

The image Making of the Future Physical Culture Teacher in Kazakhstan

La imagen del futuro profesor de cultura física en Kazajstán

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Abstract. The rapid development of science and technology, socio-economic and cultural changes taking place in modern society put the task of training highly qualified and competitive future physical education teachers on the agenda. The purpose of the study: to cover the issues of the system of image making of the future physical culture teacher in Kazakhstan. To achieve the purpose of the study, the following methods were used: analysis, comparative analysis, retrospective analysis, synthesis, comparison, the study of one's own teaching experience; systematisation and generalisation; abstraction and classification. The image making of the future physical culture teacher in Kazakhstan acquires effectiveness under the following pedagogical conditions: the content of professional disciplines, considering the specific features of health and recreational activities; organisation of professional training using active teaching methods, innovative information and communication technologies and subjective interaction of the teacher and student; integration of theory, practice, and research activities of the future physical education teacher during the practice and organisation of students' research work. The paper focuses on the main provisions of the concept of future physical education teachers' professional training for recreational activities. Developing the author's system of forming the image of the future teacher of physical culture, the authors proceeded from the fact that it is the model that allows describing the pedagogical system most fully and accurately. The system contains five blocks that allow structuring and specifying purposes, objectives, methodological approaches, principles, content of structural components, forms, methods, tools, stages, functions, pedagogical conditions, criteria, indicators, levels, and results. The system developed by the authors is dynamic and can be implemented during the adaptation, training, professional and analytical and correctional stages.

Keywords: physical culture teacher, image making, image of a physical culture teacher, professional education, physical culture teachers' training.

Resumen. El rápido desarrollo de la ciencia y la tecnología, los cambios socioeconómicos y culturales que tienen lugar en la sociedad moderna ponen en la agenda la tarea de formar futuros profesores de educación física altamente cualificados y competitivos. El objetivo del estudio: abordar las cuestiones del sistema de formación de imágenes del futuro profesor de cultura física en Kazajstán. Para lograr el propósito del estudio se utilizaron los siguientes métodos: análisis, análisis comparativo, análisis retrospectivo, síntesis, comparación, estudio de la propia experiencia docente; sistematización y generalización; abstracción y clasificación. La formación de la imagen del futuro profesor de cultura física en Kazajstán adquiere eficacia bajo las siguientes condiciones pedagógicas: el contenido de las disciplinas profesionales, teniendo en cuenta las características específicas de la salud y las actividades recreativas; organización de la formación profesional utilizando métodos de enseñanza activos, tecnologías innovadoras de la información y la comunicación y la interacción subjetiva del profesor y el alumno; integración de las actividades teóricas, prácticas y de investigación del futuro profesor de educación física durante la práctica y organización del trabajo de investigación de los estudiantes. El artículo se centra en las principales disposiciones del concepto de formación profesional para actividades recreativas de los futuros profesores de educación física. Al desarrollar el sistema del autor para formar la imagen del futuro docente de cultura física, los autores partieron del hecho de que es el modelo que permite describir el sistema pedagógico de manera más completa y precisa. El sistema contiene cinco bloques que permiten estructurar y precisar propósitos, objetivos, enfoques metodológicos, principios, contenido de los componentes estructurales, formas, métodos, herramientas, etapas, funciones, condiciones pedagógicas, criterios, indicadores, niveles y resultados. El sistema desarrollado por los autores es dinámico y puede implementarse durante las etapas de adaptación, formación, profesional y analítica y correccional.

Palabras clave: profesor de cultura física, formación de imágenes, imagen del profesor de cultura física, formación profesional, formación de profesores de cultura física.

