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THE ROLE AND SIGNIFICANCE OF NEW TECHNOLOGIES IN TEACHING THE NATIONAL IDEA IN KAZAKH DRAMATURGY IN HIGHER EDUCATION INSTITUTIONS

Abstract

In the modern information society, the need for information resources is considered as the main means of production development. Therefore, the education sector is taking new steps for its development. In this regard, new learning technologies are emerging that can enable a person to choose the right direction in the information space. In the modern information society, the advantages of information technology are important for our country.

In the article, the author substantiates the relevance of digital literacy. He notes that in recent years, IT literacy has become a prerequisite for every person with qualities such as reading and writing skills.

The author tried to prove that the use of new technologies in the education system is carried out to teach the national idea at all stages of the educational process, including in Kazakh drama.

The article reveals the use of the principles of modular learning and some other didactic systems in teaching the national idea in Kazakh drama.

Keywords: national idea, new technologies, training, informatization, education system, kazakh drama.

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ҚАЗАҚ ДРАМАТУРГИЯСЫНДАҒЫ ҰЛТТЫҚ ИДЕЯНЫ ЖОҒАРҒЫ ОҚУ ОРЫНДАРЫНДА ОҚЫТУДАҒЫ ЖАҢА ТЕХНОЛОГИЯЛАРДЫҢ РӨЛІ МЕН МАҢЫЗЫ

Аңдатпа

Қазіргі ақпараттық қоғамда ақпараттық ресурстарға деген қажеттілік өндірісті дамытудың негізгі құралы ретінде қарастырылады. Сондықтан білім беру саласы өз дамуы үшін жаңа қадамдар жасауда. Осыған байланысты адамға ақпараттық кеңістікте дұрыс бағытты таңдауға мүмкіндік беретін жаңа оқыту технологиялары пайда болады. Қазіргі ақпараттық қоғамда ақпараттық технологиялардың артықшылықтары біздің еліміз үшін маңызды.

Мақалада автор цифрлық сауаттылықтың өзектілігін негіздейді. Соңғы жылдары ат сауаттылығы оқу және жазу дағдылары сияқты қасиеттерге ие әрбір адам үшін міндетті шарт болғанын атап өтті.

Автор білім беру жүйесінде жаңа технологияларды қолдану білім беру процесінің барлық сатыларында, оның ішінде қазақ драматургиясында ұлттық идеяны оқыту үшін жүзеге асырылатынын дәлелдеуге тырысты.

Мақалада қазақ драматургиясында ұлттық идеяны оқыту кезінде модульдік оқыту қағидаттарын және басқа да дидактикалық жүйелерді пайдалану ашылады.

Түйін сөздер. Ұлттық идея, жаңа технология, оқыту, ақпараттандыру, білім жүйесі қазақ драматургиясы.

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РОЛЬ И ЗНАЧЕНИЕ НОВЫХ ТЕХНОЛОГИЙ В ПРЕПОДАВАНИИ НАЦИОНАЛЬНОЙ ИДЕИ В КАЗАХСКОЙ ДРАМАТУРГИИ В ВУЗАХ

Аннотация

В современном информационном обществе потребность в информационных ресурсах рассматривается как основное средство развития производства. Поэтому сфера образования делает новые шаги для своего развития. В связи с этим появляются новые технологии обучения, способные дать возможность человеку выбрать правильное направление в информационном пространстве. В современном информационном обществе преимущества информационных технологий важны для нашей страны.

В статье автор обосновывает актуальнось цифровой грамотности. Отмечает, что в последние годы ИТ-грамотность стала обязательным условием для каждого человека, обладающего такими качествами, как навыки чтения и письма.

Автор попытался доказать, что использование новых технологий в системе образования осуществляется для преподавания национальной идеи на всех ступенях образовательного процесса, в том числе в казахской драматургии.

В статье раскрывается использование принципов модульного обучения и некоторых других дидактических систем при преподавании национальной идеи в казахской драматургии.

Ключевые слова: национальная идея, преподавание в высших учебных заведениях, инновационные технологии обучения, система образования, казахская драматургия.

Basic provisions. The incorporation of emerging technologies in the education system is driven by the necessity to integrate into the global educational landscape. Global experience demonstrates that only newly established universities effectively provide students with the necessary skills to seamlessly transition into higher education institutions, while also adjusting to the evolving dynamics of society and social life. For instance, it is necessary to reform our country's education system, as evidenced by the tangible measures and outcomes observed in highly developed nations like the United States, Finland, and Singapore. It is imperative in our country to adhere to the primary directions established by a global education system. The objective of the country's education system is to enhance the educational process by incorporating novel concepts and ideas.

The primary objective of higher education, as outlined by the National idea of Kazakh drama, is to foster the development of a well-rounded individual who is prepared to actively engage in social, economic, and socio-political spheres. In order to accomplish this objective, every teacher must initially acquire proficiency in novel educational technologies employed in structuring the educational process in accordance with the evolving trends in educational content. The destiny of the state hinges on the foundation upon which the institution is established. The younger generation has an abundance of possibilities to select from.

