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Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,
Lingüística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

Año 34, agosto 2018 N°

85-2

Revista de Ciencias Humanas y Sociales

ISSN 1012-1537/ ISSNe: 2477-9385

Depósito Legal pp 198402ZU45



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National Component of the Training Content of the Teachers in Kazakhstan's school

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Abstract

This study is aimed at revealing and substantiating the national component of the content of pedagogical education and its influence on the development of the national consciousness of the future teacher through the use of an inductively-deductive method and the method of generalization. As a result, the integrating discipline of the national component of the content of pedagogical education is the developed training course National Upbringing Mangilik El. In conclusion, the researchers identified pedagogical conditions that contribute to the effective implementation of the national component of vocational training in the educational process.

Keywords: Pedagogical Education, Training, Teachers, National Idea.

Componente nacional del contenido de la formación del profesor en la escuela de Kazajstán

Resumen

El objetivo de este estudio es revelar y fundamentar el componente nacional del contenido de la educación pedagógica y su influencia en el desarrollo de la conciencia nacional del futuro maestro mediante el uso de un método inductivamente deductivo y el método de generalización. Como resultado, la disciplina integradora del componente nacional del contenido de la educación pedagógica es el curso de capacitación desarrollado National Crianza Mangilik El. En conclusión, los investigadores identificaron condiciones pedagógicas que contribuyen a la implementación efectiva del componente nacional de la formación profesional en el proceso educativo.

Palabras clave: Educación Pedagógica, Formación, Docentes, Idea Nacional.

1. INTRODUCTION

The national component is an integral part of the consciousness of modern man. In all civilized countries, the meaning of modern education is the education of a person of a national culture that can be included in various forms of activity and thinking, enter into a dialogue for understanding different cultural meanings. At the same time, there are processes associated with the expansion of information flows, which affect virtually all areas of human activities. The consequence of

this process is the strengthening of the role of the intellectual potential of the individual in determining her social status and life prospects. The high level of development of the intellectual potential of man and the availability of opportunities for its implementation are conditions for the normal functioning of all types of social system. The Republic of Kazakhstan is not an exception in this respect either. In recent decades, Kazakhstan society has been experiencing a painful period associated with the strengthening of the moral and spiritual crisis of youth in all its aspects: moral, social, physical and mental. Therefore, the President of the country Nazarbayev timely put questions related to the strengthening of spiritual unity and continuity of generations, the formation of national identity and new Kazakhstan patriotism.

The researches of scientists Kuddusov (2002) have shown that the decrease in the level of national consciousness, mentality, citizenship and patriotism in a certain part of the country's youth is expressed in ignorance of the history, language, customs and traditions of its people; the growth of the religious views of a very different kind. Historical experience shows that such a situation leads to the destruction of the nation. If the nation loses its cultural code, then the nation itself is destroyed.

In addition, the decline of the moral and spiritual level of youth directly affects the health of the nation; its intellectual potential, competitiveness, the national security of the country as a whole. In these conditions, it is necessary to strengthen national upbringing in pedagogical universities. The analysis of the scientific literature led us to the

conclusion that national education aimed at the formation of the national consciousness of the future teacher should be based on the following positions:

- Formation of the national consciousness of the personality of the future teacher should be harmonized with national priorities;
- Development of the national I of the future teacher is not an end in itself, but a condition for its further professional self-realization;
- Consolidation and strengthening in the minds of the future teacher of the national field, which will help him develop national values in unity with the universal;
- Education of the personality of the future teacher, who not only realizes his national and cultural identity, but also understands his personal responsibility for preserving and strengthening peace on Earth;
- The important qualities of the teacher as a global man are tolerance, activity in communication with others, multiculturalism as a vector of his further professional and personal development.

However, these positions in the content of pedagogical education in the universities of Kazakhstan are almost not taken into account. This is evidenced by the analysis of state compulsory

standards of higher education in the Republic of Kazakhstan 2009, 2012, 2016.

Therefore, the subject of the study is the content of higher pedagogical education (HPE) in Kazakhstan.

