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## **FORMATION OF SPECIAL COMPETENCES OF FUTURE PRIMARY SCHOOL TEACHERS IN THE CONDITIONS OF MODERNIZATION**

*The article reveals innovative experience in the study of projective technologies in the training of primary school teachers in the general education system. In the practical part of the study, relevance of training primary school teachers to the use of wide opportunities in teaching children on the basis of new system values that orient themselves to a self-developing pupil who is able to flexibly use changing component life activities at a new level is substantiated.*

*It also actualizes the need to study and use the experience of foreign countries, taking into account the specifics of domestic realities, and to make a comparative analysis of the theory, methodology and organization of future primary school teachers training in the context of modernization of the education system in the Republic of Kazakhstan. The primary education system is recognized as one of the most important priorities of the long-term Strategy «Kazakhstan – 2050».*

*Keywords: the problem of the national educational policy of modern Kazakhstan; socialization; professional and special competencies.*

### **Introduction**

Changes in the social and economic spheres of modern society impose new requirements on the professional development of the teacher. It should be a specialist with a wide range of common cultural, professional and special competencies that can meet new professional requirements and conditions of the renewed education. This specialist will be able to perform his functional duties, which are characterized by high social and professional mobility [1].

Today, the tasks of an economic order are coming to the fore – above all, the tasks of creating a modern, highly developed economy. The pace of development

of the modern world economy, the complication of all the mechanisms of the world economic system more and more urgently require special attention of the ruling political elite to the issues of educational economics, development of business education and entrepreneurship.

Interest in improving the professionalism of teachers is shown in the pedagogical community, the power structures of individual countries, international and regional organizations (UN, UNESCO, EU, etc.). Improving the quality of teaching and qualifications of teachers in England and Norway, where the drafts of the main ideas of teacher education reforms are at the top of the power structure and political elite, and lead to a new understanding of the notion «Educational elite». In the magazine «Comparative Education», the authors of the article P. Stevenson, F. E. Tonnessen and Chris Kyriacou in Issue 40, No. 1, February 2004, show comparative studies of the political goals of teacher education in England and Norway on the example of teacher training students at University College (Stavanger Norway [paul.stephens@lu](mailto:paul.stephens@lu)).

In both countries, national criteria are established for training of teachers in the content of primary pedagogical education, which is also interesting for our scientists to improve the professionalism of teachers and the teaching community abroad. These criteria vary depending on the specific cultural context with the cultivation of understanding and social duty, interpreted as moral and pedagogical guidance [2].

The relevance of the development of the main provisions and approaches to the modernization of higher pedagogical education in the Republic of Kazakhstan is also related to the fact that the higher pedagogical school does not fully meet the requirements of the continuously complicating realities of modernity. Therefore, training a teacher with a high level of professional and pedagogical competence, able to adapt to pedagogical innovations and implement them at a high professional level, perform the function of moral and spiritual reproduction of a person as an active subject of society, is an actual problem of the national educational policy of modern Kazakhstan [3].

Modern pedagogical education, which is an integral part of the education system of the Republic of Kazakhstan, performs the actual task of staffing general secondary education.

The need to modernize pedagogical education is determined by the goals, the internal laws of its development and the future needs of the development of the personality of the primary school teacher before society and the state. Specialists studying in the system of pedagogical education are called upon to become the bearers of renewal ideas based on the preservation and improvement of the best traditions of national education and world experience.

The importance of the problems associated with the training of teachers of primary schools in modern conditions is of particular importance, since the fundamental changes taking place as a whole in the educational system of Kazakhstan also concern primary school teachers.

First, the modernization of the education system, caused by the need to form new system values, orients us to freedom of a self-developing student who is capable of flexible changes in the composition of life activity through the prism of the educational and social direction.

Secondly, the traditional paradigm of education becomes an active basis for the subjects of the educational process, in the conditions of learning new knowledge and a new role and function of both the teacher and the student;

Thirdly, the entry of Kazakhstan into a united global educational space, which required the introduction of a twelve-year general education, the transition to a credit system in the bachelor's degree; fourth, informatization of the entire education system.

The methodology of studying the processes of modernization of training to widely cover the areas of developing requirements for new educational standards, the work program and extracurricular activities of schoolchildren, and the qualitative renewal of relations between all participants in the educational process.

