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EFFECTIVENESS OF MODERNIZATION OF PUBLIC CONSCIOUSNESS OF FUTURE TEACHERS IN THE CONTEXT OF GLOBAL CHALLENGES

Abstract

The article is devoted to the peculiarities and effectiveness of the modernization of public consciousness in the system of professional training of future teachers of the country in the context of challenges occurring in many countries of the modern world. Since, the concept of development of the science of the Republic of Kazakhstan for 2022-2026 shows that the development of science in the countries of the modern world is in a state of global challenges and dangers, and considers the mechanisms of scientific research in the field of social sciences and humanities among the main directions on this path. Along with socio-economic spheres in the modern market era, the issue of modernization of the public consciousness of future teachers is becoming relevant in the context of global competition. From a scientific point of view, public consciousness is a multifaceted concept. Its' main feature is the spiritual unity of the individual's own worldview and

attitude toward society as a whole. Starting with the moral, and aesthetic cognition of the individual the structure of public consciousness includes a system of social ideas and a system of legal, political, philosophical, and scientific knowledge. In turn, social consciousness not only reflects the personality of the individual, but also transforms and develops this specified form.

The purpose of the study was to reveal the theoretical and experimental content of the implementation in the modernization of public consciousness in the system of professional training of future teachers, experimental verification, proof of effectiveness.

In conclusion, the author proves that the modernization of the public consciousness of future teachers in the context of global challenges gives positive results in the course of purposeful organized educational work. As a result of the research, the modern possibilities of this problem in the system of professional training were revealed.

Keywords: professional education, future teachers, global challenges, public consciousness, personality, higher educational institutions

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ЭФФЕКТИВНОСТЬ МОДЕРНИЗАЦИИ ОБЩЕСТВЕННОГО СОЗНАНИЯ БУДУЩИХ ПЕДАГОГОВ В УСЛОВИЯХ ГЛОБАЛЬНЫХ ВЫЗОВОВ

Аннотация

Статья посвящена особенностям и эффективности модернизации общественного сознания в системе профессиональной подготовки будущих педагогов страны в условиях вызовов, происходящих во многих странах современного мира. Так как в концепции развития науки Республики Казахстан на 2022-2026 годы также показано, что развитие науки в странах современного мира находится в состоянии глобальных вызовов и опасностей, и механизмы осуществления научных исследований в области общественных и гуманитарных наук рассмотрены в числе основных направлений на этом пути. Наряду с социально-экономическими сферами в современную рыночную эпоху актуальным становится вопрос модернизации общественного сознания будущих педагогов в условиях глобальной конкуренции. С научной точки зрения общественное сознание представляет собой многогранное понятие. Его главная особенность состоит в духовном единстве собственного мировоззрения личности и отношения к обществу в целом. В структуру общественного сознания входит система общественных идей, правовых, философских, политических, научных знаний, начиная с нравственного, эстетического познания личности. В свою очередь, общественное сознание не только отражает личность индивида, но и трансформирует и развивает эту указанную форму.

Целью исследования являлось раскрытие теоретического и экспериментального содержания реализации в модернизации общественного сознания в системе профессиональной подготовки будущих педагогов, экспериментальная проверка, доказательство эффективности.

В заключение автор доказывает, что модернизация общественного сознания будущих педагогов в условиях глобальных вызовов дает положительные результаты в ходе целенаправленной организованной учебно-воспитательной работы. В результате исследования выявлены современные возможности данной проблемы в системе профессиональной подготовки.