The purpose of this study is to substantiate the national component as an element of the content of higher pedagogical education that influences the development of the national consciousness of the future teacher. The novelty of the study is that the rationale and inclusion of the national component in the content of higher pedagogical education was not the subject of a special study in the CIS countries. The development of this problem will help prepare the future teacher with a high level of national self-awareness. A distinctive feature of our study is the understanding of the essence of national education in the context of the national idea of Kazakhstan, in the organic unity of ethnic, multicultural and intellectual education. On the basis of this research approach, the author's definition of the concept of the national component of the content of HPE is given, and the content of pedagogical education is adjusted. In the content, the integrating role of general education and general professional disciplines has been strengthened, special courses have been introduced (National Upbringing Mangilik EI), aimed at developing the national consciousness of the future teacher. The conditions, effective introduction of the national component in the content of

vocational training in the conditions of the pedagogical process of the university are revealed.

2. LITERATURE REVIEW

Literature on the essence of the concept national idea, national self-consciousness, ethnic self-awareness, national culture, national education (Gabitovet al., 2013; Khan and Kolumbayeva, 2015; Kolumbayeva, 2015; Uzakbaeva and Beisenbayeva, 2015). Their analysis provides grounds for the assertion that: 1) the meaning of the existence of any people is determined by the existence of a national idea, that without the support of it, society is doomed, it will inevitably get out of its way; 2) only correctly defined, it will be fateful, historical and creative for the nation; 3) any national idea is aimed at improving, and, first of all, on the spiritual improvement of the people; 4) the national idea can be regarded as the principle of the organization of the life of the people; 5) in terms of content, it is a set of ideological orientations, values and ideals aimed at consolidating the people, sustainable social and economic development of society, strengthening the security and independence of the state; 6) the state possessing a national idea and ideology is much stronger than the state, in which ideologization reigns. Therefore, the strategy of the national idea should be viewed as a strategy for success; 7) the components of the national idea are contained in the depths of the national consciousness of the nation, reflect the picture of national existence, finding its expression

in philosophy, history, science, poetry, literature, music, painting, dance, art, language of the people.

As we can see from the review, the national idea is a special specific form of the national self-consciousness of the individual, a component of the spiritual life of society and fulfills the meaning-forming, ethno-formulating, value-orienting, socially consolidating functions. It is based on such values.

2. METHODOLOGY

To justify the national component, as a time-consuming element of the content of higher pedagogical education, traditional methods were used: the study and system-complex analysis of state program documents, pedagogical literature on the problem of teacher training Nicoleta (2014), Anders (2017), Many et al. (2018), regulatory documents defining the organization of the educational process of higher pedagogical education in Kazakhstan. The use of an inductively-deductive method and the method of generalization made it possible to determine the positions on which the national upbringing of future teachers in higher educational institutions of Kazakhstan should be based. Our research is complex, and Izotov (1993) writes that in complex studies, as a result of their interdisciplinary and transdisciplinary parameters, the problem arises of synthesizing multidisciplinary scientific knowledge. A situation is created when two opposite factors start to operate: consistency and inconsistency between

complex methods and research lines. The final general result of such an interaction can appear as a logically unified result. In addition, the problem organization of the present science begins to unswervingly take in the subject of culture, the development of which is conditioned by the objective forces of the world and the scales of its cognition, informs the given world order and a definite orientation (Izotov, 1993). Therefore, to determine the basis for the development of a national component of the content of higher pedagogical education, an interdisciplinary synthesis of knowledge in the field of the national idea of Kazakhstan, the national identity of the individual was carried out. This gave an opportunity to give an author's definition of the concept of the national component of the content of HPE. To achieve this goal, the use of modeling as an integrative method allowed us to combine the empirical and theoretical in our study. The generalization, systematization, concretization, into a single whole of theories, methods and methodologies of the disciplines of the philosophical, cultural, psychological and pedagogical cycles made it possible to create a Concept for the realization of the national idea Mangilik El in the universities of Kazakhstan. This document gives the researchers a vision of the structure of the national component of the content of pedagogical education. Using the method of modeling and thought experiment, it was possible to build a model for the formation of national consciousness of future teachers, in the context of the most important components of the national idea Mangilik El and to concretize the methodological foundations for the formation of national consciousness of future teachers. Comparative analysis of all the components of the real pedagogical process of the university and the proposed national component of the content of HPE helped to systematize

the conditions for effective implementation of the developed concept. As a result of the research, from 2014 to 2018, the national component - the integrated discipline - National Upbringing Mangilik El was introduced into the content of the professional training of future teachers at the Abai Kazakh National Pedagogical University.

