The identification of potential of traditional art in the students' creative thinking skills development will create preconditions for further development of vocational and personal problems of the teacher's personality, who is able to examine and learn new information and adopt unconventional creative solutions, conceptual and factual understanding of the problem, undoubtedly, enrich pedagogical science with new knowledge of the essential characteristics of forms and methods of using the traditional art as a major factor in the development of students' creative thinking skills.

*Key words:* traditional art; creative thinking skills; development; students.

**Introduction.** The integration of Kazakhstan into the world educational community and its desire to take a worthy place among the highly educated countries presuppose an orientation towards international norms that meet the growing demands of society for the development of the creative abilities of an individual, which, in the wake of modern civilizational challenges, acquire the status of a global social order of the 21st century.

The upbringing of students as socially active members of society, responsible for the development and preservation of the spiritual values of the ethnos, with a high culture of interethnic communication, capable of building a constructive dialogue with representatives of other cultures, involves the development of their creative abilities by means of traditional art, in particular Kazakh traditional music. Due to the fact that the emotional and aesthetic impact of national music objectively

carries an intellectual load it contributes to the formation of a students' system of spiritual and moral values. There is an aesthetic experience and, at the same time, the development of the creative abilities of the individual.

The process of development of the emotional sphere of a student is based on the relationship of moral and aesthetic assessments, which makes it possible to use national music practically as a pedagogical mean in the development of the creative abilities of an individual, understanding the relationship of cultures of different peoples. After all, from ancient times many nations had a striking unity of the goals of education and educational means, their traditional ideas of goodness, beauty and harmony coincided.

However, the huge educational potential of Kazakh national music in the conditions of university education often remains unrealized due to its underestimation as an effective form of art in the development of students' creative abilities. To a large extent, this is also facilitated by the intensive development of the entertainment industry in the media, in which folk music is presented more often in the form of a background, advertising, entertainment direction and as a result, creative development is pushed into the background – a person's advancement to true artistic values through comprehension of folk musical creativity.

The national musical culture of society is a distinctive phenomenon, including the prevailing genres, performing traditions, customs, folklore groups, contributing to the preservation of the spiritual wealth of the people, therefore, the national musical culture of society can exist only when there are people capable of preserving, relaying and creative development with personal national musical consciousness.

In the period of transition from the industrial to the post-industrial stage of development, when the role of knowledge and information is increasing, the enhancement of the value of the level of creative development of the personality determines its social status and life prospects. At the same time, a high level of creative development of citizens and the availability of opportunities for its implementation are the conditions for the successful functioning of the country.

While educating students to be responsible for development and preservation of the ethnicity's national spiritual values, able to build a constructive dialogue with representatives of other cultures, it makes it important to add to their creative development by means of the traditional music which we regard as an active force in the process of the creative development of a person.

Analysis of the researched problem has made it possible to state, that approaches to the national musical art shall be renewed, so as to a mean of creative development of the nation in the spirit of patriotism, civic and national consciousness; it also has shown, that no comprehensive scientific viewpoint of the national art has been elaborated so far; neither specific methodological framework of the national art as a factor of creative development of a new type of teacher has been substantiated yet.

*The objective of this work* is to determine the national aspects of music education and upbringing of the younger generation that had been considered by scientists from different countries and substantiate content and capabilities of

Kazakh folk music for the creative development of pedagogical universities' students in the Republic of Kazakhstan.

**Main body.** The national aspects of music education and upbringing of the younger generation have been considered by scientists from different countries for several centuries, while the ideas of the development of students creative thinking abilities by means of traditional art came into use of pedagogical science only at the turn of the 21st century.

The dependence of the progressive advancement of society on the level of its creative development is confirmed by numerous studies of domestic and foreign authors.

The general ideas of personal development by means of musical creativity were illuminated in ancient Turkic written heritage, in the works of the great scientists-encyclopedists Al-Farabi, Y. Balasaguni, M. Kashgari, A. Yassavi and others representatives of the Kazakh enlightenment – A. Kunanbaev, Ch. Valikhanov, I. Altynsarin and other figures of science and culture, who, realizing the importance of this problem, tried to solve it within the framework of their time. From a historical point of view the problem of national music education were considered in the works of S. Uzakbaeva, Sh. B. Kulmanova, R. Jerdimalieva and others.

As A.Toropova said, the preservation of the high development indicators inherent in early maturity are facilitated by mental activity, orientation towards further education, aspiration to acquire a profession [1]. The development of creative abilities at the student age is the central line of development and is associated with learning as the main activity of the student which in terms of awareness, arbitrariness, activity makes a number of requirements for the intellectual organization of a person in a given age period.

The impact of music on the person's creative development and on brain function was considered in the works of A.Toropova where author investigated music as a method of stimulation, aimed at awakening interest, surprise, curiosity, noting the positive influence of the music on student concentration, identified the possibilities of instrumental music in stimulating the imagination of listeners and developing their creative thinking and confirmed that music reduces psychological and emotional stress, contributes to focusing attention, helping students to achieve goals in mastering various skills. The researchers found that under the influence of music there is an improvement in short-term verbal memory, colors, names of geometric shapes, numbers. It also has shown that pictures are better remembered and visual perception is facilitated under the influence of music [2].

It was found that when music is perceived in the cerebral cortex, a complex functional system of interconnected activity focuses not only on sensory, but also on associative frontal regions of the cortex, which allowed the author to conclude that music lessons allow you to rebuild the nature of intra-hemispheric and inter-hemispheric relations [3]. The results of the author's study showed that all children at the time of listening to music showed such factors as: a higher level of all inter-central connections in comparison with others; stronger hemispheric interactions in

the anterior cortex, especially in the left hemisphere; a greater number of hemispheric asymmetric bonds.

American researchers X. Leng, G. Shaw believe that the human brain from the moment of birth is capable of perceiving music, and it is a kind of language that allows you to train some specific cognitive functions, expanding the use of these mechanisms to form other higher brain functions [4]. For example, the essence of the approach of P. Kapterev lies in his conceptual idea, according to which universal and national principles are considered as organically interconnected and equally necessary in pedagogical theory and practice of education [5]. The dialogue of cultures is considered as a process of conscious interaction between two reflecting subjects, which are completely equal in terms of their ontological representation [6].

The peculiarity of the Kazakh musical culture is a dialogue with other cultures, their interconnections and the historical interdependence of the spiritual treasures of the East and West, i.e. dialogue is the leading principle of the worldview of the Kazakh people, the historical development of Kazakh folk art and the integration of various cultural traditions in a multinational state.

Scientists consider the national music as an object of ethnographic research. The subject of consideration in musical ethnography is the identification of local-historical and national-artistic features of folk songs and instrumental works. Art historians consider folk music as a national treasure, which provides inexhaustible material for professional work. The peculiarity of their work lies in the "immersion" in the artistic process. Thus, in the research of L. Burnakova and others, some aspects of the construction of musical speech (its melody, voice recognition, arrangement features), the specificity of the functioning of folklore, its forms and genres are studied [7].

In recent publications it has been noted that positively oriented ethnic self-awareness and ethnic identity are the basis of ethnic tolerance. Ethnic tolerance is based on a humanistic approach, based on the priority of universal human values, the development of respect for his people, for the society in which he lives [8-11].

**Research methods.** The following methods were used in the process of research: theoretical analysis and comparison of various scientific theories and approaches, review of the state programs and regulatory documents; questionnaire survey; content analysis; methods of modeling and planning; methods of statistical processing; development of own approaches for comprehensive understanding of key concepts; we have elaborated academic support of educational process oriented to the creative development of pedagogic universities' students by means of folk music.

**Research results.** Expanding the boundaries of cultural and ideological pluralism while preserving the original national culture, including the unique musical heritage of the ethnic group, contributes to the formation of a culture of perception of the surrounding world in a person through the language of music and musical activity.

In this regard, in our study, issues related to the development of the creative abilities of an individual by means of national music, forms and methods of its effective use in the system of higher pedagogical education have acquired particular relevance.

Here are some results of the study of the process of development of the creative abilities of future teachers by means of national music, carried out on the basis of Music Education Departments at Abai Kazakh National Pedagogical University and Marmara University (Istanbul, Turkey). The successful development of the creative abilities of future specialists by means of national music is possible when certain social and pedagogical conditions are created. We identified the following conditions for the development of students by means of national music:

- organization of dialogical interaction of subjects of the educational process;
- motivation of students for the creative development by means of Kazakh national music (focus on the use of heuristic methods: empathy, associations, semantic vision, imaginative vision);

The most productive in terms of the emotional saturation of the classes were the elements of competition, mutual control of students, which we included in the course of their creative development by means of national music; along with individual lessons, traditional in music education, we also used collective forms of work.

Classes in the course "*Methods of Music Education*", organized through games, based on the method of "brainstorming" allowed to show students' confidence in their creative abilities, volitional manifestations, the ability to express their point of view enthusiastically and creatively. Unlike other disciplines, this discipline is aimed at the formation of a professional and pedagogical position of the future music teacher, who is able to achieve pedagogical tasks with artistic and performing means.

We assumed that the sustainability of interest in creative development by means of national music will contribute to situations in which fantasy and imagination are manifested to a greater extent, and tasks will cause positive emotional reactions. To stimulate interest in self-expression and realize the potential of national music in the development of students' creative thinking skills the activities were organized by means of a game, where the leading method was the method of "focal objects", while the process of intellectual development was in the nature of a reflexive semantic search dialogue. So, third-year students were invited to present their interpretation of Kazakh musical work. It was necessary to select several random objects and by finding and attaching their features to the "focal" object (national pieces of music) to present their versions of their interpretation.

We have defined an algorithm for the game, which included: development of a scenario, determination of the structure of the game and its timeframe, distribution of students into groups based on the free choice of a role position ("interpreters-inventors", "commission for approval of ideas"); putting forward ideas (collecting all proposals; discussing them, formulating conclusions and presenting them for general discussion; discussing the results, defending their proposals, summarizing.

To demonstrate the method of focal objects when interpreting a musical work, we proposed to consider the Kazakh folk song "*Karatorgai*" as a "focal" object. During the experiment, five random objects were selected based on the use of a



spelling dictionary and a random number generator (a group of three numbers defining the page, column number and word number in the column). The resulting five words, (for example, a cloud, a chair, a computer, a bead, a screwdriver), the students had to describe by some criteria: *a cloud* – airy, light; *chair* – comfortable, soft; *computer* – thin, multifunctional; *beads* – bright, colorful; *screwdriver* – iron, strong.

By combining the focal object (Kazakh folk song "Karatorgay") with the features of random objects, the students offered various options. So, the student Saule K. suggested the performance of the verses of the song with different "colors" (varied in character and mood, tempo, dynamics, timbre, etc.), with a "transparent" or "condensed" texture, sounding soulfully, melodiously, contemplatively .

The use of the method of focal objects at the basis of the game situation allowed the students to come to the conclusion that the use of the heuristic method allows creating various variants of the sound of a piece based on the combination of features of random objects, i.e. to create their own interpretations of works, which contributed to the intellectual and creative development of the future specialist, his skills and abilities of independent work, making non-standard decisions, going beyond the normative framework of activity and thinking; reflection of one's activity, awareness of its effectiveness and appropriateness, accumulation of experience in creatively transforming intellectual activity.

Taking into account the peculiarities of music education, in individual lessons, we took into account the psychological and physiological barriers to the impact of national music: the emotional insensitivity of some students to it, which is explained by both information satiety, intellectual and physical overwork, and the underdevelopment of spiritual needs, imagination. In such situations, a special emotional background of the classes was important, requiring a delicate relationship between the teacher and the student; disposition of a teacher to students, creating a comfortable psychological background for mutual assistance, performing and pedagogical demonstration, avoiding overloads. Emotional expressiveness was achieved due to intonation means, expressiveness of the teacher, emotional "coloring" of speech (comparisons, hyperbola, metaphors). Since communication in the process of musical training is often individual in nature, a special developmental role is played by the atmosphere of trust, warm creative contact, the liberating personality of the student, giving him confidence in his abilities.

Striving to establish interrelationships between different types of arts, in individual Piano lessons we guided students to the fact that the disclosure of musical images can be carried out by means of not only music, but also poetry, literature, painting. In particular, paintings by A. Kasteev, M. Kenbaev, poems by M. Makataev, B. Tazhibaev helped to penetrate the creative idea of N. Mendygaliev ("*The Legend of the Dombra*"), L. Hamidi ("*Bulbul*"), Kurmangazy ("*Sary-Arka* "). As a result of the complex impact of works of various types of art, students developed subtle observation, impressionability, imagination.

As a result of using the method of associations, the method of semantic vision, by establishing relationships between music, painting, poetry, identifying their semantic meanings, students accumulated experience of creatively transforming

activities, acquired the necessary knowledge about heuristic methods and their potential in development of students' creative thinking abilities.

Turning to the specifics of musical perception, students came to the conclusion that, in contrast to the usual perception of an object, which is a sensory reflection of an object or phenomenon of objective reality, the specificity of musical perception is associated with the disclosure of the system of meanings and meanings inherent in the composer. Emotionality, experiencing the beauty of an artistic image, feelings and thoughts prompted by national music is the main property, the essence of its full-fledged perception. The process of co-creation between the listener and the national composer, empathy with the images and internal recreation of the content of the work by the listener through understanding how the author achieves this effect is a creative process of comprehending a musical work, based on existing ideas, worldview ideas, tastes. Most researchers note that the perception of music is associated with creative imagination, thinking, associations, figurative memory, manifestations of temperament, etc. In this complex process, it is difficult to indicate the line where figurative-emotional comprehension ends and the intellectual work of consciousness begins.

The focus on semantic search creative activity, revealing the mechanisms of conscious perception of national music, including both an emotional attitude towards it and its comprehension, in the process of students' comprehension of its content was considered by us through the category of "understanding". Perception as a creative comprehension of a national musical work as a text of culture, its reading from the position of musical-linguistic, genre, stylistic and spiritual-value principles. A national musical work is perceived by students integrally, but at the same time they must recognize the expressiveness of individual elements of musical speech.

At the semantic search stage, there was a selection of the necessary means of musical expression, contributing to the creation of a certain image of a national musical work. Further, the search for meaning was enriched with meaningfulness aimed at "completing" the missing elements, which were the means of musical expressiveness, allocated by students when perceiving national music on the basis of emerging associations. At the stage of meaning-making, a new text was created on the basis of the method of analogies, integrating the means of different types of art (musical, artistic, choreographic, etc.).

Awareness of the means of musical expression developed the creative imagination, fantasy, thinking of students, enriching through their personal attitude and life experience. Of particular interest was the method "Interpretation", which we used with the aim of students discussing the titles of the work invented by them, which contributed to the realization of the polysemy of the artistic image. For example, when discussing the work "Morning of the Motherland" for piano and orchestra by S. Yerkimbekov, students suggested the following names: "Mangilik El", "Hymn to the native nature", etc. Such perception depends not only on auditory activity, but to a greater extent is determined by the ability to associate music with certain phenomena of the surrounding life, images, moods, i.e. life experience of students.

The idea of interconnection of national music with various types of arts, in particular with pictorial, is of pedagogical significance, since stimulates the artistic and creative activity of the teacher and students in the "translation" of the language of music into the language of painting. Musical language is a historically developing system of musical speech means, which includes a number of levels: elementary phonetic (musical sound), morphological (pitch ratios, harmony, rhythm), syntactic (motive, phrase, sentence, period), formal compositional. Painting, like music, has its own "language", their connection is manifested both at the level of fundamental aesthetic categories (artistic image, emotionality, genre, style, creativity, image, imagination, fantasy, composition, etc.), and in terms of detailed development of individual works (form, content, color, timbre, concept, author, nuances, etc.).

**Conclusion.** The pedagogical capabilities of the Kazakh traditional Art are that its development contributes to: mastering the intrainational and rhythmic stereotypes bearing national identity, the formation of: ethnomusical consciousness, including passion for folk music, emotional and value experience of experiences, taste, ability to assess and others, needs for ethnomusical activity; development of: skills and abilities that determine the readiness for performing and creative activities in line with the national musical tradition, creative imagination, musical memory; education in the spirit of interethnic tolerance and respect for the ethnomusical values of one's own and other peoples, awakening the emotional sphere, moral and patriotic qualities of the personality of the future teacher.

The study revealed the necessary pedagogical conditions that contribute to the development of students' creative thinking skills: organization of dialogical interaction of subjects of the educational process; motivation of students for the creative development by means of Kazakh national music (focus on the use of heuristic methods: empathy, associations, semantic vision, imaginative vision).

Categories such as: line, paint, color, color, rhythm, space, volume, composition in the visual arts can be correlated with the categories: melody, harmony, harmony, metro rhythm, composition, which are specific musical categories. With a skillful approach of the teacher, each element of musical expressiveness can be correlated with elements of an artistic-figurative language, for example, when drawing a small excerpt from sounding national music, which allows you to focus on one musical thought and adequately display it in an artistic form.

Thus, the creation of conditions for the development of students' creative abilities by means of national music allows organizing dialogical interaction of subjects of the educational process, motivating students to creatively mastering national music, creating an artistic and creative psychological climate, realizing the principles of subjectivity of students' experience, their personal participation, emotional uplift, contributing to the accumulation of experience in creative and transformative activities.

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### **Студенттердің дәстүрлі өнер арқылы шығармашылық қабілеттерін дамыту**

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#### *Аңдатпа*

Елімізде өскелең ұрпақты жалпыадамзаттық құндылықтар мен өмірдің қарапайым ақиқаты негізінде, ұрпақтан ұрпаққа мирас болған ұлттық рухани-мәдени мұралар мен баға жетпес халық даналықтары үлгілерінде шығармашылық дамуы мәселесі қолға алынып отырғаны мәлім. Түркітілдес мәдениеттің көркемдік эстетикасы – қоршаған орта мен адамның ішкі үйлесімділік идеясы оның өнегелі өміріне оң әсер ететін рухани даму критерийі. Дәстүрлі өнердің тәлімдік негізі, мәні мен мазмұны тұлғаның шығармашылық дамуында маңызды құралдардың бірі болып табылады. Оны жүйелі меңгеру мен сақтау, дамыту мен өмір жағдайларында тиімді пайдалану жеке тұлғаның көзқарастарын қалыптастырады және жаһандану жағдайында өзіндік болмысын сақтап қалу мен шығармашылық дамытуға септігін тигізеді. Осы жұмыстың көлеміндегі дәстүрлі өнерінің болашақ мамандардың шығармашылық дамуындағы кейбір әдістемелік бағыттарының анықталуы; дәстүрлі өнер мазмұнының жеке тұлға дамуындағы тиімді әдіс-тәсілдерінің жүйеленуі оның теориялық маңыздылығын дәлелдейді.

*Түйін сөздер:* дәстүрлі өнер; шығармашылық дамуы; студенттер.

### **Развитие творческих способностей студентов средствами традиционного искусства**

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#### *Аннотация*

Образование, определяя качество главного геостратегического ресурса – творческого потенциала страны, является ведущим фактором развития общества. Художественная

эстетика тюркоязычной культуры является критерием духовного развития, в котором идея гармонии с окружающей действительностью и внутренняя гармония человека оказывают положительное влияние на его нравственную жизнь. Взаимодействие этического и эстетического наряду с тюркской картиной мира создало уникальный культурный пласт, сформировавший традиционное тюркоязычное искусство. Противодействуя своим педагогическим потенциалом кризисным явлениям современного общества и массовой культуры, оно способствует целенаправленному воздействию на формирующуюся личность посредством «языка» человеческих чувств, сложности и утонченности выражения, что напрямую связано с развитием творческих способностей студентов. Определение эффективных форм и методов развития творческих способностей студентов создает предпосылки для дальнейшей разработки проблем профессионально-личностного развития личности специалиста, способного к поиску и освоению новой информации и принятию нестандартных творческих решений в современных условиях, обогащает педагогическую науку новым знанием существенных характеристик национального традиционного искусства как важнейшего фактора духовного обновления общества.

*Ключевые слова:* традиционное искусство; развитие творческих способностей; студенты

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**DOI** .....

## **PROFESSIONAL TRAINING OF PHYSICAL CULTURE TEACHERS FOR SPORTS WORK**

### *Abstract*

The article presents the generalized results of research on the formation of professional preparation of future physical education teachers for organizing sports events in the context of the leading trends in the development of physical-pedagogical education and physical education in the framework of extracurricular sports activity. The content of education is enriched with new methodological skills, the development of the ability to operate with information, the creative solution of problems of science and pedagogical practice with an emphasis on the individualization of educational programs, the role of pedagogical science in the creation of educational technologies that are adequate to the level of public knowledge. Updating the content of education and teaching technologies, the emergence of many problems in improving the quality of teaching physical education lessons, the development of extracurricular sports and the management of the process of physical education require the restructuring of the education system, the improvement of which ultimately depends on the level of professional training of teachers.

*Key word:* physical education; sport activity; preparation of future physical education teachers; teacher's professional preparation.

**Introduction.** The current stage in the development of education makes increased demands on the special professional and pedagogical training of future teachers of physical culture in secondary schools. At present, the most important task of the process of training a teacher of physical culture should be considered the formation of a high level of his professionalism, readiness to solve complex pedagogical problems associated with the training, education and health improvement of schoolchildren [1].

Physical culture is an important part of the culture of a society, the whole set of its achievements in the creation and rational use of special means, methods and conditions for directed physical improvement of a person.

Physical education is a type of education, the specificity of which is the teaching of movement (motor actions) and education (development management) of human physical qualities. Physical culture and sports are a powerful health-improving factor, a means of increasing a person's physical capabilities, solving many socio-economic issues: uniting society, distracting young people from addictions, preventing diseases, improving the quality of life and its duration. Analysis of the development of sports in our country and other countries of the world (USA, Great Britain, etc.) shows that the active position of the population in relation to sports is formed due to the good propaganda of the Mass Media. The popularization of sports depends on the mass media, primarily television, and physical culture and sports are considered an integral part of the culture of life. Over the past decades, scientific and information resources in the field of physical culture and sports began to occupy leading positions in importance. International experts, these resources are divided into two categories - promotion of a healthy lifestyle and informational and scientific support for the work of a coach and other sports personnel. Such a subdivision is reflected in the activities of the leading sports scientific and information organizations [2].

**The main body.** Today, the content of education is enriched with new methodological skills, the development of the ability to operate with information, the creative solution of problems of science and pedagogical practice with an emphasis on the individualization of educational programs, the role of pedagogical science in the creation of educational technologies that are adequate to the level of public knowledge [3]. Updating the content of education and teaching technologies, the emergence of many problems in improving the quality of teaching physical education lessons, the development of extracurricular sports and the management of the process of physical education require the restructuring of the education system, the improvement of which ultimately depends on the level of professional training of teachers. This arouses great interest on the part of pedagogical science. At the same time, the problem of the formation and development of the individual, as a person with an active life position, capable of showing initiative and independence, acquires special relevance. Proceeding from this, modern scientists in the field of pedagogy are reconsidering their views on the organization of a new educational process, looking for new methodological approaches to the study of pedagogical processes in order to determine the optimal ways of influencing the personality [4].

The Concept for the Development of Education of the Republic of Kazakhstan for 2020-2025 says: «Modern transformations in society, new strategic guidelines in economic development, openness of society, its rapid informatization and dynamism have radically changed the requirements for education. The educational systems of most of the leading countries of the world have responded to these challenges by basing the goals, content and technologies of education on the results expected from it. The main goal of education is not a simple set of knowledge, skills and abilities, but based on them personal, social and professional competence – the ability to independently obtain, analyze and effectively use information, the ability to live and work rationally and effectively. in a rapidly changing world» [5, P.??].

A comprehensive analysis of scientific and pedagogical literature shows that even an integral pedagogical system with its inherent content, organizational forms and means of teaching and upbringing cannot cover the multifaceted interaction of a student with the environment during schooling, especially since this is impossible at the level of subject teaching. This is due to the fact that the teacher does not have the ability to influence those properties of the student's personality that contribute to the development of the entire system of personal formations to the level of self-improvement [6]. At present, the theoretical models of the pedagogical process have not been sufficiently developed, which have a significant impact on the increase in the activity of the individual in the conditions of sports activity. The concept of the complex influence of the pedagogical process on the student's personality and the methodology of the formation of students' sports activity with the use of pedagogical means in the organization of the process of teaching physical culture and sports at the appropriate level have not been developed.

In connection with the above, the greatest relevance in the current conditions is acquiring the solution of these problems, both in theoretical and didactic-pedagogical terms. To solve the existing problems, a purposeful scientific research is needed, connected with the study of the characteristics of training future physical culture teachers for the process of forming fundamental personality traits in students, such as sports activity, through which learning is successfully developed [7]. On the other hand, in order for a modern school graduate not to get confused and not "survive" in the new socio-economic conditions that have arisen in society, the school must prepare him for active physical activity. Unfortunately, at present, teachers themselves are not ready for decades to change the principles and methods of physical education of schoolchildren at school. In this regard, high-quality teacher training is required in the context of professional higher education, taking into account the new realities that have developed in society.

Trends in the development of modern society determine the need to rethink the role of education, as well as the development of new approaches in it. Modern pedagogical science states that a new concept of education of the 21st century is being developed through the prism of improving the culture of the teacher's personality, which should include a set of knowledge, skills and, most importantly, cultural and moral values accumulated by mankind, which are necessary for the formation and development of a competent personality. her professional maturity [8]. Thus, it becomes obvious that the most important task of ensuring the entry of a

teacher into the world of professional activity, his productive functioning in this world predetermines the need to raise the issue of providing education with a more holistic personal and socially integrated result. As a general definition of such a complex socio-personal-behavioral phenomenon as a result of vocational education in the aggregate of motivational-value, cognitive, activity components, the concept of «competence» is used, which includes the teacher's readiness to implement basic professional tasks [9].