Today's student should proactively envision and embrace their future by exercising discernment, making logical choices, and effectively adjusting to the dynamic nature of life's transformations. Consequently, the new educational system must impart critical thinking skills to students, equipping them with the essential cognitive processes to effectively analyse and resolve a wide range of challenges encountered at any stage of life. Many regulatory documents in the field

of education emphasize that the main focus is on improving the quality of training specialists in higher education. This involves integrating innovative knowledge with intensive research activities and bringing the curricula of higher education institutions in line with the requirements of the social sphere and the economy [1], The Concept of Development of Higher Education and Science in the Republic of Kazakhstan for 2023-2029 states that "The development of the system of higher and continuing education and science is based on the following principles: Equality of the rights of all to receive high-quality higher education; accessibility of higher education for the population, taking into account intellectual development, psychophysiological and individual characteristics; continuity of the educational process, ensuring continuity of its levels; free choice of an individual learning trajectory and acquisition of skills and competencies through continuing education ..." [2].

The primary challenge in the domain of contemporary education, as perceived by socio-philological institutions, is the quest for effective novel approaches to educational material and the preparation of prospective professionals capable of implementing them.

The Education Law of the Republic of Kazakhstan emphasises that the primary objective of the education system is to establish favourable conditions for acquiring education that focuses on the development and professional growth of individuals, based on both national and universal values, scientific advancements, practical experiences, the integration of innovative teaching methods, the digitalization of education, access to global communication networks, and the continued advancement of the education system. For the successful fulfilment of these tasks, it is necessary for educational institutions and each teacher to actively seek out all the news and updates, to adapt to changes in a constructive manner, and to engage in new experiences and interactions. The main purpose of the educational content is to provide knowledge that is relevant and applicable to the rapidly evolving society, enabling individuals to fully integrate themselves into both personal and societal development, fostering creativity, competence, and adaptability.

The primary developments resulting from changes in the education system include the acceleration of societal progress, the shift towards an information-based society, the broadening of intercultural exchange, the emergence of global challenges that can be addressed through international collaboration, the democratisation of society, the rapid advancement of the economy, the rise in competition, and the heightened significance of human capital.

The educational systems of developed countries such as the USA, Finland, and Singapore are guided by several key trends. These include the reformation of educational philosophy and methodology, changes in the creation of educational content, the development of advanced models in education, effective management strategies, the implementation of new educational technologies, the revitalization of traditional educational approaches, and the adoption of a developmental and constructive educational model that fosters cognitive activity and independent thinking among students. Additionally, there is a growing emphasis on civic engagement, patriotism, spiritual and humane values, multiculturalism, health care, and environmental education for young students. Universities are currently giving comprehensive consideration to the increased role of philological education organisations in the socialisation of their students.

Introduction. Currently, there is a strong focus on the education system in the nation, with professional training being conducted in the fields of social-humanitarian, technological, and natural science-mathematical sectors. The pedagogical approach of instructing the educational system through the national concept in Kazakh drama necessitates a continuous enhancement of the standard of the national ideological procedure. Hence, the significance lies in the technological challenge posed by the national ideological process in Kazakh dramaturgy.

The promotion of new technologies in the education system is advocated to enhance all aspects of the educational process in the teaching of the National idea in Kazakh dramaturgy.

An inherent aspect of the digitalization of the education system in Kazakh dramaturgy is the proactive integration into the educational domain, the utilisation and advancement of innovative pedagogical technologies with the objective of establishing specialised educational institutions, and

the incorporation of novel approaches and information tools in alignment with the principles of the educational process.

Using the advanced information technology, many activities are executed with more efficiency, leading to the individual's increased level of civilization.

Engaging with a computer fosters the student's ingenuity and enhances their overall knowledge.

Currently, educational institutions in Kazakhstan have given significant importance to the study of drama, including it into the national education system and utilising modern technology to facilitate its implementation. A new information technology can be defined in the Kazakh drama education system as a compilation of educational and electronic teaching materials, information technologies used in educational activities, and the tools required to master these technologies. It encompasses the role and position of information technology tools in the educational process, as well as the various forms and methods of their application to facilitate the implementation of the Science, Education, and student-teacher work system. In essence, Information Technology refers to the techniques and systems employed by educational institution professionals to utilise technological resources as instructional tools for students.

In today's era of globalisation, the world is becoming increasingly interconnected. Communication systems, such as the internet, play a vital role in facilitating this global connectivity. Countries that do not embrace the internet system will inevitably lose access to global communication and miss out on staying informed about international news. Utilising internet-based tools, such as email, is crucial for keeping up with the flow of information. Therefore, it is imperative to prioritise providing students with the necessary resources and opportunities to work within the internet system as a key aspect of educational information.

Engaging in online activities provides students with boundless opportunity to explore the advancements in global education and science.

By utilising the internet, pupils will certainly enhance their understanding by acquiring the essential information.

The establishment of Kazakhstan as a sovereign nation is closely intertwined with the advancement of the higher education system. Educational institutions are the primary foundations that significantly contribute to the comprehensive growth, spiritual enrichment, and cultural advancement of any nation.