Ключевые слова: профессиональное образование, будущие педагоги, глобальные вызовы, общественное сознание, личность, высшие учебные заведения

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ЖАҒАНДЫҚ СЫН-ҚАТЕРЛЕР ЖАҒДАЙЫНДА БОЛАШАҚ ПЕДАГОГТАРДЫҢ ҚОҒАМДЫҚ САНАСЫН ЖАҢҒЫРТУДЫҢ ТИІМДІЛІГІ

Аңдатпа

Мақала қазіргі әлемнің көптеген елдерінде орын алып отырған сын-қатерлер жағдайында еліміздегі болашақ педагогтарды кәсіби даярлау жүйесінде қоғамдық санасын жаңғыртудың ерекшеліктері мен тиімділігіне арналған. Өйткені Қазақстан Республикасының ғылымын дамытудың 2022-2026 жылдарға арналған тұжырымдамасында елімізде және қазіргі әлем елдерінде ғылымның дамуы жаһандық сын-қатерлер және қауіпті жағдайда болып отырғандығы көрсетіліп, осы жолдағы негізгі бағыттардың қатарына қоғамдық және гуманитарлық ғылымдар саласында ғылыми зерттеулерді жүзеге асыру механизмдерін қарастырған. Қазіргі нарықтық дәуірдегі әлеуметтік-экономикалық салалармен бірге болашақ педагогтардың жаһандық бәсекелестік жағдайында қоғамдық санасын жаңғырту мәселесі өзекті болып отыр. Ғылыми тұрғыдан қоғамдық сана – көп аспектілі ұғымды құрайды. Оның ең басты ерекшелігі жеке тұлғаның өзіндік дүниетанымы мен жалпы қоғамға деген қатынастарының рухани бірлігінен тұрады. Қоғамдық сананың құрылымына жеке тұлғаның адамгершілік, эстетикалық танымынан бастап қоғамдық идеялар, құқықтық, философиялық, саяси, ғылыми білімдер жүйесі енеді. Өз кезегінде қоғамдық сана жеке тұлғаның болмысын көрсетіп қана қоймай, сол көрсетілген нысанды өзгертіп, дамытады.

Зерттеудің мақсаты болашақ педагогтарды кәсіби даярлау жүйесінде қоғамдық санасын жаңғыртудағы жүзеге асырудың теориялық және тәжірибелік тұрғыдан мазмұнын ашу, эксперимент арқылы тексеру, тиімділігін дәлдеу болды.

Қорытындылай келе автор жаһандық сын-қатерлер жағдайында болашақ педагогтардың қоғамдық санасын жаңғырту мақсатты ұйымдастырылған оқу-тәрбие жұмысының барысында оң нәтиже беретінін дәлелдейді. Зерттеудің нәтижесінде кәсіби даярлау жүйесінде аталмыш мәселенің қазіргі кездегі мүмкіндіктері анықталды.

Түйін сөздер: кәсіби білім беру, болашақ педагогтар, жаһандық сын-қатерлер, қоғамдық сана, жеке тұлға, жоғары оқу орындары

Introduction. It is evident that various socio-economic problems and troubles arise, as the process of globalization develops in the developed countries of the world. In this regard, there is a necessity of new reforms in the development of education and science, along with various areas that show the development index in accordance with the requirements of the changing times. In accordance with this direction, national actions and rational long-term plans are huge.

The upbringing of adolescents and youth in modern schools, which is considered to be a bright future of the country, has never been left out of public attention. In view of this, the issue of enhancing the capacity of future specialists studying in higher educational institutions, along with knowledge, skills, business, competence skills, in accordance with the requirements of a changing time, is always relevant.

Once the independence of our state was gained, the question of forming a system of social and ethical education of future teachers and raising public consciousness has been on the agenda.

According to the Law of Education of the Republic of Kazakhstan, the problem of the formation of a personality with a clear focus in the social environment, strong civic positions, high moral qualities, corresponding to the Laws of social and economic development, is put as the basis for the tasks of the modern education system [1, 36–p.]. In the years after gaining independence, the problem of the formation of public consciousness in the individual was defined in the concept of liberal education published in 1994 that the process of forming public consciousness should be continuous [2]. Moreover, in the concept of the formation of historical consciousness in the Republic of Kazakhstan in 1995, they proceed from the fact that the development of the social consciousness of the individual should be one of the important goals of educational institutions [3].