Considering the theoretical aspects of training physical education teachers in the context of vocational education (universities, institutes, academies, colleges, etc.) In general, it is necessary to study an important direction - preparation for the organization of out-of-school sports events for educational and educational institutions. preparatory work. The analysis of theoretical publications on the problems of teacher training, as well as the study of its practical implementation in the conditions of the university and school showed that until now there is a unified methodology for preparing future physical culture teachers for out-of-school sports work has not been created and is not implemented, which suggests a sports orientation of the organization of out-of-class activities sports at school. In this regard, it is extremely important to build such a methodology that, along with equipping future physical culture teachers with professional knowledge, in the conditions of professional training would provide a theory and methodology for the formation of students' sports activity, and would also make it possible to develop an adequate system of didactic means for its implementation in conditions university teaching practice [10].

Sport is an activity that took shape (mainly in the field of physical culture) in the form of competitions directly aimed at demonstrating achievements in it, becoming a unified way of identifying, comparing and objectively assessing certain human capabilities: forces, abilities, abilities to skillfully use them to achieve competitive goals. In a broad sense, sport covers competitive activity, special training for it, as well as special interhuman relations and norms of behavior that develop on the basis of this activity [11; 12].

Competitions allow solving pedagogical, sports-methodological and socio-political problems. During sports competitions, the same pedagogical tasks are solved as in physical culture and sports in general - increasing physical, technical, tactical, mental and theoretical readiness. One of the most important functions of physical education and sports teachers is to prepare students for participation in sports competitions [13, 14]. It is necessary to develop the sports movement as a social direction, which is based on the introduction to sports, its distribution and development in society. The training of an athlete is the expedient use of the entire complex of factors (means, methods, conditions) that allow to directly influence the development of an athlete and ensure the necessary degree of his readiness for sports achievements. A modern physical education teacher must have knowledge and skills in organizing sports training, i.e. preparing his students for sports, built in the form of a system of exercises and representing, in fact, a pedagogically organized process of managing an athlete's development. The complex of important professional



competencies of a physical culture teacher should include not only psychological and pedagogical, but also coaching [15].

In the course of the study, an elective course «Pedagogical foundations of sports work» was developed for future physical culture teachers based on modular technology in the amount of 2 credits (15 lecture hours, 15 practical lessons and 30 hours of independent student work). As part of the experimental work on the formation of the professional readiness of future physical culture teachers for the organization of sports work, the dynamics of the level of their readiness to organize sports events under the influence of this special course was studied. Let us present the results obtained in the form of table 1.

Table 1

**The results of diagnostics of the level of professional readiness of physical culture teachers for sports events**

The levels of professional readiness of physical education teachers to organize sports events.	Indicators of levels before the experiment with the introduction of an elective course.	Level indicators after the experiment with the introduction of an elective course.
low	47,2%	12,1%
average	32,7%	51,6%
high	20,1%	36,3%

**Conclusion.** According to the obtained data, it can be seen that under the influence of the elective course "Pedagogical foundations of sports work" the level of professional readiness of future physical culture teachers to organize sports events has significantly improved.

Thus, the professional training of teachers of physical education for secondary schools should ensure the competence of graduates of this direction. A competent teacher of physical education is a specialist who owns the basics of physical education as a personally and professionally significant quality that ensures effective rational interaction with all participants in the educational process and the corresponding information environment.

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### **Дене шынықтыру мұғалімдерінің спорттық жұмысқа кәсіби дайындау**

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#### *Аңдатпа*

Мақалада сыныптан тыс спорт жұмысы аясында дене шынықтыру-педагогикалық білім беру мен дене тәрбиесінің дамуының жетекші үрдістерімен контекстінде болашақ дене шынықтыру мұғалімдерінің спорттық іс-шараларды ұйымдастыруға кәсіби дайындығын қалыптастыру бойынша зерттеудің қорытылған нәтижелері берілген. Білім беру мазмұны жана іс жүргізу дағдыларымен, ақпаратпен жұмыс істеу қабілетін дамытумен, білім беру бағдарламаларын дараландыруға және білім беру технологияларын құрудағы педагогикалық ғылымның рөліне бас назар аудара отырып, ғылым мен педагогикалық практика мәселелерін шығармашылық шешумен байытылады. Білім беру мазмұны мен оқыту технологияларын жаңарту, дене шынықтыру сабақтарын оқыту сапасын арттыруда көптеген проблемалардың туындауы, сыныптан тыс спорттық іс-шараларды дамыту және дене шынықтыру процесін басқару білім беру жүйесін қайта құруды талап етеді, оны жетілдіру мұғалімдердің кәсіби дайындық деңгейіне байланысты болады.

*Түйінді сөздер:* дене шынықтыру; дене тәрбиесі; спорт жұмысы; дене тәрбиесі мұғалімдерінің дайындығы; педагогтың кәсіби дайындығы.

### **Профессиональная подготовка учителей физической культуры к спортивной работе**

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#### *Аннотация*

В статье представлены обобщенные результаты исследования по формированию профессиональной готовности будущих учителей физической культуры к организации спортивных мероприятий в контексте с ведущими тенденциями развития физкультурно-педагогического образования и физического воспитания в рамках внеклассной спортивной работы. Содержание образования обогащается новыми процессуальными умениями, развитием способностей оперировать информацией, творческим решением проблем науки и педагогической практики с акцентом на индивидуализацию образовательных программ и роль педагогической науки в создании технологий обучения, адекватных уровню общественного знания. Обновление содержания образования и технологий обучения, возникновение множества проблем в повышении качества преподавания уроков физической культуры, развитие внеклассной спортивной деятельности и управление процессом физического воспитания требуют перестройки образовательной системы, совершенствование которой зависит от уровня профессиональной подготовки учителей.

*Ключевые слова:* физическая культура; физическое образование; спортивная работа; подготовка учителей физической культуры; профессиональная готовность педагога.

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**DOI** .....

## **THE WORLD OF CHILDREN'S BOOK: THE STUDY ILLUSTRATION AS A PATH OF KNOWLEDGE**

### *Abstract*

The article is devoted to the study of the role of illustration in a children's book, where the latter is considered as a visual way for a child to learn the content of the text. The author, considering the development of illustration in historical retrospect, tries to highlight its features and specifics, which changed from era to era, covering more and more new styles, new directions, new artists. At the same time, the author, based on the analysis of scientific literature, comes to the conclusion that the illustration for children is as important as the text of the book itself, and for younger children it is even more important than the text. Illustration in a children's book, whether educational or artistic, is always a kind of visual path of knowledge, which is undoubtedly included in the system of cultural universals. And here, the task of the illustrator is to dynamically expand the knowledge of children and adolescents obtained through the book. It is clear that the introduction of modern children to reading, which in the digital era - the era of the craze for gadgets is becoming especially relevant, where an important role is played by illustration, its quality and skill of execution, the power of attraction. The author is sure that the illustration not only interprets the text, but also enriches it in its visual images, and here the artist shows his attitude to the text, develops or complements the thoughts of the writer or poet, enriching the text with visual images.

*Key words:* illustration; children's book; artist; drawing; artistic images; literature.

**Introduction.** There is no doubt that the art of book illustration is an independent form of visual art. This is evidenced by a number of specific properties inherent in it, and its distinctive features.

Some theorists of book illustration at the beginning of the twentieth century saw the specifics of illustration only in the technique of its execution. They excessively inflated the role of the material that serves to create and reproduce drawings, greatly exaggerated the importance of the interaction of a graphic image, a paper book sheet and a typeset font.

Today, the vision of illustration in a children's book has changed. Achieving the message (text) for any author of a book, and even more so for an illustrator, is quite a difficult task, which is especially difficult for children. After all, it is at this age that an illustration can be used in a children's book to literally replace a large number of words. It is the illustrations in the children's book that have several functions, including the expansion and development of the plot. In this way, such foreign scientists as: Brookshire J., Scharff L. & Moses L. [1], consider the role of illustration in a children's book. Tunnell Michael O. and James S. Jacobs [2], Serafini Frank [3], Grennan Simon [4], Field Hannah [5], Todorova, Marija [6], Mbuvi Amanda Beckenstein [7], Yu. I. Harutyunyan [8] and many others.

In this article, we will try to reveal the modern view of the world of children's books and present illustration as a visual path of knowledge, having initially made a brief historical excursion to the history of children's illustration.

**The main body. To the history of children's illustration.** In this paper, we do not have the opportunity to dwell on the review of such a huge path that has been traversed by children's illustration, for its entire existence. We will only note that all the currents, milestones and results of the search in book illustration in the past have always been in some connection with engraving.

So, in the XVII-XVIII century, copper engraving and etching were replaced by woodcuts, and in the XIX century, wood engraving gave way to metal engraving. All these changes and fluctuations were certainly reflected in the appearance of the book, and depending on these changes, there was always an alternation of the dawn and decline of book art in the world context.

German book literature, the most extensive and diverse, throughout the entire nineteenth century, to a greater or lesser extent, by the qualitative or quantitative onslaught of its products, affected all European literature.

At the turn of the XIX century, the Germans had a major national artist Khodovsky. The most valuable contribution to children's literature is 96 illustrated pages to the "Encyclopedia of Children's Reading" by Bazedov. This three-volume edition, in addition to its high artistic merits, is a classic example of an ideal collaboration between the author and the illustrator.

Later, since 1860, a galaxy of remarkable illustrators – A. Menzel, L. Richter and Moritz Schwind has been put forward. Moretz was one of the first to use the then new lithographic method of reproduction. Of his works intended for children – 13 lithographs for the "Life of Luther" and 40 unpublished pictures, executed by the famous artist for his nephew. Unfortunately, Menzel's historical illustrations are not easily understood by children [9, P. 234].

L. Richter was, by vocation, a children's illustrator. He performed a huge number of drawings for fairy tales, songs and poems, in which various scenes of folk fairy-tale fantasy and subtle poetic flair are captured with remarkable grace. In addition to book illustrations, he executed a number of sheets in the famous edition of "Munchener Bilderbogen".

In 1945, a book appeared on the German book market, which had an exceptional and instructive fate. It was a «Der Struwwelpeter» (stepka-rastepka) Heinrich Hoffmann. The story of this book is as follows: On Christmas Eve, 1844. Dr. Heinrich Hoffmann went to a bookstore to buy his three-year-old son a picture book. Everything that was offered to Hoffmann seemed to him so boring, dry and insipid that he decided to buy a clean notebook and wrote and illustrated the funny scenes that made him famous. There was no random luck. Goffman was a pediatric physician. When he visited his little patients, he always had in reserve or invented all sorts of humorous stories in relation to the circumstances, with the sole purpose of gaining the trust and favor of the sick child. This is what historians with appropriate illustrations included in the famous book, which, as we see, was not intended for printing.

The huge success of "Stepka" among the children close to the author forced Goffman to give in to the insistence of friends and agreed to publish the book. Its success was unprecedented, worldwide. Already in 1876, the hundredth German edition was published. "Stepka" was published all over Europe. Heinrich Hoffman, after his first success, made several more books and wrote many texts for illustrations by O. Pletsch. Of these, only "The Nutcracker" deserves mention, in which the illustrations, perhaps, surpass in their artistry the picture from "Stepka".

Goffman gives us a vivid example of how to approach a child, how important it is to be imbued with his intimate interests, and how generously children pay for every grain of sincere, heartfelt attention. As proof, we can refer to the fact that it, the only one of the countless children's illustrations, is always embedded in the memory, it is the only one that does not cease to be entertaining [10, P.14].

Since 1860, Oscar Pletsch has been Working in the field of children's illustration. The merits of his numerous illustrations, in addition to an excellent, graceful drawing, include his knowledge of German life, especially the domestic structure of an average German family, his acquaintance with contemporary pedagogical views, his sincere humor. It is precisely because of Pletch's network connection with the obsolete life and ideology of the German bourgeois-philistine class that he, more than other illustrators, has lost interest for our time.

Of the humorous illustrators, the most popular in Germany, and perhaps throughout Europe, was Wilhelm Busch. A great draftsman, inexhaustible inventor, he knows no equal in this genre. And of course Goffmann is inferior to him in skill. However, we think that Bush is over-sharpening his humor, falling into caricaturism, and are willing to prefer the more cordial, good-natured Goffman and Lothar Macedonian.

Later artists a prominent place must be given to the Lothar Macedonian. He made a lot of folding screens made of cardboard, funny books-toys with moving parts, decorative and poetic, in which the artist sought to spiritualize the dead nature

and solve decorative and graphic problems. The great charm of Lothar Macedonian lies in his sound poise, in the sobriety of his genre sense, in the practical ingenuity of his techniques.

Researchers [3; 4; 11] note that the 90s bring with them a sharp change. In connection with the new pedagogical currents, the revival of the German book begins. Cultural publishing houses are founded, setting themselves serious cultural and pedagogical tasks and attracting young personnel and fresh talents to cooperation. The average level of German children's books is rising, and the editorial work of publishing houses is becoming more systematic and principled.

The Gerlach Publishing House (Vienna) in its children's library has published "Tales of the Brothers Grimm", "Song of the Nibelungs" and many other elegant small volumes. Buchverlag der Jugendbatter (Munich) provides an interesting series of small but full-length books edited by renowned writer Genrich Wolgats. The appearance of these editions reveals the desire to achieve a possible combination of decorativeness, portability and low cost.

The Dietrich Publishing House (Munich) deserves to be noted as an innovator in the experimental development of illustrative material. The publishing house has a special reading room where children get acquainted with books prepared for printing, and the publishing house records and takes into account children's impressions.

Several prominent French artists have profoundly influenced illustrative art. First of all, let us name Bertal, from whose book the children had "Masha-Razinya" and "Gosha-Long Hands" (M. Wolf's publishing house). These books have become popular with children.

Of the numerous works of Bertal, his illustration for Goffman's Nutcracker is considered an artistic pearl. Sufficient recognition of their dignity can be considered the fact that in the last years of heightened Franco-German enmity the best German edition came out with drawings by Berthal.

The brilliant draftsman Granville is familiar to children from the illustrations for "Rubinson Cruz", which were recently reproduced in the edition of "World Literature", and Gustav Dore for the drawing for "Don Quixote" and "Gulliver".

B. Rabier, a subtle humorist and an excellent animalist, has had tremendous success with children. His drawings have appeared in publications around the world more than once. There is reason to believe that the Soviet Illustrator V. Carrick borrowed the illustrative style from him.

Of the illustrators for little ones, it is also necessary to mention Delave, Joba and Pencil. But, the most indispensable French illustrator is undoubtedly Boutet de Montval. Like no one else, he knew how to combine a realistic drawing with a spectacular conventional decorative effect.

His «Jean d'Arc» and «Songs of France for French children» represent the pinnacle of illustrative art.

Since the 1960s, the influence of English illustrators on European graphics has grown to such an extent. Among the English illustrators, we note first of all Krikshenka. His illustrations to the fairy tales of the Brothers Grimm (1826), as well

as to the works of Charles Dickens, surpass almost everything that appeared before him in English children's literature.

The works of John Tonniel are of outstanding importance, of which his illustrations for the famous novels by Lewis Carroll "Alice in Wonderland" and "Alice Through the Looking Glass" are especially popular.

But the true revival of the baby book in England is due to the names of three artists: Walter Kren, Randolph Caldecott and Kat Greenway.

V. Kren perfectly felt the power and beauty of ornamentation in book graphics, drawing prototypes for his creations from the works of the Renaissance and at the same time being carried away by the technique of Japanese engraving.

From the countless number of Krenov's illustrations for a children's book, we note his best creations: "Tales by the Brothers Grimm", "Florimunda", "Noah's Ark", "Sleeping Beauty". In all quiet works, the artist skillfully combined the richness of ornamentation with the clarity and laconism of the drawing.

Randolph Krandelcott saturated his masterful genre drawings with genuine vitality, warming them with a soft humor, alien to caricature. Caldecott is more cheerful and decorative than V. Kren and Kat Greenway, and therefore his books have been popular among children for many decades.

Kat Greenway is also the founder of the modern English book school. Her best works are considered: "A Day in the Life of a Child", "The Queen of the Robbery City", "Apple Pie". This artist made a huge number of illustrations for a children's book, in which she proved to be a great master. Most of her drawings were pen, in which she lovingly depicted scenes from her childhood. These three artists are classics of children's book illustration, and with their light hand a number of artists have appeared in England who have dedicated their work to children's books.

Analyzing Japanese illustrations by E.V. Vasilieva writes that children's book illustration in Japan is a specific phenomenon. The variety and breadth of artistic methods make it somewhat difficult to combine individual precedents into a single art school. Nevertheless, children's books and children's book illustrations are an unconditional cultural and artistic phenomenon [12, P.116]. And its distinctive feature is the use of taboo topics such as birth, death, body structure, norms of mental or physiological behavior become both the subject of the content of the books themselves and the plot of illustrations.

In Russia in the late XIX – early XX centuries. with the emergence of the society "World of Art" it included excellent Russian graphic artists: A.N. Benois, G.I. Narbut, I. Ya. Bililin, D. Ya. Mitrokhin. The refined taste of their illustrations, the elegance and luxury of the external design, fine paper, excellent printing - all this made their books exquisite "things" available to few.

According to A.I. Strukova and other researchers [13; 14] among their creations "ABC in Pictures" by A.N. Benois (1870-1960), published in 1904. The book is rather complicated in terms of material, but it is presented in a lively, captivating manner. Illustrations by G.I. Narbut to the fables of I.A. Krylova, for the book "Toys" is distinguished by monochrome, a finely honed black silhouette image on a white field of a sheet, enclosed in a strict frame of the classical style. Most of

all, he was engaged in the design of B.I. Bilibin (1876-1942). His works are decorative, ornamental, multi-colored.

In no other country is children's literature subject to such harsh criticism as in the Soviet period. The Soviet children's book was always under the crossfire of artistic, ideological, pedagogical, pedological, printing and market-consumer evaluations.

Graphic artists of Kazakhstan also made a huge contribution to the creation of the national school of graphics and illustration. Here for more than 40 years, artists of different nationalities, different generations have collaborated and collaborate. In the development and formation of their art, Kazakhstan artists use the realistic traditions of Soviet and world art.

We noticed that there are not so many domestic children's books and, unfortunately, even fewer with high-quality illustrations. In this case, if the child does not have a relatively "correct" childhood with a book in his hand, what is the likelihood when a high-quality Kazakhstan book with folk heroes will appear, to whose understanding an excellent illustration is attached.

Unfortunately, the high quality of decoration for children's books in Kazakhstan has not yet become the norm. In the design of a book for children of the late XX – early XXI centuries. a certain standard was created, which essentially erases the individual characteristics of both the artist and the writer. This is facilitated by some modern trends in book publishing, such as the publication of comics copying Western models, the transposition of cartoon plots into a book form, abbreviated and simplified presentation of classical works, etc.

**Modern children's illustration.** Today, artists solve the problem of creating an artistic image in a children's book in different ways. Children's books, especially for the school period, are always completely filled with illustrations, which sometimes tell the child more than the text itself. At the same time, in our time, with the emergence of computer design, the possibilities of artists have significantly expanded.

But, unfortunately, you can see a lot of abuse of this pictorial technique. Many books are published that are monotonously variegated, difficult for children's perception, and despite the good quality of printing, they do not stand up to criticism in terms of artistic taste, pedagogical and educational tasks, cognitive and aesthetic problems that a good book is designed to solve.

Let us dwell on some of the features of modern children's book illustrations. Analysis of works by Brookshire J., Scharff L. & Moses L. [1], Tunnell Michael O. and James S. Jacobs [2], Serafini Frank [3], Grennan Simon [4], Field Hannah [5], Todorova, Marija [6] showed that contemporary artists avoid overwhelming composition, unjustified multi-figure and wide landscape images.

The illustration, by its pictorial character, should have an applied, chamber sound. The main thing in it is the solution of the plot or image using accessible, understandable for children means, revealing the character, mood, state of the character, his individual characteristics.

When talking about a children's book, especially for toddlers and primary schoolchildren, the question of color cannot be ignored. If an adult is able to separate



form from color and, therefore, perceive black and white illustrations, then for a child these two things are inextricably linked. Each object is one for him and must be recognized in the totality of its properties. A teenager who has the traits of both a child and an adult can perceive images in a differentiated manner: from some books he expects bright colors, and in some he admits the justification of a monochrome solution.

For a child, illustration is the most important cognitive and informative element that has an undeniable educational value. Through her, the child masters the surrounding reality, nature and the animal world, people and their occupation. Therefore, the artist's attitude to illustrating children's books should be special, extremely responsible, sincere and direct.

Based on the analysis of the scientific literature presented in this article, the following features of illustrations in children's books based on world examples can be distinguished:

- the child can consider the book absolutely independently and on the basis of emotional pictures the child's imagination develops;
- not pictures complement the text, but the text comments on pictures, that is, the basis of the book is illustrations;
- the faces of the heroes are not too pronounced, which allows the child to put any of his surroundings or even himself in the place of the hero;
- the text of the books is quite simple and light, which allows the child to perceive the meaning without additional explanations from adults.

Thus, in a children's book, an illustration should be of an artistic nature and can contribute to the aesthetic development of the child, the education of his taste and the identification of his artistic inclinations. Picture books should serve as a bridge in the child's life through which he will be able to enter the world of art in the future and through which he will learn to see beauty in the environment closest to him and the surrounding nature. A well-illustrated children's book must necessarily have a good frame, a pleasant appearance that depends entirely on the technique of typographic art and the quality of the typographic material. Fine print, crisp and clean print, good paper and ink are essential steps for a good book.

And we are confident that a well-published children's book will teach a child to love, take care of it and not allow it to look disheveled, dirty and sloppy, and the child's respect for the book will teach him to be neat, loving to books and in the future will develop from this little "reader" of a true friend of the book.

But besides all this, a well-published children's book, decorated with valuable images of graphics, will bring the child closer to art, teach him to "artistic vision", direct him to the beauty of his surroundings and thereby create in the future an interest in life, which would be monotonous without aesthetic experiences and melancholy [6, P.250].

**Conclusion.** In our understanding, to illustrate a book means, with the help of plastic artistic images, to enable the reader-child to understand and interpret the

literary text as fully as possible, to reveal the author's main ideas, to more clearly present the images of the literary heroes of the book.

The dependence of the illustration on the literary text is beyond doubt. Indeed, if we consider graphics from the side of the sources of its origin, the content of images, ideas and purpose, then we will see that there is, on the one hand, the independent existence of graphics, where it independently carries a certain idea of the artist and a complete lance, in which this thought it is expressed, and on the other hand, it comes into dependence on certain conditions, in particular on the book to which it belongs. For the illustrator artist, the book becomes primarily a source of inspiration, creative excitement and love.

Modern children's illustrators are free to choose expressive means, techniques, and style combinations. The book opens up for the child in many ways, introducing him to the world of words and images.

Hence, the features of the work of the illustrator also arise. He should get along with the soul of the writer, his subjective desires should merge with the author of the illustrated work. At the same time, he cannot act as a translator of a literary text into an illusory one. The illustration not only interprets the text, but also enriches it in its visual images, by that time the artist shows his attitude to the text, develops or supplements the thoughts of the writer or poet.

An illustrator of a children's book will always be successful if he manages to fit into the text of the book, finds his place in the action created by the writer. In addition, the world of Kazakh children's books, as a part of the fine arts, must necessarily have an ethnic flavor, built on the basis of folk motives of folklore, which has been repeatedly emphasized in the studies of domestic scientists [15; 16].

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### **Балалар кітабының әлемі: иллюстрация таным жолы ретінде зерттеу**

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Мақалада балалар кітабындағы иллюстрацияның рөлін зерттеуге арналған, мұнда мәтін мазмұнын тануының көрнекі жолы ретінде қарастырылады. Автор иллюстрацияның тарихи ретроспективада дамуын қарастыра отырып, оның жаңа стильдерді, жаңа тенденцияларды, жаңа суретшілерді қабылдай отырып, дәуірден-дәуірге қарай өзгерген ерекшеліктері мен бағыттарын бөліп көрсетуге тырысады. Сонымен бірге автор ғылыми жазушылардың талдауларына сүйене отырып, балалар үшін кітаптың иллюстрациялауы маңызды, ал жасөспірімдер үшін иллюстрациялау кітаптың мәтіннен де маңызды деген тұжырымға келеді. Балалар кітабындағы иллюстрация, мейлі ол оқу немесе көркем болсын, әрқашан мәдениеттің әмбебаптығы жүйесіне енетін танымның өзіндік визуалды жолы болып табылады. Міне, суретші-иллюстратордың міндеті балалар мен жасөспірімдердің кітап арқылы алған білімдерін динамикалық кеңейту. Қазіргі заманғы балаларды цифрлық дәуірде гаджеттерге деген құштарлық дәуірінде оқуға баулу әсіресе маңызды болып табылады, мұнда иллюстрация, оның сапасы мен орындау шеберлігі, тартылыс күші маңызды рөл атқарады. Автор иллюстрациялық мәтінді түсіндіріп қана қоймай, оны визуалды бейнелерінде байыта түсетініне сенімді, мұнда суретші мәтінге деген көзқарасын көрсетеді, жазушы немесе ақынның ойларын дамытады немесе толықтырады, мәтінді визуалды суреттермен байытады.

*Түйінді сөздер:* иллюстрация; балалар кітабы; суретші; сурет; көркем образдар; әдебиет.