A new social order becomes the teacher himself who is able to fully act in a changing world, to realize himself in a socially significant activity, ready to make socially significant transformations. This is a comprehensive, highly educated teacher that meets the requirements of society, and at the same time is able to independently go beyond accelerated information, a standard set of knowledge, skills, stereotypical attitudes, apply independently, if necessary, a non-standard solution that can withstand external pressure and defend their opinion.

The teacher must understand that in the information society he has ceased to be the only carrier of knowledge. The role of the modern teacher is the role of the conductor in a completely renewed society. A successful student can be raised only by a successful teacher. The viability and effectiveness of any educational system is determined by the precise possibilities of a higher quality education than the professionalism of teachers and the requirements of society.

The multifaceted new mission of education of the 21st century makes adjustments to determine whether teachers are ready to work in the new paradigm. The teacher's readiness must correspond to the multidimensional nature of his activities, the complexity of his roles and the special social goals of education, the culture of teaching and learning, and preparing new generations for humanitarian, cultural and economic solutions to global problems.

Undoubted values in the modern professional and pedagogical environment are not the transfer of strict pedagogical requirements, it is a dialogue for cooperation between the teacher and the student.

For this, it is necessary to introduce new scientific and theoretical approaches to teaching practice, to strengthen the methodological base, first of all, to form an understanding of the status of a teacher [4, 5].

Human innovation potential depends on the following key parameters. In its turn it requires the identification of key features of teacher innovation. Innovative activity and its process depend on the resource potential of the teacher:

- creative ability to create and publish new ideas, and most importantly, their design and modeling in practical forms;
- openness to a new person based on tolerance, flexibility and panoramic thinking of a person;
- cultural and aesthetic development and education;
- preparation for improving the availability of internal tools and methods to ensure their readiness;
- innovative consciousness (value of innovative activity, traditional, innovative needs, innovative stimulation of behavior) [6].

Under the teacher's willingness to innovate, it is commonly understood that the personalities necessary for this activity (great performance, ability to withstand strong stimuli, high emotional status, readiness for creativity) and special qualities (knowledge of new technologies, mastering new teaching methods, ability to develop projects, analyze and identify the causes of deficiencies).

There's no problem, if everyone wants to go through the path of a teacher and achieve a professional career. The organizer of education is not a teacher and achieve a high teaching career.

The pedagogical career is a chain of individual achievements that have a certain value for the professional development of the personality of a particular teacher, contributing to his professional growth [7].

Of particular importance for our study is the allocation of an important characteristic of teacher preparation as – content, organizational forms, methods, means.

An individual-creative approach in this direction ensures the formation of the teacher himself in his holistic individual context of becoming in pedagogical reality, which allows finding forms, methods, means and ways of organizing the pedagogical process that stimulate the fullness of creative pedagogical activity, both in teacher and in the face of a mentor.

The individuality of a teacher with diverse functionality appears at the same time as a self-developing system, the purposeful activity of which in the

professional sphere rises to the level of conscious, free, value-selective pedagogical activity, thereby distinguishing itself from all others.

In order to broadcast their individuality in the pedagogical process, i.e. to be a true subject, not an object, not a means within the framework of this process: to become a carrier of not averaged, impersonal information, but a source of knowledge and experience inspired by individuality; to lay the foundations of creation for their students, a high degree of essential development of the teacher's public self-consciousness is necessary.

The essence of the development of public self-consciousness of the teacher. And there is a process of professional and pedagogical training of primary school teachers seen in our study and within the framework of an integrated approach to the phased assimilation of pedagogical modules (parts of the educational space) based on the development of one's own experience (social and communicative, substantive, personal).

The formation of these areas is the basis for career development of a teacher.

It is defined as a multi-level system that includes the professional self-determination of the individual, the development of her pedagogical activity, professional pedagogical adaptation, inclusion in the sphere of professional relations and self-realization in work.

The multi-level system of continuous self-improvement of teachers at the initial stage of the education system implements new degrees of its own «professional freedom», independence and independence, which, in turn, leads to the harmonization of the factor of professional and personal self-realization and development in accordance with the needs of the state and the social order of society [8, 9].

