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METHODOLOGY PRIMARY SCHOOL TEACHER'S TRAINING THROUGH THE IMPLEMENTATION OF INTERDISCIPLINARY CONTINUITY OF THE UNIVERSITY

Abstract

In the content of the article we can see that the authors conducted an analysis of educational programs in order to develop modern methods for evaluating students' knowledge based on general education, general professional and special disciplines, the development and practical application of teaching methods based on the continuity of programs. The development of educational programs related to integration is based on interdisciplinary continuity. It is formulated that the values of

general education disciplines, basic disciplines, and professional disciplines are taken into account in accordance with the requirements of professional standards.

One of the conditions for the success of the professional training of future primary school teachers, the authors see in the implementation of the idea of intersubject continuity and in the use of various forms, methods and means of training that can improve the quality of both the professional training of future teachers and the education system as a whole.

Key words: higher educational institution, educational program, primary school teacher, interdisciplinary continuity, professional training.

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ЖОО ПӘНАРАЛЫҚ САБАҚТАСТЫҚТЫ ЖҮЗЕГЕ АСЫРУ АРҚЫЛЫ БАСТАУЫШ СЫНЫП МҰҒАЛІМІН ДАЯРЛАУДЫҢ ӘДІСНАМАСЫ

Аңдатпа

Мақала мазмұнында, авторлар білім беру бағдарламаларын жетілдіру және оқыту үдерісіне қолданудың қажеттігі, бағдарламалардың сабақтастығына негізделген оқыту әдістерін әзірлеу және оны тәжірибе жүзінде қолдану, оқыту үдерісінде сабақтастық бағдарламалар, жалпы білім беру, жалпы кәсіби және арнайы пәндерге негізделген студенттердің білімін бағалаудың қазіргі заманғы әдістерін әзірлеу мақсатында білім беру бағдарламаларына талдау жүргізген. Интеграцияға байланысты білім беру бағдарламаларын әзірлеу пәнаралық сабақтастыққа негізделген. Бұл жалпы білім беретін пәндер, базалық пәндер, кәсіптік пәндер бағдарламалары бойынша кәсіби стандарт талаптарына сай құндылықтары ескерілетіндігі тұжырымдалған.

Авторлар болашақ бастауыш сынып мұғалімдерін кәсіби даярлаудың табыстылығының шарттарының бірі ретінде пәнаралық сабақтастық идеясын іске асыруда және болашақ педагогтарды кәсіби даярлаудың сапасын, сондай-ақ жалпы білім беру жүйесін арттыруға мүмкіндік беретін оқытудың әртүрлі нысандарын, әдістері мен құралдарын пайдалануда деп біледі.

Түйін сөздер: жоғары оқу орны, білім беру бағдарламасы, бастауыш сынып мұғалімі, пәнаралық сабақтастық, кәсіби даярлау.

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МЕТОДОЛОГИЯ ПОДГОТОВКИ УЧИТЕЛЯ НАЧАЛЬНЫХ КЛАССОВ ПУТЕМ ОСУЩЕСТВЛЕНИЯ МЕЖПРЕДМЕТНОЙ ПРЕЕМСТВЕННОСТИ В ВУЗЕ

Аннотация

В статье авторами проведен анализ образовательных программ с целью совершенствования и необходимости применения образовательных программ к процессу обучения, разработки и практического применения методов обучения, основанных на

преимущества программ, разработки современных методов оценки знаний студентов, основанных на программах преимущественности в процессе обучения циклом общеобразовательных, общепрофессиональных и специальных дисциплин. Разработка образовательных программ, связанных с интеграцией, основана на междисциплинарной преимущественности. Она сформулирована с учетом ценностей, отвечающих требованиям стандарта по общеобразовательным предметам, базовым дисциплинам, программам профессиональных дисциплин. Одним из условий успешности профессиональной подготовки будущих учителей начальных классов авторы видят в воплощении идеи межпредметной преимущественности и в использовании различных форм, методов и средств обучения, которые позволяют повысить качество, как профессиональной подготовки будущих педагогов, так и системы образования в целом.