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### **Мир детской книги: исследование и иллюстрации как путь познания**

#### *Абстракт*

Статья посвящена исследованию роли иллюстрации в детской книге, где последняя рассматривается как визуальный путь познания ребенком содержания текста. Автор, рассматривая развитие иллюстрации в исторической ретроспективе пытается выделить ее особенности и специфику, которая менялась от эпохи к эпохе, охватывая все больше и больше новых стилей, новых направлений, новых художников. Вместе с тем, автор на основе анализа научной литературы приходит к выводу о том, что иллюстрация для детей

важна также, как сам текст книги, а для младшего возраста даже важнее текста. Иллюстрация в детской книге, будь то учебной или художественной – это всегда своеобразный визуальный путь познания, который несомненно входит в систему универсалий культуры. И здесь, задача художника-иллюстратора состоит в динамическом расширении знаний детей и подростков, получаемых посредством книги. Однозначно, что приобщение современных детей к чтению, которое в цифровую эпоху – эпоху повального увлечения гаджетами становится особенно актуальным, где немаловажную роль играет именно иллюстрация, ее качество и мастерство исполнения, сила притяжения. Автор уверен в том, что иллюстрация не только истолковывает текст, но и обогащает его в своих зрительных образах и, здесь художник проявляет свое отношение к тексту, развивает или дополняет мысли писателя или поэта, обогащая текст визуальными образами.

*Ключевые слова:* иллюстрация; детская книга; художник; рисунок; художественные образы; литература.

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**DOI .....**

## **MODERN STRATEGIES FOR LEARNING A FOREIGN LANGUAGE IN TRAINING FUTURE TEACHERS OF THE UPDATED SCHOOL**

### *Abstract*

The relevance of teaching a foreign language to future teachers in the context of updating school education puts forward requirements for the choice of teaching strategies. The article deals with the meta-subject aspect of foreign language training of future teachers. To form the readiness of future teachers to use the potential of a foreign language, it is important to understand the basic principles of integrating the content of special disciplines and knowledge of a foreign language.

The meta-subject potential of a foreign language allows you to create opportunities for the development of general and special professional competencies. The formation of the competencies necessary to work with the updated content of education is the main task of the courses of the component for the choice of the bachelor's degree program at pedagogical university. The selection of optimal learning strategies contributes to the implementation of this task. The author examines the features of the use of modern pedagogical technologies and methods in the training of teachers of a new format.

*Keywords:* meta-subject potential; foreign language; higher school; future teachers; teaching methods; teaching technologies; learning outcomes.

**Introduction.** The process of changes in the secondary education system, which began at the end of the twentieth century, is driven by social, economic and political reforms. Over the past five years, Kazakhstan, as well as the rest of the world, has been undergoing an intensive change in approaches to selecting the content of school education. The need to train teachers who are able to work in the

context of the modernization of the national education system affects the priorities in the development of educational programs for higher education. The Law "On Education" of the Republic of Kazakhstan states: "The content of educational programs of higher education provides for the study of a cycle of general education disciplines, a cycle of basic disciplines, a cycle of major disciplines, as well as professional practice in the relevant areas of training with a focus on learning outcomes and compliance with the national qualifications framework and sectoral qualifications framework " [1].

The guidelines stated in state and regulatory documents reflect the real need of pedagogical practice to revise the basic approaches to foreign language training of future teachers. At the same time, there is a lack of consistency in this issue in the system of higher professional pedagogical education.

The urgency of training future teachers to teach in a foreign language has exacerbated the problem of methodological justification of training future teachers to teach their subjects in English. The search for solutions to the **problem initiated the** research, which is described and discussed in this article. The use of the research results in the development of a strategy for preparing future teachers for the use of the meta-subject potential of a foreign language in pedagogical activity is the scientific significance of this work.

The purpose of this article is to reveal the features of choosing strategies for teaching a foreign language in the training of future teachers..

**Literary review.** A foreign language at pedagogical university is taught in a cycle of general disciplines, in a cycle of basic disciplines and in elective courses. Such content of the educational program of foreign language training should solve the problems of multilingual education. The study of a foreign language as a full-fledged tool of communication and a way of interaction between a teacher and students involves taking into account the meta-subject potential of a foreign language. This task is solved through the choice of technologies and learning strategies. Sh. T. Taubaeva continues this thought "Pedagogical technology is an ordered system of procedures, the strict implementation of which will lead to the achievement of a certain planned result, that is, in this case, the state educational standard" [2]. During the implementation of educational reforms, the problems of introducing pedagogical technologies were relevant in connection with the search for optimal ways to organize the pedagogical process of higher education. One of the most significant in this direction was research on the implementation of innovative teaching methods. For example, the most famous developments were made by A.K. Mynbayeva, Z.M. Sadvakasova, their manuals are widely used in the practice of higher education [3]. The researchers considered innovative teaching methods as a tool with the help of which the principles of democracy, consciousness and activity of students are realized. Effective training strategies allow us to solve the problems of improving the quality of training of specialists, the scientific and methodological basis of professional education of future teachers, the revision of teaching technologies, and the development of the necessary competencies. A. O. Mukhametzhanova points out: "In this regard, among the requirements for a university teacher, the ability to work in new conditions, to effectively use

interactive methods, the ability to correctly convey one's thoughts, prove one's point of view and conduct polemics stand out" [4]. The teacher develops the course of the discipline and includes in planning the choice of learning strategies. At the same time, metacognitive, cognitive, mnemonic, communicative, affective, compensatory and other educational strategies are used, with the help of which specialists solve individual pedagogical, psychological and social problems of students. Analyzing the terminological nuances of using the concepts "technology", "method", we discovered a variety of approaches to the interpretation of the concept "strategy" that is significant for our research. The point of view of T. A. Stroková, who writes in her article: "We put a broad sense in understanding the essence of the teaching strategy, considering it as a general plan (program) of joint actions of the teacher and the student, which determines the near future of his intellectual and personal development in the process of studying the subject chosen by him or any subject area with the support of a complex of didactic tools and the provision of psychological and pedagogical assistance " [5]. The inclusion in the definition of the concepts of "a set of didactic means", "psychological and pedagogical assistance" allows solving the problems of individualization of teaching future teachers, making them active subjects of their own education.

The use of active teaching methods also has a positive effect on the formation of the subject position of future teachers. M. I. Kirikova, speaking about this idea, writes that "active teaching methods" provide for the inclusion of students in interaction and active self-activity in the educational process [6]. The active participation of students in the process of obtaining a foreign language education focuses on the creative rethinking of the content of education, the identification of its meta-subject meaning.

The higher school teacher also becomes an active subject of interaction in the educational process. The revision of approaches to teaching, according to A. T. Rakhmetova, involves a re-evaluation of the goals of selecting the content of education, teaching methods. Satisfaction of this need leads to the fact that students not only understand and remember the educational material, but also leads to the formation of readiness to change their thinking, attitude to activity [7]. So the content and form become full-fledged sides of the pedagogical process.

Innovative teaching methods, according to A.V. Zinchenko and E.G. Leontieva, allow us to solve problems related to the formation of new views on the teaching style, with the development of students' creativity [8]. Such a vision of the specifics of the teacher's activity in modern conditions contributes to the development of a full understanding of learning strategies.

Quite serious problems in teaching have arisen in connection with the spread of the pandemic. Forced to switch to the distance learning format, teachers were re-arranging their learning strategies to meet new requirements. In the conditions when online learning became the only solution to the problems of professional training of future teachers, it was necessary to translate the usual ways of interaction into new ways, to adapt teaching methods to teaching in an electronic educational environment. F.F. Bitay, Ye.A. Burkhanov, who studied the issues of online education, came to the conclusion that "...the electronic educational environment of

Kazakhstan can be considered as a developing industry and considered open for research and development" [9]. Teachers of higher education had to show creative abilities to use learning strategies, the main tasks of which were: psychological and pedagogical support of students in adapting to the new format of training, maintaining active participation of students in training. Zh.Zh.Shaymaganbetova in her article writes: "The teacher in his professional activity uses the classification and group of methods that mostly help the implementation of those didactic tasks that he sets before the lesson" [10]. In the foreign language education of future teachers, the tasks related to the preparation for the implementation of the updated content of school education are important.

The relevance of the problem of preparing future teachers for teaching in English is reflected in the increased number of studies in this direction. We consider the research of scientists in this direction to be quite serious: G.O. Tazhigulova, D.N. Assanova, E.A. Uteubaeva, A.B. Mekezhanova, G.K. Tleuzhanova. These researchers presented the results of their study where the goal is "The purpose of the study is to identify the organizational and pedagogical conditions required to implement language training of future biology teachers in the context of the updated content of school education" [11].

**Methods.** In the study, we used such methods as experiment, analysis, generalization, synthesis. During the experimental and pedagogical part of our research, we conducted a formative experiment. The purpose of the experiment: to determine effective strategies for teaching a foreign language to future teachers. The experiment was conducted on the basis of Pavlodar Pedagogical University. The experiment was conducted among 3rd year students who study the discipline "New approaches in teaching and learning". The course of this discipline is taught by methodologists who know the specifics of the educational field, for example, biology. We made changes to the content of the discipline, which concerned the meta-subject aspects of teaching. The integration of content has made adjustments to the choice of teaching methods. In studying the course, we together with the students determined the purpose and objectives of joint activities, both in general and in each lesson. We designed the criteria for evaluating activities in each lesson. The methods we used in the classroom were practice-oriented. Thus, in the classroom, we used techniques for developing critical thinking to form the motivational and evaluative-reflexive component of professional readiness. Critical thinking does not mean negative judgments or criticism, but a reasonable consideration of a variety of approaches in order to make informed judgments and decisions. The focus on critical thinking assumes that nothing is taken for granted. The development of critical thinking as one of the tasks of higher professional education is possible within the framework of a specific curriculum. "Critical thinking" as a pedagogical category and as a result of professional training implies the need to form a student's own opinion about the current problems of the pedagogical system. Courses of special disciplines, during which the foreign language training of future teachers is conducted, will be qualitatively mastered, provided that the meta-subject potential of a foreign language is taken into account. Critical thinking, responding to the laws of the psyche, develops as a personal

education in the course of reflection on one's own activities.

**Results.** Discussion of approaches to the selection of learning strategies that form new approaches to the process of foreign language training of future teachers. The meta-subject potential of a foreign language allows not only to work on the development of speech skills, but also contributes to the formation of special competencies, the development of critical thinking. A special place in the use of the meta-subject potential of a foreign language in the training of future teachers belongs to the problem of developing motivation for professional self-development. Understanding the goals and objectives of learning strategies affects the formation of a willingness to use their abilities for professional growth.

The experiment also showed high efficiency of COT (competence-oriented tasks). They take into account such aspects as: written communication, public speaking, dialogue, and productive group communication. The teacher in the task card indicates the duration of the speech, focuses on the participation of all members of the group. Thus, all students learn to build monologue statements, limited in time. The resulting debatable nature of the discussion teaches students to clearly formulate their thoughts, to give significant arguments. All tasks accurately indicate the activity of a student; clearly formulate the result of independent work that must be presented at the end of the fairy tale study. As a result, each group receives its own version of the competence-oriented task.

The discipline "New approaches in teaching and learning" is aimed at the formation of methodological competencies, an important part of which is the ability to set goals based on analysis. Goal setting is one of the most important stages of preparation for the lesson. We have done a lot of preliminary work, focusing on the fact that within educational purposes of the training session, there are goals aimed at developing the student's personality and subject goals. Through the formulation of objective goals, personal development (qualities, competencies, etc.) takes place as well. Objective goals are related to the perception, comprehension, memorization, application, generalization of facts, concepts, rules, laws, regulations, and methods of action. However, meta-subject goals are important too. They are aimed at the formation of universal learning skills. Formulating the goals of your own training helps to develop methodological skills of goal setting as a pedagogical skill.

Organizational skills necessary for future teachers are also formed in the experience of interaction in the systems "teacher-student", "student-student". To do this, we consider that it is important to observe the following principles, which are summarized by T. I. Shamova:

- ensuring the variability of interaction between the teacher and the student (extoractive, introactive, interactive mode);
- inclusion of human problems and their activities in the content, methods of cognition (ensuring the unity of humanitarian and natural science cultures);
- highlighting and supporting the subtleties of students' life observations;
- orientation on the structure of subject knowledge in the process of presenting new material, not on the amount of information;



- "confronting" students with problems when solutions lie outside the scope of the course being studied;
- creating conditions for the development of students' knowledge mainly in the form of activities [12].

Interactive learning involves collaboration in activities – collective ways of learning, problem-based learning. In the experimental group, paired and group forms of organizing educational activities were used in the learning process. These types of work were structured in the following way: the work of students was directed and corrected by the teacher. During the lessons, the experimenter performed several roles: organizer (the main task is to establish a certain order necessary for the effective functioning of the educational process); expert (providing information, building and directing actions, i.e. laying a route for solving a problem situation, task, question, etc.); facilitator (designed to help the movement, guide the process of information exchange, support the process of developing new experience).

Being inside the process of cognition, working in one or another microgroup, we tried to bring the findings and discoveries of each student into the field of view, set the right pace of internal activity of students. The rhythm of work and cognitive activity of students was determined by the content of tasks, the pace of search was set by the students themselves, since it depends on the time it takes for pairs, microgroups or an individual student to complete the teacher's task. The teacher in the lesson could influence the pace by changing the level of complexity of the task, making adjustments. Thus, the principle of coordination was observed, the essence of which is to find agreement between the actions of the student and the teacher; it promotes a clear comparison of goals, resources, forms and methods of activity and leads to a common result.

We also believe that it is necessary to form a system of skills for students to carry out self-analysis, self-control, self-assessment and correction of their own activities, as this creates the basis for personal development. To implement this component, we encouraged students to constantly reflect, self-esteem, and encourage them to correct their own activities. Being able to see problems in everyday phenomena and things is very important, but you should not always try to accurately formulate the problem when starting a research search. The ability of a person to see problems is an integral property that generally characterizes his productive thinking. This ability develops over a long period of time in a variety of activities. For special work on the development of this ability, we selected exercises and techniques that greatly helped to solve this complex problem.

**Conclusion.** A highly qualified organization of the pedagogical process is impossible if the conditions for group work are not created, which allow us to fully use the experience and implement the ideas of the group members. Based on this, we came to the conclusion that future teachers in the process of professional training should work out the qualities necessary in situations of group interaction.

The selected content, methods, techniques, forms, and means of mutual cooperation in the course showed the high importance of theoretical training. Students learn to think critically about activities in order to make adjustments to their

education. Taking into account the meta-subject potential in the course of foreign language education allows you to solve issues of content and technology.

The essence of using modern learning strategies is that the learning process is organized in such a way that almost all students are involved in the process of learning, they have the opportunity to understand and reflect on what they know and think. Joint activity of students in the process of learning, mastering the educational material means that everyone makes their own special individual contribution, there is an exchange of knowledge, ideas, ways of activity. Interactive forms of conducting classes arouse students' interest; encourage active participation of everyone in the educational process; contribute to the effective assimilation of educational material; have a multifaceted impact on students; provide feedback; contribute to changing attitudes to their education.

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**Жаңартылған мектептің болашақ мұғалімдерін даярлаудағы шет тілін оқытудың заманауи стратегиялары**

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*Аңдатпа*

Мектептегі білім беруді жаңарту жағдайында болашақ мұғалімдерге шет тілін оқытудың өзектілігі оқыту стратегияларын таңдауға қойылатын талаптарды ұсынады. Мақалада болашақ мұғалімдерді шет тілінде оқытудың метапәндік аспектісі қарастырылған. Болашақ мұғалімдердің шет тілінің әлеуетін пайдалануға дайындығын қалыптастыру үшін арнайы пәндер мен шет тілін білу мазмұнын біріктірудің негізгі принциптерін түсіну маңызды. Шет тілінің метапәндік әлеуеті жалпы және арнайы кәсіби құзыреттерді дамыту үшін негіздерін жасауға мүмкіндік береді. Білім берудің жаңартылған мазмұнымен жұмыс істеу үшін қажетті құзыреттілікті қалыптастыру педагогикалық университеттегі бакалавриаттың білім беру бағдарламасын таңдау компоненті курстарының негізгі міндеті болып табылады. Оқытудың оңтайлы стратегияларын таңдау осы міндетті жүзеге асыруға ықпал етеді. Автор жаңа форматтағы мұғалімдерді дайындауда заманауи педагогикалық технологияларды, әдістер мен тәсілдерді қолдану ерекшеліктерін зерттейді.

*Түйін сөздер:* метапәндік әлеует, шет тілі; жоғары мектеп; болашақ мұғалімдер; оқыту әдістері; оқыту технологиялары; оқыту нәтижелері.

### **Современные стратегии обучения иностранному языку в подготовке будущих учителей обновленной школы**

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#### *Аннотация*

Актуальность обучения иностранному языку будущих учителей в условиях обновления школьного образования выдвигает требования к выбору стратегий преподавания. В статье рассматривается метапредметный аспект иноязычной подготовки будущих учителей. Для формирования у будущих учителей готовности к использованию потенциала иностранного языка важно понимание основных принципов интеграции содержания специальных дисциплин и знаний иностранного языка. Метапредметный потенциал иностранного языка позволяет создавать возможности для развития общих и специальных профессиональных компетенций. Формирование компетенций, необходимых для работы с обновленным содержанием образования, является основной задачей курсов компонента по выбору образовательной программы бакалавриата в педагогическом университете. Подбор оптимальных стратегий обучения способствует реализации данной задачи обучения, технологии обучения, результаты обучения. Автор исследует особенности применения современных педагогических технологий, методов и приёмов в подготовке учителей нового формата

*Ключевые слова:* метапредметный потенциал; иностранный язык; высшая школа; будущие учителя; методы.

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## **PEDAGOGICAL CONDITIONS FOR THE FORMATION OF PROFESSIONAL COMPETENCIES AMONG STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS**

### *Abstract*

The article deals with topical issues of solving problems to improve the training of students in higher educational institutions. The pedagogical conditions for the formation of professional competence of students of higher educational institutions are studied, the concept of "professional competence" is revealed, its essence, structure is considered, and its content is determined. The system of professional competence formation among students of higher educational institutions is presented and its elements are characterized. This article defines the relevance of the task of improving the training of students of higher educational institutions and the formation of professional activity of a specialist at the present stage of the development of the education system. The concept of professional competence as an integral professionally significant characteristic of a specialist's personality is clarified. Professional competencies that make up the structure of pedagogical competence are defined and classified into groups in accordance with the main areas of work with personnel. The essence of the process of forming professional competence as a pedagogical system is revealed and the main elements of this system are characterized.

*Key words:* competence; competencies; student; higher educational institution; pedagogical activity of a specialist; training of students.

**Introduction.** Training of personnel is one of the priority and historically formed tasks of a specialist [1].

In Soviet pedagogy, the educational component in the professional activity of a specialist was also defined as one of the most significant, and the training of students as future educators and the issues of its improvement were the subject of many scientific studies.

**Relevance.** The training of future specialists in higher education is largely aimed at the formation of professional competencies. The achievement of this goal contributes to the formation of students of higher educational institutions of the ability to solve professional problems that arise in subsequent activities.

**The main body.** Training of future specialists in higher education institutions should be practice-oriented. Within the framework of this training, an absolute priority is given to the activities organized and carried out to achieve the intended result. In the multi-level structure of training specialists, there is still a gap in the system links between the various stages of activity. It should be transformed into a specific type of activity, composed of many individual acts of activity, organized into a single whole, and aimed at achieving a common goal [2].

In teaching disciplines, the ability to solve professional problems is formed only partially. The course of disciplines refers to the disciplines taught in all courses of study at a higher education institution. These disciplines primarily instill the knowledge necessary for students to further study special disciplines, the main

purpose of which is to develop the skills to solve professionally oriented problems. This contributes to the formation of professional competencies [3].

Learning is an organized interaction of the subjects of the educational process (teacher and student) to achieve didactic goals. The essence of the learning process is to stimulate and organize active educational and cognitive activities of students to master their knowledge, develop their abilities, and develop a worldview [4].

Thus, the current stage of development of the national education system is characterized by the implementation of the competence approach, which is the methodological basis of the federal state educational standards and qualification requirements for the professional training of graduates of higher educational institutions (hereinafter referred to as qualification requirements). This approach primarily focuses on educational outcomes, not presented as the sum of learned alumnus of knowledge and acquired skills, and abilities of the young specialist to adequately carry out professional activities in different situations and circumstances, that is, involves the formation of his competencies (universal and professional).

Based on this statement, the preparation of students of higher educational institutions for pedagogical activity as one of the main activities of a specialist should be considered as a process of forming their pedagogical competencies. According to the qualification requirements, objectives teaching activities specialist formulated in accordance with the main directions of work [5], therefore, under pedagogical competence we mean the ability of the expert to apply relevant knowledge, skills and personal qualities in order to effectively solve the tasks of maintaining law and order and discipline, advocacy, psychological, social, cultural and leisure work. Students 'mastery of the complex of the above-mentioned competencies characterizes the level of their (students') readiness to solve the tasks of pedagogical activity in general, i.e. their pedagogical competence [6].

Turning to the essence of pedagogical competence, it should be noted that at present there is no unambiguous definition of the concept of "competence". However, the analysis of such concepts as "professional competence", "pedagogical competence", and "educational competence", set out in the scientific and pedagogical literature and justified in the research of a number of authors [7], allowed us to formulate the following definition.

**Discussion.** Pedagogical competence is an integral professionally significant characteristic of a person, expressed in the ability of a specialist to apply, in a limited time and in changing conditions of professional activity, the formed competencies aimed at instilling and developing the necessary qualities, moral and psychological readiness to perform tasks for their intended purpose [8].

Within the framework of the research, the formation of professional competence among students of higher educational institutions will be understood as the pedagogical process of obtaining and systematically accumulating the necessary knowledge, skills, experience of their application during practical training, internships and other practical activities, as well as the acquisition and development of personal qualities that ensure the mastery of universal and professional competencies that make up the structure of this competence to the level of, contributing to the successful professional activity of a specialist after graduation

from higher educational institutions for the effective solution of pedagogical tasks [9]. At the same time, the formation of personal qualities in students occurs both explicitly in the course of a specially organized educational process, as a result of unintended influences on higher educational institutions, teachers, among student groups and other factors, where students are active participants in this process as self-organizing and self-developing individuals [10].

**Research methods.** Since the analysis of theoretical and methodological approaches to the research of problems of higher education allows us to conclude that along with the competence-based approach to improving the process of preparing students for pedagogical activity, it is advisable to apply a systematic approach, the pedagogical process of forming professional competence [8] can also be represented as a pedagogical system.

As elements of this pedagogical system, we will consider the following interrelated and complementary activities of students of higher educational institutions: educational, everyday and outside of higher educational institutions. In general, the structure of the formation of pedagogical competence.

The organization of the process of forming professional competencies of students of higher educational institutions takes place in the process of studying special and professional disciplines and includes the organization and conduct of all types of classes and is an important part of the educational activities of higher educational institutions. When organizing the process of forming professional competencies, it is necessary to observe the conditions for ensuring the training of specialists in higher educational institutions, the main of which are: a scientific approach to the organization of the process of forming professional competencies, the selection of information provided by students, a well-planned organization of internships and industrial practices.

Competencies are most effectively formed through technologies that promote students' involvement in the search and management of knowledge (innovative technologies and their implementation in the educational process are particularly important here). Such technologies include the technology of problem-based modular learning, game technologies, integrated technology, and communication technology, in which the student participates in role-playing, simulation games that simulate combat tasks, and performs roles and functions that are adequate to the professional context of the future profession.

In the process of forming professional competencies, it is necessary to ensure a strict logical sequence of the educational process and a clear consistency of all its links. At the same time, in the planning process, it is necessary to pay attention to the distribution of the studied material by type of occupation, to the continuity and consistency of students' acquisition of knowledge and skills over the periods of study. To do this, the educational institution must organize its work in such a way as to ensure an optimal distribution of the academic load by hours, days of the week during the entire semester of study. Planning should allow you to quickly make changes in the process of forming professional competencies based on the development of science and technology.

Control and adjustment of the process of forming professional competencies. For

the successful development of professional competencies by students, it is necessary to monitor their formation at certain time intervals, which will help to assess the quality of competence formation and make its adjustment. To assess knowledge, skills and the level of competence formation, the educational institution develops funds of evaluation tools, which include standard tasks, control works, tests, as well as control methods. In the process of evaluating students, both traditional and innovative types, types and forms of control are used [2].

Let us consider in more detail the content of each of these activities and their contribution to the formation of pedagogical competence.

In educational activities, the gradual formation of components of pedagogical competence is carried out in the study of humanitarian disciplines [9; 11] and independent work to prepare students for practical classes in these disciplines. In the course of studying the above-mentioned disciplines with the use of interactive forms and methods of conducting classes, students form a set of knowledge about the essence, content and features of pedagogical activity in the department, and in the course of working out practical issues in the classroom, they acquire skills that allow them to solve relevant professional tasks. Well-planned and properly organized independent training contributes to the constant self-development and self-improvement of students, improving their professional level, as well as the formation of positive motivation to master professional competencies [11].

Consolidation of the acquired knowledge, improvement of skills and acquisition of practical skills of students in conducting educational activities (information, conversations, quizzes, etc.) is carried out in the course of practices conducted in student departments (in the first and junior courses). Thus, increasing the readiness to work with subordinates will contribute to the formation of the qualities of a manager. Based on the results of the practice, each student receives not only an assessment of their work, but also develops their personal qualities as a methodologist and educator.