In the concept of ethno-cultural education in 1996, the task was set to preserve the integrity of the national-ethnic community, work within the framework of modernization, and development of education aimed at realizing the important cultural-ethnic qualities of society [4].

The state program for the development of education and science in the country for 2020-2025, adopted in 2019, states that a competitive personality must have important qualities, and it is indicated that the formation of these qualities should be carried out in the institution of the family, educational work and socially significant processes [5].

In 2017, the first President of the Republic of Kazakhstan N.A. Nazarbayev, in his strategic article “Future Orientation: Spiritual Revival”, among the tasks of the coming years, emphasized the need to modernize public consciousness as an urgent issue. And as the main principles of modernization of public consciousness were shown: global competitiveness, openness and pragmatism [6].

The recently published concept for the development of science of the Republic of Kazakhstan for 2022-2026 demonstrates that nowadays education and science in the countries of the world have been facing global challenges and various crucial conditions, within the task of the head of the state, special attention to social and humanitarian sciences, implementation of scientific researches were formulated as the objectives for the future [7].

In the near future, we are confident that the modernization of the public consciousness of student youth will appear in a new light, given the global challenges and threats formulated in the above program which will guide the training of future specialists including teachers in higher education institutions. In this regard, the research topic can be considered relevant. Although this problem has not been published as a fundamental scientific work, the psychological and pedagogical aspects of the problem of the formation of public consciousness of the individual were studied by scientists such as Z.Y. Namazbaeva [8], M.P. Ospanbaeva [9], A.K. Duysenbaev [10], from historical-political, philosophical point of view A.K. Bidzhanov, S.E. Nurmuratov [11] and other scientists studied in their works. Among them the conceptual and methodological issues of formation of public consciousness became the object of research by scientists such as Z.Bokanova, L.Nurkatova, G.Sultangazy, N.Kalashnikova, Z.Malgaraeva, G.Kulzhanova [12].

According to Minsun Shim, Roselyn J.Lee-Won, Sang HeePark [13] who considered the issue of increasing the social knowledge of college students, currently any information is available to students through the Internet. In this regard, the development of such qualities as their responsibility and competitiveness along with public consciousness will be efficient taking into account the processes of globalization.

A.Jostes, M.Pok, I.Florin [14] clarified their views in their works through experiments attributing the underdevelopment of personal and public consciousness of individuals under normal conditions to psychopathological symptoms.

The purpose of the study: Current tension and conflicts between different countries of the world, manifestation of contrary events affect the internal and external conditions of states on the path to peace, criticism and threats have been intensifying in all areas, that is why our main purpose is to determine the necessity of modernization of consciousness of future teachers, to prove its effectiveness.

It is obvious that, according to sociologists, such negative qualities as the inability to adapt in social life, conflicts within the team, narrow-mindedness, stubbornness among young people indicate the superficiality of their public consciousness. Thus, if we take into account that they are the intellectuals of their time in modern society and future teachers, first of all there is an essence to develop their public consciousness in accordance with the new era.

Research materials and methods. As we have already noted, consciousness is a philosophical concept. Consciousness is the highest and most important stage of the personality psyche. Human existence depends on this consciousness, and therefore, as an activity, it realizes its own essential needs, playing an important role in social relations.

Also public consciousness is in the spiritual life of the social environment, includes all types of sincerity in the personality, at the present stage it includes moral, ethical, patriotic, aesthetic, political, legal, worldview values.

In this regard, we conducted research among students of the specialties of history, jurisprudence, pedagogy and psychology of the Abai Kazakh National Pedagogical University. The reason for the involvement of students of these specialties in the research work is that, in general, the content of many disciplines conducted in it is of great value in modernizing public consciousness.

Another goal of involving 3rd-year students of the specialties of history and jurisprudence, pedagogy and psychology of the Abai Kazakh National Pedagogical University in experimental work was to develop the

skills of practical application and implementation of the system of knowledge in the modernization of public consciousness before pedagogical practice.