3. Results and discussion

Having carried out a chronological analysis of the literature, we agree that during all the years of independence, a harmonious system of the national idea was built in Kazakhstan, the ethno-forming, multiethnic and intellectual development of the nation being the most important components. The formed national idea of Kazakhstan subsequently received its specific name Mangilik (2014). Today in Kazakhstan we are talking about the model of the national construction of Kazakhstan, and in the future the Powerful Kazakh state, around the state-forming ethnos - the Kazakhs. The real practice of national construction in various states of the modern world is based on the principle of and - and. This way of building a nation, one of the most common in the world, is called the model of the dominant ethnos (Anthony Smith); for modern, multi-ethnic Kazakhstan, actual and priority is the comprehension of the essence of the national idea, in the unity of its ethno-cultural and civil components. In a multi-ethnic state, a national idea cannot be oriented only toward the state-forming nation. The main function of the national idea is to unite all the citizens of the country, regardless of their ethnicity, into a single nation of

Kazakhstan, based on the commonality of their Kazakh citizenship. It is quite natural that today the ethnic policy of Kazakhstan is carried out within the framework of the national idea Mangilik El in close unity with the supraethnic and is aimed at developing the multicultural consciousness of Kazakhstanis and their identification as representatives of the state of Kazakhstan. At the same time, emphasis is placed on the fact that, along with national unity, a strong competitive economy and an intelligent, creative society are needed (Nikitina et al., 2002).

Therefore, when forming a new generation of educators, these circumstances should be taken into account: prepare future teachers oriented to active actions for the country's economic development, maintaining its stability, independence and security, capable of constructive dialogue with representatives of other cultures. Consequently, the task of educating the national consciousness of future teachers should become a priority in pedagogical education.

Formation of national consciousness of future teachers is the goal of national education. In modern conditions, an expanded understanding of its essence is required in the context of the three most important components of the national idea Mangilik El, which incorporates ethnic, multicultural and intellectual education in their unity, interconnection and interdependence.

During the transition from the industrial to the postindustrial stage of the development of society, when the role of knowledge and information grows, the natural consequence of this process is the

strengthening of the importance of the individual's intellectual potential in unity and interrelation with ethnic and multicultural education. Therefore, the formation of a high level of national self-awareness among future teachers is carried out not only at the level of the historical development of the Kazakh people, but also in the context of the three most important components of the national idea Mangilik El:

- Ethnic education is aimed at the development of ethnic identity, ethnic socialization and ethnic identification, thus contributing to the realization of the ethno-forming component of the national idea Mangilik El;

- Multicultural education is aimed at the development of civic self-awareness, civil socialization, civil identification, thereby contributing to the realization of the civic component of the national idea Mangilik El;

- Intellectual education is focused on the fact that the expected result of the educational process is the training of a teacher who owns a set:

- a) Ethnic, ethnocultural, multicultural, interethnic competencies;

- b) General professional, professional, subject, information and communication skills, competence to resolve personal and professional problems;

c) Conflict logical, socio-political, self-educational, research and self-cognitive competencies, without which its activities in the intellectual, socio-political, communication, information and other spheres of society

These basic provisions allowed us to formulate the goal and objectives of national upbringing.

The goal of national upbringing is the education of a new generation of teachers with a high level of development of national self-awareness, national spirit, the spirit of patriotism, historical consciousness and social memory; spirit of professionalism and competitiveness, ready for active actions to preserve the stability, independence, security of our state, able to build a constructive dialogue with representatives of other cultures.

The main tasks of national education of future teachers in modern conditions are:

- The formation, especially among the representatives of the state-forming nation, of a meaningful attitude to their own national roots, to the language, the history of the formation and development of their people, customs and traditions, the national culture as a whole, as part of world culture, in unity and interconnection with its past, present and future, as the basis for the development of the national spirit, the spirit of patriotism, historical consciousness and social memory;

- Development of readiness for the active development of the Kazakh language as a state language, regardless of nationality. The Kazakh language is the basic element of national self-consciousness, the core of spirituality and unity of the Kazakh people, all peoples and nationalities living in Kazakhstan. This is the basis for the development of the spirit of the nation as a whole;

