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TECHNIQUES FOR DEVELOPING TRANSFORMATIONAL LEADERSHIP OF FUTURE PRIMARY EDUCATION TEACHERS BASED ON NATIONAL VALUES

Abstract

The article is devoted to the problem of formation of transformational leadership of future primary education teachers based on national values. Through a review of the literature, an analysis of the current state of transformational leadership development – one of the types of transversal skills was made, and the experience and prospects for using national values and leadership were also considered.

Based on the fact that future primary education teachers are highly interested in developing their adaptive, flexible skills through national values, the article emphasizes the relevance of the problem of developing transformational leadership of students in accordance with this need.

The results of the author's training programs aimed at developing transformational leadership, conducted for students of the "Pedagogy and Methods of Primary Education" program at Abai Kazakh National Pedagogical University, as well as for heads of vocational secondary education institutions of the Republic of Kazakhstan and university lecturers, are analyzed.

The study results demonstrated that learners have a positive attitudes and perspectives regarding national values. In their opinion, the development of transformational leadership creates an opportunity to receive a quality education focused on national values and create a competitive nation.

Keywords: national values, transversal skills, transformational leadership, future primary education teachers, development techniques.

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ҰЛТТЫҚ ҚҰНДЫЛЫҚТАР НЕГІЗІНДЕ БОЛАШАҚ БАСТАУЫШ БІЛІМ ПЕДАГОГТЕРІНІҢ ТРАНСФОРМАЦИЯЛЫҚ КӨШБАСШЫЛЫҒЫН ДАМУ ТӘСІЛДЕРІ

Аңдатпа

Мақала ұлттық құндылықтар негізінде болашақ бастауыш білім педагогтерінің трансформациялық көшбасшылығын дамыту мәселесіне арналады. Әдебиеттерді зерделеу арқылы трансверсальді дағдылардың бір түрі – трансформациялық көшбасшылықты дамытудың қазіргі жайына талдау жасалып, ұлттық құндылықтарды, көшбасшылықты қолданудың тәжірибесі және келешегі жайында қарастырылады.

Болашақ бастауыш білім педагогтерінің ұлттық құндылықтар арқылы ауыспалы көлденең, икемді дағдыларды дамытуға деген қызығушылығы жоғары екендігі негізге алынып, мақалада осы қажеттілікке сәйкес білім алушылардың трансформациялық көшбасшылығын дамыту мәселесінің өзектілігі айқындалды.

Абай атындағы Қазақ Ұлттық педагогикалық университетінің «Бастауыш оқытудың педагогикасы мен әдістемесі» мамандығы бойынша білім алушыларына және Қазақстан республикасы кәсіптік орта білім беру ұйымдарының басшыларына, университет оқытушыларына жүргізілген трансформациялық көшбасшылықты дамытуға бағытталған авторлық тренингтердің нәтижелері талданды. Зерттеу нәтижелерінде білім алушылардың ұлттық құндылықтарға деген қатынастары мен көзқарастарының оң екендігі көрініс тапқан. Олардың ойынша, трансформациялық көшбасшылықты дамыту ұлттық құндылықтарға бағдарланған сапалы білім алуға, бәсекеге қабілетті ұлт қалыптастыруға мүмкіндік туғызады.

Түйін сөздер: ұлттық құндылықтар, трансверсальді дағдылар, болашақ бастауыш білім педагогтері, трансформациялық көшбасшылық, дамыту тәсілдері.

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ПРИЁМЫ РАЗВИТИЯ ТРАНСФОРМАЦИОННОГО ЛИДЕРСТВА БУДУЩИХ ПЕДАГОГОВ НАЧАЛЬНОГО ОБРАЗОВАНИЯ НА ОСНОВЕ НАЦИОНАЛЬНЫХ ЦЕННОСТЕЙ

Аннотация

Статья посвящена проблеме формирования трансформационного лидерства будущих педагогов начального образования на основе национальных ценностей. Путём изучения литературы сделан анализ современного состояния развития трансформационного лидерства, одного из вида трансверсальных навыков, а также рассмотрены опыт и перспективы использования национальных ценностей и лидерства.