The improving for the education standard in Kazakhstan and enhancing the educational process to a suitable level through the integration of Information Technology is a systematic endeavour undertaken by instructors, administrators, and linguistic teams in universities. It is imperative in contemporary society to equip young individuals with up-to-date information technology expertise that aligns with global standards [3].

The education system in the Republic of Kazakhstan has a rich history and is characterised by a multitude of innovative plans and efforts that adhere to the Eurostandard. The educational system for university students in modern Kazakhstan was established by ancient encyclopedists-philosophers. Over time, great thinkers further developed this system in their works. Currently, the educational sphere in Kazakhstan is in a stage of further development, requiring the generation of new ideas and the improvement of knowledge based on past experiences.

Since the 1990s, programmes focused on promoting the sovereignty of the Republic of Kazakhstan and fostering a sense of national identity have emerged. It is evident that these programmes have had a beneficial impact on the education sector.

The Republic has been addressing new issues in the educational sphere every year, related to democratisation, informatization, humanization, and assimilation of national and universal values, in connection with the law “On Education” adopted in 1992, 1999, 2011, and supplemented by amendments. Various programmes have been implemented in the education system of the country. These include the state programme for the development of education in the Republic of Kazakhstan for 2005-2010, the state programme for the development of technical and vocational education in

the Republic of Kazakhstan for 2008-2012, the state programme for 2010-2015, the programme "Students of Kazakhstan" for 2007-2011, and the programme "Balapan" for 2010-2014, which aim to provide students with pre-university education and training. The "Programme for the Development of State Education until 2011-2020" was approved in 2011. As per the programme implemented in 2011, the main objectives are to establish a state-public system for managing education and to provide equal access to the best educational resources and technologies for all participants in the educational process. Additionally, higher education is seen as crucial in training skilled and competitive professionals for all sectors of the Republic's economy, by integrating science and production. Based on the 2011 figures, there are a total of 148 universities in the country. Out of these, 9 are National universities, 2 are International universities, 32 are state universities, 12 are non-civil institutions, and 90 are private universities, with 16 of them being corporatized. These universities collectively have more than 595 thousand students enrolled. Simultaneously, this advanced vocational education is offered by 50 state universities. The teaching faculty comprises 38,000 individuals, including 14,000 individuals with doctoral degrees or who are candidates for doctoral degrees.

The pivotal phase of evolution in the realm of education is the complete digitalization of the university education system. The Ministry of Education and Science is now engaged in several initiatives called "Satellite channel of Distance Learning". These projects aim to facilitate communication between students and teachers across different locations. Various fields within the realm of general education have seen the development of multimedia training programmes accompanied by electronic textbooks[4].

New electronic reading rooms and libraries are being established and upgraded.

Education is the sole means by which we may have the chance to acknowledge our history, navigate our current circumstances with autonomy, and anticipate and influence our future. Upon examining our historical records, it becomes evident that Kazakhstan has achieved a brief period of independence and has since established a stable and secure position.

The advancement of Science and technology has led to an expansion in the possibilities of pedagogy. This has resulted in the emergence of new technologies, such as electronic and information multimedia technologies, which provide a wide range of textbook materials and unique teaching methods. Presently, one of the most prevalent methods of disseminating educational material, also known as technology, is the utilisation of the internet system to organise the educational process.

Today, the innovative nature of this organisation and teaching technique is increasingly seen as the primary factor in shaping a creative approach to education, given the changing circumstances faced by other instructors. "Cutting-edge pedagogical approaches motivate the broader Chinese populace to autonomously explore novel technological advancements. The Latin term for *innovation* refers to the notion of modernization, signifying a process of transformation and advancement" [5].

Although the development and use of new technologies, techniques, and instruments is frequently associated with innovation, its concepts and procedures may also be thought of as a system of unity improvement.

A new paradigm for education should be implemented in life by using innovative technologies.

The Greek word "technology," "techne," refers to the idea of art, profession, science, and "logos," which is reading. That is, a body of information about procedures and ways to carry out manufacturing processes. Thus, the term "technology of the learning process" refers to the entirety of information regarding the techniques and tools used to carry out the educational process.

The technology of teaching in the education system through the National idea in Kazakh drama is a systematic category. Its structure is as follows:

– purpose of training,

– content of your education,

– means of philological interaction / training and motivation/, Organization of the learning process,

– student, teacher,

– the result of your actions /as well as the level of professional training/.

Learning technology encompasses the systematic coordination, administration, and regulation of the process of acquiring knowledge and skills. Implementing innovative learning technology as a strategic approach to enhance educational outcomes. Thus, the objective of humanitarian education in the Republic of Kazakhstan is to cultivate individuals who possess critical thinking skills and the capacity for creative activity. We cite the works of Sh. Abenbaev, A. M. Kudiyarova, and Z. A. Abiev. "Consequently, the current education system in the country has a longstanding need for the implementation of innovative and interactive teaching approaches and methods that enhance students' cognitive engagement" [6]. Allow us to provide a concise overview of a selection of these groundbreaking technologies:

Currently, educational institutions are thoroughly examining and studying IT from many perspectives, including the implementation of modular teaching technology, while teaching the national idea in a dramaturgical manner. Effective strategies for promoting the national ideology in Kazakh dramaturgy. The primary objective of modular training in the educational system is to provide an adaptable educational system that ensures the fulfillment of the student's existing requirements and recognizes emerging needs regarding the structure and substance of education.