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Introduction

The rapid development of science and technology, socio-economic and cultural changes taking place in modern society put the task of training highly qualified and competitive physical culture and sports specialists on the agenda. The specific features of the professional activity of such specialists indicate the need to modernise the content, forms, and methods of higher education in this field (Lederman *et al.*, 2019; Sanabria Navarro *et al.*, 2023). The priority national values that determine the socio-economic policy of civilised countries are health and the development of a healthy lifestyle of a person. The health of the nation is

an indicator of the maturity, culture, and success of the state. The development of society, global changes in the economy, culture, and science have led to urbanisation, informatisation, industrialisation, and a considerable decrease in human motor activity. Recreational activities can serve as an effective means of preventing the negative consequences of the development of modern civilisation (Alexander, 2020; Castillo-Retamal *et al.*, 2023). The solution to the problem of employment of a future physical education teacher is based on a competency-based approach, in which the professional and personal characteristics of the graduate are associated with the personnel needs of the recreational sphere (Tolgfors, 2018;

Krzysztofik *et al.*, 2021; Bernate & Fonseca, 2023).

Currently, the evident problem of the new educational environment of Kazakhstan is the transition to a new system with an understanding of the transformational processes taking place in the political, economic, educational, scientific, and scientific-technical fields. Such a problem in the higher educational system of the Republic of Kazakhstan arises, first of all, due to a number of reforms and globalisation processes, which, admittedly, affect the consciousness and thinking of the individual. Reforms are a mandatory element of the transition to a new stage of development of both society in general and an individual in particular (Tolen *et al.*, 2014; Pascual Galiano *et al.*, 2023).

The social importance and objective need of the state for effective professional training of the future physical culture teacher in recreational activities, the need to solve these contradictions, insufficient theoretical and practical elaboration of the designated problem led to the choice of the subject of the paper (McDavid *et al.*, 2020; Urrutia Medina *et al.*, 2023).

To align higher education with the national labor market needs, it's essential to emphasize practical training, continuously update knowledge, and incentivize educators to adopt pedagogical innovations (Komilova *et al.*, 2021). A voluntary independent certification for graduates and monitoring of labor market demand can further this alignment. The inconsistency between higher education and labor market demands stems from weak communication among educational institutions, employers, and regional authorities, coupled with a lack of real-time labor market data. Experts suggest enhancing university-employer partnerships, establishing teams for labor market forecasting, and promoting transparency and competition in higher education funding (Salmi & Thuneberg, 2019; Campos *et al.*, 2023). It is difficult to determine the reasons for the aggravation of the situation in the educational services market, among which: the consolidation of higher educational institutions by combining several to increase the market share and improve the rating; the unfavourable demographic situation, which results in a decrease in the number of applicants and a slow growth in demand for educational services; a decrease in demand for educational services (Fletcher & Ni, 2021). The purpose of the research analysis: to cover the issues of the system of image making of the future physical culture teacher in Kazakhstan.

Materials and Methods

To address the system of image making for future physical culture teachers in Kazakhstan, a multi-method approach was employed. The study commenced with a comprehensive analysis of regulatory documents within the realms of physical culture, sports, and health. This was done to understand the prevailing state and development of the professional training paradigm for upcoming physical culture educators.

Primary methods incorporated into this study include:

- **Comparative Analysis:** This involved juxtaposing current practices and regulations against historical or global benchmarks.
- **Retrospective Analysis:** By examining past data and trends, we sought to determine patterns and trajectories that could illuminate the present state and future prospects.
- **Systematisation and Generalisation:** Rooted in the data, theoretical underpinnings of the essential components of training future physical culture teachers were established.
- **Abstraction and Classification:** By employing these techniques, we ascertained the criteria and metrics crucial for evaluating the readiness and proficiency levels of physical culture teachers.
- **Design and Modelling:** This enabled the conceptualisation and crafting of a robust framework focused on the professional training of upcoming physical culture teachers.

This research was anchored in a structured problem-solving approach. Beginning with the broad research problem, it was disaggregated into specific sub-tasks. Each sub-task was systematically tackled to piece together the comprehensive answer to the primary problem.