Internships enrich the psychological and pedagogical experience of students and allow them to check the degree of formation of professional competencies in the conditions of real implementation of educational work in the department [12].

Therefore, the internship of students is an important part of the process of forming their professional competencies.

An important part of the process of forming professional competence is to instill students with the skills of educational work.

Gradually, students acquire specific skills in preparing and issuing wall prints, preparing and conducting events of information and propaganda and cultural and leisure work, skills in analyzing the political situation in the country and the world, the state of law and order and discipline in the team, conducting individual work, etc. [13].

Participation in such activities strengthens students' skills of public speaking and conducting awareness-raising events, contributes to the formation of personal qualities of a professional, educator and methodologist, independence and responsibility.

**Conclusion.** Of great importance is the differentiated and individual work with each student to form a positive motivation for mastering the necessary knowledge, skills and skills to solve the problems of pedagogical activity, conducted primarily by course specialists in close interaction with teachers and specialists of the department for

working with the team in higher educational institutions.

The analysis of the activity allows us to conclude that today it is necessary to solve complex and contradictory pedagogical tasks related to countering the aggravated negative impact of citizens on various factors, developing the idea of patriotism, maintaining a high level of combat readiness and strong discipline. Based on these tasks, the education system is subject to increased requirements for the training of future specialists.

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#### **Жоғары оқу орындары студенттерінің кәсіби құзыреттілігін қалыптастырудың педагогикалық шарттары**

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### *Аңдатпа*

Мақалада жоғары оқу орындарында студенттерді даярлауды жетілдіру жөніндегі міндеттерді шешудің өзекті мәселелері қаралды. Жоғары оқу орындары студенттерінің кәсіби құзыреттілігін қалыптастырудың педагогикалық шарттары зерттелді, "Кәсіби құзыреттілік" ұғымы ашылды, оның мәні, құрылымы қарастырылды, мазмұны анықталды. Жоғары оқу орындары студенттерінің кәсіби құзыреттілігін қалыптастыру жүйесі ұсынылған және оның элементтеріне сипаттама берілген. Осы бапта жоғары оқу орындарының студенттерін даярлауды жетілдіруге және білім беру жүйесін дамытудың қазіргі кезеңінде маманның кәсіби қызметін қалыптастыруға міндеттің өзектілігі айқындалған. Кәсіби құзыреттілік тұжырымдамасы маманның жеке басының ажырамас кәсіби маңызды сипаттамасы ретінде нақтыланды. Педагогикалық құзыреттілік құрылымын құрайтын кәсіби құзыреттер жеке құраммен жұмыстың негізгі бағыттарына сәйкес топтар бойынша анықталды және жіктелді. Педагогикалық жүйе ретінде кәсіби құзыреттілікті қалыптастыру процесінің мәні ашылды және осы жүйенің негізгі элементтеріне сипаттама берілді.

*Түйін сөздер:* құзыреттілік; құзыреттілік; студент; жоғары оқу орны; маманның педагогикалық қызметі; студенттерді даярлау.

### **Педагогические условия формирования профессиональных компетенций у студентов высших учебных заведений.**

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### *Аннотация*

В статье рассмотрены актуальные вопросы решения задач по совершенствованию подготовки студентов в высших учебных заведениях. Изучены педагогические условия формирования профессиональных компетенции студентов высших учебных заведений, раскрыто понятие «профессиональная компетентность», рассмотрена ее сущность, структура, определяется содержание. Представлена система формирования профессиональной компетентности у студентов высших учебных заведений и дана характеристика ее элементов. В настоящей статье определена актуальность задачи к совершенствованию подготовки студентов высших учебных заведений и становлению профессиональной деятельности специалиста на современном этапе развития системы образования. Уточнено понятие профессиональной компетентности как интегральной профессионально значимой характеристики личности специалиста. Определены и классифицированы по группам в соответствии с основными направлениями работы с личным составом профессиональные компетенции, составляющие структуру педагогической компетентности. Раскрыта сущность процесса формирования профессиональной компетентности как педагогической системы и дана характеристика основным элементам этой системы.

*Ключевые слова:* компетентность; компетенции; студент; высшее учебное заведение; педагогическая деятельность специалиста; подготовка студентов.

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## **TEENAGERS' MEANING OF LIFE VALUES: THEORY AND PRACTICE**

### *Abstract*

The article covers the problem of teenagers' meaning of life values in theory and practice. "Meaning of life values" are interpreted as a system of generalized aspirations related to the individuals' life that characterize their spiritual and moral self-concept, the search for their own life purpose and appropriate lifestyle, which is fulfilled through behaviour, activities and communication. The concept of developing teenagers' meaning of life values includes methodological, theoretical, and practical levels. The modern process of developing teenagers' meaning of life values is based on systemic, synergetic, axiological, humanistic, personality oriented, competency-based scientific approaches. Research methods such as analysis, generalization, surveys, questionnaires, interviews, ethical conversations, pedagogical observation were used to demonstrate the changes in developing teenagers' meaning of life values and show the advantages of applied pedagogical conditions, forms and methods.

*Key words:* meaning of life; meaning of life values; teenagers; scientific approaches; education concept; educational practice.

**Introduction.** The growth of personal destructive trends has led to a decrease in the value of human life, the devaluation of the spiritual values of the growing individual aiming to become the subject of one's own life. However, uncertainty about the meaning of life and unclear life values cause social deviations of teenagers and early adolescents.

Developing Meaning of life values is one of the prior areas of education, declared in the content of international and national state documents: the United Nations Convention on the Rights of the Child (1992), the United Nations Global Plan of Action to Combat Trafficking in Persons (2002), the Nations Declaration on Human Rights Education and Training (2010).

The scientific significance of the article is to determine the theoretical and conceptual principles and practices of developing the Meaning of life values of today's teenagers based on a comparative analysis of experiments and control results.

The purpose of the article is to highlight the process of developing teenagers meaning of life values in pedagogical theory and practice.

**Literature review.** Analysis of the researches on developing the meaning of life values of a growing personality shows a constant attention of scientists in various fields to this problem at the methodological, theoretical, and practical levels.

At the methodological level the problem of the meaning of human rights and life values is reflected in the works of foreign philosophers (M. Berdiaev, M. Rubynshtein, S. Frankl, V. Frank, E. Fromm) and Ukrainian philosophers (B. Kremen, V. Lozovyi, V. Ohneviuk). Psychologically crisis of life and meaning of

life values were studied by I. Bekh, I. Vare, T. Titarenko. In educational science the problem of developing meaning of life values was researched by J. Kristo, J. Krishnamurti, T. Lickona, C. Park, R. Paloutzian.

The leading idea of the study is a provision under which meaning of life values combine life purpose and perspective, as well as generalized and understood principles of life that combine the personality of individuals, their life aspirations, expectations, claims regarding future life. Meaning of life values reflect value and significance of human life.

The research focuses on understanding theoretical principles of developing teenagers' meaning of life values that determine the feasibility of practical implementation of conceptual ideas for solving this problem in secondary education institutions.

The integrative study of the problem of developing teenagers' meaning of life values has led to implementation of a scientific approach that combines methodological, theoretical, and practical concepts.

*The methodological concept* provides a fundamental generalised scientific basis for research and defines scientific approaches (systematic, synergetic, axiological, humanistic, personality oriented, competence-based) in studying the problem of developing the meaning of life values in secondary and high schools. *The systematic approach* determines the integrity of the educational process in secondary and high school through implementation of an education system that contributes to the development of meaning of life values of students in grades 5-9 combining conceptual principles, structural components of developed meaning of life values, diagnostics tools, pedagogical conditions, content, educational forms and methods. *The synergetic approach* is based on the nonlinearity or possibility of several options for the development of events, open exchange of knowledge, coherence (coordination of actions of all subjects of the educational process) and affirms the ability of the individual to self-development and create their own meaning of life values and influenced not only by teachers and parents but also with the inner potential, and the desire to self-improve. According to *the axiological approach*, the individual focuses on meaning of life values as those that will allow to achieve self-realization. The meaning of life values reflect the highest-level individual's needs being determined by personal characteristics or life circumstances and fulfilled in different ways. *The humanistic approach* provides recognition of each child as the highest value and granting rights priority and attitudes, developing abilities and aptitudes, creating conditions for self-realization. *The personality oriented approach* is based on the synthesis of psychological and pedagogical principles of functioning and development of students' personalities in secondary and high school. It reveals patterns of individual moral development in ontogenesis related to personal transformation and meaning of life values development. *The competence-based approach* provides education for students ready for practical action according to which they have to be prepared for constructive activities, changes in behaviour strategies, as well as to act being guided by their meaning of life values. The competence-based approach contributes to practical experience as

the ability to solve life problems, change circumstances and surrounding environment.

The application of these methodological approaches provides an opportunity to present the development of teenagers' meaning of life values as a system of scientifically based pedagogical actions and measures of the educational process in secondary and high schools.

*The theoretical concept* of the study makes assumptions and system concepts, underlying understanding of developing meaning of life values. At this level the analysis, synthesis and generalization of the researched facts are carried out, psychological mechanisms (self-knowledge, reflection, self-assessment, self-realization), functions (cognitive, axiological, meaning-making, life-creating, reflexive), structural components (cognitive, emotional and value, motivation, behavioral-praxical), criteria (cognitive, emotional and value, voluntary motivation, activity-behavioral), indicators, levels of development (active, constructive, dependent, passive).

*The practical concept* provides the introduction and pilot testing of educational training conditions for the development of teenagers' meaning of life values in modern society (humanization of educational environment, introduction of personality oriented educational technology for developing teenagers' meaning of life values in secondary and high school; appropriate use of active and interactive educational methods and forms; special teacher training for developing teenagers' meaning of life values in in secondary and high school). The mentioned above steps are implemented according to the content and methodological support and are gradually embodied in practice through the development and implementation of learner-oriented technologies, appropriate active and interactive educational methods and forms, special trainings for teacher, class supervisors and parents.

Applying these concepts gives the opportunity to introduce the development of teenagers' meaning of life values as a scientifically justified system of educational activities based of individual and age-specific principles for educational activities in secondary school within defined and tested pedagogical conditions.

The implementation of the concept is aimed at qualitative changes in approaches to the development of teenagers' meaning of life values, as well as the development of theoretical and methodological principles in extracurricular activities of general secondary education.

Addressing the development of teenagers' meaning of life values is aimed at preventing acedia (loss of life meaning), mismatch of ideals and real life, conflict of values, substitution of live meaning values with material well-being, pessimism, alienation, frustration, stress that are barriers to self-realization and life creativity.

Based on the theoretical analysis the concept of "meaning of life values" is clarified. It is defined as a system of generalized aspirations related to the individual life characterized with the spiritual and moral self-concept, self-search and appropriate lifestyle fulfilled through behavior, activities and communication.

Meaning of life values are a way of understanding one's own life and oneself being filled with meaning and realised in ideas about one's own purpose and meaning of existence. They motivate an individual to actions and activities but cannot be

obtained ready-made since they should be discovered in the course of life overcoming difficulties and obstacles.

It is proved that life aspirations of personality are an important element of the inner life, the target idea or driving factor in choosing meaning of life values. Performing motivational role life aspirations direct individuals' self-change and self-movement.

It is established that the choice of meaning of life values is determined by the individual's decision based on moral knowledge, experience, and ideas. The strategic decision is a vital individual choice, which determines the activity and direction of individual's self-development, the transformation of meanings, a certain life dissatisfaction and a desire for change. This choice reflects the ways and means of achieving the goal of life and the realization of meaning of values.

Meaning of life values are based on humanistic ethics and morality which are a priority in the education of the growing individual and determine the "meaning of life value as an education subject" of secondary and high school students as a result of interaction of all subjects of the educational process, activities aimed at humanistic thinking, significance meaning of life values (freedom, love, justice, dignity) in their lives, developing moral character, emotional and sensual spheres, introspection and reflection, freedom of choice, readiness for self-realization.

The pedagogical experiment was conducted on the basis of Cherkasy Institute of Teachers Postgraduate Education, Rivne Regional Institute of Postgraduate Pedagogical Education, Volodymyrets Secondary School of I-III degrees № 1 Volodymyrets District Council of Rivne Region; Korets comprehensive school of I-III degrees № 1 of Korets district council of Rivne region; Sarny secondary school of the second degree – economics and law lyceum "Leader" of Sarny district council of Rivne region; Velykoverbychanska comprehensive school of I-III degrees of Sarny district council of Rivne region, EC "Dominanta" of Kyiv, Svativka comprehensive school of I-III degrees № 6 of Svativka district council of Luhansk region.

According to the defined tasks at the end of the formative stage of the experiment we conducted a control stage. It was organized similarly to constituting stage which allowed to identify the effectiveness or inefficiency of introduced pedagogical conditions and methods for developing the meaning of life values of secondary and high school students. We used criteria and indicators described also in Section 4.1.

820 students were involved in the formative stage: the experimental group (EG) included 429 students (224 students of grades 5-6; 205 students of grades 7-9); the control group (CG) included 391 students (198 students of grades 5-6; 193 students of grades 7-9).

To identify the levels of developing meaning of life values of secondary and high school students we conducted surveys, questionnaires, interviews, ethical interviews, pedagogical observation, and so on. In assessing the effectiveness of developing teenagers' meaning of life values we relied on their ideas and opinions about the meaning of life, meaning of life values (freedom, love, justice, dignity),

understanding their life purposes, goals, programs, awareness of the importance of willpower, moral choice, etc.

In order to study changes in cognitive criteria, qualitative assessment of control sections showed significant changes in experimental groups at the end of the formative stage of the experiment, confirmed by justified and complete answers of 24.8% of secondary and high school students about the essence of meaning of life values; 38.9% of schoolchildren understand these concepts in a bit simplified way; 26.8% have fragmentary ideas, 9.5% could not reveal this concept.

In the control groups the results were worse. This is explained by the fact that appropriate educational activities were not conducted. So justified and correct answers on understanding the concepts of "meaningfulness" and "meaning of life values" were given only by 9.7% of participants; 15.5% gave correct but incomplete answers; 40.0% answers were not quite correct or fragmentary; 34.8% could not reveal the concept.

The conversations with the teenagers in EG and CG also differed. The experimental groups teenagers were willing to share their thoughts and give some examples based on their observations. The control groups teenagers answered with simple words "yes", "no", "I don't know", tried not to stand out with their answers, repeated the opinions of their classmates, appealed to the opinion of adults or collective experience. Teachers had to ask clarifying questions, additionally motivate, and activate the conversation.

Control tests also justified the fact that teenagers in EG expanded range of ideas about such meaning of life values as freedom, love, justice, dignity that contributed to the humanization of educational environment through introduction of various forms and methods of educational work.

If at the beginning of the experiment teenagers in CG and EG understood freedom as uncontrolled and unregulated living, the lack of any restrictions and even connivance, later the educational activities encouraged teenagers in experimental groups changed their idea in favour of others where freedom is first and foremost responsibility for action, taken and not taken decisions (24.9%), expression of creativity (21.2%), openness and self-transformation ability (15.6%), life choice (10.9%), the right for opinion and vital positions (10.2%), freedom always involves alternative or different options which can be chosen on the way to life goal (9.8%), creating oneself and one's own life (8.6 %).

Views on the dignity in EG also underwent changes: in the result of educational activities significant proportion of teenagers have understood dignity as a meaningful life value (32.8%). If at the beginning of the experiment teenagers characterized dignity as a social value, then at the end of the formative stage of the experiment noted its importance for each person, with such components as self-esteem (12.9%), the need for recognition (13.8%), positive self-acceptance (15.7%).

In addition, the study contributed to positive changes in students' attitudes towards themselves and their peers, reduced the level of conflicts in student groups and complaints on bullying. Most teens explain these changes with the following statements: they have grown (45.6%), have become smarter (26.7%), have changed their views on life and attitude to others (17.8%), have had an opportunity to look at

examples how teenagers are supposed to behave in modern society(12.4%), have mastered the new rules of behavior and are not going to abandon them (10.9%), have understood the unacceptability of humiliation or rudeness (7.8%).

It is also found out that teenagers' awareness of their own dignity brings satisfaction (6.5%), feeling of being a unique personality (5.9%), ability to remain a human being in any situation (4.5%) and helping others (3.2%). In control groups dignity is not considered as meaning of life value, 18.6% of teenagers have said that dignity is not meaningful for them.

The work contributed to a deeper understanding of love by students of secondary and high school of EG. In the course of discussion of literary works and films the students noted that due to the educational hours, trainings, counselling with teachers and psychologists they managed to overcome the problem of parents-child relations, to realize how much their parents love and appreciate them. "I thought that parents only do my remarks to annoy me, but it turned out that all they do in life it is for me" (Olena R.), "I thought that only little boys and girls can show love to their parents. When we role-played different situations, I behaved as usually, and it gave me the opportunity to realize that I was wrong. Now I see that parents can be the best friends and we are a team "(Roman N.). "I thought that friendship is fun only. Today you have some friends, tomorrow others. It's just for fun. No responsibilities and boredom. However, the training which I participated in became a real school of friendship for me. Now I know that friendship is not only fun, but also responsibility. We must love our friends with all our hearts. It is important to help friend when they need it" (Ruslan V.).

Most children consider justice as meaning of life value, any injustice experienced is quite painful. With teacher's observation, problem situations and role-playing games, we managed to establish that at the beginning of the experiment justice was more important for themselves though justice for others could be neglected. Different types of group work, counseling and appropriate corrective effects allowed to balance the situation and reconcile attitude to justice towards others.

Parents noted that their children tried to be objective in assessing the events, themselves or other people (21.4%), made attempts to build relationships with siblings on the principles of honesty and mutuality (17.9%), demanded for equal conditions (15.5%), admitted their mistakes (13.2%), offered their assistance in solving problems (8.2%), did not blame others (6.5%), always tried to be honest and truthful (3.2%).

The conducted experimental research work had a positive impact on the emotional and motivational sphere of EG secondary and high school students. Control tests showed the presence of persistent interest and desire of students in experimental groups to understand the meaning of life and their way of life to find their missions. In contrast to the students of the control groups dominated with selfish and conformist motives, the students of the experimental groups were mainly guided by humanistic motives in their moral choices and decisions.

Compared to the beginning of the experiment the number of EG students guided by the humanistic motives increased towards: friendship in relation to peers

(34.6%), love for parents (31.9%), siblings (30.5%), grandparents (28.9%), self-esteem (26.5%), the desire not only to defend justice for themselves but also for others (24.3%), the need to be useful to others (21.7%), the experience of joy for achieving other children and recognition of their merits (18.2%), gratitude to teachers for supporting and encouraging students to grow (17.8%), feeling responsible for the common result and giving up their own selfish aspirations (16.1%), trying to be objective in relation to themselves and others (10.2%).

A significant achievement in the experimental groups was overcoming life confusion, uncertainty and even crises of secondary and high school students. The interview with teenagers and their parents revealed the reasons, which included: excessive parental care, parents' desire to fully control the feelings and lives of their children, as well as class group pressure and the teenager's inability to be independent of peers, conflict of values between adults and teenagers.

The study of the causes and qualities of children and adults was carried out in the process of counseling, which was conducted both individually and for groups of teenagers or adults with similar problems. The use of a wide range of forms and methods of work, including art therapy, has helped teenagers and parents to solve problems effectively, actively use psychological reserves and personal potential.

Teachers and psychologists also focused on the problems associated with overestimated or underestimated self-esteem. Some activities were also conducted with teenagers who showed adequate self-esteem in some situations, while in others it was inadequate to some extent. It was important for teachers to identify the causes of inadequate self-esteem and teach teenagers to relate their abilities to the desired results. Positive changes in the experimental work occurred due to the development of an individual program for children, where step by step tasks were set and mechanisms for their solution were developed. Such programs allowed teenagers to overcome the problems associated with insecurity, previous failures, fear of the new confusion, frustration and show their ability to achieve results, succeed and experience moments of universal recognition for achievements.

Conducting business games "On the way to the goal", "Ready to overcome barriers" and pedagogical observation helped to identify changes in the criterion of motivation, to compare the activity of students at the beginning and the end of the experiment, their willingness to work on themselves to achieve the goal. The game included the definition of the main and secondary objectives, incremental development plan and strategy, and good knowledge of meaning of life values.

Analysis of the results of the game showed a high level of motivation for students to achieve life goals, the priority of meaning of life values. Students are well aware that the realization of the purpose of life requires significant willpower (76.3%), honesty (56.8%), constant work (45.2%), responsibility (38.9%), desire to live meaningful and interesting life (36.7%), formation of vital interests (34.2%), responsibility (31.5%), ability to adapt to life (28.9%), try to realize their best abilities (27.1%), not to be afraid of criticism (18.4%), to be ironic about oneself (17.5%), to be optimistic (16.8%), not to deviate from life goal due to temporary difficulties or failures (15.2%), to harden one's mind and body (10.8%), not to try to solve problems at someone else's expense (7.8%), to change strategies (7.6%), to



acquire new knowledge and skills (6.9%), to learn actively about the world (5.7%), to find like-minded people (4.8%), to yield to the insignificant for the sake of the main thing (4.2%), not to deceive (3.5%), not to stand on trifles (2.7%).

The work contributed not only to the development of teenagers' adequate assessment of their capabilities, abilities, life situation, but also self-control and self-correction, readiness for decisive action to achieve life goals. Secondary school students try to test themselves in various activities, while high school students have more or less clear ideas of what they want to achieve in life, and therefore their self-work is more organized, they are able to sacrifice their secondary interests, manage their character, be persistent and find the appropriate means.

However, today's teenagers need support, encouragement and understanding that require further relevant work. The most important indicators of developed Meaning of life values were teenagers' actions and behavior.

The data show a gap between control and experimental group on behavior indicators and demonstrate that students in grades 7-9 have the most significant behavior problems. This is due to the variability of life plans, risky behavior, which is a way of self-affirmation among peers, as well as age crises.

The problem was solved by involving teenagers in training, project activities, educational classes, group creative businesses, brain-rings, etc. However, in our opinion, the sustainable result achieved in the course of experimental work requires implementation in high school, where the problem remains relevant.

**Conclusion.** To sum up, in this research we substantiated methodological approaches (systemic, synergetic, axiological, humanistic, personality oriented, competence-based), revealed conceptual principles, and analysed good practices for developing teenagers' meaning of life values.

Since this study does not cover all aspects of solving the researched problem, we consider the scope of further research in developing meaning of life values in other age groups, applying new effective methods and relevant educational practices in a wider range of educational institutions.

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### **Заманауи жасөспірімдердің өмірлік мәні: теория мен тәжірибесі**

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Мақалада теория мен тәжірибедегі заманауи жасөспірімдердің өмірлік мәнді құндылықтары проблемасы көрсетілген. «Өмірлік мәнді құндылықтар» жеке тұлғаның өмірімен байланысты жалпыланған ұмтылыстар жүйесі ретінде түсіндіріледі. Олар дамыған түрде оның рухани-адамгершілік өзіндік тұжырымдамасын, өз мақсатын іздеуді және соған сәйкес мінез-құлықта, белсенділікте және қарым-қатынаста жүзеге асырылатын өмір салтын сипаттайды. Жасөспірімдердің өмірлік мәнді құндылықтарын тәрбиелеу тұжырымдамасына әдістемелік, теориялық және практикалық түсініктер кіреді. Қазіргі жасөспірімдердің өмірлік мәнді құндылықтарын тәрбиелеу үдерісі жүйелік, синергетикалық, аксиологиялық, гуманистік, жеке тұлғаға бағытталған, құзыреттілікке негізделген ғылыми тәсілдерге негізделген. Талдау, жалпылау, сауалнама, сұхбат, этикалық әңгіме, педагогикалық бақылау сияқты зерттеу әдістерін қолдану жасөспірімдерде өмірлік мәнің құндылықтарды тәрбиелеудегі өзгерістер және педагогикалық жағдайлардың, формалар мен артықшылықтарды, қолданылатын тәрбие әдістерді көрсетуге мүмкіндік берді.

*Түйін сөздер:* өмірлік мәнінің құндылықтар, өмірдің мәні, заманауи жасөспірімдер, ғылыми әдістер, тәрбиелеу тұжырымдамасы, тәрбиелеу тәжірибесі.

### **Смысложизненные ценности современных подростков: теория и практика**

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В статье освещается проблема смысложизненных ценностей современных подростков в теории и практике. «Смысложизненные ценности», трактуется как система обобщенных устремлений, связанных с жизнью личности, которые в развитой форме характеризуют ее духовно-нравственную Я-концепцию, поиск собственного предназначения и соответствующий стиль жизни, который реализуется в поведении, деятельности и общении. Концепция воспитания смысложизненных ценностей подростков включает методологический, теоретический и практический концепты. Процесс

воспитания смысложизненных ценностей современных подростков опирается на системный, синергетический, аксиологический, гуманистический, личностно ориентированный, компетентностный научные подходы. Были использованы такие методы исследования как анализ, обобщение, опросы, анкетирование, интервьюирование, этические беседы, педагогическое наблюдение, что позволило продемонстрировать изменения в воспитании смысложизненных ценностей у подростков и показать преимущества педагогических условий, использованных форм и методов воспитания.

*Ключевые слова:* смысложизненные ценности; смысл жизни; современные подростки; научные подходы; концепция воспитания; практика воспитания.

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**Білім берудің мәселелері мен келешегі**  
**Проблемы и перспективы образования**  
**Problems and prospects of education**

*IR STI 14.35.09*

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**DOI** .....