Despite the various definitions of the module, they can all be categorised into three distinct directions:

– A module serves as a model for the standard unit of state education, which fulfils the requirements of qualification characteristics and offers a set of educational subjects based on specialization.

– The module functions as an interdisciplinary methodological and organisational framework, comprising a thematic collection of diverse educational subjects. It facilitates mastery of a specific specialisation and fosters interdisciplinary connections in the educational process.

– A module represents a unit within an organisational and methodological structure within a single academic subject. For instance, in the context of an introduction to linguistics course, the subject matter is divided into broad topics, with a focus on these topics.

Once the educational topic has been selected, the issue of organising that content systematically becomes apparent. This is mostly attributed to the use of modular training, which involves categorising instructional content into separate and self-contained modules. When examining modular training through the lens of cybernetic management, it becomes evident that modular training fundamentally alters the existing system of philological management. Tuyakov E. describes "the management of the learning process in modular education as characterised by a cyclical approach to information provision and the establishment of an effective relationship between self-management and management. This approach enhances the learner's independent work and activity". [7]

Distance learning plays a crucial role in the education system for promoting the National idea in Kazakh drama. It is a vital aspect of society's informatization and the advancement of education. This involves the creation and utilisation of innovative information tools and methods at all levels of the educational process. The aim is to enhance connectivity, improve effectiveness and quality, and prepare the younger generation for life in a new society. [8]

Presently, distance learning has emerged as a tangible component in the progression of philological education. Due to the adaptable nature of the distance learning system, students are not required to physically attend lectures (primarily seminars and lectures), but rather complete their coursework at a time and location of their choosing and at a pace that is satisfactory. Presently, the system for instructing the national concept in Kazakh drama places significant emphasis on interactive learning, which is a pedagogical approach grounded in the communication process. In order for the learning process to be effective, three aspects of communication must be involved:1 / information / transmission and storage of information/; 2 /organization of interaction in interactive / joint activities/;

Through participatory instruction in the Kazakh drama system of the National concept, students will acquire the ability to autonomously resolve challenging issues, rather than only serving as passive onlookers. Thus, "The education system encompasses educational institutions and their governing bodies, which are established based on principles that align with the socio-economic, national features, and primary political and economic objectives of the country in the current historical phase". [9]

The need for information resources is considered the primary driver of industrial development in today's information society. Hence, the domain of education is undertaking innovative measures to foster its progress. New learning tools are emerging that can help individuals navigate the information world effectively. Utilising new information technology in any of its specialised forms enhances the efficiency of services and contributes to the advancement of civilization. Just like a book is significant for a generation, a computer serves as an inherent instrument for a learner to acquire knowledge about the world. Mastering the ability to provide all courses using computer technology is currently a pressing issue. Computer technology has been extensively integrated into the Kazakh dramaturgy school system in recent years. The new information technology in the educational system refers to a range of educational materials and technical tools, such as computer equipment, that are used in educational services. It also includes the system of scientific knowledge about their role and place, as well as the forms and methods for teachers to use them in their work. Information technology refers to the techniques and systems used by educational professionals to carry out their work, as well as serving as an educational tool for pupils. Computer tools in the field of information technology are utilised for carrying out activities related to information technology. However, as computer technology continues to advance and improve, it is crucial to develop scientifically-oriented computer programmes that align with the intellectual activities of students. The philological and methodological literature on teaching the National idea in Kazakh dramaturgy identifies various approaches to incorporating information technologies into education. The key ones that are particularly relevant in university settings include: using computers as a means of assessing student knowledge; utilising computer modelling in laboratory workshops; employing multimedia technology as an illustrative tool for explaining new material; and utilising personal computers to enhance knowledge.

The teacher's efforts are evident in the theme assessments that the student receives as a means of evaluating their knowledge in practice. By utilising an electronic textbook, students have the capability to view the exam answers once they have completed all of the test questions. This presents a chance to engage kids. Presently, within the realm of philological education, information technologies are employed for the purpose of generating graphics for teaching materials, such as animated slide films. This enables you to illustrate the dynamic nature of the teaching process. By utilising a computer, one may generate a presentation that has both audio and video segments. By utilising the electronic textbook, students have the opportunity to familiarise themselves with pertinent material about the subject matter either during or outside of the lecture. Additionally, they can autonomously complete practical assignments.

