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## DEVELOPMENT OF CREATIVE THINKING OF FUTURE TEACHERS IN CONDITION OF DIGITAL EDUCATION

### Abstract

Domestic and foreign experts in the field of pedagogy and psychology emphasize the contradictions between the need put forward by modern society for the upbringing and development of a creative personality and the insufficient development of conditions and means for real and purposeful achievement of this goal at all stages of education. It is no coincidence that in pedagogy and psychology an intensive search is now underway for a rational organization of the educational process that stimulates the development of students' creative activity in general and creative thinking in particular. However, in general, the problem of the development of creative thinking still remains both theoretically and practically an insufficiently resolved problem. The complexity of this problem is due to the presence of a large number of diverse factors that determine both the nature and manifestation of the qualities of creative thinking. It is the study and analysis of these factors in their relationship that opens up the possibility to determine the methods of purposeful development of the basic qualities of creative thinking. Digital society is a modern stage of development of civilization, which has a decisive impact on the living conditions of people, their education and work, as well as on the relationship between the state, business and society through information and communication technologies. The process of forming a new type of culture should be based on updating the way of organizing the educational process in a modern university.

The digital educational resource cannot replace the teacher, but it offers additional materials to the teacher, that is, to supplement the lesson content with new multimedia features of information and communication technologies, to draw the attention of students to the most important learning topics, if necessary, to focus the attention of students on the features of the studied scenes, to show it visually, to present the content of the lesson in society. with the ongoing changes, life experiences, students' interest in the subject, etc. b. allows to ensure connection with events.

**Keywords:** Enhancement, future teachers, creative thinking, digital, era, education, digital learning tools, creative competence, electronic portfolio, training of teachers of vocational training.

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## ЦИФРЛЫҚ БІЛІМ БЕРУ ЖАҒДАЙЫНДА БОЛАШАҚ ПЕДАГОГТАРДЫҢ ШЫҒАРМАШЫЛЫҚ ОЙЛАУЫН ДАМУЫ

*Аңдатпа*

Педагогика және психология саласындағы отандық және шетелдік сарапшылар шығармашылық тұлғаны тәрбиелеу мен дамытудың қазіргі қоғам алға қойған қажеттілігі мен осы мақсатқа барлық кезеңдерінде нақты және мақсатты түрде жету үшін жағдайлар мен құралдардың жеткіліксіз дамуы арасындағы қайшылықтарды атап көрсетеді. білім беру. Педагогика мен психологияда қазіргі таңда оқушылардың жалпы шығармашылық белсенділігін, атап айтқанда, шығармашылық ойлауын дамытуды ынталандыратын оқу-тәрбие процесін ұтымды ұйымдастыру үшін қарқынды ізденіс жүргізіліп жатқаны кездейсоқ емес. Дегенмен, жалпы алғанда, шығармашылық ойлауды дамыту мәселесі әлі де теориялық және практикалық тұрғыдан жеткіліксіз шешілген мәселе болып қала береді. Бұл мәселенің күрделілігі шығармашылық ойлау қасиеттерінің сипатын да, көрінісін де анықтайтын сан алуан факторлардың көп болуымен түсіндіріледі. Дәл осы факторларды олардың өзара байланысында зерттеп, талдау шығармашылық ойлаудың негізгі сапаларын мақсатты түрде дамыту әдістерін анықтауға мүмкіндік ашады. Цифрлық қоғам – адамдардың өмір сүру жағдайына, олардың білімі мен еңбегіне, сондай-ақ ақпараттық-коммуникациялық технологиялар арқылы мемлекет, бизнес және қоғам арасындағы қарым-қатынасқа шешуші әсер ететін өркениет дамуының заманауи кезеңі. Мәдениеттің жаңа түрін қалыптастыру процесі заманауи университеттегі оқу процесін ұйымдастыру тәсілін жаңартуға негізделуі керек.

