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MANAGEMENT OF INDEPENDENT ACTIVITY OF STUDENTS IN THE CONDITIONS OF MODULAR TRAINING ENVIRONMENT

Abstract

In modern society, every person needs to be successful not only in the social, cultural and economic spheres, but above all in the professional sphere. Therefore, it seems very relevant to consider the conditions of training and education of such a person at the university as a factor of intensification of professional and personal growth of the student and his direct involvement in real activities through the performance of official duties.

This article analyzes the problem of organizing and managing independent activities of students-future teachers of primary education in higher education, describes the pedagogical conditions for the success and effectiveness of its implementation.

The article is based on the authors' practical materials accumulated during their long-term teaching activities at the university, as well as a result of the analysis of literary sources devoted to the theoretical basis of primary school disciplines.

The topic of this article concern the activities of university teachers to form the skills of independent work and its management in future primary school teachers as a result of working with the texts of the educational module.

In particular, the article provides a justification for the need to train future teachers, aimed at mastering special skills in the use of educational elements containing not only an educational text, but also a guide to learning, in the educational process of primary school.

The results of the research can be used in the preparation of various educational texts, methodological recommendations and guidelines for determining the necessary basic knowledge for the study of the relevant modules; planning forms of control of assimilation and verification of achievements in the study of the module.

Keywords: educational text; module; training of future teachers; professional competencies; independent work management; competence; primary school teacher; learning styles.

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МОДУЛЬДІК ОҚЫТУ ЖАҒДАЙЫНДА СТУДЕНТТЕРДІҢ ӨЗІНДІК ІС-ӘРЕКЕТТЕРІН БАСҚАРУ

Аңдатпа

Қазіргі қоғамда әр адам әлеуметтік, мәдени және экономикалық қана емес, ең алдымен, кәсіби қызмет саласында жетістікке жетуі керек. Сондықтан мұндай адамды ЖОО-да оқыту мен тәрбиелеу жағдайларын студенттің кәсіби және тұлғалық өсу қарқынын күшейту факторы ретінде қарастыру және қызметтік міндеттерін орындау арқылы оны нақты әрекетке тікелей қосу өте өзекті болып отыр.

Бұл мақалада ЖОО-дағы студенттердің – болашақ бастауыш сынып мұғалімдерінің өзіндік іс-әрекетін ұйымдастыру және басқару мәселесі талданып, оны жүзеге асыру тиімділігінің педагогикалық шарттары сипатталған.

Мақала авторлардың университеттегі көпжылдық педагогикалық қызметі барысында жинақталған практикалық материалдарына, сондай-ақ бастауыш мектеп пәндерінің теориялық негіздеріне арналған әдеби дерек көздерін талдау нәтижелеріне негізделеді.

Осы мақаланың проблемалық мәселесі ЖОО оқытушыларының өзіндік модуль мәтіндерімен жұмыс жасау нәтижесінде болашақ бастауыш сынып мұғалімдерінде өз бетінше жұмыс істеу біліктері мен дағдыларын қалыптастыру және оны басқару бойынша іс-әрекетіне қатысты.

Сондай-ақ, бастауыш мектептің білім беру үдерісінде тек оқу мәтінін ғана емес, сонымен қатар оқытуды басқару элементтерін пайдаланудың арнайы дағдыларын игеруге бағытталған болашақ педагогтарды даярлау қажеттілігінің негіздемесі келтірілген.

Зерттеу нәтижелері әр түрлі оқу мәтіндерін, әдістемелік ұсынымдарды және тиісті модульдерді оқып үйрену үшін қажетті базалық білімді анықтауға арналған нұсқаулықтарды дайындауда, модульді игеруін бақылау формаларын жоспарлауда және оқып-үйренудегі жетістіктерді тексеруде пайдаланылуы мүмкін.

Түйін сөздер: оқу мәтіні; модуль; болашақ педагогтарды даярлау; кәсіби құзыреттіліктер; өзіндік жұмысты басқару; құзыреттілік; бастауыш сынып мұғалімі; оқыту стильдері.

