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IRSTI 14.35.00

<https://doi.org/10.51889/2959-5762.2024.84.4.004>

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INTEGRATION OF SPECIAL DESIGN DISCIPLINES INTO ART AND PEDAGOGICAL EDUCATION IN KAZAKHSTAN: THEORETICAL AND PRACTICAL ANALYSIS

Abstract

Design and art and pedagogical education play a crucial role in shaping the cultural and creative potential of society. In this scientific article, we explore the area of integration of special design disciplines into art and pedagogical education in Kazakhstan. Our research focuses on the theoretical and methodological aspects of this integration and determines the practical prospects for its implementation.

The task facing us is the need to develop effective strategies for integrating specialized disciplines in the field of design into art and pedagogical education so that future fine art specialists receive comprehensive knowledge and are ready for the creative challenges of the modern world. This problem is becoming especially relevant in the context of global changes in technology and the needs of society.

The purpose of our work is to analyze the theoretical and methodological aspects of the integration of special disciplines in the field of design into art and pedagogical education in Kazakhstan and identify practical ways to implement this integration. We strive to identify key aspects of successful integration and provide recommendations to teachers and educational institutions.

The results of our work allow us to take a fresh look at the problem of integrating special design disciplines into art and pedagogical education in Kazakhstan. We offer a conceptual framework that can be used to develop courses and programs that contribute to a deeper understanding of the role of design in contemporary culture and art. Our work complements existing research in this area and offers new proposals to improve the quality of art education in Kazakhstan.

Keywords: integration, design, art education, specialized disciplines, levels of integration.

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ДИЗАЙННЫҢ АРНАЙЫ ПӘНДЕРІН ҚАЗАҚСТАНДАҒЫ КӨРКЕМ-ПЕДАГОГИКАЛЫҚ БІЛІМГЕ ИНТЕГРАЦИЯЛАУ: ТЕОРИЯЛЫҚ ЖӘНЕ ПРАКТИКАЛЫҚ ТАЛДАУ

Аңдатпа

Дизайн және көркем-педагогикалық білім қоғамның мәдени және шығармашылық әлеуетін қалыптастыруда шешуші рөл атқарады. Бұл ғылыми мақалада біз дизайн саласындағы арнайы пәндерді Қазақстанның көркемдік-педагогикалық біліміне интеграциялау саласын зерттейміз. Біздің зерттеуіміз осы интеграцияның теориялық және әдіснамалық аспектілеріне бағытталған және оны жүзеге асырудың практикалық перспективаларын анықтайды.

Біздің алдымызда тұрған міндет-болашақ бейнелеу өнері мамандары жан-жақты білім алып, қазіргі әлемнің шығармашылық сын-тегеуріндеріне дайын болуы үшін дизайн саласындағы мамандандырылған пәндерді көркемдік-педагогикалық білімге біріктірудің тиімді стратегияларын әзірлеу қажеттілігі. Бұл мәселе әсіресе технология мен қоғамның қажеттіліктеріндегі жаһандық өзгерістер контекстінде өзекті болып отыр.

Біздің жұмысымыздың мақсаты дизайн саласының арнайы пәндерін Қазақстанның көркем-педагогикалық біліміне интеграциялаудың теориялық және әдіснамалық аспектілерін талдау және интеграцияны жүзеге асырудың практикалық жолдарын анықтау болып табылады. Біз табысты интеграцияның негізгі аспектілерін анықтауға және оқытушылар мен білім беру мекемелеріне ұсыныстар беруге тырысамыз.

Біздің жұмысымыздың нәтижелері дизайн саласының арнайы пәндерін Қазақстанның көркем-педагогикалық біліміне интеграциялау мәселесіне жаңа көзқараспен қарауға мүмкіндік береді. Біз заманауи мәдениет пен өнердегі дизайнның рөлін тереңірек түсінуге ықпал ететін курстар мен бағдарламаларды әзірлеу үшін пайдалануға болатын тұжырымдамалық негізді ұсынамыз. Біздің жұмысымыз осы саладағы бар зерттеулерді толықтырады және Қазақстанда көркемдік білім беру сапасын жақсарту бойынша жаңа ұсыныстар ұсынады.