In the implementation of experimental work in compliance with the principle of consistency, students were divided into two groups. Students of the 3rd-year of the specialty history and jurisprudence were selected as an experiment, students of the specialty pedagogy and psychology were selected as a control group. In the detection experiment, special methods were used, taking into account age characteristics. These include observation, conversation, question and answer, comparison, analysis, etc.

Results. In the course of the research, a system of moral and political values was taken as a foundation for modernizing the public consciousness of future teachers in the context of global challenges. In particular, the moral values known to us include such qualities as honesty, conscience, duty, feelings, tolerance and humility, virtue, while political values concern freedom and equality, freedom of speech, i.e. democracy. These values can serve as a basis for modernizing the public consciousness of future teachers. Because the state political system and society are closely interconnected, that is, without each other, this system cannot be realized. Considering the fact that it is the people who make up society, their above-mentioned values are the most important in the era of global processes.

In the implementation of the research, first of all, it's necessary to carefully study the list of knowledge and skills needed to modernize the public consciousness of future teachers. Then an assessment was commissioned on the following indicators. Here, it's recommended to use special signs such as "+" – I know, I can, "+/-" – I'm not sure I know well and I can, "-" – I don't know, I can't, "!" – I don't think it's necessary to know, "?" – I don't know, but I want to learn.

Table 1. The survey “I am citizen” for modernizing the public consciousness of future teachers

Questions of the survey					
№	Knowledge		№	Skills	
	Must know	know		Ability to know	skills
1	Constitution of the Republic of Kazakhstan		1	Mastering the Constitution	
2	State symbols		2	Knowing the state symbols	
3	Message from the President of the Republic of Kazakhstan		3	Knowing the content of the messages	
4	The Education Act of the Republic of Kazakhstan		4	Duties in the Education Act	
5	The Law “On the Teacher's Status”		5	The core requirements of the law “On the Teacher’s Status”	
6	Framework of the social sciences		6	Actively engage in the social environment	
7	Global challenges		7	Requirements of the global processes	
8	Political processes in Kazakhstan		8	Actively engage in political activities	
9	Youth policy in Kazakhstan		9	Basic principles of youth policy	
10	Volunteering		10	Actively engage in volunteering	
Self – humanistic qualities					
1	Professional etiquette		1	Rules of professional etiquette	
2	History and culture of our country		2	Historical periods and circumstances, cultural values	
3	Elites from Kazakh land		3	The role of national elite and identities in society	
4	National traditions		4	The role of national traditions in social environment	
5	Humanistic standards		5	Humanistic principles, categories and patterns	
6	Duty to the homeland		6	Types of services and duties to the	

				country	
7	Traditional worldview and national essence of kazakh people		7	National worldview and its influence	
8	Patriotism and international processes		8	Kazakhstan patriotism and its indicators	
9	Humanitarian consciousness		9	Humanitarian principles in professional activities	
10	Intellectual and creative values		10	Professional competence and the ways of its implementation	

Through a survey aimed at modernizing the public consciousness of future teachers, the possibilities of the problem were identified, proceedings were carried out in the direction of improving their qualifications. In particular, an introduction was made to the topic of the role of public consciousness in the unified pedagogical process, including the content of the subjects "Family Law of the Republic of Kazakhstan", "Criminal Law of the Republic of Kazakhstan", "History of International Relations" in the training of future historical and legal specialties of the 3rd course, its general content and study, much attention was paid to its role in the field of education.

At the same time, within the framework of the formation of public consciousness in the conditions of global issues, within the limits of the types and forms of work, a deep analysis of the problem was given, the methods of mastering included the problems of organizing public works, creating a plan in accordance with time, dividing the stages. With the help of modern new pedagogical technologies, the ways of carrying out activities have been clarified.