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УПРАВЛЕНИЕ САМОСТОЯТЕЛЬНОЙ ДЕЯТЕЛЬНОСТЬЮ СТУДЕНТОВ В УСЛОВИЯХ МОДУЛЬНОГО ОБУЧЕНИЯ

Аннотация

В современном обществе каждому человеку необходимо быть успешным не только в социальной, культурной и экономической, но прежде всего в профессиональной сфере деятельности. Поэтому представляется весьма актуальным рассматривать условия обучения и воспитания такого человека в вузе как фактор интенсификации профессионального и личностного роста студента и непосредственного его включения в реальную деятельность через выполнение должностных обязанностей.

В настоящей статье анализируется проблема организации и управления самостоятельной деятельностью студентов – будущих педагогов начального образования в вузе, описываются педагогические условия успешности и эффективности ее проведения.

Основу статьи составили практические материалы авторов, накопленные в ходе их многолетней педагогической деятельности в вузе, а также в результате анализа литературных источников, посвященных теоретической основе дисциплин начальной школы.

Проблематика данной статьи касается деятельности преподавателей вуза по формированию умений и навыков самостоятельной работы будущих учителей начальных классов в результате работы с текстами учебного модуля.

В частности, представлено обоснование необходимости подготовки будущих педагогов, направленной на овладение специальными навыками применения учебных элементов, содержащих не только учебный текст, но и руководство к обучению, в образовательном процессе начальной школы.

Результаты исследования могут быть использованы при составлении различных учебных текстов, методических рекомендаций и указаний по определению необходимых базовых знаний для изучения соответствующих модулей; планировании форм контроля усвоения и проверки достижений по изучению модуля.

Ключевые слова: учебный текст; модуль; подготовка будущих педагогов, профессиональные компетенции; управление самостоятельной работой; компетентность; учитель начальных классов; стили обучения.

Basic provisions. At the Institute of Pedagogy and Psychology of Abai Kazakh National Pedagogical University the process of organizing and managing independent work with modular learning technology provides for the inclusion of students in psychological and pedagogical activities throughout all years of study at the university.

"Independent work involves the maximum cognitive activity of the student, the development of intellectual, creative, creative, communicative abilities of the individual. It is in independent work that the student's internal motivation, ability and readiness for search, research, analysis and synthesis of scientific material, purposefulness, independence, self-organization can manifest themselves" [9]. Also, in the process of independent work, the skills of working with information are polished. For independent work, students are

offered voluminous text material, namely publications of scientists, methodologists, teachers on the topic of the module being studied. Students are offered the following types of work with these texts:

1. Reading and dividing into semantic passages, highlighting keywords.
2. Formulation of questions for each semantic passage.
3. Drawing up clusters or diagrams showing the dependence or interconnectedness of the components of the material.
4. Performance of individual tasks aimed at developing students' independence and initiative.

Work with students is organized in collaboration with text materials that continue the explanation of theoretical material or supplement it. To do this, we use various strategies. Here are some examples that have shown their effectiveness [10].

The "Reference signals" strategy is aimed at ensuring that students, after reading the text, can translate it into a symbolic-sign system. Students read the text, then take notes on it, but their notes should not contain words and sentences, but only drawings or diagrams. Students can divide the text into parts, then they will get several reference signals. Then there is a demonstration of the reference signals to the group, which can ask a question or say that they are particularly interested in the summary. At the end of the work, reflection takes place: What do you think about your work? Where could you use such work with text?

We often use the "Mailbox" strategy in our practice. Students are invited to compose questions of a different nature: analytical, evaluative, creative. Therefore, when working with the text, students need not just to compose a question on the text, but to compose a number of questions of a different nature. Students address questions to someone specifically in the group, or to several classmates. All compiled questions are put in a box. The teacher draws out the question and passes it to the student to whom it is addressed. The recipient of such a "letter" must respond to it. At the same time, the work can take place both orally and in writing. At the end of the lesson, a conversation with students in the format of answers to questions like: what tasks caused difficulties and why?

What questions could you answer right away? What helped you answer the questions? What answers did you like? Why?

The exercise "Tree of Wisdom" is very similar in comparison with the described strategy. But all the questions are attached to the board on which the tree is depicted. In turn, students approach the blackboard, "tear off" the note and answer the question out loud as fully as possible. The others listen carefully and evaluate both the question and the answer. But, of course, before answering questions, students read the text, compose questions, re-read the text in order to first assess the quality of their questions themselves.