Түйін сөздер: интеграция, дизайн, көркемдік білім, мамандандырылған пәндер, интеграция деңгейлері.

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ИНТЕГРАЦИЯ СПЕЦИАЛЬНЫХ ДИСЦИПЛИН ДИЗАЙНА В ХУДОЖЕСТВЕННО-ПЕДАГОГИЧЕСКОЕ ОБРАЗОВАНИЕ В КАЗАХСТАНЕ: ТЕОРЕТИЧЕСКИЙ И ПРАКТИЧЕСКИЙ АНАЛИЗ

Аннотация

Дизайн и художественно-педагогическое образование играют решающую роль в формировании культурного и творческого потенциала общества. В этой научной статье мы исследуем область интеграции специальных дисциплин в сфере дизайна в художественно-педагогическое образование Казахстана. Наше исследование сосредоточено на теоретических и методологических аспектах этой интеграции и определяет практические перспективы ее реализации.

Стоящая перед нами задача заключается в необходимости разработки эффективных стратегий интеграции специализированных дисциплин в сферы дизайна в художественно-педагогическое образование, чтобы будущие специалисты по изобразительному искусству получали всесторонние знания и были готовы к творческим вызовам современного мира. Эта проблема становится особенно актуальной в контексте глобальных изменений в технологиях и потребностях общества.

Целью нашей работы является анализ теоретических и методологических аспектов интеграции специальных дисциплин сферы дизайна в художественно-педагогическое образование Казахстана и определение практических путей реализации интеграции. Мы стремимся выявить ключевые аспекты успешной интеграции и предоставить рекомендации преподавателям и образовательным учреждениям.

Результаты нашей работы позволяют нам по-новому взглянуть на проблему интеграции специальных дисциплин сферы дизайна в художественно-педагогическое образование Казахстана. Мы предлагаем концептуальную основу, которая может быть использована для разработки курсов и программ, способствующих более глубокому пониманию роли дизайна в современной культуре и искусстве. Наша работа дополняет существующие исследования в этой области и предлагает новые предложения по улучшению качества художественного образования в Казахстане.

Ключевые слова: интеграция, дизайн, художественное образование, специализированные дисциплины, уровни интеграции.

Introduction. The modern world is undergoing rapid technological advancements and sociocultural changes that impact various aspects of human activity, including education and art. Art education is a crucial element in shaping creative abilities and the cultural capital of society, and its effectiveness directly depends on the relevance and contemporaneity of educational programs. In the context of contemporary Kazakhstan, as in many other countries, the question arises about the necessity of integrating specialized disciplines in the field of design into art education to provide future artists and designers with a more comprehensive and up-to-date education.

The problem we encounter lies in the fact that existing educational programs in the field of art education do not always align with modern needs and challenges. Traditional teaching approaches may remain disconnected from contemporary technological and cultural realities. Furthermore, insufficient attention is often given to the importance of design and its role in contemporary culture, despite design becoming an increasingly crucial element in visual and functional culture.

To address this issue, it is necessary to conduct an analysis of the theoretical and methodological aspects of integrating specialized design disciplines into art-pedagogical education in Kazakhstan. This study will provide a foundation for the development of educational programs that contribute to a deeper understanding of the role of design in contemporary culture and art, ultimately enhancing the quality of art-pedagogical education in the country.

The integration of specialized design disciplines into art-pedagogical education is a significant topic in the fields of education and art. Design plays a key role in contemporary culture, influencing the form and function of objects, visual and auditory perceptions, as well as the overall aesthetic experience. In this literature review, we will explore existing research related to the integration of design disciplines into art-pedagogical education, as well as studies emphasizing the relevance of this issue.

In her article, scholar T.I.Dmitryeva [1] explores the development of creative thinking in contemporary youth within the field of graphic design and the challenges of distance education. The research indicates a shift in the role of the teacher due to the use of digital technologies, with students demanding more interactivity and innovation in learning. Gamification of education and the development of creative thinking are considered key elements in the context of graphic design education (Dmitrieva T.I., & Abramova O.F. 2023).