Цифрлық білім беру ресурсы педагогтарды алмастыра алмайды, бірақ ол мұғалімге қосымша материалдарды ұсынады, яғни сабақ мазмұнын ақпараттық-коммуникациялық технологиялардың жаңа мультимедиялық мүмкіндіктерімен толықтыру, оқушылардың назарын ең маңызды оқу тақырыптарына аудару, егер қажет, оқушылардың зейінін зерттелетін көріністердің ерекшеліктеріне аудару, оны көрнекі түрде көрсету, сабақтың мазмұнын қоғамда таныстыру. болып жатқан өзгерістермен, өмір тәжірибесімен, оқушылардың пәнге деген қызығушылығымен және т.б. оқиғалармен байланысын қамтамасыз етуге мүмкіндік береді.

**Түйін сөздер:** Біліктілікті арттыру, болашақ педагог, шығармашылық ойлау, цифрлық технологиялар, дәуір, білім беру, цифрлық оқыту құралдары, шығармашылық құзыреттілік, электрондық портфолио, кәсіптік оқыту оқытушыларын даярлау.

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## РАЗВИТИЕ ТВОРЧЕСКОГО МЫШЛЕНИЯ БУДУЩИХ УЧИТЕЛЕЙ В ЦИФРОВУЮ ЭПОХУ ОБРАЗОВАНИЯ

*Аннотация*

Отечественные и зарубежные специалисты в области педагогики и психологии подчеркивают противоречия между выдвигаемой современным обществом потребностью в воспитании и развитии творческой личности и недостаточной разработанностью условий и средств для реального и целенаправленного достижения этой цели на всех этапах образования. Не случайно в педагогике и психологии сейчас ведутся интенсивные поиски рациональной организации учебного процесса, стимулирующей развитие творческой активности учащихся вообще и творческого мышления в частности. Однако в целом проблема развития творческого мышления до сих пор остается как теоретически, так и практически недостаточно решенной проблемой. Сложность этой проблемы обусловлена наличием большого количества разнообразных факторов, определяющих как характер, так и проявление качеств творческого мышления. Именно изучение и анализ этих факторов в их взаимосвязи открывает возможность определения методов целенаправленного развития основных качеств творческого мышления. Цифровое общество – это современный этап развития цивилизации, оказывающий решающее влияние на условия жизни людей, их образования и труда, а также на взаимоотношения государства,

бизнеса и общества посредством информационных и коммуникационных технологий. Процесс формирования нового типа культуры должен основываться на обновлении способа организации образовательного процесса в современном вузе.

Цифровой образовательный ресурс не может заменить учителя, но предлагает учителю дополнительные материалы, то есть дополнить содержание урока новыми мультимедийными возможностями информационно-коммуникационных технологий, привлечь внимание учащихся к наиболее важным учебным темам, если необходимо, акцентировать внимание учащихся на особенностях изучаемой сценки, показать ее наглядно, представить содержание урока в социуме. с происходящими изменениями, жизненным опытом, интересом учащихся к предмету и т.д. б. позволяет обеспечить связь с событиями.

**Ключевые слова:** Повышение квалификации, будущие учителя, творческое мышление, цифровые технологии, эра, образование, цифровые средства обучения, творческая компетентность, электронное портфолио, подготовка преподавателей профессионального обучения.

**Introduction.** The leading trends in the education of the new century will be the acceleration of historical time, globalization and informatization, the active development of information technologies and telecommunications, the strengthening of the influence of education on economic growth.