Results and Discussion

Developing the author's system of forming the image of the future teacher of physical culture, the authors proceeded from the fact that it is the model that allows describing the pedagogical system most fully and accurately. The system contains five blocks that allow structuring and specifying purposes, objectives, methodological approaches, principles, content of structural components, forms, methods, tools, stages, functions, pedagogical conditions, criteria, indicators, levels, and results. The system developed by the authors is dynamic and can be implemented during the adaptation, training, professional and analytical and correctional stages. At the adaptational stage, pedagogical diagnostics of the ideas of the future physical culture teacher about the need for recreational activities is carried out; a positive attitude and sustained interest of the future physical culture teacher in recreational activities is formed; attention is focused on the social importance of the profession in the field of recreation and human health improvement. At the educational and professional stage, the strategy and tactics of forming the full readiness of the future physical culture teacher in recreational activities are being clarified; the level of future physical culture teacher' readiness in recreational activities is being monitored (Comprehensive plan for the development..., 2020).

At the analytical and correctional stage, the results of professional training are analysed and corrected, characterising the levels of development of future physical culture teacher's readiness in recreational activities. The

structural blocks of the system include target, theoretical and methodological, substantive, organisational and procedural, and criterial-evaluative, which are presented in the form of a model for the image making of the future physical culture teacher in Kazakhstan. Defining the target block system, the authors proceeded from the fact that it would be aimed at implementing a social mandate for the professional training of a future physical education teacher in recreational activities, considering the requirements of modern higher physical education and the requirements of employers. The target block contains the purpose (professional training of the future physical culture teacher in recreational activities) and tasks (Comprehensive plan for the development... , 2020):

1) to form and develop the ideas of the future physical education teacher about the necessity and importance of recreational activities, to focus on the social importance of the profession in the field of recreation and wellness;

2) to direct the efforts of the future physical education teacher to master professionally-oriented knowledge, skills and abilities that will allow them to effectively carry out recreational activities;

3) to form and develop the needs of the future physical education teacher in the constant development of their professionally important and personal qualities;

4) to form and develop the abilities of the future physical education teacher to an adequate self-assessment and their responsibility for the results of recreational activities.

The theoretical and methodological block consists of the concept of forming the image of the future physical culture teacher, methodological approaches (system, activity-based, axiological, culturological, competency-based, personality-oriented, and modular) and principles (variability in the choice of content and forms of education, cultural diversity, contextuality, considering the individual characteristics of the student's development and physical fitness, prospects, creativity). Let us consider the principle of choosing the content and forms of education. The term "variability" has been actively used in pedagogical science and practice since the 1990s, when the trend of transition from unification and uniformity to a variety of types of educational institutions, variability of education, forms of organisation of the educational process became dominant in the educational system (De Loof *et al.*, 2019; Comprehensive plan for the development... , 2020).

The principle of cultural conformity indicates an organic connection with the history of the people, their language, cultural traditions, folk art, crafts, and ensures the spiritual unity of generations. This principle is aimed at ensuring that future specialists in physical education and sports acquire the experience of recreational activities that the national community has accumulated throughout history. The principle of contextuality of training and actualisation of its results provides that the training of a future physical education teacher, considering one side, will contribute to solving specific and vital tasks facing students, and on the other hand, provides for the introduction into practice of

acquired skills, knowledge, abilities, and the implementation of professionally important and personal qualities formed. The principle of considering the individual characteristics of each student's development has a universal character. Of particular importance are physical fitness, character traits, and volitional qualities of a future physical education teacher, therefore teachers should consider their individual characteristics in the process of holding practical classes (Krzysztofik *et al.*, 2022). The principle of continuity and perspective is of particular importance for the future physical culture teacher. This principle has a complex interdisciplinary character and provides for continuity between individual stages and stages of development, preservation of the elements of the whole during the transition from one stage to another. At each of the stages of the development of future physical culture teacher' professional qualities, the positive aspects achieved at the previous stage are consolidated and expanded, considering further successful recreational activities, the search for an individual style of its implementation. The principle of creativity characterises the creative orientation of future physical culture and sports teachers' professional training on interaction, cooperation of teachers and students (Usin *et al.*, 2015). Theory and practice of learning develop together with society, science, and progress. Modernisation of education is associated with the development of new paradigmatic foundations of the organisation of the pedagogical process – the development of creativity (Bukach *et al.*, 2022). Therewith, one of the most important tasks of professional education is to create pedagogical conditions for the development of creative abilities and personality qualities of a student that they need for creative activity, regardless of the future specific profession. It is the development of a creative educational environment that allows everyone to form an individualised educational trajectory (Christiansen *et al.*, 2018; Sadvakassova *et al.*, 2021).