Ключевые слова: высшее учебное заведение, образовательная программа, учитель начальных классов, межпредметная преимущественность, профессиональная подготовка.

Introduction. Education will become the main tool for Kazakhstan to become one of the most competitive countries in the world. To do this, it is necessary to bring the domestic education system to the level of quality of education that ensures competition in the international educational space and the labor market.

For example, in primary school, the direct tasks of a primary school teacher are to reveal the personal qualities of each child, to help them in their deeper pursuit of knowledge by showing their capabilities, meaning in life, as well as their search, inclinations, create conditions and give them spiritual strength to live. Therefore, the main task in this regard is the process of professional training of future specialists of higher education institutions.

In our opinion, it is clear that solving this problem can be achieved on the basis of professional training of future primary school teachers through the implementation of interdisciplinary continuity in higher educational institutions.

Interdisciplinary continuity is a necessary tool for the formation of professional competence in higher education. The holistic pedagogical process of the university aimed at the comprehensive development, education and training of future teachers ensures the mutual influence, interpenetration and interrelation of all stages and links of the educational process and the subjects studied by students, and allows you to build the trajectory of the formation of professional competence through the entire system of continuous pedagogical education

At the same time, it should be noted that at the present stage of the development of education, there is an urgent need to make interdisciplinary connections a permanent component of the educational process of the school. The need for interdisciplinary connections is provided by the system of education in a modern school. Effective implementation of interdisciplinary connections promotes awareness of knowledge, scientific learning, the formation of ideas and concepts, moral stability, mastering the general techniques of work and educational activities, teaches children to think.

Methods and materials. In scientific research within the framework of the implementation of interdisciplinary continuity in higher education institutions, the justification of methodological categories at the practical level reveals the following reasons. They are:

- the disappearance of clear boundaries between sciences, the passage of the objective world through complex analysis, and the transformation of one subject into a subject of research for several sciences determine the scientific integrity, consistency, complexity, integrativity, and professional orientation of the methodological nature of interdisciplinary continuity;

- the implementation of interdisciplinary continuity is aimed at solving the fundamental problems of research in the methodology, interdisciplinary continuity, professional training in connection with the discovery of new facets of the object of research, the subject of research in scientific research;

- in order to improve the scientific and methodological systems of implementation of pedagogical continuity at the university, it is important that the role of methodology in the selection of research methods of our research work.

In the textbook "philosophy and methodology of Pedagogy" (Almaty, 2016), S.T. Taubayeva identifies pedagogical methodology as follows:

1. to determine the place of Pedagogy among other sciences and the most important problems of pedagogical research.

2. methods of their transformation and interpretation of pedagogical reality, principles and methods of obtaining knowledge.

3. methods of building and developing the structure of pedagogical theory.

4. effective conditions of interaction between science and practice, basic principles and approaches to the implementation of scientific achievements in pedagogical practice [1, 59p.].

Based on the analysis of the scientist, we have the opportunity to implement interdisciplinary continuity at the university, to choose theoretical structures, development methods, the relationship of theory and practice, methodological bases and principles of interaction, corresponding to the research tasks of professional training of primary school teachers.

Results and discussion. Interdisciplinary continuity characterizes the requirements for students at each stage of training for the types of interpretation of new educational material, knowledge and skills, methods and techniques, and all works aimed at its consolidation.

The requirements of the principle of continuity in teaching should include:

- distribution of educational process' directions in the system of continuing professional education, ensuring comprehensive and harmonious personal development;

- identify positive personal qualities of students and promote their further development;

- effective coordination and optimal selection of tools and forms, methods of forming students' knowledge, skills and qualities;

- preservation of unity of pedagogical activity;

- creating conditions for continuous development and application of knowledge acquired in the course of educational and production activities;

- coordination of chronological and thematic programs;

- step-by-step development of the conscious and subjective role of students in the learning process;

- collection of materials that show the level of organization and dynamics of changing personal qualities of the future specialist.

The above list of requirements may vary depending on the nature of interrelated pedagogical phenomena [2].