The utilisation of contemporary Information Technologies also enhances the efficacy of self-education. This facilitates the effortless retrieval of essential facts while working with predominantly digitised content. Currently, several globally renowned encyclopaedias and dictionaries have been transformed into electronic format. In the present day, computer technology is facilitating the growth of educational practices, not only in specific physical classrooms but also in remote learning environments. In order to accomplish this task, it is necessary to have a computer that is linked to the internet. In distant learning, an individual who seeks to acquire knowledge by independently examining the assigned tasks and accompanying textbooks, conducts their own research and provides the corresponding responses. Information technology relies on the utilisation of electronic computing devices, such as computers, for tasks such as training, modelling, accessing electronic textbooks, utilising interactive tools, working on the internet, and engaging with computer-based training programmes. Information and methodological materials facilitate the enhancement of education through the use of communication tools.

Information technology is highly beneficial for establishing pedagogical and psychological

circumstances that facilitate the holistic education, entrepreneurial skills, and the unrestricted growth of future generations. As the saying goes, the continuous education of successive generations has always been a persistent issue for society. Historically, those who possessed exceptional abilities and skills were greatly esteemed. It is imperative in contemporary society to equip young individuals with up-to-date information technology expertise that aligns with global benchmarks. The implementation of education at national universities with a new model should be approached in a novel manner. It is important to modify the educational technologies. The notion of contemporary pedagogy shifted towards innovation, encompassing the revitalization of educational material and the advent of novel methodologies, which gave rise to new technology. Proficiency in the latest educational technology is crucial, and its use should be tailored to the individual psychological traits of pupils. The utilisation of active teaching techniques to promote the National idea in Kazakh dramaturgy is extensively incorporated in our endeavours, and its implementation is progressively growing.

For any technology to be effective, a teacher must possess profound theoretical knowledge, exceptional philological abilities, and the ability to grasp a child's psyche like a psychologist would. The teaching profession is very responsible and regarded as the most honourable. Presently, the instructor has been handed the most challenging assignment. Every instructor can only do this duty when they establish a task and objective for themselves.

Presently, educators-scientists are examining instructional technology from many perspectives. In his book "Components of Philological Technology," teacher-scientist V. P. Bespalko defines philological technology as a systematic and pre-planned approach to the educational process in the field of philology. [10] Philological technologies refer to a carefully planned and structured approach to designing, organising, and implementing the learning process. "Teaching is not merely a commonplace skill, but rather an art that continually evolves" [11].

Integrating technical methods and techniques from Kazakh dramaturgy into university life is the sole means to enhance the quality of education in the present day. It is crucial for every subject teacher to effectively use these approaches. This enhances students' engagement in the lecture, their proficiency, profound comprehension of the ideological and aesthetic significance of the subject, and augments their reading activity. Additionally, it serves as a foundation for comprehending and analysing the characteristics of verbal art from a cognitive perspective, fostering the development of critical thinking in the student's academic pursuits and educational endeavours.

Engaging in research allows students to get a comprehensive understanding of the world by exploring intriguing concepts from various disciplines. Therefore, while engaging in the exploration of a novel concept, students enhance their understanding. Consequently, the educational metrics of kids will undoubtedly increase.

When addressing such a significant undertaking, philological technologies play a crucial role in cultivating a generation that possesses a deep affection for their homeland and nation, possesses abundant moral vigour, is well-educated, intellectually astute, and has internalised the customs and traditions of their forefathers.

The philosophy of learning has recently embraced the broad application of active teaching methods to convey the National idea in Kazakh drama. The term "technology" and its related ideas such as "Teaching Technology", "Educational Technology", and "Technology in teaching" are frequently used in the literature on dramaturgy. Renowned writers discuss several themes in relation to these terms.

The term "technology" is derived from the Latin words "Techne," which means art, skill, or craft, and "logos," which means science. Philological technology, a novel idea in educational science, emerged during the 1960s and 1970s. The interpretation of its significance varies among scientists:

Philological technology encompasses the process of establishing objectives, continuously enhancing the curriculum, evaluating philological systems comprehensively, and establishing new

objectives based on emerging information regarding the effectiveness of these systems. It is a philological approach that specifically influences the educational process with a defined goal. In our perspective, philological technology considers the educational process as a dynamic component that ensures the integration of various factors, promotes effective training and education, and is deeply rooted in creativity.

Philological technology is involved in developing an enhanced system for training and education, specifically focusing on the design of the educational process.

Materials and methods. As to M. V. Klarin's definition "Philological technology refers to the whole system of instruments, both tangible and intangible, that are employed to accomplish the desired philological objective".

The renowned educator N. S. Shchurkova[12] explores the practical applications of teaching technology and presents it in a novel manner. According to Shchurkova, "Philological technology is a practical discipline that enables effective interaction between the teacher and the student. It involves a series of procedures aimed at organising, shaping, and monitoring the acquisition of knowledge, skills, abilities, and attitudes in alignment with specific objectives". Here, the scientist regards it as a collection of interconnected methodologies and approaches employed to accomplish an objective.

Currently, a sufficient number of technologies for teaching the National idea in innovative Kazakh drama have been developed. The basis of the technology of teaching the National idea in Kazakh drama is that the most effective methods are used by students in the lecture hall, depending on their abilities and talents.