The content block contains educational and methodological complexes on professionally oriented disciplines "Health-improving physical culture", "Modern technologies in health-improving physical culture", "Physical recreation", "Pedagogy" considering the specific features of recreational activities.

The organisational and procedural block contains forms, methods, means, stages, and functions. Forms: collective, group, and individual. Methods: business games that simulate real professional situations and involve the performance of professional functions and duties by future physical education and sports specialists, consideration of specific professional situations, trainings, case-study method, project method, round tables with leading specialists of recreational and wellness centres, portfolio compilation, creation of multimedia presentations. Means of education: textbooks, test tasks, computer and multimedia means and means of recreational activities (recreational games and folk games, entertainment and fun; types of tourism: recreational, green, ecological, cultural,

and therapeutic; wellness systems based on the use of gymnastic exercises, health related fitness, oriental and therapeutic systems) (Zebrowska *et al.*, 2019). The functions of image making of the future physical culture teacher include: design, constructive, organisational, communicative, gnostic, and control and evaluation. The design function provides for the development of the abilities of a future physical education teacher to predict the results of recreational activities.

The constructive function includes the development of the abilities of the future physical culture teacher to model and select means of solving professional situations that arise in the course of recreational activities. The organisational function is conditioned by the development of the abilities of the future physical culture teacher in the regulation of labour and the distribution of responsibilities. The communicative function is aimed at the development of the abilities of the future physical culture teacher to communicate and the mastery of professional terminology. The gnostic function is aimed at clarifying the conceptual logic of professional training, is conditioned by the content, forms, methods, and means of higher physical education, ensuring the development of the abilities of the future physical education teacher to analyse and evaluate the results of recreational activities. The control and evaluation function provides for the development of the skills of the future physical culture teacher to control and adjust the results of the educational process (Yessentayev, 2014).

The image making of the future physical culture teacher in Kazakhstan acquires effectiveness under the following pedagogical conditions:

- 1) the content of professional disciplines considering the specific features of recreational activities;
- 2) organisation of professional training using active teaching methods, innovative information and communication technologies and subjective interaction of teacher and student;
- 3) integration of theory, practice, and research activities of the future physical culture teacher during the practice and organisation of students' research work.

The criterion-evaluation block covers criteria, indicators, and levels (high, average, low) of future physical culture teacher's readiness in recreational activities. As a result, the readiness of the future physical culture teacher in recreational activities is formed. The level of higher education characterises the development of civilisation. The world system of higher education in the 21st century is in a state of crisis, as evidenced by the decline in the quality of education, the gap between culture and science, between natural-scientific knowledge and the humanities. An attempt to search for a new paradigm of education led to the realisation of the need to develop a concept for the image making of a future physical education teacher (Bremer *et al.*, 2018). Professional training today is a long-term, expensive and resource-intensive sphere of social production, is the most complex in terms of goals, content, methods, means, and results. The scientist emphasises that

this is natural since this refers to youth and younger adulthood, when a person, already being a complete life subject, arises and develops as a person who is capable of complete actions, takes responsibility for himself and others, asserts himself as a specialist, discovers a civic position and national identity. For this research, these thoughts of the scientist are very important (Harrington *et al.*, 2018). The new conditions of professional activity of such specialists, which are the conditions of educational integration, contribute to the need to determine the content and forms of development of professionally oriented knowledge, skills, competencies, integral personality qualities of the future physical culture teacher, which ensure, on the one hand, the quality of the educational process, and on the other – the success of professional implementation in the field of recreation. The authors believe that the task of training a future physical culture teacher, who has an established aspect of professional culture, allows organising effective interaction with all participants in the recreational process (Rodríguez-Ayllon *et al.*, 2019).