Researcher Guo, Changliang [5], explores the development of an educational exchange platform in the field of art education, considering it as a potential means to address the potential decline in teaching quality in this area due to the absence of a corresponding educational platform. The platform, developed based on the principle of multimodal fusion, has been successfully applied in art education at colleges and universities, leading to a significant enhancement in teaching quality, as evidenced by the improved learning experiences of students across various courses (Guo. 2023).

Researchers Xu, Zhimin, and Zou, Daitie [16], explore a comprehensive range of national traditions, language, customs, and art forms that play a crucial role in the country's traditional culture. The application of big data technology for the collection, preservation, and dissemination of

this heritage in higher education not only aligns with contemporary needs but also contributes to the development of cultural confidence, making it a vital element in shaping cultural strength (Xu, Z., & Zou, D. 2022).

In their study, Jia, Qin [7] examine how artificial forms evolve in tandem with technological advancements throughout various eras, presenting ongoing challenges for education in the field of art and design. The study explores the need to provide art and design education that aligns with the technological demands of different periods, encompassing both content and philosophy (Jia, Q., Ke-Heng, Z., & Yu, H. 2017).

Fleischmann, Katja [2], implements Work-Integrated Learning (WIL) embedded in the educational process, increasingly recognized as an integral component of preparing creative arts students for the transition from university to the creative industries. Events such as internships play a key role in shaping qualified professionals. At the same time, the growing number of students in the creative arts field puts pressure on educational institutions, especially in regional campuses, where the local creative industry is often limited and unable to provide a sufficient number of relevant internship opportunities (Fleischmann, K. 2015).

Researcher Rintoul Jenny Ruth [12] examines the interplay between 'theory' and 'practice' in British art education at the post-secondary level, focusing on how theory is formulated, transmitted, and its impact on integration. Drawing on concepts of knowledge and approaches to integration as both a technique and a philosophy, various options for organizing theory within the context of studio practice are proposed (Rintoul, J. 2014).

Researcher Kamzina N. [8] examines contemporary practices of artistic creativity and project activities of artist-designers, as well as the development of cultural and spiritual personality through the integration of humanities knowledge. This is based on a comprehensive approach utilizing both general and specialized methods of scientific research, which will contribute to filling this gap to a certain extent (Kamzina N.E. 2012).

Zolotareva L. [17] explores the development of art education in Kazakhstan, taking into account an awareness of national traditions and aligning with the recommendations of UNESCO outlined in the 'Road Map for Arts Education.' The study also encompasses the implementation of the concept of ethnocultural education. The research analyzes existing challenges associated with the modernization of art education in Kazakhstan (Zolotareva L.R. 2011).

In his mixed-methods study, Michael J. Vetere [15] examined the role of integrated arts courses in shaping self-confidence in teaching and interacting with the arts among future educators. This research contributes to mixed-methods research in the context of self-confidence and the preparation of future teachers for teaching art after completing an integrated arts course Kazakhstan (Vetere M. J. 2018).

Numerous studies demonstrate the importance of integrating design into art education. For instance, the work of Golubev V.V. [4] (2020) identified that students who received design education within the framework of art education exhibit a broader outlook and critical thinking. The concept of 'design experience' is emphasized to enhance the quality of artistic-project creativity and the effectiveness of design activities (Golubev V.V. 2020).

Mazina Y.I. [9] examines the challenges of design development in Kazakhstan and the understanding of its role in the overall economic development strategy. The study explores how creative, design activities can impact the growth of consumer welfare and the state as a whole. Positive trends in the development of specific design sectors are considered, defining the characteristics of improved product quality and competitiveness in the global market (Mazina. Yu.I. 2021).

However, despite a number of positive results, there still exist several challenges and unanswered questions. It is crucial to determine which disciplines within the field of design should be integrated into art-pedagogical education, which teaching methods are most effective, and what obstacles may arise during the integration process (MON RK 2019).