- Development of respectful attitude to traditions, customs, national culture and history of peoples and nationalities living in joint living, based on the best traditions of the Kazakh people;

- development of a conscious attitude to the formation in oneself: a) high level of national dignity, patriotism and citizenship, tolerance and humanism; b) readiness for interethnic, interconfessional and intercultural dialogue; c) the need to follow the universal values as life, freedom, conscience, faith, love, happiness, fixing the eternal ideals of Good, Truth, Beauty, which contribute to the preservation of peace, peace and non-violence on earth;

- the development of future teachers' understanding and awareness of the fact that in modern social and cultural conditions, an intellectually developed, creative and healthy person with a pronounced need for self-improvement, self-actualization of one's essential forces is in high demand; readiness to change, mastering new knowledge, producing and

initiating new ideas and translating them into life for the benefit of their Motherland (Zhampeisova et al., 2014).

As a result of the research, we present a hypothetical model of the formation of the national consciousness of the future teacher in the context of the three components of the national idea Mangilik El - ethnic, multicultural and intellectual education.

The essence of the model is that the formation of the national self-awareness of the personality of future teachers, representatives of the state-forming nation, through ethnic education should be carried out by teaching the native language, acquaintance with the history, spiritual and material culture of the Kazakh people, its national mentality, originality, customs and traditions, value orientations and adherence to them in practice.

Accordingly, the formation of national consciousness of future educators at the level of ethnic identification and ethnic socialization for representatives of the state-forming nation should be aimed at forming the image I am a representative of the Kazakh people. He does not only know the customs, traditions, national culture, the history of the formation and development of his people, but also respects the language, traditions, customs, national culture and the history of peoples and nationalities living together. The formation of national consciousness among future educators at the level of multicultural education, both for representatives of the state-forming and for other nationalities, should be based on the preamble of Kazakhstan's Basic

Law - the Constitution of Kazakhstan and is aimed at forming the image: I am the representative of the Republic of Kazakhstan, I am - citizen of the Republic of Kazakhstan. Kazakhstan became the birthplace for all people living here, representatives of different nationalities and religions. They are united by a common historical destiny. Nothing unites people of different nationalities better than mutual respect based on the understanding of the spiritual world, mentality, language, customs, traditions, history, national culture as a whole state-forming ethnos (Bernard and Beaudreau, 2006).

Formation of national consciousness of future teachers at the level of the third component of the national idea *Mangilik El* - intellectual education, both for representatives of the state-forming and for other nationalities, should be oriented towards the formation of the image I am -we - together - intellectual nation. With this approach, the main vector of development of the national self-awareness of the personality of the future teacher of Kazakhstan will be the movement from the ethnic I and the civil identification we to the intellectual nation Together. This is the way of civilized development of Kazakhstan. The professional training of a teacher in the Republic of Kazakhstan is carried out in accordance with the state compulsory standards of higher education and the educational programs developed on their basis, where theoretical training includes the study of cycles of general education, basic and profiling disciplines. We analyzed the state compulsory standards of higher education, which showed that the national component in the content of the professional training of teachers was presented only in the section of general educational

disciplines, such as the study of the history of the country, cultural studies, political science (until 2016).

Relying on the theoretical positions and the model for the formation of the national consciousness of the future teacher in the context of the three components of the national idea Mangilik El, and also by identifying the potential possibilities of the pedagogical process of the university, we came to the conclusion that in the educational sphere the ideas of Mangilik El can be realized through strengthening the national component of the content of education, including pedagogical. In pedagogical education, this means the renewal of the content of the HPE by introducing a national component in it. We derived the following definition of the concept. The national component of the content of higher pedagogical education is an integrating element that is included in all disciplines of the teacher's professional training, including the introduction of a special course aimed at building the national consciousness of the future teacher.