The process of forming creative competence is unique to each student to further develop the creative potential at the level and future itself should become the necessary foundation for seeking recognition as a professional teacher. The student should always improve himself as a creative person and his own it is necessary for him to be able to assess the potential of his creative competence formation of knowledge and skills - a future teacher at a higher educational institution one of the important tasks of specialist training. The concept of "creative" is based on existing concepts and concepts finding their new features and features, recognizing new ones means to be able to implement the opportunities arising from the aspect. The concept of "creative" is widely known nowadays and is used in almost every aspect of life is widely used in the field. Creativity is all of human life It is known that it is closely related to the field. For many years, art and the concept of "creative" used in connection with the field of culture currently widely considered in the field of education - in pedagogy shows the breath of the innovative process. Mix the concept of "creativity" and the concept of "creativity". that there is an application or view of the same phenomenon as different aspects researchers pointed out. Of course, these are two different, unique features Although they have a lot of similarities, there are enough differences. The English word "create" means "making" in Kazakh. Therefore, the concept of "creativity" is the Kazakh concept of "creativity". we think it can be explained by The concept of "creativity". the ability of students to grow to the level of creativity, creative thinking using as a pedagogical term to denote potential and level, has the opportunity to consider a new aspect of qualitative acquisition of knowledge we will be Future primary class in creative use Teachers' letters to students have various special contents methods and methods are optimally and qualitatively used in the literacy process it is said to form knowledge skills.

According to scientists, creativity is part of a person's daily life Realization of inseparable creative power, potential of creative power carried out, brought to light [2]. Creativity is divergent thinking or According to J. Guilford, operations of divergent productivity [1]. To solve a single life problem, a person has different characteristics The ability to generate external solutions is the creative ability of a person shows. At the same time, in scientific literature and research, human 16 that creativity and creativity have been compared many times we will see [3]. However, Kazakh pedagogical and psychological The nature of creativity has not been studied in depth in researches. Lot the nature of creativity and "creative competence" in works are different isolated from the system without connection to the components considered [4]. "Creativity" from modern psychological and pedagogical works it can be understood that the concept has become more complete. Creativity is a new product not only the intellectual ability of the recipient, but also his psyche It is also considered as a sign of maturity. Creativity According to scientists, inventive initiative, intuition, predict voluntariness and freedom of prognostic thought, feeling, refers to ingenuity [5]. The term "creativity" was coined in 1922. first used by D. Simpson, it's personal indicates the ability of a person to reject stereotypes in thinking [4]. To describe creativity, in 1963, R. Muni, in 1969, A. Stein proposed and used by many researchers today. From the results of the analysis of the study, the researchers even have creativity or not could not agree on the issue of scientific construction? Is the process of creativity independent, or is creativity different from the psyche a set of processes? One of the ways to understand creativity is that simple processes are extraordinary manifestations, that is, in the creative process, its supporters are independent refuses. LB The creative process in Yermolaeva-Tomina's research it is mentioned that it includes all types of activity. Creativity as a personality quality supports higher mental functions and its formation is influenced by the social environment, its value orientations, human requirements, information flow

with the organization, the purpose of all activities, starting with learning is carried out with direction. Creativity sees problems on its own known for his knowledge and ability to put the issue on the agenda, at the same time, with the ability to find ways and means of solving those problems, the result is clear is known for its ability to turn a creative being into a product. E.P. Varlamova and S.Yu. Stepanov defines creativity as "creativity", considering from the point of view of human creative possibilities, his creative activity of great social importance, found in human nature We believe that it is necessary to pay close attention to the fact that it is a permanent feature of the type. A.V. In Morozov's study, creativity is motivational and intellectual with components, creativity with a humanistic orientation productivity is also defined as the character of an individual.