Such work with the text encourages students to compose open-ended questions, analytical, evaluative questions, reconstruction questions, interpretation questions. This, in turn, encourages a serious attitude to the words of the text, to search for the interrelationships of the components of the text, to read into the text.

Often, when working with texts, we rely on learning styles. At the beginning of the academic year, we conduct a small test of students to determine which learning style they belong to. It was found that most of the students are people of a concretely consistent teaching style. This style is characterized by neatness, increased attention to detail, purposeful practical thinking. Students of a specifically scattered learning style are able to work both independently and in small groups, they like to experiment. Abstract-scattered learning style is characterized by developed emotions, imagination and flexible thinking. Students with an abstract-sequential learning style are able to decode written and oral symbols, abstract and generalize [9].

It cannot be said that one style is better or worse than another. With the correct construction of the learning process, all students assimilate the material. Therefore, when working with texts, we offer students tasks that correspond to their learning style. Sample assignments on the subject "Methods of teaching the updated content of the discipline of Natural Science" are given in Table 1.

Table 1- Methods of teaching the updated content of the discipline of Natural Science

Concretely-consistent style	Specifically-scattered style	Abstract-sequential style	Abstract-scattered style
1. Make a table, displaying the studied material in it	1. Formulate questions to the text material based on Bloom's taxonomy	1. Select and present psychological and pedagogical literature on the topic of the lecture.	1. Prepare a presentation on one of the proposed topics.
2. Analyze the develop-	2. Edit the text (part of the	2. Create a glossary on the	2. Prepare answers to

plement of lessons with the so-called use of interactive teaching methods	lecture material)	topic of the lesson	questions by working in pairs of replacement personnel.
3. Prepare questions for an interview on the topic	3. Perform a creative project on the topic	3. To study the life and ideas of the great scientist of the 19th-20th century	3. Prepare for a discussion on the topic

The tasks given in the table are formulated taking into account learning styles and are offered to specific students. This ensures not only the study of the text material, in-depth acquaintance with a new topic, the development of information and communication competence, but also reduces resistance in the learning process, and students feel their success, confidence in their abilities.

Recently, quantized texts with tasks in test form have entered our practice. This text is easier for most students to remember. The brevity of the text is achieved by removing from it those parts that can be dispensed with at this stage of training. At the same time, accessible vocabulary, simple forms of sentences, and short sentences are used. [11]. We are also working with students to compile questions on Bloom's taxonomy, that is, questions about knowledge, understanding, application, and so on.

To assess the level and quality of students' learning of educational material, we used headings determined by the purpose of learning; criteria representing the types of activities to be mastered; descriptors describing the student's achievement levels for each criterion, which are shown in table2:

Table 2 - Example of an evaluation heading for evaluating students' performance of tasks with text sources

Criteria	Descriptors	Achievement level
Determining the authorship of the source	The student does not determine the authorship of the source	0 points 1 point
	The student determines the authorship of the source, place, time and purpose of creation	3 points
	The student determines the authorship of the source, the place, time and purpose of creation, its summary	4 points
Understanding the meaning of the source	The student understands the individual provisions of the source, Understands both individual provisions and the general context	1 point 2 points
	Applying contextual tasks	The student demonstrates an insufficient level of text knowledge
	The student correctly indicates contextual knowledge when analyzing the content of the text	2 points
	Maximum point	10 points

The use of rubrics allows the student to independently evaluate their work. The method of self-assessment can be filling in the following table 3 during the lesson, which demonstrates the sustainable development of the student during the lesson:

Table 3 – Rating map of the assessment in mathematics

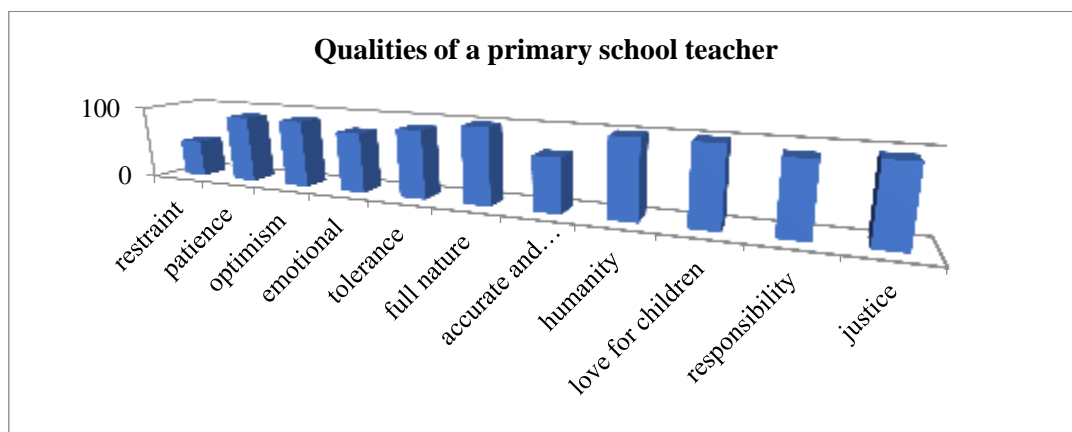
Types of activity	points	Note
1. Performing a creative task based on the text from the textbook	From 3 to 5 points	If the result is unsatisfactory – minus 2 points
2. Writing a text on a given topic	Up to 10 points	
3. Making up your own assignments for fellow students	1p. for each	If the result is unsatisfactory – minus 2 points
4. Writing a lecture	Up to 5 points	
5. Drawing up diagrams, tables on a given topic	Up to 5 points	If the result is unsatisfactory – minus 1 point

6. Presentation of additional information on the topic	15 – 20 points	If the result is unsatisfactory – minus from 2 points
Total points: planned; received		

Such rating assessment cards can be compiled for any discipline from the curriculum for the specialty of Pedagogy and methods of primary education, the ones we are considering are listed above.

As a result of managing students' independent work, according to the developed methodology, students are transferred to individual work, first with educational material with a transition to cognitive activity, then with scientific information, which causes the expansion of the inner world of the student's personality through encouraging manifestations of creativity in a person. At the same time, the ability to independently search for knowledge and skills develops, self-education skills are consolidated, such an important personal quality as "research independence" is formed. It should be noted that research independence is an activity aimed at obtaining subjectively new knowledge by conducting independent research for students. As you know, any activity is aimed at a certain subject, which is the internal motivating force that forces the subject to engage in a certain type of activity. It follows that any activity is motivated and is of value to the subject who performs it.

Thus, the motivational-value component is one of the components of research independence. Its essence lies in the possibility of forming a student's conscious need to carry out scientific activities. In the context of the implementation of this task, special attention was paid to the involvement of students in research activities through participation in competitions of scientific projects held in Kazakhstan and in other countries of the near and far abroad. At the first stage of the beginning of close interaction with 1st year students, we are holding an international essay contest "My profession is a teacher". This competition allows you to see the validity of students' choice of the profession of primary school teacher. Describing the qualities of a teacher in their essay, young teachers show us how they see the image of a teacher in the present and future, how they see themselves in this difficult profession. The analysis of the papers showed that more than 93% of the participants chose the profession of primary school teacher because they remember their first teacher at school and want to be like him. The diagram shows the frequency of teacher qualities that students believe they should possess (see Picture 1)



Picture 1 - Qualities of primary school teachers according to students

Also, the essay clearly traces the functionality of the teacher:

- motivation of students;
- organization of children's cognitive activity;
- building constructive relationships with students and parents;
- analysis of the results of the training of children ;
- self-improvement, etc.

Having studied the students' essays, we can say with full confidence that they all consciously chose a profession, understand its importance in modern education, and are aimed at achieving success in teaching.

Here are excerpts from some of the students' essays.

Kirzhner Maya (Kazan Federal University): "Communication with children is only one of the reasons why I decided to become a teacher. I had an English teacher at school. Her name was Vera Vasilyevna. For

almost 10 years, this teacher taught English, and then also German. During our school years we got to know each other better. Thanks to her, I have a love for foreign languages."