Ivakhnova L.A. [6] emphasizes the integrative essence of the drawing process, stating that the integrative content of the educational subject is the merging of science, art, methodology, psychology, and other fields. This implies that a comprehensive understanding of one knowledge domain is impossible without considering others, and studying a particular subject without acknowledging its interconnected knowledge from other areas is not feasible. In contrast to interdisciplinary connections, where the knowledge of one subject is utilized to study others, integrative content implies the mutual interweaving of various disciplines in the process of teaching drawing (Ivakhnova, L. 1995).

Scientist Yesenova H.A. believes that the lesson becomes both a study, a discussion of various interpretations of works of art and the creation of one's own creative work. The integrative tasks on which the educational process is based within the framework of such lessons are aimed at moving from reproductive, formal and logical actions to constructive, creative and creative approaches.

Various aspects of the history of art education in the Republic of Kazakhstan are presented in the works of Beisenbayev S.K., Galimzhanov A.S. and others. The dissertation studies consider the issues of cultural codes of Kazakh art (Mejmanova G.A. 2008) [10], the educational potential of Kazakh traditions (Tataeva A.E. 2006) [14].

The integration of design into contemporary art-pedagogical education in Kazakhstan has been inadequately explored in both Kazakhstan and abroad.

The aim of this research is to conduct a theoretical-methodological analysis of the integration of specialized design disciplines into contemporary art-pedagogical education in Kazakhstan. We seek to identify key aspects of successful integration and provide practical recommendations for the development of educational programs in this field.

Research Objectives:

1. To analyze existing approaches and methodologies for integrating design disciplines into art-pedagogical education.
2. Identify key obstacles and challenges faced by educational institutions in implementing integrated programs.
3. Propose a conceptual framework for the successful integration of specialized disciplines in the field of design into educational practices in Kazakhstan.

The research on the integration of specialized design disciplines into art-pedagogical education in Kazakhstan holds significant importance in the context of contemporary changes in culture and education. It not only enriches educational programs but also prepares students for the creative challenges of the present. Developing effective integration strategies is crucial to provide future artists and designers with a comprehensive education that meets modern needs. This study evaluates the relevance of this task and offers practical recommendations to enhance the quality of art-pedagogical education in Kazakhstan.

In this article, the concept of 'integration' refers to the process of combining various specialized design disciplines within the framework of art education programs. Integration in this context involves the collaborative incorporation of elements and methods from different design domains (such as graphic design, fashion design, architectural design, and others) into educational courses and programs to create a comprehensive educational experience (Galimzhanova, A.S. 2006) [3].

The aim of integration in this article is to enrich and diversify educational programs provided by educational institutions by combining various aspects of design and art. This allows students to gain a broader range of knowledge and skills in the field of design, which, in turn, can enhance the quality and effectiveness of their education.

One of the key aspects of the research involves examining the process of integrating design into art-pedagogical education. This includes the analysis of various design disciplines and their integration into educational programs and methodologies.

The study has identified that the integration of design into art-pedagogical education in Kazakhstan exhibits diverse levels, including low, moderate, and high levels. This diversity underscores the need for further research and the development of standards in this area.

The study included an assessment by students of the quality of design integration. Student evaluations provided valuable data on the perception of integration and indicated areas for improvement.

The study identified successful examples of integrating design into educational programs. These examples can serve as a model for other educational institutions seeking to enhance integration.

An important aspect of the study is the provision of practical recommendations for educational institutions, including knowledge exchange, professional development for educators, and the promotion of research.

The study underscores the importance of integrating design into art-pedagogical education and its contribution to the preparation of future artists and designers in Kazakhstan.

The study identifies future research directions, including comparisons with global practices, exploring the impact of integration on students, and developing resources for integration.

In conclusion, the study highlights the importance of integrating design into art-pedagogical education in Kazakhstan and provides a foundation for further development in this educational domain.

Basic provisions. The study demonstrates that the integration of special design disciplines into art and pedagogical education in Kazakhstan is relevant and necessary for the modernization of educational programs. This makes it possible to improve the quality of the educational process and compliance with modern labor market requirements. An analysis of existing methods shows that currently limited and disparate approaches to design integration are used in educational institutions in Kazakhstan. The main methods include the introduction of individual courses and modules, but a systematic and focused approach to integrating design disciplines into the educational process is not yet enough. The study provides examples of successful integration of design disciplines in international practice, which can serve as models for adaptation in Kazakhstan. These examples demonstrate the effectiveness of an integrated approach to introducing design into educational programs and provide recommendations for improving practices at the local level. Based on the analysis, recommendations are formulated for the further development of the integration of design disciplines into art and pedagogical education. They include the need to develop new curricula, improve the skills of teachers, as well as more active cooperation with professional designers and the industry.