In this direction, we propose to use the modeling method in training and future pedagogical specialists. There are three main aspects to our model.

First, modeling is the content that should be learned by future specialists as a result of training at the university, the method of knowledge that they must master.

Secondly, modeling is a learning action and a means without which the full-fledged training of a future specialist is impossible.

Thirdly, models made on the basis of symbolic-symbolic means, vividly represent to us the whole pedagogical system of training specialists, obtained as a result and on the basis of creating mental (abstract) images.

On the other hand, building a model of the process of training specialists makes it possible to determine the important features and properties of the model (Table 1):

Table 1 – Model of training pedagogical specialists

Signs and properties of the model	Content
The system of training future teachers in a particular specialty	Systematization at the level of terms, concepts and categories
Functionally – structural interconnection and interaction	Generalization and observation of pedagogical phenomena
Ascertaining pedagogical experiment	Leveling abstraction and conducting a mental experiment that ascertains pedagogical experiment to avoid shortcomings and mistakes
Identification of the singular, particular, general and original at the development stage	Target comparisons of different models
Traditionalism and innovation	To establish continuity in the training of specialists

The structure of the model system for the training of pedagogical personnel is compiled by us on the basis of the requirements imposed on the teacher of the modern school.

Modeling the structure and content of the system of training future primary school teachers in the context of modernization, we have taken into account the basic modeling technologies.

Later, they defined the functions of the model in pedagogical research, since only when these technologies were followed, did the modeling as a method of scientific research allow us to combine empirical understanding and theoretical direction in pedagogical research.

### **Conclusion**

During the study of the pedagogical object and direct observation of the subject as facts of development, the experiment was constructed using the methods of logical structures and scientific abstractions.

The methods of logical constructions and scientific abstraction mean the liberation of our ideas about the subject of research from all particular, random, secondary, and the allocation of significant, durable, stable, typical aspects of the subject. This makes it possible, by scientific generalizations, to single out the universal that is inherent in many phenomena and processes, and helps to follow the process of perception by a specialist of information, which is a highly organized inner work in which all mental processes take part: attention, imagination, memory, and teacher's thinking.

The method of scientific abstraction in pedagogy assumes that all other phenomena – social, economic at the given moment – remain unchanged. Scientific abstraction is the selection of the most significant aspects of the phenomenon under study and a distraction from the entire secondary, random. The analysis by the method of logical constructions is a mental dismemberment of the phenomenon being studied into its component parts, and then the study of each of them. After



that, by synthesis, a holistic view of a particular pedagogical phenomenon is recreated.

Through induction, the study goes from single facts to general provisions. Deduction, when the study goes the most general conclusions to the relatively private. Moreover, analysis and synthesis, induction and deduction as forms and means used in the unity of the pedagogical and educational process are a place in real life.

The main function of the model of training specialists is to integrate professional-pedagogical self-esteem as the regulation of pedagogical behavior and coordinate the motives of internal mental reserves with the goals and means of activity [10].

The measure of self-awareness as a teacher is a professional, the nature of professional and pedagogical self-assessment depends on many reasons. The process of professional self-knowledge is influenced by the degree to which the teacher is turned to his inner world, the degree to which the teacher's need for reflection is developed.

In the formation of the teacher's pedagogical mastery, it is important how its activities relate to already existing models of pedagogical activity. The development of a particular model is carried out, starting with university education.

Often this occurs in the form of a direct projection of the requirements of teachers of pedagogical universities to students. It does not take into account the composition, structure and dynamics of the subject experience of the future teacher. From our point of view, the career growth of teachers is largely determined by the basics of continuous pedagogical education. Continuing professional education, the purpose of which is to achieve the levels of development of an individual and the formation of a personality, worldview, professional qualities, knowledge and skills that ensure his active social position and the success of intellectual professional activity.

An important role in this process of becoming a specialist can be played by educational activities, contributing to the development of openness and flexibility of the young generation.

The model of preparing the future teacher as a whole assumes five levels of the formation of competences for the application of teaching methods as a result of the subject activity.

The composition of the pedagogical conditions of effective preparation for the application of teaching methods includes:

- mastering the integrative knowledge of didactics and subject methods;
- creation of positive motivation in preparing the teacher for the application of teaching methods;

- ensuring individual-group differentiation of student learning;
- training in a small group;
- holding of copyright students in the subjects of the pedagogical cycle.