In 2014, at the Abai Kazakh National Pedagogical University, in cooperation with leading scientists of a number of higher educational institutions of the Republic, a concept for the realization of the national idea Mangilik El in the universities of Kazakhstan was developed. Based on this concept, a standard was developed, a standard program based on which was written textbook National Upbringing: Mangilik El. In the academic year 2014-2015 within the intra-university national component for students of the first year, the discipline National upbringing: Mangilik El was introduced. Conducted observations,

interviews, questionnaires, writing essays, abstracts, development of presentations indicate the presence of positive dynamics in the development of national consciousness of students. In the future, in the 2018-2019 school year, a large-scale section of the effectiveness of the work done with students of all faculties of the university, who have completed a full course of study (4 years), is planned. The fundamental problem of the discipline Mangilik El is the raising of the national idea Mangilik El to the status of the national program. The new discipline clarifies the meaning and content of concepts, positions and attitudes in the renewing world, to adjust the parameters for reconciling different views within the framework of public demand.

The logic of discipline proceeds from the identification of the similarity of the individual, the particular and the general in the national experience. In three dimensions - ethnic, multicultural and intellectual, the national and pedagogical-educational potential of the discipline Mangilik El is revealed more fully. These rules contain an innovative endeavor - the unity of historical memory, methodological culture and social orientation. From these positions, the discipline Mangilik El is a new phenomenon aimed at forming a high level of national self-awareness and the activity of future teachers in demand by the new socio-cultural conditions of the Republic of Kazakhstan. The leading trends in the development of modern higher pedagogical education is the integration of its content. The significance of integration lies in the fact that integration is an innovative technology, which is a high form of implementation of inter-subject communication at a qualitatively new level of training. Hence,

interdisciplinarity is one of the most important requirements in the qualitative teaching of the discipline Mangilik El.

As an integrated course, the discipline Mangilik El offers the future specialists knowledge of many areas of science (history, philosophy, geography, ethnography, literature, pedagogy, ethnopedagogy, ethics and etiquette, etc.), art, culture, painting, and real everyday life. As is known, the result of integration is a system that has integrity properties. The peculiarity of the discipline National upbringing: Mangilik El is that it's content:

a) Has a documentary, historical character: the goals, objectives, content of the national education of future specialists were determined and formed, based on a retrospective analysis of the main provisions of strategic documents and Messages of the President of the Republic of Kazakhstan N.A. Nazarbayev to the people of Kazakhstan.

First. Upbringing of new Kazakhstan patriotism. The new Kazakh patriotism is what should unite the entire society, beyond ethnic differences. The second. Equality of the rights of citizens of all ethnic groups. All of us are Kazakhstanis with equal rights and equal opportunities. We have a direct responsibility for peace and peace on our land. Third. Development of the Kazakh language as national and state language, development of the Russian language as a language of interethnic communication, mastering English (and other languages) as a language of interstate communication. Responsible language policy is one of the main consolidating factors of the Kazakh nation. The

Kazakh language is our spiritual core and it must be actively developed, using in all spheres. Fourth. Revival of culture, tradition and identity. Traditions and culture are the genetic code of the nation. Fifth. Raising the role of the national intelligentsia. The intelligentsia should become the leading force in the strengthening of national values at the stage of the state held. The sixth. Strengthening the secular nature of the state is an important condition for the successful development of Kazakhstan. As a result of studying the discipline, the student should know:

- The essence of the basic concepts of the discipline *Mangilik El* (ethnos, nation, mentality, national mentality, national idea, national education, national consciousness, ethnic consciousness, national culture, culture of interethnic communication, healthy way of life, intellectual potential, competitiveness, etc.) (Telemtayev, 2005).

- The essence of the national idea of the Republic of Kazakhstan *Mangilik El* in the context of its three most important components (ethnoforming, multicultural, intellectual), the essence of the national ideal of the Republic of Kazakhstan; the essence of the system of spiritual values adequate to the status of an independent state of Kazakhstan; the essence of the main factors that transform the national idea into a national reality and the historical destiny of the people;

- The essence of the teaching of Kazakhstan as a philosophical and methodological basis of the national idea *Mangilik El*.

- The essence of the methodological foundations for the development of national self-awareness of future specialists;
- The essence of the model of the formation of national self-consciousness of the individual in the context of the three components of the national idea.

The student should be able to:

- Reflect and determine the level of formation: a) ethnic identification at the level of I - a representative of the Kazakh people ; b) civil identification at the level of I, We - representatives of the State of Kazakhstan; c) intellectual identification at the level of I, We, Together - the intellectual nation;
- Identify problems at each level of identification and find ways to address them;
- Worthy of living in a civil society, respecting the rights and freedoms of the individual, values common to all Kazakhstani ethnic groups.