Teaching technology is a systematic category, the full construction of which includes: the meaning of training; the content of training; means of philological communication; organization of the educational process; student, teacher; conclusion of activities.

The concept of "Technology of teaching the National idea in Kazakh drama " is presented as three different phenomena: scientific, procedural, descriptive.

Therefore, the technology employed in teaching the National concept in Kazakh drama functions as a scientific discipline that examines logical methods of instruction. It is also regarded as a systematic set of techniques employed in the process of learning, serving as an authentic educational curriculum.

Results and discussion. Presently, due to the ongoing pursuit of innovative educators, novel technologies have emerged to enhance the effectiveness of educational endeavours. According to V.V. Voronov, philological technology refers to a novel field focused on developing an efficient educational system. V. M. Shepel describes technology as an art, skill, dexterity, commerce, a combination of approaches, and a means to alter circumstances. M. Choshanov believes that technology is an integral part of the didiactic system, B. T. Likhachev explains the technology of teaching the National idea in Kazakh drama as an ideological influence that has a certain purpose in the educational process. And shows the technological process as a certain system of units leading to a specific national ideological result, and the technology of teaching the National idea in Kazakh dramaturgy is not the ultimate unchanging mechanical structure, but the core of the constantly changing interaction of the teacher with the child, the content-organizing structureTeaching technology at universities refers to a structured and intricate set of psychological and dramatic acts, including methodologies, approaches, and didactic needs essential for the educational process. It serves as the central foundation of the educational process, exerting a logical influence on student discipline, learning, motivation, and educational activities. Furthermore, it contributes to the overall effectiveness and breadth of philological practice, which encompasses the intellectual and creative endeavours of teachers. Philological technology is a novel element of the educational process that combines several aspects, carefully designed via creativity, to enhance the efficacy of teaching and rearing. Presently, the educational process incorporates around 50 novel technologies. Let us focus

on a few of them: Game technology, information technology, critical thinking technology, advanced learning technology, level learning technology, and problem-based learning technology.

Many experienced lecturers at universities utilise this taxonomy of technology in the instructional process. Now, let us direct our attention on these specific technologies.

The objective of utilising development technology is to cultivate students' abilities to think critically and act autonomously, while also fostering collaborative implementation with pupils.

The technology of developmental learning is an intricate framework, comprising a unified philological system. Consequently, every pupil will be elevated to the status of a self-evolving individual, and suitable circumstances will be established during the training process. Developing learning diverges from conventional learning in its emphasis on the teacher's role, techniques, and other factors that contribute to the desired objective. These principles are now upheld. Philological researchers acknowledge that the primary objective of the educational process is to foster the growth and development of the student's individuality.

Hence, the objective of the university is to establish conducive circumstances for the autonomous manifestation of the inherent potential and talents of the student. In order to do this, it is important to find and execute diverse strategies and approaches for organising the educational process, which encompass the fostering of individual growth and development.

Utilising computer technology to enhance critical thinking skills. The third category of cognition that does not align with the parameters of "critical thinking" is characterised as creative or exigent thinking. Critical thinking encompasses three essential components: firstly, it involves independent and personal thinking; secondly, it emphasises the primacy of information as a foundation for critical thinking rather than its culmination; and thirdly, it commences by posing inquiries and discerning a problem that necessitates resolution. Furthermore, the need of critical thinking is often overlooked while presenting a persuasive argument. An adept learner of critical thinking will independently devise strategies to resolve problems in the future, and subsequently substantiate these answers with cogent reasoning. In summary, our ideas may be encapsulated as follows: innovation is interconnected with innovation. Nevertheless, researchers have shown that not all discoveries have significant outcomes [13].

Applying computer-based Game Technology is a method employed to organise the philological process. The game's educational, developmental, and heuristic characteristics have a positive impact on enhancing the training of both students and teachers.

Game technologies are crucial for facilitating dynamic interpersonal communication and fostering individual autonomy. Integrating games into the curriculum enables aspiring educators to have a deeper comprehension of their professional and personal attributes.

Game technologies are utilised in the educational process to activate and enhance learning. They are employed independently to facilitate the understanding of concepts, topics, and entire sections of a discipline. Additionally, they are incorporated as part of a larger technological approach, such as during lectures or as standalone tools for independent work outside of lectures.

According to Kazakh dramaturgy, information technologies in education refer to the techniques and tools used to acquire, reproduce, transfer, store, and utilise information. The utilisation of information technology in education aims to attain the intended level of instruction, guaranteeing prompt and comprehensive education of individuals involved in the educational process.

Scientists have demonstrated several advantages of incorporating information technology in education, as identified by Kazakh dramaturgy. “These include the establishment of an open system for knowledge transfer, enabling individuals to pursue their own path of self-education. Information technology also fosters information literacy and communication skills, while transforming the cognitive process by promoting systematic thinking. Furthermore, it creates a conducive environment for students' cognitive activity during the educational process, facilitates the use of new cognitive tools, and provides valuable information and methodological support for education” [14].