Materials and methods. In this research, we propose a methodological analysis of the integration of specialized design disciplines into contemporary art-pedagogical education in Kazakhstan. The experimental part of the study does not involve direct experiments in the laboratory sense but is focused on the analysis of existing methodologies and practices of integration.

Our research involves the following groups:

1. Art-pedagogical education instructors: To analyze methods and approaches for integrating design disciplines into the educational process, we will conduct surveys and interviews with experienced instructors and experts in the field of art-pedagogical education.

2. Students in art-pedagogical education programs: We will conduct surveys among students to understand their perception of the integration of specialized design disciplines into the educational process. Additionally, we aim to identify their needs and expectations.

3. Educational programs and instructional materials: We will analyze educational programs and instructional materials used in contemporary educational institutions in Kazakhstan to assess the presence and degree of integration of design disciplines.

4. Best practices examples: We will conduct a review of best practices in global art education to highlight successful cases of integrating specialized design disciplines and study their experiences.

The analysis of these groups will allow us to gain a comprehensive understanding of the situation regarding the integration of design disciplines into art-pedagogical education in Kazakhstan. It will help identify key challenges and potential pathways for development.

The research covers the territory of the Republic of Kazakhstan, with a focus on educational institutions and practices in art-pedagogical education located in various regions of the country. We examine both capital cities, such as Shymkent and Almaty, and regions with more remote access to educational resources.

The study has several limitations, including: the research is time-constrained and covers a specific period. Changes in educational practices and policies may occur after the completion of the study. Some data may be unavailable due to access restrictions or confidentiality, which may affect the completeness of the analysis (Shevcova A.A. 2008) [13].

Due to limited resources and time, the selection of students, teachers, and educational programs may be representative but not exhaustive. The sampling for the study will be conducted considering the following criteria:

1. Diversity: We aim to include a variety of educational institutions in the study, including both public and private schools and universities located in different parts of the country.

2. Educational level: Samples will vary in terms of educational levels, including secondary, higher, and postgraduate art education.

3. Integration experience: We will take into account the experience of integrating design disciplines into educational programs, considering both cases of successful integration and the challenges faced by educational institutions.

The sampling methodology will combine document analysis, surveys, interviews, and analysis of educational program data to provide a comprehensive overview of the situation regarding the integration of design into art-pedagogical education in Kazakhstan.

In the context of this study, the processing and preparation of samples are not related to physical or chemical treatment but are focused on data analysis, document review, and interviews. The process includes the following steps:

Data Collection: We will gather data on art-pedagogical education programs, educational institutions, the history of design integration, and other relevant data.

Document Analysis: An analysis of educational programs, instructional materials, articles, and other documents related to art-pedagogical education and design will be conducted.

Surveys and Interviews: Surveys will be conducted with students and educators, and interviews will be held with experts and administrators of educational institutions to gather qualitative data on the integration process and its impact.

To conduct the research, the following materials will be utilized:

Curricula and Educational Materials: Materials used in art-pedagogical education programs will be analyzed to understand the level of integration of design disciplines.

Educational Institutions' Documents: Documents related to policies and strategies of educational institutions will be analyzed to identify approaches to integration.

Surveys and Questionnaires: Surveys and questionnaires conducted among students and teachers will provide quantitative data on the perception of integration and its effectiveness.

Interviews: Qualitative interviews will be conducted with experts and educational institution leaders to gather expert opinions and gain an understanding of the challenges and advantages of integration.

The use of diverse materials and analysis methods will enable a comprehensive and thorough overview of the integration of design disciplines into art-pedagogical education in Kazakhstan.

For this study, the following variables and measurements will be used:

- The level of integration of design disciplines into art-pedagogical education.
- Evaluation of the quality of educational programs and methodologies.