**DEVELOPMENT OF STUDENTS' CREATIVE THINKING SKILLS BY  
MEANS OF TRADITIONAL ART**

*Abstract*

Traditional art as a guarantee for the preservation of national foundations of the society, opposing its teaching potential to the crises of contemporary society and popular culture which contributes to the targeted person through the "language" of human emotions, the complexity and subtlety of expression, which is directly connected with the development of students' creative thinking skills. Until now, there has been no holistic view of traditional art as a factor in the development of students' creative thinking skills. The identification of potential of traditional art in the students' creative thinking skills development will create preconditions for further development of vocational and personal problems of the teacher's personality, who is able to examine and learn new information and adopt unconventional creative solutions, conceptual and factual understanding of the problem, undoubtedly, enrich pedagogical science with new knowledge of the essential characteristics of forms and methods of using the traditional art as a major factor in the development of students' creative thinking skills.

*Key words:* traditional art; creative thinking skills; development; students.

**Introduction.** The integration of Kazakhstan into the world educational community and its desire to take a worthy place among the highly educated countries presuppose an orientation towards international norms that meet the growing demands of society for the development of the creative abilities of an individual, which, in the wake of modern civilizational challenges, acquire the status of a global social order of the 21st century.

The upbringing of students as socially active members of society, responsible for the development and preservation of the spiritual values of the ethnos, with a high culture of interethnic communication, capable of building a constructive dialogue with representatives of other cultures, involves the development of their creative abilities by means of traditional art, in particular Kazakh traditional music. Due to the fact that the emotional and aesthetic impact of national music objectively carries an intellectual load it contributes to the formation of a students' system of spiritual and moral values. There is an aesthetic experience and, at the same time, the development of the creative abilities of the individual.

The process of development of the emotional sphere of a student is based on the relationship of moral and aesthetic assessments, which makes it possible to use national music practically as a pedagogical mean in the development of the creative abilities of an individual, understanding the relationship of cultures of different peoples. After all, from ancient times many nations had a striking unity of the goals of education and educational means, their traditional ideas of goodness, beauty and harmony coincided.

However, the huge educational potential of Kazakh national music in the conditions of university education often remains unrealized due to its underestimation as an effective form of art in the development of students' creative abilities. To a large extent, this is also facilitated by the intensive development of the entertainment industry in the media, in which folk music is presented more often in the form of a background, advertising, entertainment direction and as a result, creative development is pushed into the background – a person's advancement to true artistic values through comprehension of folk musical creativity.

The national musical culture of society is a distinctive phenomenon, including the prevailing genres, performing traditions, customs, folklore groups, contributing to the preservation of the spiritual wealth of the people, therefore, the national musical culture of society can exist only when there are people capable of preserving, relaying and creative development with personal national musical consciousness.

In the period of transition from the industrial to the post-industrial stage of development, when the role of knowledge and information is increasing, the enhancement of the value of the level of creative development of the personality determines its social status and life prospects. At the same time, a high level of creative development of citizens and the availability of opportunities for its implementation are the conditions for the successful functioning of the country.

While educating students to be responsible for development and preservation of the ethnicity's national spiritual values, able to build a constructive dialogue with representatives of other cultures, it makes it important to add to their creative development by means of the traditional music which we regard as an active force in the process of the creative development of a person.

Analysis of the researched problem has made it possible to state, that approaches to the national musical art shall be renewed, so as to a mean of creative development of the nation in the spirit of patriotism, civic and national consciousness; it also has shown, that no comprehensive scientific viewpoint of the

national art has been elaborated so far; neither specific methodological framework of the national art as a factor of creative development of a new type of teacher has been substantiated yet.

*The objective of this work* is to determine the national aspects of music education and upbringing of the younger generation that had been considered by scientists from different countries and substantiate content and capabilities of Kazakh folk music for the creative development of pedagogical universities' students in the Republic of Kazakhstan.

**Main body.** The national aspects of music education and upbringing of the younger generation have been considered by scientists from different countries for several centuries, while the ideas of the development of students creative thinking abilities by means of traditional art came into use of pedagogical science only at the turn of the 21st century.

The dependence of the progressive advancement of society on the level of its creative development is confirmed by numerous studies of domestic and foreign authors.

The general ideas of personal development by means of musical creativity were illuminated in ancient Turkic written heritage, in the works of the great scientists-encyclopedists Al-Farabi, Y. Balasaguni, M. Kashgari, A. Yassavi and others representatives of the Kazakh enlightenment – A. Kunanbaev, Ch. Valikhanov, I. Altynsarin and other figures of science and culture, who, realizing the importance of this problem, tried to solve it within the framework of their time. From a historical point of view the problem of national music education were considered in the works of S. Uzakbaeva, Sh. B. Kulmanova, R. Jerdimalieva and others.

As A.Toropova said, the preservation of the high development indicators inherent in early maturity are facilitated by mental activity, orientation towards further education, aspiration to acquire a profession [1]. The development of creative abilities at the student age is the central line of development and is associated with learning as the main activity of the student which in terms of awareness, arbitrariness, activity makes a number of requirements for the intellectual organization of a person in a given age period.

The impact of music on the person's creative development and on brain function was considered in the works of A.Toropova where author investigated music as a method of stimulation, aimed at awakening interest, surprise, curiosity, noting the positive influence of the music on student concentration, identified the possibilities of instrumental music in stimulating the imagination of listeners and developing their creative thinking and confirmed that music reduces psychological and emotional stress, contributes to focusing attention, helping students to achieve goals in mastering various skills. The researchers found that under the influence of music there is an improvement in short-term verbal memory, colors, names of geometric shapes, numbers. It also has shown that pictures are better remembered and visual perception is facilitated under the influence of music [2].

It was found that when music is perceived in the cerebral cortex, a complex functional system of interconnected activity focuses not only on sensory, but also on

associative frontal regions of the cortex, which allowed the author to conclude that music lessons allow you to rebuild the nature of intra-hemispheric and inter-hemispheric relations [3]. The results of the author's study showed that all children at the time of listening to music showed such factors as: a higher level of all inter-central connections in comparison with others; stronger hemispheric interactions in the anterior cortex, especially in the left hemisphere; a greater number of hemispheric asymmetric bonds.

American researchers X. Leng, G. Shaw believe that the human brain from the moment of birth is capable of perceiving music, and it is a kind of language that allows you to train some specific cognitive functions, expanding the use of these mechanisms to form other higher brain functions [4]. For example, the essence of the approach of P. Kaptelev lies in his conceptual idea, according to which universal and national principles are considered as organically interconnected and equally necessary in pedagogical theory and practice of education [5]. The dialogue of cultures is considered as a process of conscious interaction between two reflecting subjects, which are completely equal in terms of their ontological representation [6].

The peculiarity of the Kazakh musical culture is a dialogue with other cultures, their interconnections and the historical interdependence of the spiritual treasures of the East and West, i.e. dialogue is the leading principle of the worldview of the Kazakh people, the historical development of Kazakh folk art and the integration of various cultural traditions in a multinational state.

Scientists consider the national music as an object of ethnographic research. The subject of consideration in musical ethnography is the identification of local-historical and national-artistic features of folk songs and instrumental works. Art historians consider folk music as a national treasure, which provides inexhaustible material for professional work. The peculiarity of their work lies in the "immersion" in the artistic process. Thus, in the research of L. Burnakova and others, some aspects of the construction of musical speech (its melody, voice recognition, arrangement features), the specificity of the functioning of folklore, its forms and genres are studied [7].

In recent publications it has been noted that positively oriented ethnic self-awareness and ethnic identity are the basis of ethnic tolerance. Ethnic tolerance is based on a humanistic approach, based on the priority of universal human values, the development of respect for his people, for the society in which he lives [8-11].

**Research methods.** The following methods were used in the process of research: theoretical analysis and comparison of various scientific theories and approaches, review of the state programs and regulatory documents; questionnaire survey; content analysis; methods of modeling and planning; methods of statistical processing; development of own approaches for comprehensive understanding of key concepts; we have elaborated academic support of educational process oriented to the creative development of pedagogic universities' students by means of folk music.

**Research results.** Expanding the boundaries of cultural and ideological pluralism while preserving the original national culture, including the unique musical heritage of the ethnic group, contributes to the formation of a culture of

perception of the surrounding world in a person through the language of music and musical activity.

In this regard, in our study, issues related to the development of the creative abilities of an individual by means of national music, forms and methods of its effective use in the system of higher pedagogical education have acquired particular relevance.

Here are some results of the study of the process of development of the creative abilities of future teachers by means of national music, carried out on the basis of Music Education Departments at Abai Kazakh National Pedagogical University and Marmara University (Istanbul, Turkey). The successful development of the creative abilities of future specialists by means of national music is possible when certain social and pedagogical conditions are created. We identified the following conditions for the development of students by means of national music:

- organization of dialogical interaction of subjects of the educational process;
- motivation of students for the creative development by means of Kazakh national music (focus on the use of heuristic methods: empathy, associations, semantic vision, imaginative vision);

The most productive in terms of the emotional saturation of the classes were the elements of competition, mutual control of students, which we included in the course of their creative development by means of national music; along with individual lessons, traditional in music education, we also used collective forms of work.

Classes in the course "*Methods of Music Education*", organized through games, based on the method of "brainstorming" allowed to show students' confidence in their creative abilities, volitional manifestations, the ability to express their point of view enthusiastically and creatively. Unlike other disciplines, this discipline is aimed at the formation of a professional and pedagogical position of the future music teacher, who is able to achieve pedagogical tasks with artistic and performing means.

We assumed that the sustainability of interest in creative development by means of national music will contribute to situations in which fantasy and imagination are manifested to a greater extent, and tasks will cause positive emotional reactions. To stimulate interest in self-expression and realize the potential of national music in the development of students' creative thinking skills the activities were organized by means of a game, where the leading method was the method of "focal objects", while the process of intellectual development was in the nature of a reflexive semantic search dialogue. So, third-year students were invited to present their interpretation of Kazakh musical work. It was necessary to select several random objects and by finding and attaching their features to the "focal" object (national pieces of music) to present their versions of their interpretation.

We have defined an algorithm for the game, which included: development of a scenario, determination of the structure of the game and its timeframe, distribution of students into groups based on the free choice of a role position ("interpreters-inventors", "commission for approval of ideas"); putting forward ideas (collecting

all proposals; discussing them, formulating conclusions and presenting them for general discussion; discussing the results, defending their proposals, summarizing.

To demonstrate the method of focal objects when interpreting a musical work, we proposed to consider the Kazakh folk song "*Karatorgai*" as a "focal" object. During the experiment, five random objects were selected based on the use of a spelling dictionary and a random number generator (a group of three numbers defining the page, column number and word number in the column). The resulting five words, (for example, a cloud, a chair, a computer, a bead, a screwdriver), the students had to describe by some criteria: *a cloud* – airy, light; *chair* – comfortable, soft; *computer* – thin, multifunctional; *beads* – bright, colorful; *screwdriver* – iron, strong.

By combining the focal object (Kazakh folk song "Karatorgay") with the features of random objects, the students offered various options. So, the student Saule K. suggested the performance of the verses of the song with different "colors" (varied in character and mood, tempo, dynamics, timbre, etc.), with a "transparent" or "condensed" texture, sounding soulfully, melodiously, contemplatively .

The use of the method of focal objects at the basis of the game situation allowed the students to come to the conclusion that the use of the heuristic method allows creating various variants of the sound of a piece based on the combination of features of random objects, i.e. to create their own interpretations of works, which contributed to the intellectual and creative development of the future specialist, his skills and abilities of independent work, making non-standard decisions, going beyond the normative framework of activity and thinking; reflection of one's activity, awareness of its effectiveness and appropriateness, accumulation of experience in creatively transforming intellectual activity.

Taking into account the peculiarities of music education, in individual lessons, we took into account the psychological and physiological barriers to the impact of national music: the emotional insensitivity of some students to it, which is explained by both information satiety, intellectual and physical overwork, and the underdevelopment of spiritual needs, imagination. In such situations, a special emotional background of the classes was important, requiring a delicate relationship between the teacher and the student; disposition of a teacher to students, creating a comfortable psychological background for mutual assistance, performing and pedagogical demonstration, avoiding overloads. Emotional expressiveness was achieved due to intonation means, expressiveness of the teacher, emotional "coloring" of speech (comparisons, hyperbola, metaphors). Since communication in the process of musical training is often individual in nature, a special developmental role is played by the atmosphere of trust, warm creative contact, the liberating personality of the student, giving him confidence in his abilities.

Striving to establish interrelationships between different types of arts, in individual Piano lessons we guided students to the fact that the disclosure of musical images can be carried out by means of not only music, but also poetry, literature, painting. In particular, paintings by A. Kasteev, M. Kenbaev, poems by M. Makataev, B. Tazhibaev helped to penetrate the creative idea of N. Mendygaliev ("*The Legend of the Dombra*"), L. Hamidi ("*Bulbul*"), Kurmangazy ("*Sary-Arka* ").



As a result of the complex impact of works of various types of art, students developed subtle observation, impressionability, imagination.

As a result of using the method of associations, the method of semantic vision, by establishing relationships between music, painting, poetry, identifying their semantic meanings, students accumulated experience of creatively transforming activities, acquired the necessary knowledge about heuristic methods and their potential in development of students' creative thinking abilities.

Turning to the specifics of musical perception, students came to the conclusion that, in contrast to the usual perception of an object, which is a sensory reflection of an object or phenomenon of objective reality, the specificity of musical perception is associated with the disclosure of the system of meanings and meanings inherent in the composer. Emotionality, experiencing the beauty of an artistic image, feelings and thoughts prompted by national music is the main property, the essence of its full-fledged perception. The process of co-creation between the listener and the national composer, empathy with the images and internal recreation of the content of the work by the listener through understanding how the author achieves this effect is a creative process of comprehending a musical work, based on existing ideas, worldview ideas, tastes. Most researchers note that the perception of music is associated with creative imagination, thinking, associations, figurative memory, manifestations of temperament, etc. In this complex process, it is difficult to indicate the line where figurative-emotional comprehension ends and the intellectual work of consciousness begins.

The focus on semantic search creative activity, revealing the mechanisms of conscious perception of national music, including both an emotional attitude towards it and its comprehension, in the process of students' comprehension of its content was considered by us through the category of "understanding". Perception as a creative comprehension of a national musical work as a text of culture, its reading from the position of musical-linguistic, genre, stylistic and spiritual-value principles. A national musical work is perceived by students integrally, but at the same time they must recognize the expressiveness of individual elements of musical speech.

At the semantic search stage, there was a selection of the necessary means of musical expression, contributing to the creation of a certain image of a national musical work. Further, the search for meaning was enriched with meaningfulness aimed at "completing" the missing elements, which were the means of musical expressiveness, allocated by students when perceiving national music on the basis of emerging associations. At the stage of meaning-making, a new text was created on the basis of the method of analogies, integrating the means of different types of art (musical, artistic, choreographic, etc.).

Awareness of the means of musical expression developed the creative imagination, fantasy, thinking of students, enriching through their personal attitude and life experience. Of particular interest was the method "Interpretation", which we used with the aim of students discussing the titles of the work invented by them, which contributed to the realization of the polysemy of the artistic image. For example, when discussing the work "Morning of the Motherland" for piano and orchestra by S. Yerkimbekov, students suggested the following names: "Mangilik

El", "Hymn to the native nature", etc. Such perception depends not only on auditory activity, but to a greater extent is determined by the ability to associate music with certain phenomena of the surrounding life, images, moods, i.e. life experience of students.

The idea of interconnection of national music with various types of arts, in particular with pictorial, is of pedagogical significance, since stimulates the artistic and creative activity of the teacher and students in the "translation" of the language of music into the language of painting. Musical language is a historically developing system of musical speech means, which includes a number of levels: elementary phonetic (musical sound), morphological (pitch ratios, harmony, rhythm), syntactic (motive, phrase, sentence, period), formal compositional. Painting, like music, has its own "language", their connection is manifested both at the level of fundamental aesthetic categories (artistic image, emotionality, genre, style, creativity, image, imagination, fantasy, composition, etc.), and in terms of detailed development of individual works (form, content, color, timbre, concept, author, nuances, etc.).

**Conclusion.** The pedagogical capabilities of the Kazakh traditional Art are that its development contributes to: mastering the intonational and rhythmic stereotypes bearing national identity, the formation of: ethnomusical consciousness, including passion for folk music, emotional and value experience of experiences, taste, ability to assess and others, needs for ethnomusical activity; development of: skills and abilities that determine the readiness for performing and creative activities in line with the national musical tradition, creative imagination, musical memory; education in the spirit of interethnic tolerance and respect for the ethnomusical values of one's own and other peoples, awakening the emotional sphere, moral and patriotic qualities of the personality of the future teacher.

The study revealed the necessary pedagogical conditions that contribute to the development of students' creative thinking skills: organization of dialogical interaction of subjects of the educational process; motivation of students for the creative development by means of Kazakh national music (focus on the use of heuristic methods: empathy, associations, semantic vision, imaginative vision).

Categories such as: line, paint, color, color, rhythm, space, volume, composition in the visual arts can be correlated with the categories: melody, harmony, harmony, metro rhythm, composition, which are specific musical categories. With a skillful approach of the teacher, each element of musical expressiveness can be correlated with elements of an artistic-figurative language, for example, when drawing a small excerpt from sounding national music, which allows you to focus on one musical thought and adequately display it in an artistic form.

Thus, the creation of conditions for the development of students' creative abilities by means of national music allows organizing dialogical interaction of subjects of the educational process, motivating students to creatively mastering national music, creating an artistic and creative psychological climate, realizing the principles of subjectivity of students' experience, their personal participation, emotional uplift, contributing to the accumulation of experience in creative and transformative activities.

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### Студенттердің дәстүрлі өнер арқылы шығармашылық қабілеттерін дамыту

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### Аңдатпа

Елімізде өскелең ұрпақты жалпыадамзаттық құндылықтар мен өмірдің қарапайым ақиқаты негізінде, ұрпақтан ұрпаққа мирас болған ұлттық рухани-мәдени мұралар мен баға жетпес халық даналықтары үлгілерінде шығармашылық дамуы мәселесі қолға алынып отырғаны мәлім. Түркітілдес мәдениеттің көркемдік эстетикасы – қоршаған орта мен адамның ішкі үйлесімділік идеясы оның өнегелі өміріне оң әсер ететін рухани даму критерийі. Дәстүрлі өнердің тәлімдік негізі, мәні мен мазмұны тұлғаның шығармашылық дамуында маңызды құралдардың бірі болып табылады. Оны жүйелі меңгеру мен сақтау, дамыту мен өмір жағдайларында тиімді пайдалану жеке тұлғаның көзқарастарын қалыптастырады және жаһандану жағдайында өзіндік болмысын сақтап қалу мен шығармашылық дамытуға септігін тигізеді. Осы жұмыстың көлеміндегі дәстүрлі өнерінің болашақ мамандардың шығармашылық дамуындағы кейбір әдістемелік бағыттарының анықталуы; дәстүрлі өнер мазмұнының жеке тұлға дамуындағы тиімді әдіс-тәсілдерінің жүйеленуі оның теориялық маңыздылығын дәлелдейді.

*Түйін сөздер:* дәстүрлі өнер; шығармашылық дамуы; студенттер.

### Развитие творческих способностей студентов средствами традиционного искусства

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### *Аннотация*

Образование, определяя качество главного геостратегического ресурса – творческого потенциала страны, является ведущим фактором развития общества. Художественная эстетика тюркоязычной культуры является критерием духовного развития, в котором идея гармонии с окружающей действительностью и внутренняя гармония человека оказывают положительное влияние на его нравственную жизнь. Взаимодействие этического и эстетического наряду с тюркской картиной мира создало уникальный культурный пласт, сформировавший традиционное тюркоязычное искусство. Противодействуя своим педагогическим потенциалом кризисным явлениям современного общества и массовой культуры, оно способствует целенаправленному воздействию на формирующуюся личность посредством «языка» человеческих чувств, сложности и утонченности выражения, что напрямую связано с развитием творческих способностей студентов. Определение эффективных форм и методов развития творческих способностей студентов создает предпосылки для дальнейшей разработки проблем профессионально-личностного развития личности специалиста, способного к поиску и освоению новой информации и принятию нестандартных творческих решений в современных условиях, обогащает педагогическую науку новым знанием существенных характеристик национального традиционного искусства как важнейшего фактора духовного обновления общества.

*Ключевые слова:* традиционное искусство; развитие творческих способностей; студенты

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**DOI** .....

## **PROFESSIONAL TRAINING OF PHYSICAL CULTURE TEACHERS FOR SPORTS WORK**

### *Abstract*

The article presents the generalized results of research on the formation of professional preparation of future physical education teachers for organizing sports events in the context of the leading trends in the development of physical-pedagogical education and physical education in the framework of extracurricular sports activity. The content of education is enriched with new methodological skills, the development of the ability to operate with information, the creative solution of problems of science and pedagogical practice with an emphasis on the individualization of educational programs, the role of pedagogical science in the creation of educational technologies that are adequate to the level of public knowledge. Updating the content of education and teaching technologies, the emergence of many problems in improving the quality of teaching physical education lessons, the development of extracurricular sports and the management of the process of physical education require the restructuring of the education system, the improvement of which ultimately depends on the level of professional training of teachers.

*Key word:* physical education; sport activity; preparation of future physical education teachers; teacher's professional preparation.

**Introduction.** The current stage in the development of education makes increased demands on the special professional and pedagogical training of future teachers of physical culture in secondary schools. At present, the most important task of the process of training a teacher of physical culture should be considered the formation of a high level of his professionalism, readiness to solve complex pedagogical problems associated with the training, education and health improvement of schoolchildren [1].

Physical culture is an important part of the culture of a society, the whole set of its achievements in the creation and rational use of special means, methods and conditions for directed physical improvement of a person.

Physical education is a type of education, the specificity of which is the teaching of movement (motor actions) and education (development management) of human physical qualities. Physical culture and sports are a powerful health-improving factor, a means of increasing a person's physical capabilities, solving many socio-economic issues: uniting society, distracting young people from addictions, preventing diseases, improving the quality of life and its duration. Analysis of the development of sports in our country and other countries of the world (USA, Great Britain, etc.) shows that the active position of the population in relation to sports is formed due to the good propaganda of the Mass Media. The popularization of sports depends on the mass media, primarily television, and physical culture and sports are considered an integral part of the culture of life. Over the past decades, scientific and information resources in the field of physical culture and sports began to occupy leading positions in importance. International experts, these resources are divided into two categories - promotion of a healthy lifestyle and informational and scientific support for the work of a coach and other sports personnel. Such a subdivision is reflected in the activities of the leading sports scientific and information organizations [2].

**The main body.** Today, the content of education is enriched with new methodological skills, the development of the ability to operate with information, the creative solution of problems of science and pedagogical practice with an emphasis on the individualization of educational programs, the role of pedagogical science in the creation of educational technologies that are adequate to the level of public knowledge [3]. Updating the content of education and teaching technologies, the emergence of many problems in improving the quality of teaching physical education lessons, the development of extracurricular sports and the management of the process of physical education require the restructuring of the education system, the improvement of which ultimately depends on the level of professional training of teachers. This arouses great interest on the part of pedagogical science. At the same time, the problem of the formation and development of the individual, as a person with an active life position, capable of showing initiative and independence, acquires special relevance. Proceeding from this, modern scientists in the field of pedagogy are reconsidering their views on the organization of a new educational

process, looking for new methodological approaches to the study of pedagogical processes in order to determine the optimal ways of influencing the personality [4].

The Concept for the Development of Education of the Republic of Kazakhstan for 2020-2025 says: «Modern transformations in society, new strategic guidelines in economic development, openness of society, its rapid informatization and dynamism have radically changed the requirements for education. The educational systems of most of the leading countries of the world have responded to these challenges by basing the goals, content and technologies of education on the results expected from it. The main goal of education is not a simple set of knowledge, skills and abilities, but based on them personal, social and professional competence – the ability to independently obtain, analyze and effectively use information, the ability to live and work rationally and effectively. in a rapidly changing world” [5, P.??].

A comprehensive analysis of scientific and pedagogical literature shows that even an integral pedagogical system with its inherent content, organizational forms and means of teaching and upbringing cannot cover the multifaceted interaction of a student with the environment during schooling, especially since this is impossible at the level of subject teaching. This is due to the fact that the teacher does not have the ability to influence those properties of the student's personality that contribute to the development of the entire system of personal formations to the level of self-improvement [6]. At present, the theoretical models of the pedagogical process have not been sufficiently developed, which have a significant impact on the increase in the activity of the individual in the conditions of sports activity. The concept of the complex influence of the pedagogical process on the student's personality and the methodology of the formation of students' sports activity with the use of pedagogical means in the organization of the process of teaching physical culture and sports at the appropriate level have not been developed.

In connection with the above, the greatest relevance in the current conditions is acquiring the solution of these problems, both in theoretical and didactic-pedagogical terms. To solve the existing problems, a purposeful scientific research is needed, connected with the study of the characteristics of training future physical culture teachers for the process of forming fundamental personality traits in students, such as sports activity, through which learning is successfully developed [7]. On the other hand, in order for a modern school graduate not to get confused and not "survive" in the new socio-economic conditions that have arisen in society, the school must prepare him for active physical activity. Unfortunately, at present, teachers themselves are not ready for decades to change the principles and methods of physical education of schoolchildren at school. In this regard, high-quality teacher training is required in the context of professional higher education, taking into account the new realities that have developed in society.