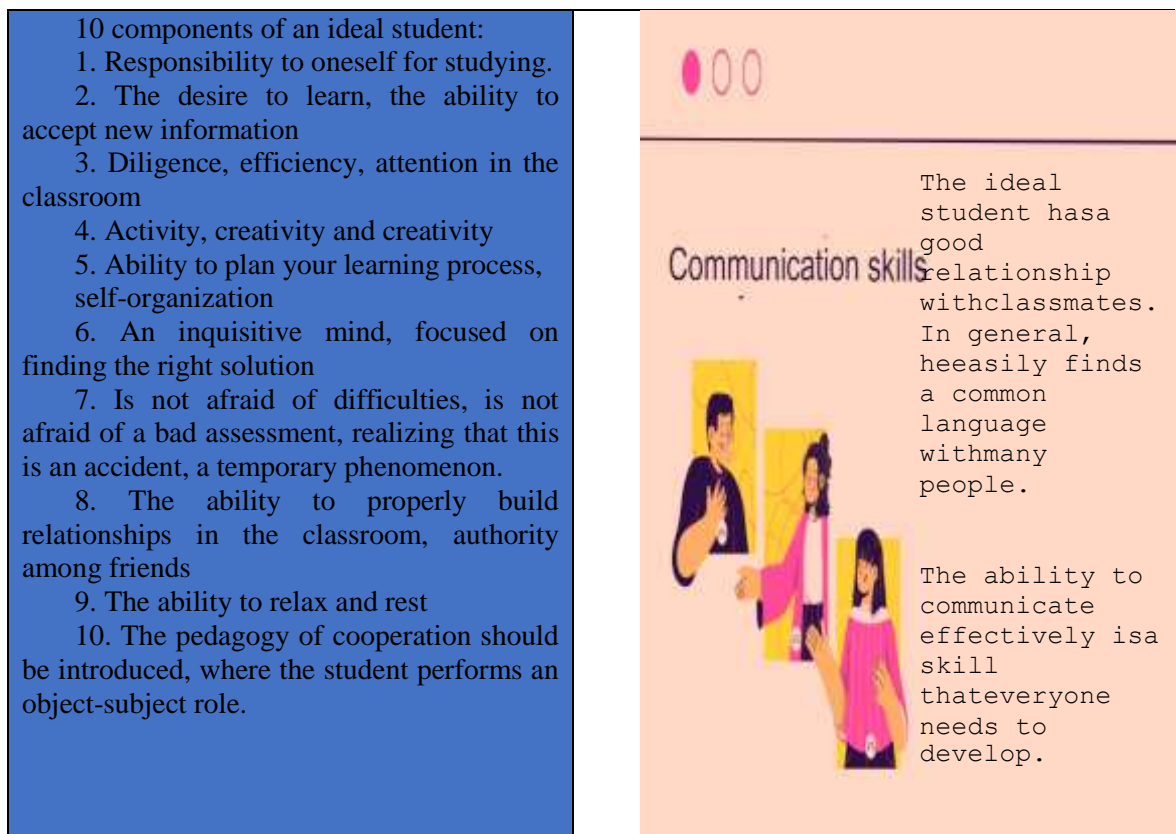
Yurechko Victoria (Yanka Kupala State University of Grodno): "Primary school teacher is a special profession". Great responsibility and great love. Love is the defining quality of this specialty: first of all, love for children – it is hardly possible to become a teacher without it; love for work – the teaching profession involves daily hard work; love for life – without optimism it is impossible to experience the joy of discovery. School is eternal youth, constant movement forward. The profession of a teacher can be envied. It gives an opportunity to develop creatively and spiritually. Perseverance, purposefulness, the ability to self-improvement are mandatory qualities that a teacher should strive to possess. The profession of a teacher always encourages you to keep up with the times, and maybe even a step forward."

Anastasia Stashinskaya (Altai State Humanitarian Pedagogical University named after V.M. Shukshin): "And yet ... when I was brought to the first grade, the first teacher made a huge impression on me, I wanted to repeat everything after her: how she conducts the lesson, how she checks notebooks, how she communicates with children. I realized early on that I wanted to be the same. And throughout my studies at school, college, institute, teachers have become for me people who I want to emulate. And I want to be like that, to be a teacher".

Having studied all the students' work, we come to the conclusion that most of the students (93%) made a conscious choice of profession.

In the second year, students begin to learn their future profession more actively. This is due not only to the fact that more practice-oriented disciplines appear in the schedule, but also various types of practice based on schools. During this period, a competition of pedagogical skills is organized. The purpose of the competition: to develop future specialists' interest in the teaching profession, to increase its prestige; to create conditions for the development of individual creative abilities of students. The contestants show their creative abilities when preparing such tasks as:

1. Business Card contest - a team of students presents themselves, their specialty, reveals the importance of their chosen profession.
2. The "Ideal Student" contest - the contestants present a portrait of the ideal student. The materials of this competition are presented by the teams in the form of a poster, clip, presentation (see Picture 2).
3. The competition "Experts". Students are invited to answer questions on pedagogy and psychology.