In the organization of educational and club work on the modernization of public consciousness, the thoughts and opinions of Kazakh intellectuals and historical figures related to this issue were differentiated, and the educational value and content were formulated. In this regard, we can see the data obtained from the research work in the table below.

Levels	Experimental group				Control group			
	amount	5	%	18,52	amount	7	%	25
High	amount	10	%	37,04	amount	11	%	39,29
Average	amount	12	%	44,44	amount	10	%	35,71
Low	amount	27		100	amount	28		100

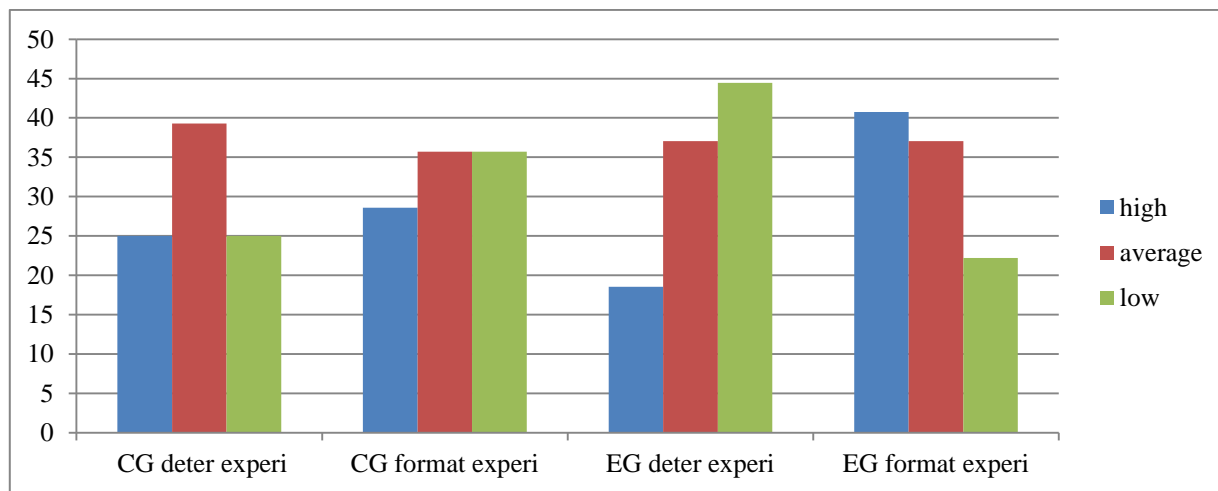
Table – 2. Determinant experimental indicators of the modernization of public consciousness of future teachers (including numerical and percentage indicators)

Levels	Experimental group				Control group			
	amount	11	%	40,74	amount	8	%	28,57
High	amount	10	%	37,04	amount	10	%	35,71
Average	amount	6	%	22,22	amount	10	%	35,71
Low	amount	27		100	amount	28		100

Table – 3. Post-experimental indicators of the formation of modernization of public consciousness of future teachers (including numerical and percentage indicators)

Practical and experimental work in the framework of modernizing the public consciousness of future teachers has shown its positive results. During the determinative experimental work, the high rate of 27 students in the experimental group was 18.52% (5 students), after the formative experimental work it increased by 40.74%. And the value of the average indicators in the course of the work of the experiment is the same.

Observing the principle of consistency, we decided to show the data obtained in the course of the experimental work in the form of diagrams.



Picture 1 – General diagram of experimental work

In the course of the experimental work on the modernization of the public consciousness of future teachers, special tasks and result-oriented classes, discussions were effectively conducted with students of the experimental group, clarifying the forecast and proving the possibility of the study. Conversations were held with students of the control group, which revealed the theoretical problems of public consciousness and the essence of knowledge about it.