Trends in the development of modern society determine the need to rethink the role of education, as well as the development of new approaches in it. Modern pedagogical science states that a new concept of education of the 21st century is being developed through the prism of improving the culture of the teacher's personality, which should include a set of knowledge, skills and, most importantly, cultural and moral values accumulated by mankind, which are necessary for the

formation and development of a competent personality. her professional maturity [8]. Thus, it becomes obvious that the most important task of ensuring the entry of a teacher into the world of professional activity, his productive functioning in this world predetermines the need to raise the issue of providing education with a more holistic personal and socially integrated result. As a general definition of such a complex socio-personal-behavioral phenomenon as a result of vocational education in the aggregate of motivational-value, cognitive, activity components, the concept of «competence» is used, which includes the teacher's readiness to implement basic professional tasks [9].

Considering the theoretical aspects of training physical education teachers in the context of vocational education (universities, institutes, academies, colleges, etc.) In general, it is necessary to study an important direction - preparation for the organization of out-of-school sports events for educational and educational institutions. preparatory work. The analysis of theoretical publications on the problems of teacher training, as well as the study of its practical implementation in the conditions of the university and school showed that until now there is a unified methodology for preparing future physical culture teachers for out-of-school sports work has not been created and is not implemented, which suggests a sports orientation of the organization of out-of-class activities sports at school. In this regard, it is extremely important to build such a methodology that, along with equipping future physical culture teachers with professional knowledge, in the conditions of professional training would provide a theory and methodology for the formation of students' sports activity, and would also make it possible to develop an adequate system of didactic means for its implementation in conditions university teaching practice [10].

Sport is an activity that took shape (mainly in the field of physical culture) in the form of competitions directly aimed at demonstrating achievements in it, becoming a unified way of identifying, comparing and objectively assessing certain human capabilities: forces, abilities, abilities to skillfully use them to achieve competitive goals. In a broad sense, sport covers competitive activity, special training for it, as well as special interhuman relations and norms of behavior that develop on the basis of this activity [11; 12].

Competitions allow solving pedagogical, sports-methodological and socio-political problems. During sports competitions, the same pedagogical tasks are solved as in physical culture and sports in general - increasing physical, technical, tactical, mental and theoretical readiness. One of the most important functions of physical education and sports teachers is to prepare students for participation in sports competitions [13, 14]. It is necessary to develop the sports movement as a social direction, which is based on the introduction to sports, its distribution and development in society. The training of an athlete is the expedient use of the entire complex of factors (means, methods, conditions) that allow to directly influence the development of an athlete and ensure the necessary degree of his readiness for sports achievements. A modern physical education teacher must have knowledge and skills in organizing sports training, i.e. preparing his students for sports, built in the form of a system of exercises and representing, in fact, a pedagogically organized process

of managing an athlete's development. The complex of important professional competencies of a physical culture teacher should include not only psychological and pedagogical, but also coaching [15].

In the course of the study, an elective course «Pedagogical foundations of sports work» was developed for future physical culture teachers based on modular technology in the amount of 2 credits (15 lecture hours, 15 practical lessons and 30 hours of independent student work). As part of the experimental work on the formation of the professional readiness of future physical culture teachers for the organization of sports work, the dynamics of the level of their readiness to organize sports events under the influence of this special course was studied. Let us present the results obtained in the form of table 1.

Table 1

**The results of diagnostics of the level of professional readiness of physical culture teachers for sports events**

The levels of professional readiness of physical education teachers to organize sports events.	Indicators of levels before the experiment with the introduction of an elective course.	Level indicators after the experiment with the introduction of an elective course.
low	47,2%	12,1%
average	32,7%	51,6%
high	20,1%	36,3%

**Conclusion.** According to the obtained data, it can be seen that under the influence of the elective course "Pedagogical foundations of sports work" the level of professional readiness of future physical culture teachers to organize sports events has significantly improved.

Thus, the professional training of teachers of physical education for secondary schools should ensure the competence of graduates of this direction. A competent teacher of physical education is a specialist who owns the basics of physical education as a personally and professionally significant quality that ensures effective rational interaction with all participants in the educational process and the corresponding information environment.

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#### Дене шынықтыру мұғалімдерінің спорттық жұмысқа кәсіби дайындау

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#### *Аңдатпа*

Мақалада сыныптан тыс спорт жұмысы аясында дене шынықтыру-педагогикалық білім беру мен дене тәрбиесінің дамуының жетекші үрдістерімен контекстінде болашақ дене шынықтыру мұғалімдерінің спорттық іс-шараларды ұйымдастыруға кәсіби дайындығын қалыптастыру бойынша зерттеудің қорытылған нәтижелері берілген. Білім беру мазмұны жаңа іс жүргізу дағдыларымен, ақпаратпен жұмыс істеу қабілетін дамытумен, білім беру бағдарламаларын дараландыруға және білім беру технологияларын құрудағы педагогикалық ғылымның рөліне бас назар аудара отырып, ғылым мен педагогикалық практика мәселелерін шығармашылық шешумен байытылады. Білім беру мазмұны мен оқыту технологияларын жаңарту, дене шынықтыру сабақтарын оқыту сапасын арттыруда көптеген проблемалардың туындауы, сыныптан тыс спорттық іс-шараларды дамыту және дене шынықтыру процесін басқару білім беру жүйесін қайта құруды талап етеді, оны жетілдіру мұғалімдердің кәсіби дайындық деңгейіне байланысты болады.

*Түйінді сөздер:* дене шынықтыру; дене тәрбиесі; спорт жұмысы; дене тәрбиесі мұғалімдерінің дайындығы; педагогтың кәсіби дайындығы.

#### Профессиональная подготовка учителей физической культуры к спортивной работе

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*Аннотация*

В статье представлены обобщенные результаты исследования по формированию профессиональной готовности будущих учителей физической культуры к организации спортивных мероприятий в контексте с ведущими тенденциями развития физкультурно-педагогического образования и физического воспитания в рамках внеклассной спортивной работы. Содержание образования обогащается новыми процессуальными умениями, развитием способностей оперировать информацией, творческим решением проблем науки и педагогической практики с акцентом на индивидуализацию образовательных программ и роль педагогической науки в создании технологий обучения, адекватных уровню общественного знания. Обновление содержания образования и технологий обучения, возникновение множества проблем в повышении качества преподавания уроков физической культуры, развитие внеклассной спортивной деятельности и управление процессом физического воспитания требуют перестройки образовательной системы, совершенствование которой зависит от уровня профессиональной подготовки учителей.

*Ключевые слова:* физическая культура; физическое образование; спортивная работа; подготовка учителей физической культуры; профессиональная готовность педагога.

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**THE WORLD OF CHILDREN'S BOOK: THE STUDY ILLUSTRATION AS  
A PATH OF KNOWLEDGE**

*Abstract*

The article is devoted to the study of the role of illustration in a children's book, where the latter is considered as a visual way for a child to learn the content of the text. The author, considering the development of illustration in historical retrospect, tries to highlight its features and specifics, which changed from era to era, covering more and more new styles, new directions, new artists. At the same time, the author, based on the analysis of scientific literature, comes to the conclusion that the illustration for children is as important as the text of the book itself, and for younger children it is even more important than the text. Illustration in a children's book, whether educational or artistic, is always a kind of visual path of knowledge, which is undoubtedly included in the system of cultural universals. And here, the task of the illustrator is to dynamically expand the knowledge of children and adolescents obtained through the book. It is clear that the introduction of modern children to reading, which in the digital era - the era of the craze for gadgets is becoming especially relevant, where an important role is played by illustration, its quality and skill of execution, the power of attraction. The author is sure that the illustration not only interprets

the text, but also enriches it in its visual images, and here the artist shows his attitude to the text, develops or complements the thoughts of the writer or poet, enriching the text with visual images.

*Key words:* illustration; children's book; artist; drawing; artistic images; literature.

**Introduction.** There is no doubt that the art of book illustration is an independent form of visual art. This is evidenced by a number of specific properties inherent in it, and its distinctive features.

Some theorists of book illustration at the beginning of the twentieth century saw the specifics of illustration only in the technique of its execution. They excessively inflated the role of the material that serves to create and reproduce drawings, greatly exaggerated the importance of the interaction of a graphic image, a paper book sheet and a typeset font.

Today, the vision of illustration in a children's book has changed. Achieving the message (text) for any author of a book, and even more so for an illustrator, is quite a difficult task, which is especially difficult for children. After all, it is at this age that an illustration can be used in a children's book to literally replace a large number of words. It is the illustrations in the children's book that have several functions, including the expansion and development of the plot. In this way, such foreign scientists as: Brookshire J., Scharff L. & Moses L. [1], consider the role of illustration in a children's book. Tunnell Michael O. and James S. Jacobs [2], Serafini Frank [3], Grennan Simon [4], Field Hannah [5], Todorova, Marija [6], Mbuvi Amanda Beckenstein [7], Yu. I. Harutyunyan [8] and many others.

In this article, we will try to reveal the modern view of the world of children's books and present illustration as a visual path of knowledge, having initially made a brief historical excursion to the history of children's illustration.

**The main body. To the history of children's illustration.** In this paper, we do not have the opportunity to dwell on the review of such a huge path that has been traversed by children's illustration, for its entire existence. We will only note that all the currents, milestones and results of the search in book illustration in the past have always been in some connection with engraving.

So, in the XVII-XVIII century, copper engraving and etching were replaced by woodcuts, and in the XIX century, wood engraving gave way to metal engraving. All these changes and fluctuations were certainly reflected in the appearance of the book, and depending on these changes, there was always an alternation of the dawn and decline of book art in the world context.

German book literature, the most extensive and diverse, throughout the entire nineteenth century, to a greater or lesser extent, by the qualitative or quantitative onslaught of its products, affected all European literature.

At the turn of the XIX century, the Germans had a major national artist Khodovsky. The most valuable contribution to children's literature is 96 illustrated pages to the "Encyclopedia of Children's Reading" by Bazedov. This three-volume edition, in addition to its high artistic merits, is a classic example of an ideal collaboration between the author and the illustrator.

Later, since 1860, a galaxy of remarkable illustrators – A. Menzel, L. Richter and Moritz Schwind has been put forward. Moretz was one of the first to use the

then new lithographic method of reproduction. Of his works intended for children – 13 lithographs for the "Life of Luther" and 40 unpublished pictures, executed by the famous artist for his nephew. Unfortunately, Menzel's historical illustrations are not easily understood by children [9, P. 234].

L. Richter was, by vocation, a children's illustrator. He performed a huge number of drawings for fairy tales, songs and poems, in which various scenes of folk fairy-tale fantasy and subtle poetic flair are captured with remarkable grace. In addition to book illustrations, he executed a number of sheets in the famous edition of "Munchener Bilderbogen".

In 1945, a book appeared on the German book market, which had an exceptional and instructive fate. It was a «Der Struwwelpeter» (stepka-rastepka) Heinrich Hoffmann. The story of this book is as follows: On Christmas Eve, 1844. Dr. Heinrich Hoffmann went to a bookstore to buy his three-year-old son a picture book. Everything that was offered to Hoffmann seemed to him so boring, dry and insipid that he decided to buy a clean notebook and wrote and illustrated the funny scenes that made him famous. There was no random luck. Goffman was a pediatric physician. When he visited his little patients, he always had in reserve or invented all sorts of humorous stories in relation to the circumstances, with the sole purpose of gaining the trust and favor of the sick child. This is what historians with appropriate illustrations included in the famous book, which, as we see, was not intended for printing.

The huge success of "Stepka" among the children close to the author forced Goffman to give in to the insistence of friends and agreed to publish the book. Its success was unprecedented, worldwide. Already in 1876, the hundredth German edition was published. "Stepka" was published all over Europe. Heinrich Hoffman, after his first success, made several more books and wrote many texts for illustrations by O. Pletsch. Of these, only "The Nutcracker" deserves mention, in which the illustrations, perhaps, surpass in their artistry the picture from "Stepka".

Goffman gives us a vivid example of how to approach a child, how important it is to be imbued with his intimate interests, and how generously children pay for every grain of sincere, heartfelt attention. As proof, we can refer to the fact that it, the only one of the countless children's illustrations, is always embedded in the memory, it is the only one that does not cease to be entertaining [10, P.14].

Since 1860, Oscar Pletsch has been Working in the field of children's illustration. The merits of his numerous illustrations, in addition to an excellent, graceful drawing, include his knowledge of German life, especially the domestic structure of an average German family, his acquaintance with contemporary pedagogical views, his sincere humor. It is precisely because of Pletch's network connection with the obsolete life and ideology of the German bourgeois-philistine class that he, more than other illustrators, has lost interest for our time.

Of the humorous illustrators, the most popular in Germany, and perhaps throughout Europe, was Wilhelm Busch. A great draftsman, inexhaustible inventor, he knows no equal in this genre. And of course Goffmann is inferior to him in skill. However, we think that Bush is over-sharpening his humor, falling into caricaturism,

and are willing to prefer the more cordial, good-natured Goffman and Lothar Macedonian.

Later artists a prominent place must be given to the Lothar Macedonian. He made a lot of folding screens made of cardboard, funny books-toys with moving parts, decorative and poetic, in which the artist sought to spiritualize the dead nature and solve decorative and graphic problems. The great charm of Lothar Macedonian lies in his sound poise, in the sobriety of his genre sense, in the practical ingenuity of his techniques.

Researchers [3; 4; 11] note that the 90s bring with them a sharp change. In connection with the new pedagogical currents, the revival of the German book begins. Cultural publishing houses are founded, setting themselves serious cultural and pedagogical tasks and attracting young personnel and fresh talents to cooperation. The average level of German children's books is rising, and the editorial work of publishing houses is becoming more systematic and principled.

The Gerlach Publishing House (Vienna) in its children's library has published "Tales of the Brothers Grimm", "Song of the Nibelungs" and many other elegant small volumes. Buchverlag der Jugendbatter (Munich) provides an interesting series of small but full-length books edited by renowned writer Genrich Wolgats. The appearance of these editions reveals the desire to achieve a possible combination of decorativeness, portability and low cost.

The Dietrich Publishing House (Munich) deserves to be noted as an innovator in the experimental development of illustrative material. The publishing house has a special reading room where children get acquainted with books prepared for printing, and the publishing house records and takes into account children's impressions.

Several prominent French artists have profoundly influenced illustrative art. First of all, let us name Bertal, from whose book the children had "Masha-Razinya" and "Gosha-Long Hands" (M. Wolf's publishing house). These books have become popular with children.

Of the numerous works of Bertal, his illustration for Goffman's Nutcracker is considered an artistic pearl. Sufficient recognition of their dignity can be considered the fact that in the last years of heightened Franco-German enmity the best German edition came out with drawings by Bertal.

The brilliant draftsman Granville is familiar to children from the illustrations for "Robinson Cruz", which were recently reproduced in the edition of "World Literature", and Gustav Dore for the drawing for "Don Quixote" and "Gulliver".

B. Rabier, a subtle humorist and an excellent animalist, has had tremendous success with children. His drawings have appeared in publications around the world more than once. There is reason to believe that the Soviet Illustrator V. Carrick borrowed the illustrative style from him.

Of the illustrators for little ones, it is also necessary to mention Delave, Joba and Pencil. But, the most indispensable French illustrator is undoubtedly Boutet de Montval. Like no one else, he knew how to combine a realistic drawing with a spectacular conventional decorative effect.

His «Jean d'Arc» and «Songs of France for French children» represent the pinnacle of illustrative art.

Since the 1960s, the influence of English illustrators on European graphics has grown to such an extent. Among the English illustrators, we note first of all Krikshenka. His illustrations to the fairy tales of the Brothers Grimm (1826), as well as to the works of Charles Dickens, surpass almost everything that appeared before him in English children's literature.

The works of John Tonniel are of outstanding importance, of which his illustrations for the famous novels by Lewis Carroll "Alice in Wonderland" and "Alice Through the Looking Glass" are especially popular.

But the true revival of the baby book in England is due to the names of three artists: Walter Kren, Randolph Caldecott and Kat Greenway.

V. Kren perfectly felt the power and beauty of ornamentation in book graphics, drawing prototypes for his creations from the works of the Renaissance and at the same time being carried away by the technique of Japanese engraving.

From the countless number of Krenov's illustrations for a children's book, we note his best creations: "Tales by the Brothers Grimm", "Florimunda", "Noah's Ark", "Sleeping Beauty". In all quiet works, the artist skillfully combined the richness of ornamentation with the clarity and laconism of the drawing.

Randolph Krandelcote saturated his masterful genre drawings with genuine vitality, warming them with a soft humor, alien to caricature. Caldecott is more cheerful and decorative than V. Kren and Kat Greenway, and therefore his books have been popular among children for many decades.

Kat Greenway is also the founder of the modern English book school. Her best works are considered: "A Day in the Life of a Child", "The Queen of the Robbery City", "Apple Pie". This artist made a huge number of illustrations for a children's book, in which she proved to be a great master. Most of her drawings were pen, in which she lovingly depicted scenes from her childhood. These three artists are classics of children's book illustration, and with their light hand a number of artists have appeared in England who have dedicated their work to children's books.

Analyzing Japanese illustrations by E.V. Vasilieva writes that children's book illustration in Japan is a specific phenomenon. The variety and breadth of artistic methods make it somewhat difficult to combine individual precedents into a single art school. Nevertheless, children's books and children's book illustrations are an unconditional cultural and artistic phenomenon [12, P.116]. And its distinctive feature is the use of taboo topics such as birth, death, body structure, norms of mental or physiological behavior become both the subject of the content of the books themselves and the plot of illustrations.

In Russia in the late XIX – early XX centuries. with the emergence of the society "World of Art" it included excellent Russian graphic artists: A.N. Benois, G.I. Narbut, I. Ya. Bililin, D. Ya. Mitrokhin. The refined taste of their illustrations, the elegance and luxury of the external design, fine paper, excellent printing - all this made their books exquisite "things" available to few.

According to A.I. Strukova and other researchers [13; 14] among their creations "ABC in Pictures" by A.N. Benois (1870-1960), published in 1904. The

book is rather complicated in terms of material, but it is presented in a lively, captivating manner. Illustrations by G.I. Narbut to the fables of I.A. Krylova, for the book "Toys" is distinguished by monochrome, a finely honed black silhouette image on a white field of a sheet, enclosed in a strict frame of the classical style. Most of all, he was engaged in the design of B.I. Bilibin (1876-1942). His works are decorative, ornamental, multi-colored.

In no other country is children's literature subject to such harsh criticism as in the Soviet period. The Soviet children's book was always under the crossfire of artistic, ideological, pedagogical, pedological, printing and market-consumer evaluations.

Graphic artists of Kazakhstan also made a huge contribution to the creation of the national school of graphics and illustration. Here for more than 40 years, artists of different nationalities, different generations have collaborated and collaborate. In the development and formation of their art, Kazakhstan artists use the realistic traditions of Soviet and world art.

We noticed that there are not so many domestic children's books and, unfortunately, even fewer with high-quality illustrations. In this case, if the child does not have a relatively "correct" childhood with a book in his hand, what is the likelihood when a high-quality Kazakhstan book with folk heroes will appear, to whose understanding an excellent illustration is attached.

Unfortunately, the high quality of decoration for children's books in Kazakhstan has not yet become the norm. In the design of a book for children of the late XX – early XXI centuries. a certain standard was created, which essentially erases the individual characteristics of both the artist and the writer. This is facilitated by some modern trends in book publishing, such as the publication of comics copying Western models, the transposition of cartoon plots into a book form, abbreviated and simplified presentation of classical works, etc.

**Modern children's illustration.** Today, artists solve the problem of creating an artistic image in a children's book in different ways. Children's books, especially for the school period, are always completely filled with illustrations, which sometimes tell the child more than the text itself. At the same time, in our time, with the emergence of computer design, the possibilities of artists have significantly expanded.

But, unfortunately, you can see a lot of abuse of this pictorial technique. Many books are published that are monotonously variegated, difficult for children's perception, and despite the good quality of printing, they do not stand up to criticism in terms of artistic taste, pedagogical and educational tasks, cognitive and aesthetic problems that a good book is designed to solve.

Let us dwell on some of the features of modern children's book illustrations. Analysis of works by Brookshire J., Scharff L. & Moses L. [1], Tunnell Michael O. and James S. Jacobs [2], Serafini Frank [3], Grennan Simon [4], Field Hannah [5], Todorova, Marija [6] showed that contemporary artists avoid overwhelming composition, unjustified multi-figure and wide landscape images.

The illustration, by its pictorial character, should have an applied, chamber sound. The main thing in it is the solution of the plot or image using accessible,

understandable for children means, revealing the character, mood, state of the character, his individual characteristics.

When talking about a children's book, especially for toddlers and primary schoolchildren, the question of color cannot be ignored. If an adult is able to separate form from color and, therefore, perceive black and white illustrations, then for a child these two things are inextricably linked. Each object is one for him and must be recognized in the totality of its properties. A teenager who has the traits of both a child and an adult can perceive images in a differentiated manner: from some books he expects bright colors, and in some he admits the justification of a monochrome solution.

For a child, illustration is the most important cognitive and informative element that has an undeniable educational value. Through her, the child masters the surrounding reality, nature and the animal world, people and their occupation. Therefore, the artist's attitude to illustrating children's books should be special, extremely responsible, sincere and direct.

Based on the analysis of the scientific literature presented in this article, the following features of illustrations in children's books based on world examples can be distinguished:

- the child can consider the book absolutely independently and on the basis of emotional pictures the child's imagination develops;
- not pictures complement the text, but the text comments on pictures, that is, the basis of the book is illustrations;
- the faces of the heroes are not too pronounced, which allows the child to put any of his surroundings or even himself in the place of the hero;
- the text of the books is quite simple and light, which allows the child to perceive the meaning without additional explanations from adults.

Thus, in a children's book, an illustration should be of an artistic nature and can contribute to the aesthetic development of the child, the education of his taste and the identification of his artistic inclinations. Picture books should serve as a bridge in the child's life through which he will be able to enter the world of art in the future and through which he will learn to see beauty in the environment closest to him and the surrounding nature. A well-illustrated children's book must necessarily have a good frame, a pleasant appearance that depends entirely on the technique of typographic art and the quality of the typographic material. Fine print, crisp and clean print, good paper and ink are essential steps for a good book.

And we are confident that a well-published children's book will teach a child to love, take care of it and not allow it to look disheveled, dirty and sloppy, and the child's respect for the book will teach him to be neat, loving to books and in the future will develop from this little "reader" of a true friend of the book.

But besides all this, a well-published children's book, decorated with valuable images of graphics, will bring the child closer to art, teach him to "artistic vision", direct him to the beauty of his surroundings and thereby create in the future an interest in life, which would be monotonous without aesthetic experiences and melancholy [6, P.250].



**Conclusion.** In our understanding, to illustrate a book means, with the help of plastic artistic images, to enable the reader-child to understand and interpret the literary text as fully as possible, to reveal the author's main ideas, to more clearly present the images of the literary heroes of the book.

The dependence of the illustration on the literary text is beyond doubt. Indeed, if we consider graphics from the side of the sources of its origin, the content of images, ideas and purpose, then we will see that there is, on the one hand, the independent existence of graphics, where it independently carries a certain idea of the artist and a complete lance, in which this thought it is expressed, and on the other hand, it comes into dependence on certain conditions, in particular on the book to which it belongs. For the illustrator artist, the book becomes primarily a source of inspiration, creative excitement and love.

Modern children's illustrators are free to choose expressive means, techniques, and style combinations. The book opens up for the child in many ways, introducing him to the world of words and images.

Hence, the features of the work of the illustrator also arise. He should get along with the soul of the writer, his subjective desires should merge with the author of the illustrated work. At the same time, he cannot act as a translator of a literary text into an illusory one. The illustration not only interprets the text, but also enriches it in its visual images, by that time the artist shows his attitude to the text, develops or supplements the thoughts of the writer or poet.

An illustrator of a children's book will always be successful if he manages to fit into the text of the book, finds his place in the action created by the writer. In addition, the world of Kazakh children's books, as a part of the fine arts, must necessarily have an ethnic flavor, built on the basis of folk motives of folklore, which has been repeatedly emphasized in the studies of domestic scientists [15; 16].

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### **Балалар кітабының әлемі: иллюстрация таным жолы ретінде зерттеу**

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Мақалада балалар кітабындағы иллюстрацияның рөлін зерттеуге арналған, мұнда мәтін мазмұнын тануының көрнекі жолы ретінде қарастырылады. Автор иллюстрацияның тарихи ретроспективада дамуын қарастыра отырып, оның жаңа стильдерді, жаңа тенденцияларды, жаңа суретшілерді қабылдай отырып, дәуірден-дәуірге қарай өзгерген ерекшеліктері мен бағыттарын бөліп көрсетуге тырысады. Сонымен бірге автор ғылыми жазушылардың талдауларына сүйене отырып, балалар үшін кітаптың иллюстрациялауы маңызды, ал жасөспірімдер үшін иллюстрациялау кітаптың мәтіннен де маңызды деген тұжырымға келеді. Балалар кітабындағы иллюстрация, мейлі ол оқу немесе көркем болсын, әрқашан мәдениеттің әмбебаптығы жүйесіне енетін танымның өзіндік визуалды жолы болып табылады. Міне, суретші-иллюстратордың міндеті балалар мен жасөспірімдердің кітап арқылы алған білімдерін динамикалық кеңейту. Қазіргі заманғы балаларды цифрлық дәуірде гаджеттерге деген құштарлық дәуірінде оқуға баулу әсіресе маңызды болып табылады, мұнда иллюстрация, оның сапасы мен орындау шеберлігі, тартылыс күші маңызды рөл атқарады. Автор иллюстрациялық мәтінді түсіндіріп қана қоймай, оны визуалды бейнелерінде байыта түсетініне сенімді, мұнда суретші мәтінге деген көзқарасын көрсетеді, жазушы немесе ақынның ойларын дамытады немесе толықтырады, мәтінді визуалды суреттермен байытады.