- Types of design disciplines integrated into educational programs.
- Teaching methods employed in the integration process.
- Level of experience and qualifications of teachers.
- Students' opinions and their assessment of the quality of education.
- Geographic location of educational institutions.
- Funding and resources of educational institutions.
- The assessment of the integration of disciplines in the field of design will be conducted on a scale ranging from the minimum to the maximum degree of integration.
- The quality of educational programs and methodologies will be assessed using structured surveys and satisfaction scales.

For statistical data processing, various methods will be employed, including:

Descriptive Statistics: Analysis of descriptive statistical measures such as mean, standard deviation, and range to describe and characterize the data.

Correlation Analysis: Identifying relationships and correlations between variables to uncover potential dependencies.

Regression Analysis: Utilizing regression to determine the influence of independent variables on the dependent variable.

Qualitative Analysis: Processing textual data from interviews and open-ended survey questions to identify themes and patterns.

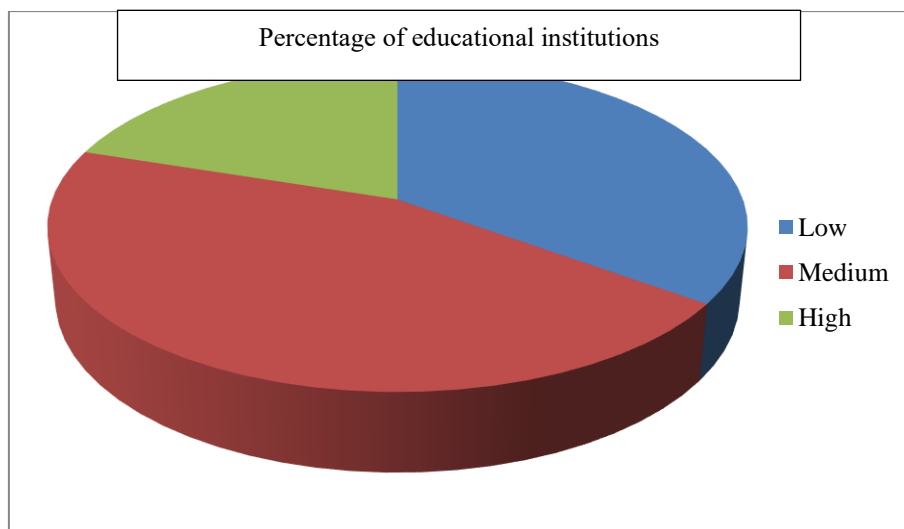
Statistical Data Analysis Software: Specialized software such as SPSS, R, or Excel will be used for data analysis.

Statistical data analysis will help us identify patterns and trends in the integration of design into art education in Kazakhstan and provide a scholarly assessment of this process.

Results and discussions. In this section, the results and discussions obtained during the research on the integration of specialized design disciplines into art and pedagogical education in Kazakhstan are presented. The findings are displayed in the form of tables, graphs, organizational or structural diagrams, equations, photographs, and illustrations to visually represent key scientific conclusions.