Picture 2 - The ideal student through the eyes of students

Students of 3-4 courses are already actively giving lessons, gaining some experience and therefore are attracted to participate in the "Presentation to Lesson" competition, which involves the development of a lesson and presentation. By participating in this competition, students show what they have learned during their studies at the university, whether they know the methodology of teaching subjects, knowledge of the organization of educational activities of children, whether they own digital tools (see Figure 3). The members of the jury of the competition are guided by the following criteria for evaluating materials:

1. Methodical study of the material (the presence of correctly formulated goals, objectives, the place of use of the presentation in the educational process, methodological recommendations for its use)
2. Using techniques aimed at better memorization of the material;
3. Elaboration of the semantic and visual component of the presentation, a single design style;
4. Practical significance (efficiency \ effectiveness of the presentation, the possibility of its use \ replication in the educational process). Interactivity of the presentation (see Picture 3).

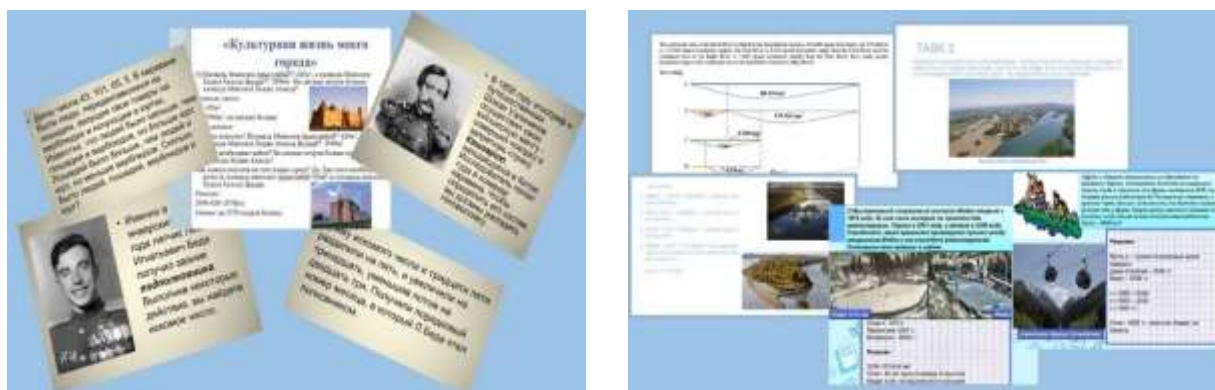


Picture 3 - Works of the competition "Presentation for the lesson"

In order to expand cooperation with schools, to involve students in working with students, a competition of local history problems in mathematics was organized at the department. This competition is held first for students. They make up tasks of a local history nature in one of the nominations of the competition:

- Geography of my region
- History of my region
- Architecture of my region
- Outstanding personalities of my region.
- Sports achievements of my region.

In addition to drawing up tasks, students need to give a description of its solution and select additional material explaining the essence of the task (see Picture 4).



Picture 4 - Problem Contest

The same competition is organized for elementary school students. But here our students already act as supervisors of students, help them in the selection of material, the compilation of tasks, the design of the presentation.

Such an organization of support for the scientific and methodological work of students throughout all the years of their studies at the university helps the teaching staff to get to know their students better, diagnose and identify the problems they face, solve them together, organize consultations on conducting scientific research, its design, preparation of a report or scientific article.

Introduction. The task of the education system is to train specialists who are able to work with a large amount of information, who are able to study throughout their lives, work individually and in groups, who are ready to change the trajectory of their activities depending on the conditions of the surrounding reality.

Changing the requirements for the education system implies a change in approaches to the organization of students' activities and its management. A future specialist should have professional mobility, be able to respond promptly to constantly emerging changes in scientific and practical activities, be able to solve the tasks that modern reality sets for him, be open to new experiences, be able to think creatively, find ways to solve non-standard problems that arise. To do this, it is necessary to activate the creative potential of the individual, to develop her abilities to work independently with educational literature. Thus, the problem being developed is very relevant.

The purpose of the article is to describe the pedagogical conditions for the organization and management of independent work of students-future primary school teachers studying in modular technology.