In this context, in the main idea of the new content of education, professional training of future primary school teachers through interdisciplinary continuity is measured by the following criteria:

- increasing the need for associative free thinking in meeting the requirements of new knowledge (spiral education in teaching independent methodological disciplines, criterion-based assessment, etc.) in harmonizing interdisciplinary continuity in accordance with the results of the educational program of the specialty;

- the priority of scientific and practical knowledge in finding common ground and the speed of emergence of contradictions in the relationship of educational and cognitive subject links in professional training of future specialists through interdisciplinary communication in the implementation of the ideas of updated educational content;

- skills that include professional search and cognitive interests that provide questions of interdisciplinary continuity in their scientific and pedagogical professional path [3].

The need to improve educational programs and apply them in the learning process; develop teaching methods based on the continuity of programs and their practical application; develop modern methods for evaluating students' knowledge based on continuity programs, general

education, general professional and special disciplines in the learning process. At the same time, the effectiveness of the quality of creating educational and methodological tools provided by continuity increases, meets modern requirements for training special disciplines and specialists [4].

At the same time, the development of educational programs related to integration is based on interdisciplinary continuity. These values are taken into account in accordance with the requirements of the professional standard for the programs of general education, basic disciplines, professional disciplines.

Each module in the educational programs created at the university is a set of interconnected and mutually agreed disciplines aimed at solving a specific problem in the system of General, basic and professional education, which can reflect the attributes that exist in the graduates.

The implementation of interdisciplinary interaction in the process of higher education is considered as the establishment of the necessary links between the subjects studied at the content and methodological levels, ensuring high efficiency of the educational process.

Identification, correction and establishment of interdisciplinary links between modules will be aimed at increasing targeted training for education and further development, obtaining a holistic picture of the future professional activity of students, mastering the necessary integrative qualities in professional activity and forming professional competencies.

The content of these subjects of subject training of future teachers, along with their main functions (training, development, education), can also perform functions of a directed and stimulating nature. These functions ensure the motivation of students, the acquisition of basic knowledge and qualifications necessary for further activity through the prism of the subject of research; make it possible to form its basic concepts, tasks, functions, methods, tools, ways and trace its connection with the theory of the entire pedagogical process, its goal-oriented orientation in pedagogy [5].

In the process of teaching subjects of general professional and subject training, all tools and approaches should be used that allow you to consciously master new knowledge at a higher level and include elements of the content of other disciplines, such as reminders of new material, links, questions and tasks of interdisciplinary content, conversations.

In the plan for the implementation of interdisciplinary continuity of professional training of a primary school teacher, it is important systematically complicate and expand the knowledge and skills acquired by students throughout the entire period of study. For this purpose, the university introduces a different combination of disciplines of general professional and subject training, supplemented by the system of pedagogical practice, along with subjects of the general cultural cycle in accordance with the standard of pedagogical education.

The principle of continuity in the content of professional training of a primary school teacher provides for the possibility of preserving basic knowledge, skills, professional qualities, values, abilities as a result of previous stages and promoting them in professional formation at each new stage [6].

At this stage, we refer to the professional education of a primary school teacher as mastering the necessary subject knowledge and teaching methods in primary classes; age characteristics of primary school students: general erudition, broad cultural outlook; pedagogical technologies of teaching and upbringing of primary school students, communication technologies.

In addition to their knowledge, this component of training includes skills based on them:

- independent solution of pedagogical situations; implementation of design and modeling of professional pedagogical activities on the basis of existing psychological and pedagogical knowledge from the point of modern psychological and pedagogical approaches' view;
- selection and structuring of educational material based on psychological and pedagogical laws and principles;
- conducting psychological and pedagogical diagnostics of the educational process and forecasting the development of pedagogical conditions;

- ability to interpret the information received from the student's point of view, evaluate the effectiveness and expediency of pedagogical decisions made in the educational process;
- the ability to set goals and choose ways to solve them, provides organizational skills.

The conclusion that follows is the paradigm of the updated content of education, which ensures the implementation of new philosophical concepts – from "knowing" to "creatively thinking, acting", "able to think independently", "self-developing", "self-learning» there will be an initial conceptual drawing describing the transfer to a person.