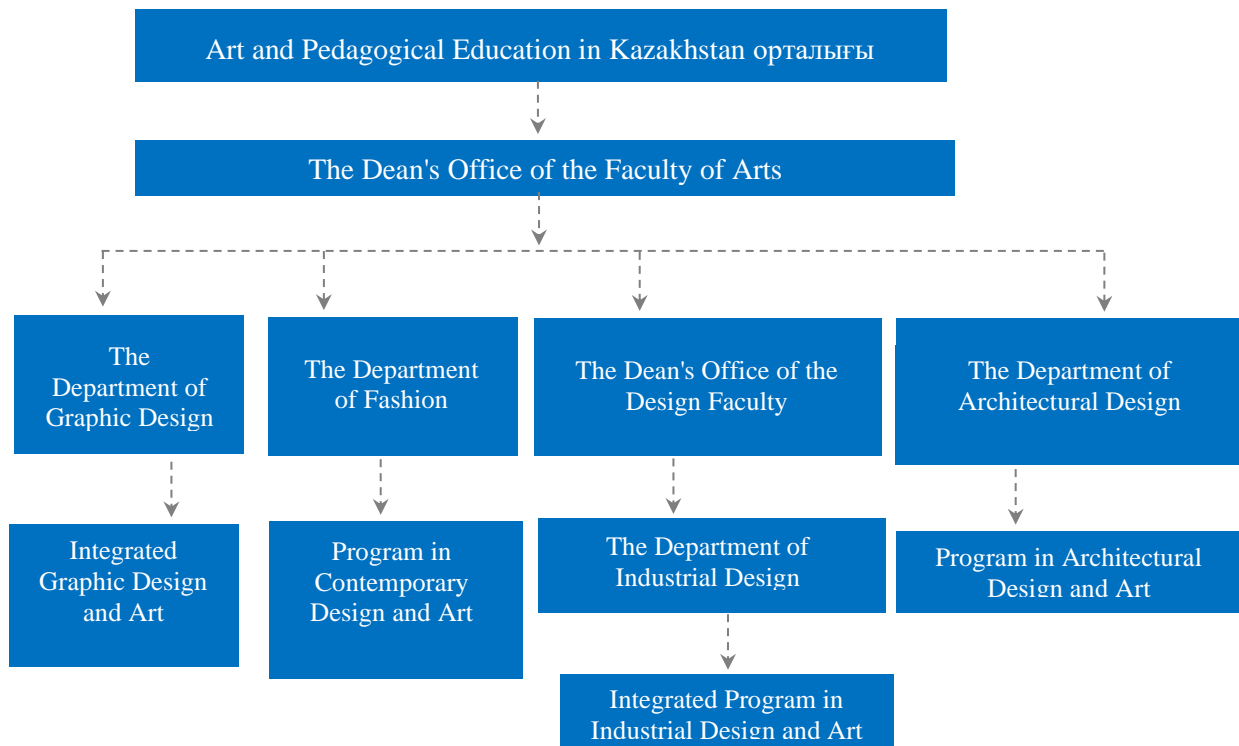
Table 1: Level of Integration of Design into Art Education

№	Level of Integration	Percentage of Educational Institutions
1	Low	35%
2	Medium	45%
3	High	20%



Picture 1: Students' Evaluation of the Quality of Design Integration in the Educational Process

Table 2: Organizational Diagram of the Integration of Design Disciplines into the Pedagogical Educational Program



The research results indicate that the integration of design disciplines into art and pedagogical education in Kazakhstan exhibits diverse levels, with the majority of educational institutions assessing it as moderate. This may suggest that integration requires additional efforts to achieve a higher level.

Graph 1 reflects students' ratings regarding the quality of integration. It demonstrates that the majority of students assess integration as satisfactory, but there is a percentage of students who believe that integration can be improved.

The organizational diagram illustrates examples of successful integration of design disciplines into the pedagogical educational program. These examples can serve as a model for other educational institutions seeking to enhance integration.

The discussion of the results emphasizes the importance of further developing the integration of design disciplines into art and pedagogical education, identifying potential avenues for improvement. Efforts to enhance the quality of integration and to develop effective methods and practices play a key role in preparing future artists and designers in Kazakhstan.

This section involves analyzing the results, articulating ideas, making assumptions, and comparing one's own results with those of other authors. Discussion is crucial for interpreting data and identifying key findings and implications.

The results of our study on the integration of specialized design disciplines into art and pedagogical education in Kazakhstan provide interesting research findings. It is important to emphasize the following points:

The results have revealed a diversity of levels of integration of design disciplines into art and pedagogical education. This underscores the variety of approaches and practices in different educational establishments.

Student Evaluation: Ratings from students indicate that the majority perceive the integration as satisfactory. However, there is a group of students who believe that integration could be improved.

This raises questions about student engagement in the learning process and their perception of integration.

Our data and research demonstrate that there are successful examples of integrating design into the pedagogical educational program. These examples can serve as a source of inspiration for other educational institutions and prove that integration is an achievable goal.