For the development of creativity, especially the personality traits of an individual has a special effect, in particular, emotional and motivational factors have a great influence. Motivation of creativity after analyzing different views on the description, the scientist L.S. Podymova highlights the following features that are characteristic of creative people: to realize its internal capabilities in a very correct and good direction aspire to; to spend one's resources to the extent possible; of action always looking for new types, getting used to them and mastering them. The motivation of creative people is always to take risks determined by the desire to know the limits of their capabilities. So "creativity", "creativity" of the above scientists analyzing their concepts, their creativity in human thinking, observed in feelings, communication, individual actions, from the point of view of the fact that it lays the foundation for the description of the personality as a whole Although considered, they are the result of human activity at the same time as creativity and does not deny that that fruit is recognized as a creative process. The point to be noted is that creativity is a formative nature of the individual is oriented, and creativity is the actions of an individual results-oriented. Creativity is a daily fuel for human thinking to a higher level than life, that is, to a new perspective on daily activities leads to know, it seems that they do not correspond to each other at all It is the basis for creating a new reality by creating interconnections between things wants The meaning of creativity is unprecedented, valuable and useful. is known for its dedication to creating a completely unique new work. The main sign of creativity is that it is completely different from others lies in the being. Creativity and creativity throughout human life qualities mature and develop, because "creativity is human It is characteristic of thinking and life experience of a person, it is deep shows intellectual and personal activity". Analyzing researches and works, creativity and A lot of material has been accumulated in the recognition of creativity, some of them are known achieved theoretical and practical results However, until now, there has been a consistent, consistent definition of creativity not done and a consistent methodology for diagnosing such ability it is found that the system is not recommended. As we can see from the analysis, many researchers that the concepts of "creativity" and "creativity" are equal we'll see if it counts. And in our opinion, these concepts are synonymous are not, however, there are clearly points of contact. It is a connection as a result of the point mentioning the characteristics of creating a unique product can be shown. At the same time, "creativity" is a constant of the individual character and a person's creative potential is high Creative ability as a form is in the content of ability we note that it is recognized.

Pedagogical creativity is the teacher's own in the educational process search for something new in solving unusual pedagogical tasks in the service, means the use of news in teaching. And the teacher is creative Competence is in different pedagogical situations able to transform his knowledge into effective and fruitful action and achieved and the results will also be beneficial to the next person who receives it. At the same time, the teacher should always be in the process of self-improvement and is interested in the implementation of the virtuous pedagogical ideas that he had in mind also shows the appearance of creative competence. Future primary the process of teaching literacy of class teachers on a systematic-active basis organizing new knowledge learned in lectures and seminars information as a spiritual energy that gives impetus to its development trajectory Learning to accept is an important direction.

However, some scientists note that modern technical means should be considered as tools, and not as a source of formation of a culture of creative thinking, professional skills and abilities (technological, communicative and conceptual), individual intelligence. In the context of our research, recommendations on the productive use of digital technologies in improving the characteristics of divergent thinking (speed, flexibility, originality, etc.) are provided.

In addition, digital technologies contribute to the development of the creative abilities of future teachers of vocational training, provide feedback in the learning process, allow individualizing training for the maximum number of students with different learning styles and different perception capabilities, strengthen interdisciplinary connections, provide information search from various sources, create a favorable atmosphere for communication. All this allows us to consider digital technologies as productive means of forming the creative competence of future teachers of vocational training [1, p.35].

The use of digital technology fully contributes to the formation of such a creative quality of future specialists as originality. Thanks to e-mail correspondence, participation in an electronic conference, each student has the opportunity to present their solution to a particular problem, even if this solution does not fundamentally coincide with the generally recognized one. In these conditions, every Internet user can offer their own original solutions and post it on personal web pages. The creative educational environment allows us to combine efforts to carry out group projects, in which each participant is responsible for the quality of the final results [2, p.61].

The electronic portfolio is considered as a means of managing the educational and methodological support of teachers' activities, organizing educational activities for the implementation of an individual trajectory of personal development in professional education. Based on the study of various aspects of the use of the portfolio in the system of vocational training, presented in the form of reports on the websites of various foreign educational institutions and expert conclusions [3, p.39], we have developed an electronic portfolio project "Creative professional and pedagogical education".

Its structure includes the following sections:

1- the "portrait" section, where the personality of the participant of the experiment is revealed (brief information about himself, professional and scientific interests, favorite activities);

2-section "diagnostic materials" (questionnaires, survey letters, self-assessment cards) offered by the experiment manager;

3-section "criteria and parameters for assessing the levels of creative competence formation";

4-section "collector" (file-storage of methodological recommendations, written consultations, recommended literature, video materials, samples, etc.);

5-section "working materials" (completed tasks, including those with step-by-step, piecemeal execution);

6-achievements section (completed works on research issues) [4, p.18].