For a thorough construction of the content of education, researchers distinguish two groups of guidelines: 1) guidelines that were substantiated by scientists earlier and have retained their influence from the standpoint of today; 2) new guidelines that radically change the situation with the selection and construction of the content of higher education. The scientist refers to the guidelines of the first group: a conceptual idea of the educational content; a didactic provision on the unity of the procedural and substantive aspects of education in the selection of the educational content; the nature of the graduate's future professional activity; a methodological provision that the academic discipline is the result of didactic processing of a certain set of knowledge, abilities and skills necessary for mastering professional qualifications. The second group of guidelines includes the following: globalisation and the emergence of new forms of educational process organisation, one of which is distance learning; information and Internet technologies; reform of higher education based on a competency-based approach; the emergence of new regulatory documents reflecting the interests of various parties (students and their parents, employers, society, the state) (Johnstone *et al.*, 2018; Zhou *et al.*, 2019).

The ability of a specialist to occupy the desired place of work is directly related to the current market situation. Firstly, there should be a job market where a specialist can choose a particular place of employment that corresponds to their ideas and desires. Secondly, a labour market is required, that is, more than one person can apply for the same place. Thirdly, a contractual hiring procedure should be available. The employee and the employer should be able to negotiate to agree on their interests. Otherwise, when employees agree to any working conditions or employers accept any employee, there is no competitive environment for employee-employer interaction. The applicant's ability to get the desired job is related to their competitiveness.

The first stage at which the competitiveness of a graduate or a student of a higher educational institution manifests itself is employment. Employment in the latest scientific publications is understood as a process that consists in selecting a place of work and its registration through the conclusion of an employment contract with the relevant employer. It is also indicated that, in a broad sense, employment is any process of getting a job both independently and through certain bodies (Law of the Republic of Kazakhstan..., 2014; Halliwell *et al.*, 2018).

New factors prompt the overcoming of the shortcomings in the field of higher education. These include the phenomenon of globalisation, which influences the development of a new educational model. The international interdisciplinary encyclopaedic dictionary "Globalistics" indicates that the system of teaching and education is forced to adapt to the demands of the global market economy, is expanding and striving to go beyond the borders of states. It also increases dependence on the level of knowledge, which leads to the idea of creating a common global educational system, which can be based on common educational standards. At the present stage of the development of civilisation, the impact of globalisation on higher education, according to the authors, is manifested in the fact that higher education is a promising export branch of the economy from the standpoint of international educational exchange programmes; globalisation involves the emergence of new types of professional higher educational institutions (university, academy, institute, college) and their means of financing, a single educational space, the introduction of a unified system of qualifications, uniform worldwide criteria for assessing quality, requirements for the organisation of educational programmes, a single research space, increasing competitiveness, lifelong education, etc. (Faber *et al.*, 2021).

The implementation of new requests becomes possible in the context of the transformation of the global academic community. The reformation of foreign educational systems in recent decades has brought characteristic changes to the development of national education. This focuses on studying the experience of international educational achievements, expands the prospects for improving the quality of education through comparative studies conducted by specialists from different countries, changes the status of teachers and students (Vallett *et al.*, 2018). The idea of humanisation of higher education is based on liberal education, where the main ones are individualisation and natural rights of the individual, freedom, equality, democracy (Myrzabayev *et al.*, 2018). The principles of liberal education allow a person to make a free choice of conditions and means of self-fulfilment, conditions and means of self-development. The author focuses on the fact that humanitarian education is based on teaching the laws of social development, norms and attitudes, creating conditions for people to realise and understand their place in the system of public relations and in the spiritual world