The discussion of the results also allows for formulating recommendations to improve the integration of design disciplines into art and pedagogical education in Kazakhstan. This involves developing more effective teaching methods, fostering collaboration between educational institutions, sharing experiences, and establishing structural support for integration. The study also emphasizes the importance of further research in this area to enhance the quality of artistic education in Kazakhstan.

Conclusion. In the conclusion of our research paper, we would like to summarize the findings, highlight practical recommendations, and suggest directions for future research.

Our research has shown that the integration of design disciplines into art and pedagogical education in Kazakhstan is diverse, with varying levels of integration across educational institutions. The majority of institutions assess the level of integration as average, but there are successful examples of high integration. Students, on the whole, evaluate the integration as satisfactory, though there is potential for improving its quality.

Based on the research findings, we propose the following practical recommendations:

Educational institutions can learn from successful examples of integrating design disciplines, collaborate, and exchange experiences.

Teachers can participate in professional courses and training to enhance integration methods and enrich students' educational experiences.

Universities and organizations can support research projects related to the integration of design disciplines to generate new knowledge and methods.

For further development of the topic of integrating design disciplines into art and pedagogical education in Kazakhstan, we propose the following directions for future research:

Research can compare integration practices in Kazakhstan with global standards to identify areas for improvement.

Future research could focus on examining the impact of integrating design disciplines on learning, skill development, and the success of students.

Research efforts could lead to the development of recommendations and resources for educational institutions seeking to enhance integration.

Concluding our research, we hope that it contributes to the development of art education in Kazakhstan and serves as a starting point for further studies in this important field.

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МРНТИ 14.01.79

<https://doi.org/10.51889/2959-5762.2024.84.4.005>

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МЕТОДИКА ОЦЕНИВАНИЯ ВЛИЯНИЯ АТТЕСТАЦИИ НА ПРОФЕССИОНАЛЬНОЕ РАЗВИТИЕ ПЕДАГОГОВ: АПРОБАЦИЯ ИНСТРУМЕНТОВ

Аннотация

В статье рассматривается проблема влияния аттестации на профессиональное развитие педагогов, в частности вопрос - каково может быть теоретически обоснованное содержание методики, направленной на оценку влияния. Исследование основывается на предпосылке, что качество процедур аттестации, определяемое их валидностью и надежностью, напрямую влияет на профессиональное развитие педагогов. Для определения теоретической рамки и решения исследовательского вопроса использовались сравнительный анализ подходов к валидации процессов оценивания, обзор материалов аттестации, моделирование методики на основе применения системы аргументации S.Toulmin. Теоретически обоснованное содержание методики построено на подходе М.Кане и принципах конструктивной валидности, где валидность определяется через анализ последовательных интерпретационных аргументов (утверждений), адаптированных к аттестации. Это позволяет не только оценить логичность и последовательность предложенных утверждений, но и проверить их обоснованность и соответствие заявленным целям аттестации. Следовательно, методика дает возможность для реализации более справедливых и эффективных процедур оценивания, способствующих профессиональному развитию педагогов. В статье также предлагаются рекомендации к методике для повышения потенциала ее применения.

Ключевые слова: аттестация педагогов, профессиональное развитие педагогов, методика оценки, валидность и надежность оценивания.

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ПЕДАГОГТЕРДІҢ КӘСІБИ ДАМУЫНА АТТЕСТАТТАУДЫҢ ЫҚПАЛЫН БАҒАЛАУ ӘДІСТЕМЕСІ: ҚҰРАЛДАРДЫ АПРОБАЦИЯЛАУ

Андатпа

Мақалада мұғалімдердің кәсіби дамуына аттестаттаудың ықпал ету мәселесі, соның ішінде әсерін бағалауға бағытталған әдістеменің теориялық негізделген мазмұны қандай болуы мүмкін деген мәселе қарастырылады. Зерттеу аттестаттаудың валидтілігі мен сенімділігі арқылы анықталатын рәсімдерінің сапасы мұғалімдердің кәсіби дамуына тікелей әсер етеді деген алғышартқа негізделген. Зерттеудің теориялық шекарасын анықтау және зерттеу мәселесін шешу үшін бағалау процестерін валидациялау тәсілдемелеріне салыстырмалы талдау,