According to research objectives, experimental work which aimed at modernization of experimental group students' public consciousness exhibited outcomes of knowledge systems and methodology that permit to raise the level of value in this direction. Realization of active methods and forms aimed at modernization of public consciousness of future teachers while teaching aforementioned disciplines on a systematic base considering age features and the usage of interdisciplinary link influences deep awareness of general theoretical and practical facts. Concluding experimental work in the backdrop of deep current global challenges, modern development of public consciousness of future teachers seems topical. In this regard, we consider that rationality would rise if the system of professional training of future educators in universities was purposefully introduced in the course "Public consciousness values".

Discussion. During the analysis of theoretical concepts and methods based on various research works related to the problem of modernizing the minds of future teachers at a time when the current global challenges are deepening, it was the basis for making the following conclusions.

First, public consciousness is a wide-ranging and complex process, which is usually considered on the basis of history, political science, pedagogy and psychology, law, philosophy. Pedagogically, public consciousness is considered as an important part of the cognition and professional competence of an individual, and at the same time contributes to ensuring the development of their important qualities. It is considered an integral part of education and training in accordance with the requirements of domestic pedagogy in global processes.

Secondly, the main goal of modernizing public consciousness in a broad sense is to realize the values necessary for the development of an individual's environment: the birthplace, the Motherland, its history and culture, national identity, people, animate and inanimate objects of nature, spiritual and material values, political and legal positions. These values are considered as subjects of education and self-development of an individual.

Thirdly, public consciousness as part of the educational process needs to be implemented according to the following factors. The development of public consciousness of preschoolers based on age characteristics, as a rule, should be carried out on a worldview basis, including various games and training, tasks, exercises, etc. And the system of developing the social consciousness of primary school pupils should also be based on elementary ideological processes. The content of various exercises and tasks conducted with students should be based on the principles of hard work, conscience, morality. It is important that the process of forming

public consciousness is directed from mild to severe. The development of public consciousness of adolescents in secondary schools will have positive effects if it is carried out in subject classes and circles, meetings and educational excursion trips, socially useful works and career choices.

Fourthly, it is necessary to revive the public consciousness of students of higher educational institutions in conjunction with the content of their preparation for professional activities. In this context, as we noted above, the introduction of special courses in addition to subject classes will increase profitability. The high professional level of teachers in the integrated pedagogical process will be effective on the basis of global tasks.

Fifth, in the question of public consciousness, attention to its constituent components is of particular importance. Individual rights and freedoms (health care, healthy lifestyle, education, participation in political and public affairs, mastery of work ethics and in dealing with people, etc.); Study (acquisition of qualities associated with professional competence, a positive attitude towards educational work, the combination of theoretical knowledge with practice, adhering to the principle of continuous study and education, etc.); Upbringing (self-education, objective reporting of actions, norms of communication and behavior, etc.) development (vital principles, openness, tolerance, development of human and civic qualities, contribution to socially useful work and activities, etc.).

According to the scientist R. Kadyrzhanov, public consciousness has its value at all stages of the existence of human society. It determines the life position, subject-practical activity of each person. In general, both in modern practice and in cognition, each of the social being and social consciousness has its own characteristics that allow us to consider them individually. Thus, both of these values are realized in connection with the development of a person's worldview [15].

M.P. Ospanbayeva stressed that in the formation of public consciousness, psychology and pedagogy is a field of science of particular importance among the disciplines of human and their development, other disciplines are based on the recognition of the relationship "man-society-environment". In the science of pedagogy and psychology, it is shown that human being develops through consciousness [9]. Consequently, for the development of mass consciousness in accordance with global processes, there is a need to awaken consciousness, increase the responsibility of every person living in society.

Analyzing the above theoretical considerations, we are convinced that the perfection of an individual's social consciousness depends on their intelligence and norms of positive behavior, knowledge, abilities and business skills.

Because of the rapid development of science and technology in world countries in the XXI century the European Union One of the international organizations, to ensure public safety and human values in it within the framework of development, the educational system should be based on the following problems.