(Eckes *et al.*, 2018). The humanisation of education, according to researchers, is fundamentally the return of the entire system in a person's consciousness, to his essential powers, to feelings, reason and will, the ability to navigate in this world, understand it and act with dignity. The question of the content, forms, and methods of obtaining and acquiring humanitarian knowledge has been discussed for two centuries, since then Western philosophical thought has been aware of man and the forms of his practice as an object of research (Vennix *et al.*, 2018). Humanitaristics is a term that conventionally means all the variety of theoretical texts devoted to a person and their socio-cultural practice. However, this period, according to the scientist, defines not only a set of texts; they are continuously developing and ensuring the unity of theory and practice, in which these sides are mutually conditioned: this is the theory of the practice of human existence and the practice of applying theory. At the same time, education is an active "mediator" and a special sphere of humanitarianism, in which this unity is fulfilled in the forms of consciousness (Betancur *et al.*, 2018; Schnell, 2018; Breslin *et al.*, 2019). The process of humanitarisation of higher physical education of future physical education and sports specialists includes the creation of a comfortable humanitarian environment, the humanitarian orientation of teaching all academic disciplines.

Recognising the need for high-quality preschool, primary, secondary, higher education and professional training for Europe, this approach points to the need for continuing education as a priority for successful employment, economic success, and full involvement in the life of society (Luna *et al.*, 2019). The main objectives for the countries taking part in this project are: to make lifelong education and human mobility a reality; to increase the effectiveness of education and professional training; to promote justice, social unity, and civic engagement; to strengthen the creative component and innovation, including entrepreneurship, at all levels of education and professional training (Altunkurek & Bebis, 2019; Bimaganbetova *et al.*, 2013).

Since the modern approach to solving the problem of employment of a future physical education teacher is the implementation of the principle of personality-oriented employment, in which not only professional but also personal characteristics of the graduate are associated with the present and prospective personnel needs of the recreational sphere, the problem of a competitive future physical education teacher becomes particularly relevant (Fankhauser *et al.*, 2021; Kalimova *et al.*, 2022).

The crafting of an image for the future physical culture teacher is an intricate process that demands an in-depth and structured approach. The research emphasizes the formulation of an author's system that serves as a pedagogical model, adept at capturing the essence of this pedagogical ecosystem. This model is grounded in five foundational blocks that encapsulate a range of parameters including the system's purposes, methodological guidelines,

principles, and the very fabric of its structural components. Each of these elements, ranging from objectives to tools and from stages to results, is meticulously delineated within these blocks. The designed system boasts of dynamism, allowing it to be operative during various phases of a teacher's development journey, from their initial adaptation to their eventual professional and analytical correctional stages. Each of the structural blocks serves a distinctive purpose. The target block sets the directional course; the theoretical and methodological block provides the foundational knowledge and strategies; the substantive block infuses the relevant content; the organisational and procedural block crafts the process and methodology; and lastly, the criteria-evaluation block establishes the benchmarks against which the success of the system is assessed. For the specific context of Kazakhstan, this model holds substantial significance. Here, the system takes into account the diverse nuances of the country's pedagogical landscape. The desired image of the future physical culture teacher is viewed not merely as a theoretical construct but as a tangible, achievable ideal, one that is harmonized with the socio-cultural and professional needs of the Kazakh society. A pivotal aspect to ensure the system's efficacy lies in the pedagogical conditions under which it operates. For instance, the content of the professional disciplines is meticulously curated, aligning with the distinct attributes of health and recreational activities. The pedagogical journey is enriched with active teaching methods, cutting-edge information and communication technologies, and fosters a mutual, subjective interaction between the teacher and student. Furthermore, the integration of theory, practice, and research activities plays a cardinal role, particularly during on-ground teaching practices, thereby ensuring the comprehensive development of the future physical education teacher.