In general, according to a number of experts, the electronic portfolio allows "to form a craving for creative and scientific self-realization and comprehensive personal development in the learning process".

Thus, an electronic portfolio can be considered a "potentially powerful tool" for organizing professional and pedagogical training of students, contributing to the formation of internal motivation for professional and pedagogical activity, the development of critical thinking, self-knowledge, self-organization, self-control, evaluation of achieved results, designing their own vector of development, maximum disclosure of the creative potential of the future teacher of vocational training. [5, p.142]

**Materials and methods.** In connection with the chosen strategies, there is a reorientation of the assessment of educational results from the concepts of "preparedness", "education", "general culture", "education", to the concepts of "competence", "competence" [6, p.72]. The competence approach is very important for the professional development of a future specialist, creativity occupies a special place in the list of competencies, which allows a person to use the creative side of his personality in solving various problems and performing actions. Creative thinking contributes to a comprehensive assessment of the problem, consideration of various ways to solve it, including non-standard ones.

**Results and discussion.** Psychological and pedagogical studies consider this concept from various points of view. However, the definitions in which creativity is interpreted as follows are of the greatest interest:

1. the ability to be creative, original thinking; the level of development of creative abilities that characterizes the personality as a whole

2. the highest level of intellectual activity of thinking

3. activity, process or set of certain processes

4. the ability to perceive and realize the new, the need to perceive changes, the generation of many original ideas of activity;

5. personality trait manifested during the transformation of information processes [7, p.119].

Based on the above, creativity is understood as an integral stable characteristic of a personality that determines its ability to create, adopt new, non-standard creative thinking, generate a large number of original and useful ideas. Thus, creativity allows you to develop non-standard thinking, creatively approach the solution of professional tasks [8, p.26].

Digital technologies play an important role in the modern educational process of the university, are an effective factor in increasing the educational motivation of teachers, intensify the process of professional and pedagogical training and increase the saturation of classes. New hardware and software tools are increasingly being included in the educational process of the university (electronic textbook, multi-media system, expert system, computer-aided design system, electronic library catalog, data bank, database, e-mail, voice e-mail, electronic bulletin board, teleconference system, automated research management system, etc.) [9, p.79].

Based on the understanding of the web quest as "a website (page) purposefully created by a teacher the results of experimental work on the use of digital means of forming the creative competence of future teachers of vocational training.

Indicator of creative competence Results of the experiment, % of students at the end of the change

1-indicator. Readiness to increase the level of their own creative competence, self-realization through the integration of knowledge, skills and abilities in the field of creative technologies in the organization of training and self-study 54.4%

2-indicator. Adequate assessment of their own creative abilities 41.3%

3-indicator. Understanding the possibilities of technology for the creative development of students 52.5%

4-indicator. Personal readiness for changes aimed at the formation of creative competence 40.0%

5-indicator. Ability to design educational and methodological support for the development of students' creative potential 36.5% [10, p.2] The use of digital technology fully contributes to the formation of such a creative quality of future specialists as originality. Thanks to e-mail correspondence, participation in an electronic conference, each student has the opportunity to present their solution to a particular problem, even if this solution does not fundamentally coincide with the generally recognized one. In these conditions, every Internet user can offer their own original solutions and post it on personal web pages. The creative educational environment allows us to combine efforts to carry out group projects, in which each participant is responsible for the quality of the final results.