1. Public values. (of own nation and other peoples culture, history, traditions and customs in general respect for values);
2. Public duty. (to various socially useful reconstructions ,inclination, responsibility in the implementation of effective reforms, involve society in promoting modernization
3. Public ethical culture. (people in society and their respect for their wealth, language and religion, be responsible for the life of a multicultural society);
4. Public intelligence. (attempt to get education, learning science, professional orientation and competence, learning other languages, business development);
5. Adaptation to global processes. (skill in working with computer – technical devices, learning robotics, the use and application of useful information daily, application of inventions in professional activities which is fundamental to the world , commitment in preventing global challenges etc.)

Thus, above mentioned the formation of public consciousness today is relevant not only in our country, but also in the countries of the world. In the developed countries of the world, we see that as scientific and technical processes are updated day by day, a variety of challenge factors is also growing. Eventually, we cannot deny that the development of society, the modernization of people's consciousness in it are developing in accordance with the knowledge, skills, abilities and competencies of teachers.

Conclusion. In the context of the growing threat of challenges in modern global processes, along with the socio-economic spheres of the country, it is necessary to implement new reforms and transformations in the education system. All such negative actions as the unwillingness of social processes among young people in recent years, the inability to adapt to the social environment, unable to establish effective communication in professional activities, due to the low moral qualities to go to various conflicts are basis for our formulation.

After our country gained independence, valuable information related to the problem of involving young people in social processes in accordance with the requirements of the modern world, the development of a sense of patriotism in them, and the modernization of consciousness were voiced and substantiated in the media. Until the beginning of the XXI century, the main concepts related to our research work had been included in regulatory documents and legislative acts, government resolutions. Here the issue of public consciousness was considered in accordance with the requirements of a market society. However, the development of public consciousness of the individual does not always correspond to the requirements of the changing time with some moments of that time. Because the problem of public consciousness in the XXI century is considered in connection with the concepts of a global process, competition. First of all, public consciousness as a cognitive value of the individual is manifested in the service to the social environment, to the country and position. Taking into account the fact that knowledge is the main indicator of the most valuable and key factor modernization of public consciousness in modern world, future teachers are trusted to implement of these processes.

Based on the data obtained during the research work, we can summarize the following ideas.

1. Implementation of the system of modernization of public consciousness of future teachers in connection with the laws of global development. Systematic use of effective methods and techniques, new technologies in the development of their competencies in accordance with public requirements.

2. Linking the content of disciplines with modern socio-political conditions in the system of training future teachers in higher educational institutions.

3. If possible, educate future teachers to participate in public works, political processes, and promote participation in self-government organizations.

4. Organization of scientific and practical conferences, meetings, round tables on various relevant problems in modern global challenges.

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THE DEVELOPMENT OF ACADEMIC WRITING COMPETENCE THROUGH THE INSTRUCTION OF FORMULAIC SEQUENCES

Abstract

Nowadays, communication and transfer of information, especially in academic community, takes place mostly in writing rather than orally: publishing research results, research essays and articles, and students' theses and dissertations. In this regard, the need to learn how to write scientific and academic texts has increased dramatically, which in turn makes academic writing more relevant. As writing is a complex activity that engages cognitive skills and abilities, instructing formulaic sequences may take a place as one of the valid methods to develop written discourse sub-competence, hence academic writing competence. This paper attempts to analyze the impact of teaching academic formulaic sequences on the formation of academic writing competence among master students. The research was conducted via experimental case study with fourteen respondents. The findings of the presented study are based on quantitative analysis of the frequency of formulaic sequences used by the respondents in four tests: pre-test, progress test, post-test and delayed post-test in order to see the dynamics in the study. The findings allow considering that focused instruction of academic formulaic sequences may help the students in developing such skills as constructing complex sentences, idea communication, to construct an academic text in terms of cohesion and coherence, which inevitably contribute to the development of written discourse sub-competence, therefore, to the overall formation of academic writing competence among the students.

Keywords: academic writing, educational environment, formulaic sequences, competence, case study, academic text, focused instruction, written discourse.