Training of primary school teachers is different from training of any other subject teacher, because the profession of a primary school teacher is unique. He is a polymeteorological analyst, at the same time necessarily being a class teacher, a psychologist, and a social educator.

To verify the correctness of the model we have developed for the training of future primary school teachers, we applied an expert method.

It allowed to make adjustments and systematize and more precisely structure the structure of the model system for training future primary school teachers.

In building a model of the system of training future primary school teachers, we also used the method of pedagogical monitoring.

Using diagnostics, this method allowed us to assess and predict the state of education of future primary school teachers, track the progress of results, determine development prospects, outline the necessary and sufficient amount of knowledge and skills for the professional development of a primary school teacher. The constructed model of the system of teaching future primary school teachers, taking into account the three main modeling methods (epistemological, expert, pedagogical monitoring) allowed to take into account the pedagogical conditions for training future specialists, constructing experimental phases, and also to obtain a fairly high level of readiness of future primary school teachers.

The result of the modernization of teacher education should be an updated system of training, retraining and advanced training of teachers in the context of modernization, which meets the requirements of the teaching staff. The essence of the new requirements for the preparation of the future teacher is to create conditions for their subsequent effective professional activity in the context of a rapid change in the content of work and the need for continuous continuous updating of knowledge.

Thus, when training a future primary school teacher, in order to effectively form his professional competence, it is necessary to take into account not only general pedagogical, psychological, methodological, organizational aspects of this process, but also the specific features of the preparation of these unique specialists – laying the foundations of all the sciences and forming character and worldview of the younger generation of their country.

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М. Ж. Хамитова

**Жаңғырту жағдайында болашақ бастауыш сынып мұғалімдерінің  
арнайы құзыреттіліктерін қалыптастыру**

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М. Ж. Хамитова

**Формирование специальных компетенций будущих учителей начальных  
классов в условиях модернизации**

Павлодарский педагогический университет,  
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*Бұл мақалада жалпы білім беру жүйесінде бастауыш сынып мұғалімдерін даярлауда жоба технологияларын қолданудың инновациялық тәжірибелі зерттеулері қарастырылады. Зерттеудің практикалық бөлімінде бастауыш сынып мұғалімдерін кәсіби даярлауда өзгермелі әрекеттерді икемді қолдана алатын, өзін-өзі дамытатын жаңа жүйелі құндылықтар негізінде балаларды оқытуда кең мүмкіндіктерді пайдалануға дайындаудың өзектілігі негізделген.*

*Қазақстан Республикасында білім беру жүйесін жаңғырту жағдайында болашақ бастауыш сынып мұғалімдерін даярлауда отандық болмыстың ерекшелігін ескере отырып, шет елдердің тәжірибесін зерттеу мен пайдалану және теориялық, әдіснамалық, ұйымдастырылушылық салыстырмалы талдау жасалынады.*

*«Қазақстан-2050» ұзақ мерзімді стратегиясында бастауыш білім беру жүйесі маңызды басымдықтарының бірі болып танылды.*

*Кілтті сөздер: Қазақстанның ұлттық білім беру саясатының мәселесі; әлеуметтену; кәсіби және арнайы құзыреттіліктер.*

*В статье раскрывается инновационный опыт исследования проективных технологий в подготовке учителей начального звена в системе общего образования. В практической части исследования обоснована актуальность подготовки учителей начальных классов к использованию широких возможностей в обучении*

*детей на основе новых системных ценностей, ориентирующих на саморазвивающегося ученика, способного гибко применять изменяющие составные жизнедеятельности на новом уровне.*

*И это актуализирует необходимость изучения и использования опыта зарубежных стран с учетом специфики отечественных реалий, и сделать сравнительный анализ теории, методологии и организации подготовки будущих учителей начальных классов в условиях модернизации системы образования в Республике Казахстан.*

*Система начального образования признано одним из важнейших приоритетов долгосрочной Стратегии «Казахстан – 2050».*

*Ключевые слова: проблема национальной образовательной политики современного Казахстана; социализация; профессиональные и специальные компетенции.*

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