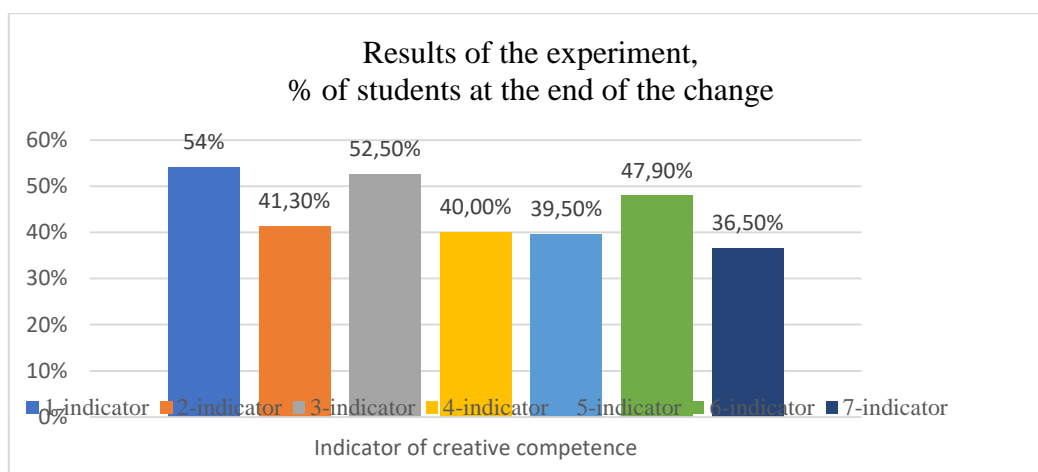


Figure 1. Indicator of creative competence. Results of the experiment, % of students at the end of the change

**Conclusion.** The ability to develop methodological technologies that go beyond the standard, using productive innovative forms, methods, techniques for implementing the set educational goal and an organic set of steps leading to achieving the result planned by the teacher" [11, p.73], we have developed tasks using the capabilities of a web quest on the topics "Features of the creative (creative) activity of a professional teacher training", "Methods of application of heuristic technologies of vocational training", "Design of a creative educational environment", "Creative abilities of the future teacher of vocational training" [12].

The developed web quests were implemented through the following stages.

Presentation of the web quest. Future teachers of vocational training present the result - a local website on the server of the educational institution or an Internet page where the topic, purpose, means of creation, used Internet resources, promising areas of work on the topic are indicated.

Evaluation of the work done by the students themselves. Discussion of the results of work on web quests was held in the classroom in the form of a conference, where students had the opportunity to demonstrate their own practical potential [13].

The web quest increases motivation for self-study, promotes the realization of creative potential, independence and personal self-esteem and, as a result, the formation of creative competence of future teachers of vocational training [14].

After the experimental work was carried out, the positive impact of the implemented funds on the indicators of creative competence of future teachers of vocational training was noted [15].

The conducted research gives grounds to assert that the use of a complex of digital pedagogical teaching tools contributes to the expansion of the content of professional and pedagogical training of teachers of vocational

training and deeper mastery of knowledge and skills of creative pedagogical activity, self-improvement of personality in educational and creative activities, the development of creative productive thinking among students and, as a result, allows more effectively to form the creative competence of university students [16].

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### БОЛАШАҚ МАМАНДАРДЫҢ ИМИДЖІН ҚАЛЫПТАСТЫРУДЫҢ ТЕОРИЯЛЫҚ АСПЕКТІЛЕРІ

#### Аңдатпа

Мақалада болашақ бастауыш сынып мұғалімдерінің имиджін қалыптастырудағы «имидж», «педагогикалық имидж» ұғымдарының мәні сипатталып, мазмұны талданады. «Имидж» түсінігінің философиялық (денсаулық, сұлулық «өз табиғатымен, жеке құндылық», даналық, әділдік, тұрақтылық, сабырлылық, адамның энерго ақпараттық өрісі); психологиялық (мінез-құлық, бір нәрсенің бағытталуы және кәсібилікте амал, құрал, танымдық элементтер) және педагогикалық (кәсіби жолдағы жеке және мамандыққа байланысты тартымдылық құпиясы; ішкі бейненің мамандықпен сәйкестігі) аспектілері баяндалады. «Имидж», «педагог имиджі» ұғымдарына контент-талдау ұсынылады. «Педагогикалық