In the recent scholarly investigation, a comprehensive job profile matrix for prospective physical culture educators was constructed. This formulation took into consideration the requisite qualifications stipulated by potential employers for efficacious recreational undertakings. Such undertakings necessitate competencies in self-enhancement, self-actualisation, and self-realisation, which are emblematic of intrinsic essence and individual distinctiveness in the pursuit of excellence. This also encompasses a proficient apprehension of reality, delineated by a preparedness for orchestrating recreational endeavors, addressing occupational challenges, and engaging in initiatives correlated with the utilization of individuals' leisure intervals for their recreational, cultural, and athletic pursuits in distinct zones exterior to their habitual domicile. Significant emphasis was allocated to the proclivity for introspective transparency and extrospective receptiveness, the aptitude to cultivate a positive self-concept to harness intrinsic potential, and the capacity to devise and execute strategic undertakings during assorted sessions, autonomously pursued during leisure to augment and rejuvenate psychophysical vigor. This encapsulates

adeptness in strategic formulation, algorithmic planning, and decision-making in particularized existential and vocational contexts pertinent to the recuperation or regeneration of corporeal and ethereal vigor depleted through life's continuum. It's paramount for individuals to possess the acumen to scrutinize and dissect specific existential scenarios, delineate objectives in the domain of recreation, and select viable resolutions. This includes proficiency in diverse cognitive tools and methodologies to perceive and integrate environmental stimuli, techniques for data procurement, refinement, and application to structure kinetic activities in the guise of physical regimens, capitalising on innate and salubrious determinants during individuals' leisure intervals. Emphasis was also placed on communicative prowess, particularly rapid rapport establishment, adeptness in communication modalities, inspiration towards health-centric and recreational undertakings, and guidance proficiency. Concomitantly, the holistic cultural literacy of the imminent physical education facilitator, their ideological perspective, and comprehensive knowledge; heightened introspective scrutiny; regulation of emotional responses, supplanting deleterious sentiments with constructive ones; and the capability to design recreational initiatives, judiciously manage temporal resources, and identify premier organizational strategies, are deemed imperative.

Conclusions

This research has delved deeply into the system of image-making for the future physical culture teacher in Kazakhstan. Anchored by a comprehensive model comprising five pivotal blocks, the study provides a detailed exposition on how to structure and specify a myriad of elements, from objectives and methodological approaches to criteria and results. This model, as illuminated in the research, is not static but dynamic, adaptive to various stages in a teacher's professional journey. Foremost, special training in recreational activities emerges not as a mere component but as a critical subsystem in higher education. It's purposeful in shaping physical education specialists who are competitive and mobile in today's global market. The research emphasizes that the transformation of the world's academic realm, coupled with the humanisation of higher education, particularly in the physical culture and sports sector, dictates the trajectory of professional training for these activities. The burgeoning information environment and the nuanced two-tier system of training educators underscore the gravity of training specialized physical educators.

A standout revelation from the study is the direct correlation between the content of higher education and the prospective recreational endeavors of its graduates. By examining the distinct facets of the field of training, the research underscores the need to embed these insights into the academic disciplines of each educational institution. The power of innovative educational technologies, as the study

asserts, is instrumental in enhancing professional training. Additionally, grounding the training process in real-world scenarios, achieved by collaborative engagements with potential employers and recreational centres, augments the pragmatic aspect of the educational journey. Turning the lens on the author's proposed system, it's evident that its strength lies in its comprehensiveness and precision in articulating the pedagogical system. While it's rooted in theoretical frameworks, its dynamism allows for practical implementations across various stages, be it adaptation or professional correction.

But what brings this all together, as the research suggests, is the effectiveness of the image-making process for future physical culture teachers in Kazakhstan. It hinges on some critical pedagogical conditions: a content that mirrors the nuances of health and recreational activities, a training regimen underscored by active methodologies and state-of-the-art technologies, and an integrated approach weaving together theory, practice, and research activities. This integration not only enriches the learning experience but also ensures that the future physical culture teacher in Kazakhstan is poised for success in the field. In culmination, the study has successfully addressed its primary objective: to elucidate the intricate system of image-making for the future physical culture teacher in Kazakhstan. By intertwining theoretical constructs with pragmatic strategies, it offers a roadmap that can potentially elevate the professional stature and impact of physical culture teachers in the country.

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