Problem-based learning is an instructional approach that incorporates the creative efforts of both the instructor and students in its content and organisation. It distinguishes itself from other technologies in two ways. Firstly, the educational and activity acts functionally comprise the entire structure. Secondly, problem-based learning emphasises the stage of constructing an activity model and the subject's independent selection of a solution approach, thus prioritising self-regulation of activity.

Humanising learning is vital to align it with the evolving purpose of new technologies. Additionally, it necessitates a shift in the methodology of instructional resources. To enhance students' knowledge, skills, and talents, it is necessary to develop new textbooks and teaching materials that align with the latest teaching methods and adhere to the concepts of differentiation and autonomous learning. As per the principles established by the eminent psychologist L. S. Vygotsky, it is evident that the highest point in a child's development is the manifestation of language and cognitive creativity. Within the realm of education, several pertinent issues arise. Firstly, students lack the capacity to think and act autonomously. Additionally, they struggle to approach educational tasks from multiple perspectives and fail to connect, compare, and apply acquired knowledge and skills to contemporary life and advancements in science and technology. Furthermore, their ability to make independent predictions remains subpar.

The rationale behind this lies in the need to address these issues by incorporating and exploring cutting-edge technologies in the educational system. Education encompasses several iterations that encompass content, structure, novel concepts, and cutting-edge technology rooted in scientific knowledge and practical expertise. Hence, it is crucial to select diverse instructional technologies that align with the training material and the cognitive attributes of pupils, while also taking into account the teacher's experiential insights. Gaining proficiency in sophisticated teaching technologies in the realm of contemporary education positively impacts the development of the teacher's intellectual, professional, moral, spiritual, civic, and several other dimensions. It facilitates personal growth and enables efficient organisation of the educational process. Currently, novel advancements with varying characteristics and orientations are being implemented in the realm of Education. The advancements in Kazakh theatre education encompass many key modifications: pioneering administration of educational establishments; the role of education in society and the extent of financial support for this system; and the configuration of the education and training framework.

The content of education can be analysed through various factors, including internal organisational activities of the university, shifts in the teacher-student relationship, modifications in teaching methods, advancements in technology and its integration into philological educational institutions, and alterations in the physical infrastructure of educational institutions.

The teacher's creative practice involves incorporating novel technology into their instructional methods. Various dynamic teaching approaches are employed in Kazakh drama to convey the National ethos. Educational technology is being showcased, with one of the options being conventional technology. This technology exhibits distinct characteristics compared to other technologies. Firstly, it ensures that students possess similar cognitive abilities at a certain level. Secondly, it involves the consistent presence of students in the classroom. Lastly, the classroom lecture is conducted according to a predetermined schedule based on curricula, textbooks, and a shared annual plan.

The primary component of the training programme consists of a lecture that focuses on a single subject. During the lecture, students engage in an extensive exposition of the intended subject matter in order to acquire information, skills, and competencies related to this issue. The organisation of training is exclusively conducted under the supervision of the instructor. The instructor provides a comprehensive assessment of the overall training quality of each student in their topic. The inefficiencies of traditional learning technology include the transmission of pre-packaged knowledge, the reduction of the student to a mere executor, and the transformation of the

instructor into a mere manager. The content is presented in substantial volumes and partitioned into segments. The training information is conveyed via the computer in the format of accompanying diagrams-summaries. The use of reference signals in teaching aims to achieve the following objectives: fostering knowledge and skills, holistic student development, and enhancing learning speed. The technology of teaching through support signs encompasses several key features: consistent repetition, obligatory periodic assessment, advanced level of complexity, block-based learning, utilisation of support materials, individual-focused communication, influential impact, humanization, voluntary learning, publicising each student's project, creating conditions for correction, growth, and success, as well as integrating training and education.

Learning technology is one of the domains of education that involves the use of information technology. Anticipating learning in advance is beneficial for a straightforward and traditional theme programme sequence. In each lecture, a new topic is succinctly introduced prior to the scheduled time indicated in the curriculum. This replenishment facilitates the rapid absorption of new information by reducing the need for repetitive training and saving time for pupils.

The lecture is propelled by explanatory management, which actively involves every student in the case. For instance, an exemplary student will elucidate, while others will endeavour to keep pace with him, exerting their own endeavours. Furthermore, when a student of lesser academic ability provides an explanation, he also experiences a sense of accountability, as he is required to guide the entire class and keep pace with his peers. Explanatory management, comprising the behaviours of speaking, writing, and expressing thoughts, facilitates reflective educational practice while also offering feedback.

Analysis. Ensures that the instructor effectively assesses students' level of knowledge, identifies any delays in learning, and tracks their progress in knowledge and abilities.

Support models, sometimes known as supports, are visual aids presented to students during lectures to assist in the explanation. These aids might take the shape of tables, cards, beautiful canvases, drawings, or diagrams. A crucial need for working with samples is that they must be consistently included into the action, rather than being displayed passively throughout a lecture. Only in that circumstance can they assist the teacher in enhancing their teaching abilities and enable pupils to acquire knowledge more effortlessly.