*Түйінді сөздер:* иллюстрация; балалар кітабы; суретші; сурет; көркем образдар; әдебиет.

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### **Мир детской книги: исследование иллюстрации как путь познания**

#### *Абстракт*

Статья посвящена исследованию роли иллюстрации в детской книге, где последняя рассматривается как визуальный путь познания ребенком содержания текста. Автор, рассматривая развитие иллюстрации в исторической ретроспективе пытается выделить ее особенности и специфику, которая менялась от эпохи к эпохе, охватывая все больше и

больше новых стилей, новых направлений, новых художников. Вместе с тем, автор на основе анализа научной литературы приходит к выводу о том, что иллюстрация для детей важна также, как сам текст книги, а для младшего возраста даже важнее текста. Иллюстрация в детской книге, будь то учебной или художественной – это всегда своеобразный визуальный путь познания, который несомненно входит в систему универсалий культуры. И здесь, задача художника-иллюстратора состоит в динамическом расширении знаний детей и подростков, получаемых посредством книги. Однозначно, что приобщение современных детей к чтению, которое в цифровую эпоху – эпоху повального увлечения гаджетами становится особенно актуальным, где немаловажную роль играет именно иллюстрация, ее качество и мастерство исполнения, сила притяжения. Автор уверен в том, что иллюстрация не только истолковывает текст, но и обогащает его в своих зрительных образах и, здесь художник проявляет свое отношение к тексту, развивает или дополняет мысли писателя или поэта, обогащая текст визуальными образами.

*Ключевые слова:* иллюстрация; детская книга; художник; рисунок; художественные образы; литература.

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DOI .....

## **MODERN STRATEGIES FOR LEARNING A FOREIGN LANGUAGE IN TRAINING FUTURE TEACHERS OF THE UPDATED SCHOOL**

### *Abstract*

**The relevance of teaching a foreign language to future teachers in the context of updating school education puts forward requirements for the choice of teaching strategies. The article deals with the meta-subject aspect of foreign language training of future teachers. To form the readiness of future teachers to use the potential of a foreign language, it is important to understand the basic principles of integrating the content of special disciplines and knowledge of a foreign language.**

**The meta-subject potential of a foreign language allows you to create opportunities for the development of general and special professional competencies. The formation of the competencies necessary to work with the updated content of education is the main task of the courses of the component for the choice of the bachelor's degree program at pedagogical university. The selection of optimal learning strategies contributes to the implementation of this task. The author examines the features of the use of modern pedagogical technologies and methods in the training of teachers of a new format.**

***Keywords:* meta-subject potential; foreign language; higher school; future teachers; teaching methods; teaching technologies; learning outcomes.**

**Introduction. The process of changes in the secondary education system, which began at the end of the twentieth century, is driven by social, economic and political reforms. Over the past five years, Kazakhstan, as well as the rest**

of the world, has been undergoing an intensive change in approaches to selecting the content of school education. The need to train teachers who are able to work in the context of the modernization of the national education system affects the priorities in the development of educational programs for higher education. The Law "On Education" of the Republic of Kazakhstan states: "The content of educational programs of higher education provides for the study of a cycle of general education disciplines, a cycle of basic disciplines, a cycle of major disciplines, as well as professional practice in the relevant areas of training with a focus on learning outcomes and compliance with the national qualifications framework and sectoral qualifications framework " [1].

The guidelines stated in state and regulatory documents reflect the real need of pedagogical practice to revise the basic approaches to foreign language training of future teachers. At the same time, there is a lack of consistency in this issue in the system of higher professional pedagogical education.

The urgency of training future teachers to teach in a foreign language has exacerbated the problem of methodological justification of training future teachers to teach their subjects in English. The search for solutions to the problem initiated the research, which is described and discussed in this article. The use of the research results in the development of a strategy for preparing future teachers for the use of the meta-subject potential of a foreign language in pedagogical activity is the scientific significance of this work.

The purpose of this article is to reveal the features of choosing strategies for teaching a foreign language in the training of future teachers..

Literary review. A foreign language at pedagogical university is taught in a cycle of general disciplines, in a cycle of basic disciplines and in elective courses. Such content of the educational program of foreign language training should solve the problems of multilingual education. The study of a foreign language as a full-fledged tool of communication and a way of interaction between a teacher and students involves taking into account the meta-subject potential of a foreign language. This task is solved through the choice of technologies and learning strategies. Sh. T. Taubaeva continues this thought "Pedagogical technology is an ordered system of procedures, the strict implementation of which will lead to the achievement of a certain planned result, that is, in this case, the state educational standard" [2]. During the implementation of educational reforms, the problems of introducing pedagogical technologies were relevant in connection with the search for optimal ways to organize the pedagogical process of higher education. One of the most significant in this direction was research on the implementation of innovative teaching methods. For example, the most famous developments were made by A.K. Mynbayeva, Z.M. Sadvakasova, their manuals are widely used in the practice of higher education [3]. The researchers considered innovative teaching methods as a tool with the help of which the principles of democracy, consciousness and activity of students are realized. Effective training strategies allow us to solve the problems of improving the quality of training of specialists, the scientific and methodological basis of professional education of future

teachers, the revision of teaching technologies, and the development of the necessary competencies. A. O. Mukhametzhanova points out: "In this regard, among the requirements for a university teacher, the ability to work in new conditions, to effectively use interactive methods, the ability to correctly convey one's thoughts, prove one's point of view and conduct polemics stand out" [4]. The teacher develops the course of the discipline and includes in planning the choice of learning strategies. At the same time, metacognitive, cognitive, mnemonic, communicative, affective, compensatory and other educational strategies are used, with the help of which specialists solve individual pedagogical, psychological and social problems of students. Analyzing the terminological nuances of using the concepts "technology", "method", we discovered a variety of approaches to the interpretation of the concept "strategy" that is significant for our research. The point of view of T. A. Strokova, who writes in her article: "We put a broad sense in understanding the essence of the teaching strategy, considering it as a general plan (program) of joint actions of the teacher and the student, which determines the near future of his intellectual and personal development in the process of studying the subject chosen by him or any subject area with the support of a complex of didactic tools and the provision of psychological and pedagogical assistance" [5]. The inclusion in the definition of the concepts of "a set of didactic means", "psychological and pedagogical assistance" allows solving the problems of individualization of teaching future teachers, making them active subjects of their own education.

The use of active teaching methods also has a positive effect on the formation of the subject position of future teachers. M. I. Kirikova, speaking about this idea, writes that "active teaching methods" provide for the inclusion of students in interaction and active self-activity in the educational process [6]. The active participation of students in the process of obtaining a foreign language education focuses on the creative rethinking of the content of education, the identification of its meta-subject meaning.

The higher school teacher also becomes an active subject of interaction in the educational process. The revision of approaches to teaching, according to A. T. Rakhmetova, involves a re-evaluation of the goals of selecting the content of education, teaching methods. Satisfaction of this need leads to the fact that students not only understand and remember the educational material, but also leads to the formation of readiness to change their thinking, attitude to activity [7]. So the content and form become full-fledged sides of the pedagogical process.

Innovative teaching methods, according to A.V. Zinchenko and E.G. Leontieva, allow us to solve problems related to the formation of new views on the teaching style, with the development of students' creativity [8]. Such a vision of the specifics of the teacher's activity in modern conditions contributes to the development of a full understanding of learning strategies.

Quite serious problems in teaching have arisen in connection with the spread of the pandemic. Forced to switch to the distance learning format,

teachers were re-arranging their learning strategies to meet new requirements. In the conditions when online learning became the only solution to the problems of professional training of future teachers, it was necessary to translate the usual ways of interaction into new ways, to adapt teaching methods to teaching in an electronic educational environment. F.F. Bitay, Ye.A. Burkhanov, who studied the issues of online education, came to the conclusion that "...the electronic educational environment of Kazakhstan can be considered as a developing industry and considered open for research and development" [9]. Teachers of higher education had to show creative abilities to use learning strategies, the main tasks of which were: psychological and pedagogical support of students in adapting to the new format of training, maintaining active participation of students in training. Zh.Zh.Shaymaganbetova in her article writes: "The teacher in his professional activity uses the classification and group of methods that mostly help the implementation of those didactic tasks that he sets before the lesson" [10]. In the foreign language education of future teachers, the tasks related to the preparation for the implementation of the updated content of school education are important.

The relevance of the problem of preparing future teachers for teaching in English is reflected in the increased number of studies in this direction. We consider the research of scientists in this direction to be quite serious: G.O. Tazhigulova, D.N. Assanova, E.A. Uteubaeva, A.B. Mekezhanova, G.K. Tleuzhanova. These researchers presented the results of their study where the goal is "The purpose of the study is to identify the organizational and pedagogical conditions required to implement language training of future biology teachers in the context of the updated content of school education" [11].

**Methods.** In the study, we used such methods as experiment, analysis, generalization, synthesis. During the experimental and pedagogical part of our research, we conducted a formative experiment. The purpose of the experiment: to determine effective strategies for teaching a foreign language to future teachers. The experiment was conducted on the basis of Pavlodar Pedagogical University. The experiment was conducted among 3rd year students who study the discipline "New approaches in teaching and learning". The course of this discipline is taught by methodologists who know the specifics of the educational field, for example, biology. We made changes to the content of the discipline, which concerned the meta-subject aspects of teaching. The integration of content has made adjustments to the choice of teaching methods. In studying the course, we together with the students determined the purpose and objectives of joint activities, both in general and in each lesson. We designed the criteria for evaluating activities in each lesson. The methods we used in the classroom were practice-oriented. Thus, in the classroom, we used techniques for developing critical thinking to form the motivational and evaluative-reflexive component of professional readiness. Critical thinking does not mean negative judgments or criticism, but a reasonable consideration of a variety of approaches in order to make informed judgments and decisions. The focus on critical thinking assumes that nothing is taken for granted. The

development of critical thinking as one of the tasks of higher professional education is possible within the framework of a specific curriculum. "Critical thinking" as a pedagogical category and as a result of professional training implies the need to form a student's own opinion about the current problems of the pedagogical system. Courses of special disciplines, during which the foreign language training of future teachers is conducted, will be qualitatively mastered, provided that the meta-subject potential of a foreign language is taken into account. Critical thinking, responding to the laws of the psyche, develops as a personal education in the course of reflection on one's own activities.

**Results.** Discussion of approaches to the selection of learning strategies that form new approaches to the process of foreign language training of future teachers. The meta-subject potential of a foreign language allows not only to work on the development of speech skills, but also contributes to the formation of special competencies, the development of critical thinking. A special place in the use of the meta-subject potential of a foreign language in the training of future teachers belongs to the problem of developing motivation for professional self-development. Understanding the goals and objectives of learning strategies affects the formation of a willingness to use their abilities for professional growth.

The experiment also showed high efficiency of COT (competence-oriented tasks). They take into account such aspects as: written communication, public speaking, dialogue, and productive group communication. The teacher in the task card indicates the duration of the speech, focuses on the participation of all members of the group. Thus, all students learn to build monologue statements, limited in time. The resulting debatable nature of the discussion teaches students to clearly formulate their thoughts, to give significant arguments. All tasks accurately indicate the activity of a student; clearly formulate the result of independent work that must be presented at the end of the fairy tale study. As a result, each group receives its own version of the competence-oriented task.

The discipline "New approaches in teaching and learning" is aimed at the formation of methodological competencies, an important part of which is the ability to set goals based on analysis. Goal setting is one of the most important stages of preparation for the lesson. We have done a lot of preliminary work, focusing on the fact that within educational purposes of the training session, there are goals aimed at developing the student's personality and subject goals. Through the formulation of objective goals, personal development (qualities, competencies, etc.) takes place as well. Objective goals are related to the perception, comprehension, memorization, application, generalization of facts, concepts, rules, laws, regulations, and methods of action. However, meta-subject goals are important too. They are aimed at the formation of universal learning skills. Formulating the goals of your own training helps to develop methodological skills of goal setting as a pedagogical skill.

Organizational skills necessary for future teachers are also formed in the

experience of interaction in the systems "teacher-student", "student-student". To do this, we consider that it is important to observe the following principles, which are summarized by T. I. Shamova:

- ensuring the variability of interaction between the teacher and the student (extoractive, introactive, interactive mode);
- inclusion of human problems and their activities in the content, methods of cognition (ensuring the unity of humanitarian and natural science cultures);
- highlighting and supporting the subtleties of students' life observations;
- orientation on the structure of subject knowledge in the process of presenting new material, not on the amount of information;
- "confronting" students with problems when solutions lie outside the scope of the course being studied;
- creating conditions for the development of students' knowledge mainly in the form of activities [12].

Interactive learning involves collaboration in activities – collective ways of learning, problem-based learning. In the experimental group, paired and group forms of organizing educational activities were used in the learning process. These types of work were structured in the following way: the work of students was directed and corrected by the teacher. During the lessons, the experimenter performed several roles: organizer (the main task is to establish a certain order necessary for the effective functioning of the educational process); expert (providing information, building and directing actions, i.e. laying a route for solving a problem situation, task, question, etc.); facilitator (designed to help the movement, guide the process of information exchange, support the process of developing new experience).

Being inside the process of cognition, working in one or another microgroup, we tried to bring the findings and discoveries of each student into the field of view, set the right pace of internal activity of students. The rhythm of work and cognitive activity of students was determined by the content of tasks, the pace of search was set by the students themselves, since it depends on the time it takes for pairs, microgroups or an individual student to complete the teacher's task. The teacher in the lesson could influence the pace by changing the level of complexity of the task, making adjustments. Thus, the principle of coordination was observed, the essence of which is to find agreement between the actions of the student and the teacher; it promotes a clear comparison of goals, resources, forms and methods of activity and leads to a common result.

We also believe that it is necessary to form a system of skills for students to carry out self-analysis, self-control, self-assessment and correction of their own activities, as this creates the basis for personal development. To implement this component, we encouraged students to constantly reflect, self-esteem, and encourage them to correct their own activities. Being able to see problems in everyday phenomena and things is very important, but you should not always try to accurately formulate the problem when starting a research search. The



**ability of a person to see problems is an integral property that generally characterizes his productive thinking. This ability develops over a long period of time in a variety of activities. For special work on the development of this ability, we selected exercises and techniques that greatly helped to solve this complex problem.**

**Conclusion. A highly qualified organization of the pedagogical process is impossible if the conditions for group work are not created, which allow us to fully use the experience and implement the ideas of the group members. Based on this, we came to the conclusion that future teachers in the process of professional training should work out the qualities necessary in situations of group interaction.**

**The selected content, methods, techniques, forms, and means of mutual cooperation in the course showed the high importance of theoretical training. Students learn to think critically about activities in order to make adjustments to their education. Taking into account the meta-subject potential in the course of foreign language education allows you to solve issues of content and technology.**

**The essence of using modern learning strategies is that the learning process is organized in such a way that almost all students are involved in the process of learning, they have the opportunity to understand and reflect on what they know and think. Joint activity of students in the process of learning, mastering the educational material means that everyone makes their own special individual contribution, there is an exchange of knowledge, ideas, ways of activity. Interactive forms of conducting classes arouse students ' interest; encourage active participation of everyone in the educational process; contribute to the effective assimilation of educational material; have a multifaceted impact on students; provide feedback; contribute to changing attitudes to their education.**

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### **Жаңартылған мектептің болашақ мұғалімдерін даярлаудағы шет тілін оқытудың заманауи стратегиялары**

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#### *Аңдатпа*

Мектептегі білім беруді жаңарту жағдайында болашақ мұғалімдерге шет тілін оқытудың өзектілігі оқыту стратегияларын таңдауға қойылатын талаптарды ұсынады. Мақалада болашақ мұғалімдерді шет тілінде оқытудың метапәндік аспектісі қарастырылған. Болашақ мұғалімдердің шет тілінің әлеуетін пайдалануға дайындығын қалыптастыру үшін арнайы пәндер мен шет тілін білу мазмұнын біріктірудің негізгі принциптерін түсіну маңызды. Шет тілінің метапәндік әлеуеті жалпы және арнайы кәсіби құзыреттерді дамыту үшін негіздерін жасауға мүмкіндік береді. Білім берудің жаңартылған мазмұнымен жұмыс істеу үшін қажетті құзыреттілікті қалыптастыру педагогикалық университеттегі бакалавриаттың білім беру бағдарламасын таңдау компоненті курстарының негізгі міндеті болып табылады. Оқытудың оңтайлы стратегияларын таңдау осы міндетті жүзеге асыруға ықпал етеді. Автор жаңа форматтағы мұғалімдерді дайындауда заманауи педагогикалық технологияларды, әдістер мен тәсілдерді қолдану ерекшеліктерін зерттейді.

*Түйін сөздер:* метапәндік әлеует, шет тілі; жоғары мектеп; болашақ мұғалімдер; оқыту әдістері; оқыту технологиялары; оқыту нәтижелері.

### **Современные стратегии обучения иностранному языку в подготовке будущих учителей обновленной школы**

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#### *Аннотация*

Актуальность обучения иностранному языку будущих учителей в условиях обновления школьного образования выдвигает требования к выбору стратегий преподавания. В статье рассматривается метапредметный аспект иноязычной подготовки будущих учителей. Для формирования у будущих учителей готовности к использованию потенциала иностранного языка важно понимание основных принципов интеграции содержания специальных дисциплин и знаний иностранного языка. Метапредметный потенциал иностранного языка позволяет создавать возможности для развития общих и специальных профессиональных компетенций. Формирование компетенций, необходимых

для работы с обновленным содержанием образования, является основной задачей курсов компонента по выбору образовательной программы бакалавриата в педагогическом университете. Подбор оптимальных стратегий обучения способствует реализации данной задачи обучения, технологии обучения, результаты обучения. Автор исследует особенности применения современных педагогических технологий, методов и приёмов в подготовке учителей нового формата

**Ключевые слова:** метапредметный потенциал; иностранный язык; высшая школа; будущие учителя; методы.

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## **PEDAGOGICAL CONDITIONS FOR THE FORMATION OF PROFESSIONAL COMPETENCIES AMONG STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS**

### *Abstract*

The article deals with topical issues of solving problems to improve the training of students in higher educational institutions. The pedagogical conditions for the formation of professional competence of students of higher educational institutions are studied, the concept of "professional competence" is revealed, its essence, structure is considered, and its content is determined. The system of professional competence formation among students of higher educational institutions is presented and its elements are characterized. This article defines the relevance of the task of improving the training of students of higher educational institutions and the formation of professional activity of a specialist at the present stage of the development of the education system. The concept of professional competence as an integral professionally significant characteristic of a specialist's personality is clarified. Professional competencies that make up the structure of pedagogical competence are defined and classified into groups in accordance with the main areas of work with personnel. The essence of the process of forming professional competence as a pedagogical system is revealed and the main elements of this system are characterized.

*Key words:* competence; competencies; student; higher educational institution; pedagogical activity of a specialist; training of students.

**Introduction.** Training of personnel is one of the priority and historically formed tasks of a specialist [1].

In Soviet pedagogy, the educational component in the professional activity of a specialist was also defined as one of the most significant, and the training of students as future educators and the issues of its improvement were the subject of many scientific studies.

**Relevance.** The training of future specialists in higher education is largely aimed at the formation of professional competencies. The achievement of this goal contributes to the formation of students of higher educational institutions of the ability to solve professional problems that arise in subsequent activities.

**The main body.** Training of future specialists in higher education institutions should be practice-oriented. Within the framework of this training, an absolute priority is given to the activities organized and carried out to achieve the intended result. In the multi-level structure of training specialists, there is still a gap in the system links between the various stages of activity. It should be transformed into a specific type of activity, composed of many individual acts of activity, organized into a single whole, and aimed at achieving a common goal [2].

In teaching disciplines, the ability to solve professional problems is formed only partially. The course of disciplines refers to the disciplines taught in all courses of study at a higher education institution. These disciplines primarily instill the knowledge necessary for students to further study special disciplines, the main purpose of which is to develop the skills to solve professionally oriented problems. This contributes to the formation of professional competencies [3].

Learning is an organized interaction of the subjects of the educational process (teacher and student) to achieve didactic goals. The essence of the learning process is to stimulate and organize active educational and cognitive activities of students to master their knowledge, develop their abilities, and develop a worldview [4].

Thus, the current stage of development of the national education system is characterized by the implementation of the competence approach, which is the methodological basis of the federal state educational standards and qualification requirements for the professional training of graduates of higher educational institutions (hereinafter referred to as qualification requirements). This approach primarily focuses on educational outcomes, not presented as the sum of learned alumnus of knowledge and acquired skills, and abilities of the young specialist to adequately carry out professional activities in different situations and circumstances, that is, involves the formation of his competencies (universal and professional).

Based on this statement, the preparation of students of higher educational institutions for pedagogical activity as one of the main activities of a specialist should be considered as a process of forming their pedagogical competencies. According to the qualification requirements, objectives teaching activities specialist formulated in accordance with the main directions of work [5], therefore, under pedagogical competence we mean the ability of the expert to apply relevant knowledge, skills and personal qualities in order to effectively solve the tasks of maintaining law and order and discipline, advocacy, psychological, social, cultural and leisure work. Students 'mastery of the complex of the above-mentioned competencies characterizes the level of their (students') readiness to solve the tasks of pedagogical activity in general, i.e. their pedagogical competence [6].

Turning to the essence of pedagogical competence, it should be noted that at present there is no unambiguous definition of the concept of "competence". However, the analysis of such concepts as "professional competence", "pedagogical competence", and "educational competence", set out in the scientific and

pedagogical literature and justified in the research of a number of authors [7], allowed us to formulate the following definition.

**Discussion.** Pedagogical competence is an integral professionally significant characteristic of a person, expressed in the ability of a specialist to apply, in a limited time and in changing conditions of professional activity, the formed competencies aimed at instilling and developing the necessary qualities, moral and psychological readiness to perform tasks for their intended purpose [8].

Within the framework of the research, the formation of professional competence among students of higher educational institutions will be understood as the pedagogical process of obtaining and systematically accumulating the necessary knowledge, skills, experience of their application during practical training, internships and other practical activities, as well as the acquisition and development of personal qualities that ensure the mastery of universal and professional competencies that make up the structure of this competence to the level of, contributing to the successful professional activity of a specialist after graduation from higher educational institutions for the effective solution of pedagogical tasks [9]. At the same time, the formation of personal qualities in students occurs both explicitly in the course of a specially organized educational process, as a result of unintended influences on higher educational institutions, teachers, among student groups and other factors, where students are active participants in this process as self-organizing and self-developing individuals [10].

**Research methods.** Since the analysis of theoretical and methodological approaches to the research of problems of higher education allows us to conclude that along with the competence-based approach to improving the process of preparing students for pedagogical activity, it is advisable to apply a systematic approach, the pedagogical process of forming professional competence [8] can also be represented as a pedagogical system.

As elements of this pedagogical system, we will consider the following interrelated and complementary activities of students of higher educational institutions: educational, everyday and outside of higher educational institutions. In general, the structure of the formation of pedagogical competence.

The organization of the process of forming professional competencies of students of higher educational institutions takes place in the process of studying special and professional disciplines and includes the organization and conduct of all types of classes and is an important part of the educational activities of higher educational institutions. When organizing the process of forming professional competencies, it is necessary to observe the conditions for ensuring the training of specialists in higher educational institutions, the main of which are: a scientific approach to the organization of the process of forming professional competencies, the selection of information provided by students, a well-planned organization of internships and industrial practices.

Competencies are most effectively formed through technologies that promote students' involvement in the search and management of knowledge (innovative technologies and their implementation in the educational process are particularly important here). Such technologies include the technology of problem-based

modular learning, game technologies, integrated technology, and communication technology, in which the student participates in role-playing, simulation games that simulate combat tasks, and performs roles and functions that are adequate to the professional context of the future profession.

In the process of forming professional competencies, it is necessary to ensure a strict logical sequence of the educational process and a clear consistency of all its links. At the same time, in the planning process, it is necessary to pay attention to the distribution of the studied material by type of occupation, to the continuity and consistency of students' acquisition of knowledge and skills over the periods of study. To do this, the educational institution must organize its work in such a way as to ensure an optimal distribution of the academic load by hours, days of the week during the entire semester of study. Planning should allow you to quickly make changes in the process of forming professional competencies based on the development of science and technology.

Control and adjustment of the process of forming professional competencies. For the successful development of professional competencies by students, it is necessary to monitor their formation at certain time intervals, which will help to assess the quality of competence formation and make its adjustment. To assess knowledge, skills and the level of competence formation, the educational institution develops funds of evaluation tools, which include standard tasks, control works, tests, as well as control methods. In the process of evaluating students, both traditional and innovative types, types and forms of control are used [2].

Let us consider in more detail the content of each of these activities and their contribution to the formation of pedagogical competence.

In educational activities, the gradual formation of components of pedagogical competence is carried out in the study of humanitarian disciplines [9; 11] and independent work to prepare students for practical classes in these disciplines. In the course of studying the above-mentioned disciplines with the use of interactive forms and methods of conducting classes, students form a set of knowledge about the essence, content and features of pedagogical activity in the department, and in the course of working out practical issues in the classroom, they acquire skills that allow them to solve relevant professional tasks. Well-planned and properly organized independent training contributes to the constant self-development and self-improvement of students, improving their professional level, as well as the formation of positive motivation to master professional competencies [11].