We consider it necessary to analyze the general characteristics, structure and content of the educational program of Zhetysu university named after I. Zhansugurov in the specialty "6B01301-pedagogy and methods of Primary Education", which is the main document that serves as the basis for us in the professional training of primary school teachers through the implementation of interdisciplinary continuity in higher education. Analyzing the general characteristics of the educational program under consideration in the passport, we considered finding sources for the implementation of interdisciplinary continuity in the university.

In general, let's focus on the values of the educational program of the specialty for which the academic degree of Bachelor of education is awarded when studying under the educational program "6B01301– pedagogy and methods of primary education". These are discipline, professionalism, social, academic freedom, openness, and global citizenship. Each educational program prepared at the university is based on a strategic goal. The strategic is training competitive personnel. According to the structural system of the educational program, the purpose of the program in the implementation of the strategic goal is defined as: to train qualified specialists in the field of primary education who are able to respond to the results of their professional activities, compete in the labor market by modelling psychological and pedagogical activities, using systematic theoretical and practical knowledge, using modern technologies of reflection, target forecasting, diagnostics, training and education. Also, in regulating the justification of the educational program, the university provides comprehensive subjects of classical and innovative content for the professional formation of future primary school teachers, paying special attention to the changes in modern educational technologies, the content, trends in the training of future personnel in the education system. At the same time, it is necessary to provide an opportunity to establish constant communication between the school, society, and professional activities. In the implementation of the strategic goal, the "graduate attribute", i.e. the graduate model, is proposed. Graduates' attributes (attributes) are:

GA -1 – has knowledge and skills in its subject area, including elements of best practices and innovations (has deep professional knowledge and understanding in the field of study);

GA -2 – thinks creatively and solves new problem situations creatively, showing initiative and individuality (has emotional and social intelligence);

GA -3 – independently expands and deepens the knowledge, skills and abilities necessary for their daily professional activities (has global challenges);

GA -4 – complies with the norms of professional ethics, conscientiously and responsibly performs its duties (has leadership qualities);

GA -5 – demonstrates the development of skills and abilities to work individually and in a group, the ability to communicate effectively (has entrepreneurial skills, is able to identify and solve problems);

GA -6 – has the ability to manage and prioritize time, showing compactness, the ability to plan, focus on results (associates innovative thinking);

We prefer to combine the main points in the attributes of the graduate offered by the educational program into short meaningful categories.

We also hope that this will give us its effectiveness in the context of accuracy in conducting experimental work.

According to the attributes in the course of a generalized description, The graduate model has deep professional knowledge and cognitive and creative abilities in their specialty, has emotional

and social intelligence, has a category of critical thinking, has leadership qualities, has entrepreneurial skills, is able to identify and solve problems, correlates innovative thinking. For this reason, the expected learning result is set.

While preparing the proposed educational program, we take into account the requirements for studying the labor market in accordance with the needs of the economy.

«6B01301 – According to the educational program" pedagogy and methods of primary education", bachelors can perform the following types of professional activities:

- *diagnostic* – teaching personality of the pupil, search educational and development results;
- *organizational and technological* (Organization of the process of teaching and upbringing on the basis of pedagogical technologies);
- management and pedagogical (transformation into interaction "subject-subject", management in education, from "teacher-learner" to "teacher-learner"»);
- *scientifically-research* (creative search in solving educational problems, research of pedagogical experience, reflection).

In the analysis of the general characteristics of the above educational program, we find that the solution of the attributes of the graduate in education for students based on the expected learning outcomes is justified by finding options for matching the program modules provided in accordance with the curriculum in the content of the educational program and interdisciplinary continuity in teaching the disciplines provided in it.

Conclusion. Thus, the formation of the personality of the future primary school teacher is carried out on the basis of the principles of continuity, consistency and continuity of the professional training process. When analyzing the general characteristics, structure and content of the educational program of Zhetysu university named after I. Zhansugurov of the specialty "6B01301-pedagogy and methods of primary education", the expected result of training in the professional training of primary school teachers through the implementation of interdisciplinary continuity at the university and the final idea of the attributes of the graduates are taken into account. This situation serves to create new qualitative opportunities that did not exist before.

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