Establishes an inclusive educational system that tailors individualised learning paths for each student, fosters information literacy, and cultivates effective communication skills. This transformative approach revolutionises the structure of the cognitive process by emphasising systematic thinking. Facilitates advantageous prospects The organisation of cognitive activity of students in the educational process facilitates the utilisation and arrangement of novel cognitive tools, while also offering information and methodological assistance for instruction. The research work of students is characterised by the utilisation of modern technologies in teaching the National concept in Kazakh drama. Key features: It is essential to instill in students the motivation to conduct research. The first step is to assign educational tasks that prompt students to critically analyse their current activities and gain a fresh perspective. To accomplish these tasks, students must engage in search activities. It is not possible to provide a specific example, so the teacher must encourage students to independently engage in research activities. The instructor ought not to function only as a facilitator of collaborative exploration, but rather as an authentic interlocutor. It is important for pupils to fully comprehend the continuing quest and be presented with the correct solution. Once the educational work is completed, the teacher arranges an evaluation of the answer devised and elucidates its applicability for solving another problem.

Problem-based learning is an innovative framework that utilises existing languages of learning and instruction. It is designed with the aim of incorporating logical thinking processes such as analysis and conclusion, as well as the principles of student search activity, including problem-solving situations, cognitive interests, and needs. Consequently, it frequently enhances the cognitive

abilities of college students and guarantees the establishment of convictions. The primary characteristic of problem-based learning is the presence of a discrepancy between the student's existing knowledge and their lack of knowledge. As the problems presented do not have a predetermined solution, a problem situation emerges, leading to an increase in the student's motivation to engage in search activities.

The utilisation of Kazakh drama in teaching the National idea employs advanced techniques that facilitate the student's gradual progression towards achieving consistent high performance. This approach also fosters the development of self-evaluation skills and allows for a comprehensive assessment of the various approaches employed in attaining mastery of new educational information and qualifications. One of the latest technologies in dramaturgy education is the technology of differentiated learning, which enables the implementation of the needs specified by the educational standard and stated in educational programmes in real situations.

The notion of individualised learning technology emphasises the purposefulness of each lecture, as indicated in the plan for the first lecture. In level assignments, pupils must be provided with customised instructions, taking into consideration their individual features and the intended aim.

Tasks at the level are inputted into the computer. By allocating identical assignments, which involve the deliberate and mindful integration of educational content into cognitive exercises that are tailored to the student's age and psychological traits. The substandard quality of pupils' education is often a result of disregarding many circumstances. Utilise computer-based projects and assignments to develop and enhance pupils' skills.

When assigning tasks, the instructor should primarily focus on ensuring that the substance of the activities is coherent. The teacher's role in implementing this technology is crucial, since it requires their active engagement, creative exploration, passion for their job, and recognition of their pupils as unique individuals.

Utilising the techniques of the student's critical thinking programme in lectures is crucial and efficient in the Kazakh theatre education system for teaching information technologies with the methodology of critical thinking.

By employing diverse training methods that incorporate critical thinking processes, students enhance their capacity to actively listen to one another, articulate their ideas with clarity, and engage in self-improvement.Acquire the skill of effectively using and condensing auditory and visual information.

Evaluation of the critical thinking programme. Psychological and philological monitoring of pupils involves the ongoing assessment of their knowledge level during the educational process. It involves the cultivation of a well-rounded individual with a focus on fostering creativity.

Every teacher has the responsibility to instruct and enlighten the present younger generation. The critical thinking programme holds a significant position in educating individuals to meet contemporary standards. The critical thinking programme is developed through the cultivation of curiosity, formulation of predictions, establishment of objectives, posing inquiries, and obtaining responses to the subject matter. The benefits of this approach include: enabling students to acquire a well-rounded education independently; enhancing the efficient utilisation of lecture time; facilitating the exchange of ideas among students; fostering a humane rapport between the teacher and students.

Therefore, the student's academic achievement and acquisition of high-quality information are mostly contingent upon the teacher's own assignments and abilities. The instructor must possess the ability to not only instruct and clarify, but primarily to effectively arrange and oversee the cognitive educational endeavours of pupils' academic pursuits. Hence, the aforementioned new technologies serve as a catalyst for achieving achievement.

Conclusion. The objective of contemporary educational technology is to consider the unique and autonomous aspects of the learner's personality, enhance their self-directed inquiry, and cultivate their creativity. It is important to remember that the use of technological systems in the

teaching of Kazakh dramaturgy encompasses the objectives, content, methods, and approaches. The introduction of new technology in Kazakh dramaturgy enhances the teacher's abilities, enhances the student's critical thinking skills, and guides the selection of social and spiritual values. It also promotes the development of moral virtues and aims to shape the individual's psychological character.

If we could effectively utilise the existing training technology, the process of educating on new information would be efficient and improving its quality indicators would not be challenging. Therefore, within the context of making education more humane, it becomes feasible to cultivate an individual who is self-driven and self-educated, capable of autonomously determining their own path of growth, fostering personal development, and making informed judgements freely.

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