Consolidation of the acquired knowledge, improvement of skills and acquisition of practical skills of students in conducting educational activities (information, conversations, quizzes, etc.) is carried out in the course of practices conducted in student departments (in the first and junior courses). Thus, increasing the readiness to work with subordinates will contribute to the formation of the qualities of a manager. Based on the results of the practice, each student receives not only an assessment of their work, but also develops their personal qualities as a methodologist and educator.

Internships enrich the psychological and pedagogical experience of students and allow them to check the degree of formation of professional competencies in the conditions of real implementation of educational work in the department [12].

Therefore, the internship of students is an important part of the process of forming their professional competencies.

An important part of the process of forming professional competence is to instill students with the skills of educational work.

Gradually, students acquire specific skills in preparing and issuing wall prints, preparing and conducting events of information and propaganda and cultural and leisure work, skills in analyzing the political situation in the country and the world, the state of law and order and discipline in the team, conducting individual work, etc. [13].

Participation in such activities strengthens students' skills of public speaking and conducting awareness-raising events, contributes to the formation of personal qualities of a professional, educator and methodologist, independence and responsibility.

**Conclusion.** Of great importance is the differentiated and individual work with each student to form a positive motivation for mastering the necessary knowledge, skills and skills to solve the problems of pedagogical activity, conducted primarily by course specialists in close interaction with teachers and specialists of the department for working with the team in higher educational institutions.

The analysis of the activity allows us to conclude that today it is necessary to solve complex and contradictory pedagogical tasks related to countering the aggravated negative impact of citizens on various factors, developing the idea of patriotism, maintaining a high level of combat readiness and strong discipline. Based on these tasks, the education system is subject to increased requirements for the training of future specialists.

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### **Жоғары оқу орындары студенттерінің кәсіби құзыреттілігін қалыптастырудың педагогикалық шарттары**

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#### *Аңдатпа*

Мақалада жоғары оқу орындарында студенттерді даярлауды жетілдіру жөніндегі міндеттерді шешудің өзекті мәселелері қаралды. Жоғары оқу орындары студенттерінің кәсіби құзыреттілігін қалыптастырудың педагогикалық шарттары зерттелді, "Кәсіби құзыреттілік" ұғымы ашылды, оның мәні, құрылымы қарастырылды, мазмұны анықталды. Жоғары оқу орындары студенттерінің кәсіби құзыреттілігін қалыптастыру жүйесі ұсынылған және оның элементтеріне сипаттама берілген. Осы бапта жоғары оқу орындарының студенттерін даярлауды жетілдіруге және білім беру жүйесін дамытудың қазіргі кезеңінде маманның кәсіби қызметін қалыптастыруға міндеттің өзектілігі айқындалған. Кәсіби құзыреттілік тұжырымдамасы маманның жеке басының ажырамас кәсіби маңызды сипаттамасы ретінде нақтыланды. Педагогикалық құзыреттілік құрылымын құрайтын кәсіби құзыреттер жеке құраммен жұмыстың негізгі бағыттарына сәйкес топтар бойынша анықталды және жіктелді. Педагогикалық жүйе ретінде кәсіби құзыреттілікті қалыптастыру процесінің мәні ашылды және осы жүйенің негізгі элементтеріне сипаттама берілді.

*Түйін сөздер:* құзыреттілік; құзыреттілік; студент; жоғары оқу орны; маманның педагогикалық қызметі; студенттерді даярлау.

### **Педагогические условия формирования профессиональных компетенций у студентов высших учебных заведений.**

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#### *Аннотация*

В статье рассмотрены актуальные вопросы решения задач по совершенствованию подготовки студентов в высших учебных заведениях. Изучены педагогические условия формирования профессиональных компетенции студентов высших учебных заведений, раскрыто понятие «профессиональная компетентность», рассмотрена ее сущность, структура, определяется содержание. Представлена система формирования профессиональной компетентности у студентов высших учебных заведений и дана характеристика ее элементов. В настоящей статье определена актуальность задачи к совершенствованию подготовки студентов высших учебных заведений и становлению



профессиональной деятельности специалиста на современном этапе развития системы образования. Уточнено понятие профессиональной компетентности как интегральной профессионально значимой характеристики личности специалиста. Определены и классифицированы по группам в соответствии с основными направлениями работы с личным составом профессиональные компетенции, составляющие структуру педагогической компетентности. Раскрыта сущность процесса формирования профессиональной компетентности как педагогической системы и дана характеристика основным элементам этой системы.

*Ключевые слова:* компетентность; компетенции; студент; высшее учебное заведение; педагогическая деятельность специалиста; подготовка студентов.

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**DOI** .....

## **TEENAGERS' MEANING OF LIFE VALUES: THEORY AND PRACTICE**

### *Abstract*

The article covers the problem of teenagers' meaning of life values in theory and practice. "Meaning of life values" are interpreted as a system of generalized aspirations related to the individuals' life that characterize their spiritual and moral self-concept, the search for their own life purpose and appropriate lifestyle, which is fulfilled through behaviour, activities and communication. The concept of developing teenagers' meaning of life values includes methodological, theoretical, and practical levels. The modern process of developing teenagers' meaning of life values is based on systemic, synergetic, axiological, humanistic, personality oriented, competency-based scientific approaches. Research methods such as analysis, generalization, surveys, questionnaires, interviews, ethical conversations, pedagogical observation were used to demonstrate the changes in developing teenagers' meaning of life values and show the advantages of applied pedagogical conditions, forms and methods.

*Key words:* meaning of life; meaning of life values; teenagers; scientific approaches; education concept; educational practice.

**Introduction.** The growth of personal destructive trends has led to a decrease in the value of human life, the devaluation of the spiritual values of the growing individual aiming to become the subject of one's own life. However, uncertainty about the meaning of life and unclear life values cause social deviations of teenagers and early adolescents.

Developing Meaning of life values is one of the prior areas of education, declared in the content of international and national state documents: the United Nations Convention on the Rights of the Child (1992), the United Nations Global

Plan of Action to Combat Trafficking in Persons (2002), the Nations Declaration on Human Rights Education and Training (2010).

The scientific significance of the article is to determine the theoretical and conceptual principles and practices of developing the Meaning of life values of today's teenagers based on a comparative analysis of experiments and control results.

The purpose of the article is to highlight the process of developing teenagers meaning of life values in pedagogical theory and practice.

**Literature review.** Analysis of the researches on developing the meaning of life values of a growing personality shows a constant attention of scientists in various fields to this problem at the methodological, theoretical, and practical levels.

At the methodological level the problem of the meaning of human rights and life values is reflected in the works of foreign philosophers (M. Berdiaev, M. Rubynshtein, S. Frankl, V. Frank, E. Fromm) and Ukrainian philosophers (B. Kremen, V. Lozovyi, V. Ohneviuk). Psychologically crisis of life and meaning of life values were studied by I. Bekh, I. Vare, T. Titarenko. In educational science the problem of developing meaning of life values was researched by J. Kristo, J. Krishnamurti, T. Lickona, C. Park, R. Paloutzian.

The leading idea of the study is a provision under which meaning of life values combine life purpose and perspective, as well as generalized and understood principles of life that combine the personality of individuals, their life aspirations, expectations, claims regarding future life. Meaning of life values reflect value and significance of human life.

The research focuses on understanding theoretical principles of developing teenagers' meaning of life values that determine the feasibility of practical implementation of conceptual ideas for solving this problem in secondary education institutions.

The integrative study of the problem of developing teenagers' meaning of life values has led to implementation of a scientific approach that combines methodological, theoretical, and practical concepts.

*The methodological concept* provides a fundamental generalised scientific basis for research and defines scientific approaches (systematic, synergetic, axiological, humanistic, personality oriented, competence-based) in studying the problem of developing the meaning of life values in secondary and high schools. *The systematic approach* determines the integrity of the educational process in secondary and high school through implementation of an education system that contributes to the development of meaning of life values of students in grades 5-9 combining conceptual principles, structural components of developed meaning of life values, diagnostics tools, pedagogical conditions, content, educational forms and methods. *The synergetic approach* is based on the nonlinearity or possibility of several options for the development of events, open exchange of knowledge, coherence (coordination of actions of all subjects of the educational process) and affirms the ability of the individual to self-development and create their own meaning of life values and influenced not only by teachers and parents but also with the inner potential, and the desire to self-improve. According to *the axiological*

*approach*, the individual focuses on meaning of life values as those that will allow to achieve self-realization. The meaning of life values reflect the highest-level individual's needs being determined by personal characteristics or life circumstances and fulfilled in different ways. *The humanistic approach* provides recognition of each child as the highest value and granting rights priority and attitudes, developing abilities and aptitudes, creating conditions for self-realization. *The personality oriented approach* is based on the synthesis of psychological and pedagogical principles of functioning and development of students' personalities in secondary and high school. It reveals patterns of individual moral development in ontogenesis related to personal transformation and meaning of life values development. *The competence-based approach* provides education for students ready for practical action according to which they have to be prepared for constructive activities, changes in behaviour strategies, as well as to act being guided by their meaning of life values. The competence-based approach contributes to practical experience as the ability to solve life problems, change circumstances and surrounding environment.

The application of these methodological approaches provides an opportunity to present the development of teenagers' meaning of life values as a system of scientifically based pedagogical actions and measures of the educational process in secondary and high schools.

*The theoretical concept* of the study makes assumptions and system concepts, underlying understanding of developing meaning of life values. At this level the analysis, synthesis and generalization of the researched facts are carried out, psychological mechanisms (self-knowledge, reflection, self-assessment, self-realization), functions (cognitive, axiological, meaning-making, life-creating, reflexive), structural components (cognitive, emotional and value, motivation, behavioral-praxical), criteria (cognitive, emotional and value, voluntary motivation, activity-behavioral), indicators, levels of development (active, constructive, dependent, passive).

*The practical concept* provides the introduction and pilot testing of educational training conditions for the development of teenagers' meaning of life values in modern society (humanization of educational environment, introduction of personality oriented educational technology for developing teenagers' meaning of life values in secondary and high school; appropriate use of active and interactive educational methods and forms; special teacher training for developing teenagers' meaning of life values in secondary and high school). The mentioned above steps are implemented according to the content and methodological support and are gradually embodied in practice through the development and implementation of learner-oriented technologies, appropriate active and interactive educational methods and forms, special trainings for teacher, class supervisors and parents.

Applying these concepts gives the opportunity to introduce the development of teenagers' meaning of life values as a scientifically justified system of educational activities based of individual and age-specific principles for educational activities in secondary school within defined and tested pedagogical conditions.

The implementation of the concept is aimed at qualitative changes in approaches to the development of teenagers' meaning of life values, as well as the development of theoretical and methodological principles in extracurricular activities of general secondary education.

Addressing the development of teenagers' meaning of life values is aimed at preventing acedia (loss of life meaning), mismatch of ideals and real life, conflict of values, substitution of live meaning values with material well-being, pessimism, alienation, frustration, stress that are barriers to self-realization and life creativity.

Based on the theoretical analysis the concept of "meaning of life values" is clarified. It is defined as a system of generalized aspirations related to the individual life characterized with the spiritual and moral self-concept, self-search and appropriate lifestyle fulfilled through behavior, activities and communication.

Meaning of life values are a way of understanding one's own life and oneself being filled with meaning and realised in ideas about one's own purpose and meaning of existence. They motivate an individual to actions and activities but cannot be obtained ready-made since they should be discovered in the course of life overcoming difficulties and obstacles.

It is proved that life aspirations of personality are an important element of the inner life, the target idea or driving factor in choosing meaning of life values. Performing motivational role life aspirations direct individuals' self-change and self-movement.

It is established that the choice of meaning of life values is determined by the individual's decision based on moral knowledge, experience, and ideas. The strategic decision is a vital individual choice, which determines the activity and direction of individual's self-development, the transformation of meanings, a certain life dissatisfaction and a desire for change. This choice reflects the ways and means of achieving the goal of life and the realization of meaning of values.

Meaning of life values are based on humanistic ethics and morality which are a priority in the education of the growing individual and determine the "meaning of life value as an education subject" of secondary and high school students as a result of interaction of all subjects of the educational process, activities aimed at humanistic thinking, significance meaning of life values (freedom, love, justice, dignity) in their lives, developing moral character, emotional and sensual spheres, introspection and reflection, freedom of choice, readiness for self-realization.

The pedagogical experiment was conducted on the basis of Cherkasy Institute of Teachers Postgraduate Education, Rivne Regional Institute of Postgraduate Pedagogical Education, Volodymyrets Secondary School of I-III degrees № 1 Volodymyrets District Council of Rivne Region; Korets comprehensive school of I-III degrees № 1 of Korets district council of Rivne region; Sarny secondary school of the second degree – economics and law lyceum "Leader" of Sarny district council of Rivne region; Velykoverbychanska comprehensive school of I-III degrees of Sarny district council of Rivne region, EC "Dominanta" of Kyiv , Svativka comprehensive school of I-III degrees № 6 of Svativka district council of Luhansk region.

According to the defined tasks at the end of the formative stage of the experiment we conducted a control stage. It was organized similarly to constituting stage which allowed to identify the effectiveness or inefficiency of introduced pedagogical conditions and methods for developing the meaning of life values of secondary and high school students. We used criteria and indicators described also in Section 4.1.

820 students were involved in the formative stage: the experimental group (EG) included 429 students (224 students of grades 5-6; 205 students of grades 7-9); the control group (CG) included 391 students (198 students of grades 5-6; 193 students of grades 7-9).

To identify the levels of developing meaning of life values of secondary and high school students we conducted surveys, questionnaires, interviews, ethical interviews, pedagogical observation, and so on. In assessing the effectiveness of developing teenagers' meaning of life values we relied on their ideas and opinions about the meaning of life, meaning of life values (freedom, love, justice, dignity), understanding their life purposes, goals, programs, awareness of the importance of willpower, moral choice, etc.

In order to study changes in cognitive criteria, qualitative assessment of control sections showed significant changes in experimental groups at the end of the formative stage of the experiment, confirmed by justified and complete answers of 24.8% of secondary and high school students about the essence of meaning of life values; 38.9% of schoolchildren understand these concepts in a bit simplified way; 26.8% have fragmentary ideas, 9.5% could not reveal this concept.

In the control groups the results were worse. This is explained by the fact that appropriate educational activities were not conducted. So justified and correct answers on understanding the concepts of "meaningfulness" and "meaning of life values" were given only by 9.7% of participants; 15.5% gave correct but incomplete answers; 40.0% answers were not quite correct or fragmentary; 34.8% could not reveal the concept.

The conversations with the teenagers in EG and CG also differed. The experimental groups teenagers were willing to share their thoughts and give some examples based on their observations. The control groups teenagers answered with simple words "yes", "no", "I don't know", tried not to stand out with their answers, repeated the opinions of their classmates, appealed to the opinion of adults or collective experience. Teachers had to ask clarifying questions, additionally motivate, and activate the conversation.

Control tests also justified the fact that teenagers in EG expanded range of ideas about such meaning of life values as freedom, love, justice, dignity that contributed to the humanization of educational environment through introduction of various forms and methods of educational work.

If at the beginning of the experiment teenagers in CG and EG understood freedom as uncontrolled and unregulated living, the lack of any restrictions and even connivance, later the educational activities encouraged teenagers in experimental groups changed their idea in favour of others where freedom is first and foremost responsibility for action, taken and not taken decisions (24.9%), expression of

creativity (21.2%), openness and self-transformation ability (15.6%), life choice (10,9%), the right for opinion and vital positions (10.2%), freedom always involves alternative or different options which can be chosen on the way to life goal (9.8%), creating oneself and one's own life (8.6 %).

Views on the dignity in EG also underwent changes: in the result of educational activities significant proportion of teenagers have understood dignity as a meaningful life value (32.8%). If at the beginning of the experiment teenagers characterized dignity as a social value, then at the end of the formative stage of the experiment noted its importance for each person, with such components as self-esteem (12.9%), the need for recognition (13.8%), positive self-acceptance (15.7%).

In addition, the study contributed to positive changes in students' attitudes towards themselves and their peers, reduced the level of conflicts in student groups and complaints on bullying. Most teens explain these changes with the following statements: they have grown (45.6%), have become smarter (26.7%), have changed their views on life and attitude to others (17.8%), have had an opportunity to look at examples how teenagers are supposed to behave in modern society(12.4%), have mastered the new rules of behavior and are not going to abandon them (10.9%), have understood the unacceptability of humiliation or rudeness (7.8%).

It is also found out that teenagers' awareness of their own dignity brings satisfaction (6.5%), feeling of being a unique personality (5.9%), ability to remain a human being in any situation (4.5%) and helping others (3.2%). In control groups dignity is not considered as meaning of life value, 18.6% of teenagers have said that dignity is not meaningful for them.

The work contributed to a deeper understanding of love by students of secondary and high school of EG. In the course of discussion of literary works and films the students noted that due to the educational hours, trainings, counselling with teachers and psychologists they managed to overcome the problem of parents-child relations, to realize how much their parents love and appreciate them . "I thought that parents only do my remarks to annoy me, but it turned out that all they do in life it is for me" (Olena R.), "I thought that only little boys and girls can show love to their parents. When we role-played different situations, I behaved as usually, and it gave me the opportunity to realize that I was wrong. Now I see that parents can be the best friends and we are a team "(Roman N.). "I thought that friendship is fun only. Today you have some friends, tomorrow others. It's just for fun. No responsibilities and boredom. However, the training which I participated in became a real school of friendship for me. Now I know that friendship is not only fun, but also responsibility. We must love our friends with all our hearts. It is important to help friend when they need it" (Ruslan V.).

Most children consider justice as meaning of life value, any injustice experienced is quite painful. With teacher's observation, problem situations and role-playing games, we managed to establish that at the beginning of the experiment justice was more important for themselves though justice for others could be neglected. Different types of group work, counseling and appropriate corrective effects allowed to balance the situation and reconcile attitude to justice towards others.

Parents noted that their children tried to be objective in assessing the events, themselves or other people (21.4%), made attempts to build relationships with siblings on the principles of honesty and mutuality (17.9%), demanded for equal conditions (15.5%), admitted their mistakes (13.2%), offered their assistance in solving problems (8.2%), did not blame others (6.5%), always tried to be honest and truthful (3.2%).

The conducted experimental research work had a positive impact on the emotional and motivational sphere of EG secondary and high school students. Control tests showed the presence of persistent interest and desire of students in experimental groups to understand the meaning of life and their way of life to find their missions. In contrast to the students of the control groups dominated with selfish and conformist motives, the students of the experimental groups were mainly guided by humanistic motives in their moral choices and decisions.

Compared to the beginning of the experiment the number of EG students guided by the humanistic motives increased towards: friendship in relation to peers (34.6%), love for parents (31.9%), siblings (30.5%), grandparents (28.9%), self-esteem (26.5%), the desire not only to defend justice for themselves but also for others (24.3%), the need to be useful to others (21.7%), the experience of joy for achieving other children and recognition of their merits (18.2%), gratitude to teachers for supporting and encouraging students to grow (17.8%), feeling responsible for the common result and giving up their own selfish aspirations (16.1%), trying to be objective in relation to themselves and others (10.2%).

A significant achievement in the experimental groups was overcoming life confusion, uncertainty and even crises of secondary and high school students. The interview with teenagers and their parents revealed the reasons, which included: excessive parental care, parents' desire to fully control the feelings and lives of their children, as well as class group pressure and the teenager's inability to be independent of peers, conflict of values between adults and teenagers.

The study of the causes and qualities of children and adults was carried out in the process of counseling, which was conducted both individually and for groups of teenagers or adults with similar problems. The use of a wide range of forms and methods of work, including art therapy, has helped teenagers and parents to solve problems effectively, actively use psychological reserves and personal potential.

Teachers and psychologists also focused on the problems associated with overestimated or underestimated self-esteem. Some activities were also conducted with teenagers who showed adequate self-esteem in some situations, while in others it was inadequate to some extent. It was important for teachers to identify the causes of inadequate self-esteem and teach teenagers to relate their abilities to the desired results. Positive changes in the experimental work occurred due to the development of an individual program for children, where step by step tasks were set and mechanisms for their solution were developed. Such programs allowed teenagers to overcome the problems associated with insecurity, previous failures, fear of the new confusion, frustration and show their ability to achieve results, succeed and experience moments of universal recognition for achievements.

Conducting business games "On the way to the goal", "Ready to overcome barriers" and pedagogical observation helped to identify changes in the criterion of motivation, to compare the activity of students at the beginning and the end of the experiment, their willingness to work on themselves to achieve the goal. The game included the definition of the main and secondary objectives, incremental development plan and strategy, and good knowledge of meaning of life values.

Analysis of the results of the game showed a high level of motivation for students to achieve life goals, the priority of meaning of life values. Students are well aware that the realization of the purpose of life requires significant willpower (76.3%), honesty (56.8%), constant work (45.2%), responsibility (38.9%), desire to live meaningful and interesting life (36.7%), formation of vital interests (34.2%), responsibility (31.5%), ability to adapt to life (28.9%), try to realize their best abilities (27.1%), not to be afraid of criticism (18.4%), to be ironic about oneself (17.5%), to be optimistic (16.8%), not to deviate from life goal due to temporary difficulties or failures (15.2%), to harden one's mind and body (10.8%), not to try to solve problems at someone else's expense (7.8%), to change strategies (7.6%), to acquire new knowledge and skills (6.9%), to learn actively about the world (5.7%), to find like-minded people (4.8%), to yield to the insignificant for the sake of the main thing (4.2%), not to deceive (3.5%), not to stand on trifles (2.7%).

The work contributed not only to the development of teenagers' adequate assessment of their capabilities, abilities, life situation, but also self-control and self-correction, readiness for decisive action to achieve life goals. Secondary school students try to test themselves in various activities, while high school students have more or less clear ideas of what they want to achieve in life, and therefore their self-work is more organized, they are able to sacrifice their secondary interests, manage their character, be persistent and find the appropriate means.

However, today's teenagers need support, encouragement and understanding that require further relevant work. The most important indicators of developed Meaning of life values were teenagers' actions and behavior.

The data show a gap between control and experimental group on behavior indicators and demonstrate that students in grades 7-9 have the most significant behavior problems. This is due to the variability of life plans, risky behavior, which is a way of self-affirmation among peers, as well as age crises.

The problem was solved by involving teenagers in training, project activities, educational classes, group creative businesses, brain-rings, etc. However, in our opinion, the sustainable result achieved in the course of experimental work requires implementation in high school, where the problem remains relevant.

**Conclusion.** To sum up, in this research we substantiated methodological approaches (systemic, synergetic, axiological, humanistic, personality oriented, competence-based), revealed conceptual principles, and analysed good practices for developing teenagers' meaning of life values.

Since this study does not cover all aspects of solving the researched problem, we consider the scope of further research in developing meaning of life values in other age groups, applying new effective methods and relevant educational practices in a wider range of educational institutions.



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### **Заманауи жасөспірімдердің өмірлік мәні: теория мен тәжірибесі**

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Мақалада теория мен тәжірибедегі заманауи жасөспірімдердің өмірлік мәнді құндылықтары проблемасы көрсетілген. «Өмірлік мәнді құндылықтар» жеке тұлғаның өмірімен байланысты жалпыланған ұмтылыстар жүйесі ретінде түсіндіріледі. Олар дамыған түрде оның рухани-адамгершілік өзіндік тұжырымдамасын, өз мақсатын іздеуді және соған сәйкес мінез-құлықта, белсенділікте және қарым-қатынаста жүзеге асырылатын өмір салтын сипаттайды. Жасөспірімдердің өмірлік мәнді құндылықтарын тәрбиелеу тұжырымдамасына әдістемелік, теориялық және практикалық түсініктер кіреді. Қазіргі жасөспірімдердің өмірлік мәнді құндылықтарын тәрбиелеу үдерісі жүйелік, синергетикалық, аксиологиялық, гуманистік, жеке тұлғаға бағытталған, құзыреттілікке негізделген ғылыми тәсілдерге негізделген. Талдау, жалпылау, сауалнама, сұхбат, этикалық әңгіме, педагогикалық бақылау сияқты зерттеу әдістерін қолдану жасөспірімдерде өмірлік мәнің құндылықтарды тәрбиелеудегі өзгерістер және педагогикалық жағдайлардың,

формалар мен артықшылықтарды, қолданылатын тәрбие әдістерді көрсетуге мүмкіндік берді.

*Түйін сөздер:* өмірлік мәнінің құндылықтар, өмірдің мәні, заманауи жасөспірімдер, ғылыми әдістер, тәрбиелеу тұжырымдамасы, тәрбиелеу тәжірибесі.

## **Смыслжизненные ценности современных подростков: теория и практика**

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В статье освещается проблема смысложизненных ценностей современных подростков в теории и практике. «Смыслжизненные ценности», трактуется как система обобщенных устремлений, связанных с жизнью личности, которые в развитой форме характеризуют ее духовно-нравственную Я-концепцию, поиск собственного предназначения и соответствующий стиль жизни, который реализуется в поведении, деятельности и общении. Концепция воспитания смысложизненных ценностей подростков включает методологический, теоретический и практический концепты. Процесс воспитания смысложизненных ценностей современных подростков опирается на системный, синергетический, аксиологический, гуманистический, личностно ориентированный, компетентностный научные подходы. Были использованы такие методы исследования как анализ, обобщение, опросы, анкетирование, интервьюирование, этические беседы, педагогическое наблюдение, что позволило продемонстрировать изменения в воспитании смысложизненных ценностей у подростков и показать преимущества педагогических условий, использованных форм и методов воспитания.

*Ключевые слова:* смысложизненные ценности; смысл жизни; современные подростки; научные подходы; концепция воспитания; практика воспитания.

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