In the methodological context, the subject field *Mangilik El* contains principles: the transition from monism to pluralism, from one-sided approaches to multi-level analysis and interdisciplinary reflection.

Multilevel, interdisciplinary suggest:

- The transition from an abstract idea of the country to a concrete understanding of its essence and prospects for development;
- Deepening the knowledge of future teachers in the mainstream of the national spirit, national life and innovative undertakings;
- Enriching the theoretical views of living creativity and the need for actively-creative activity.

4. CONCLUSION

Thus, the main result of the study is the rationale for the national component as an element of the content of higher pedagogical education, which influences the development of the national consciousness of the future teacher. The content of the national component in the aggregate of its three elements ethnic, multicultural and intellectual is presented, and the need to include the national component in the content of vocational training of the teacher in the aggregate of its three constituent elements is proved.

It was also revealed that an important condition for the effective formation of the national consciousness of future educators is awareness and understanding by them that:

- The formation of national identity is not a one-time act. This is a long process, which should be regarded as a system for mastering the national culture (material and spiritual) of the people of Kazakhstan throughout all the years of study at the university;

- The integrity of the system of the continuous process of formation and development of national self-consciousness (from course to course) is determined by the unity of the educational and extracurricular activities of the students;

- The formation of national consciousness is carried out in the process of mastering knowledge in all the basic subjects studied in the university (social, humanitarian, psychological, pedagogical and special cycle of academic disciplines), the passage of all types of practices, as well as participation in the educational activities of the group, institute, university in whole;

- The most important means for the formation of national self-awareness in the conditions of a holistic pedagogical process are educational, informative, self-educational, scientific research, socio-political, socially useful, cultural and educational, sporting and other activities.

In the system of a continuous process of formation and development of national consciousness of future teachers the starting point was the introduction for students of the first year of the system-

forming discipline National Upbringing Mangilik El. The main purpose of the college discipline Mangilik El is to broaden and deepen the knowledge on the development of national self-consciousness in future educators at a higher level, namely at the level of professional self-knowledge and professional self-reflection (Bondarevskaya and Kulnevich, 1999).

The discipline of Mangilik El in Kazakhstani universities is meta-subjective in nature. This allows for the continuous formation of national self-awareness among students in the context of its implementation in schools in Kazakhstan. The national component of the content of higher pedagogical education can be expanded through elective courses of the university component in terms of courses and years of study, and also through systematic study of subjects: Kazakh history, Kazakh language, Kazakh oral literature, Kazakh philosophy, Kazakh etiquette, Kazakh law, Kazakh culture, Kazakh political science, Kazakh economy, Kazakh ethnography, Kazakh ethnopsychology, etc. The effectiveness of the process of forming the national consciousness of future specialists during all the years of study at the university assumes the implementation of the following pedagogical conditions:

- Maximum use of the possibilities of the disciplines of the socio-humanitarian, psychological and pedagogical cycle and the academic disciplines of the university for the all-round activation of the intellectual and spiritual-creative potential of the individual, by including in their content a special material

(national component) aimed at the formation of the national self-awareness of students;

-Provision of ethnopedagogical, cultural, axiological, acmeological, ethno-cultural, multicultural, and health-saving and competence orientation of the whole pedagogical process of the university;

- Organization of reflexopracticism of trainees as a thought process aimed at the recognition of national qualities (Praliev et al., 2015);

The prospects of our research relate to the solution of the tasks of spiritual modernization of Kazakhstan society. One of its directions is the competitiveness of education. Therefore, further theoretical and practical development of the formation of the national consciousness of the future teacher - an intellectual component in unity - of ethnic, multicultural education is required. This research direction is connected with the preparation of a competitive future of the teacher in the system of competitive higher pedagogical education. Consequently, in the future, one more area of scientific research: the definition of the paradigmatic concept of vocational training of a competitive teacher in conditions of spiritual renewal of Kazakhstan society. The article is prepared based on the materials of the completed works within the framework of the grant financing of scientific research project of the Ministry of Education and Science of the Republic of Kazakhstan for 2018-2020.

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DEL ZULIA**

opción

Revista de Ciencias Humanas y Sociales

Año 34, N° 85-2, 2018

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.
Maracaibo - Venezuela

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