Materials and methods. To solve this problem, we have studied and analyzed the basic methodological and theoretical provisions of the process of managing students' independent work, reflected in the works of famous teachers, psychologists and methodologists of Russia, Kazakhstan, and other countries of the near and far abroad. For example, in the works of Slastenin V.A. [1], Asanaliyev M.K. [2], Choshanov M. [3], Khairullina G.T. [4], Polat E.S.[5], Bepalko V.P.[6], Babansky Yu.K.[7], Kuzmina N.V. [8] the regularities and principles of the process of organizing and managing students' independent activities, as well as its components, are summarized. Based on this knowledge, we have made changes in the process of teaching students the disciplines of the natural – mathematical cycle in terms of determining the content of independent work.

To solve the tasks set in our research, we used the following methods: theoretical analysis of literary and Internet sources, targeted observation, practical organization of research, pedagogical modeling.

The theoretical and methodological basis of this study were the provisions of Y.K. Babansky on the optimization of the learning process, V.P. Bepalko, N.V. Kuzmina on the systematic professional training of future teachers, based on which we settled on integrative–activity and practice-oriented approaches. The use of an integrative-activity approach in our study provided consideration of the management of independent work of students in the conditions of modular training as an integral process with a certain structure consisting of interrelated components. To implement this approach, students were included in a variety of types and content of educational, cognitive and educational-practical activities related to the study of the courses "Fundamentals of updated mathematical education of younger schoolchildren", "Fundamentals of updated natural science education of younger schoolchildren", "Artistic work". The integrity of the content of the practice-oriented approach was realized by the authors of this article by including students in various forms of activity: participation in business and role-playing games, in the performance of case tasks and practical tasks.

Results. Within the framework of updating the content of education, the ideology of updating the organization and management of independent work of students is also being formed as an important component of training a future professional, which requires the development of innovative approaches to its design. As such, the modular rating technology of the organization is used, in which each module is an integral completed stage of educational activity. When working with the educational element of the module, students, having studied the educational information, have the opportunity to perform a system of creative tasks that activate their activities and stimulate the emergence of interest in learning. At the same time, it is very important to carry out self-examination, which develops cognitive independence and allows improving the quality of students' knowledge.

We can observe that students are becoming aware of the need for independent work on mastering educational material, which is perceived as a free-choice, internally motivated activity and is characterized by an interested attitude to learning and positive learning motivation. Therefore, students should be taught the techniques of academic independent work by means of the material of each discipline.

The next stage of studying and mastering academic subjects in the experimental group is associated with the forms of organization of the SIW and SIWT. In these lessons, all home independent work was checked and grades were given to all students. Only such a principle of one hundred percent feedback can stimulate students to prepare for each lesson and ensure an objective calculation of results at the end of the course. From here we can conclude: the ability to effective independent work can become a form of activity, and not just a way to do homework. And the formation of this ability involves the student's personal development.

Discussion. The experience of working with various text materials, developing and applying maps of educational materials containing not only the educational text, but also a guide to learning, allows students to work at an individual pace. The use of a rating card system will allow students to keep records of the assimilation of the learning elements of the module, therefore, to manage their independent activities. The following criteria can be used to evaluate it:

- independence and creativity in the development of an educational text;
- the quality of oral and written speech;
- possession of emotionally expressive behavior;
- the level of theoretical preparation of the studied disciplines;
- style and quality of pedagogical communication;
- possession of the reflection of pedagogical activity.

Timely and high-quality testing of independent work disciplines students, creates the need to search for new information resources, regularly perform tasks, thereby determining the strength of knowledge. At the same time, the ability of the future specialist to develop innovative ideas and the desire to apply them in his practice in accordance with life and professional situations, to make and implement the right decision, develops.

Conclusion. Thus, at the stage of university training, the need is actualized in accordance with the expected image of the profession – to be productive and creative in professional competence, and therefore in self-regulation and self-realization. The structure of the personal properties of the future teacher clearly expresses the ability to organize, control, analyze and evaluate their own activities in accordance with the motivating motives.

We believe that at this stage a person will be able to predict the results of pedagogical activity, have a formed pedagogical consciousness, thinking and certain socio-pedagogical interests.

In general, it is necessary to have a general model of organizing and managing students' independent work, in which close creative interaction between teachers and students is important.

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