Исходя из того, что будущие педагоги начального образования высоко заинтересованы в развитии сквозных, изменчивых, гибких навыков через национальные ценности, в статье подчеркивается актуальность проблемы развития трансформационного лидерства учащихся в соответствии с этой потребностью.

Проанализированы результаты авторских тренингов, направленных на развитие трансформационного лидерства, проведенных для студентов специальности «Педагогика и методика начального обучения» Казахского национального педагогического университета имени Абая, а также для руководителей организаций среднего профессионального образования Республики Казахстан и преподавателей вузов. Результаты исследования показали, что установки и отношение студентов к национальным ценностям положительные. По их мнению, развитие трансформационного лидерства создает возможность получить качественное образование, ориентированное на национальные ценности, и создать конкурентоспособную нацию.

Ключевые слова: национальные ценности, трансверсальные навыки, трансформационное лидерство, будущие педагоги начального образования, приемы развития.

Introduction. Throughout the centuries, in the culture of Kazakh people, the ability of a person to manage their own life consciously, freely and independently has been highly valued, and the leadership qualities of a person as an individual have been considered a unique and precious value. However, in modern times it would not be an exaggeration to say that people began to shift to the role of a tool like a “robot” for fulfilling various needs. In reality, every person is not merely a tool, but a creator, a developer, an innovator and a human being that is capable of governing with consciousness.

Throughout the centuries, humanity has developed itself and created the various advancements we enjoy today. The 20th century was a complex and challenging era for the Kazakh people, marked not only by progress in education and science, but also by significant trials in preserving national values. In the 21st century, our nation faces the dual task of striving for global excellence in the process of globalization while resisting standardized mass consciousness and safeguarding our unique national values.

In chapter 4 of the State Mandatory Standards for higher and postgraduate education, descriptors are provided to characterize students’ learning outcomes. One of these descriptors emphasizes *the skills necessary for independent further study in the taught field* [1]. This raises important questions for learners after graduating such as: “how to realize self-directed and lifelong learning and studying in a flexible way, what skills are required for this?”, and if there exist those skills, it becomes evident that educators must prioritize skill formation and cultivation as part of their mission.

In this regard, over the past decade, significant changes in the education sector of our country have placed a strong emphasis on developing innovative and creative thinking, critical thinking, *the ability to manage one’s actions, learning and work, that is to develop self-leadership*, emotional intelligence, developing teamwork abilities and effective communication skills. These skills are prioritized for everyone from young children to higher education students and working professionals and by being given a great importance, have become a central focus of educational reforms. These skills are referred as *transversal skills* [2] in globally recognized scientific publications and UNESCO research works, and the importance and potential of developing such adaptive and flexible skills are widely recognized. We highlighted those skills in our previous scientific publication, and mentioned them as abilities and

perspectives of how future educators, by embracing their national consciousness and ethnic identity, can positively embrace the historical heritage of the nation, perspective on its present and future, learning of their national language, willingness to explore national culture, uphold national interests and values, commitment to maintaining the territorial integrity of the country, and contribute to the enrichment of nation's wealth [3].

The national spiritual values of the Kazakh people are shaped over centuries and distinguished by their distinctive features through traditional culture, historical heritage, philosophical thought, and valuable wisdom on youth upbringing. To prepare future generations for life, the Kazakh people have passed down their identity, their role and significance in society, through the intricacies of life experience, through the ability to learn from the past and anticipate the future, through wise teachings, knowledge and words of wisdom, proverbs, sayings and poetic traditions.

The great enlighteners of the Kazakh people such as Abai Kunanbayuly, Shokan Ualikhanov, Ybyrai Altaysarin, Alikhan Bokeikhanuly, Akhmet Baitursynuly, Mirzhakyp Dulatuly, Magzhan Zhumabayuly, Zhusipbek Aimauly, Nazipa Kulzhankyzy, and others [4] left behind invaluable wisdom and enduring legacy in their works, where they deeply addressed the issues of spirituality in our national upbringing. Meanwhile, domestic educators and scholars who have examined the theoretical and methodological foundations of national upbringing in higher education institutions, such as K.Zharykbayev, S.Kaliyev, A.Tabyldiyev, K.Seitaliyev, S.Uzakbayeva, S.Gabbasov, K.Boleyev and others [5] have scientifically grounded the theory and practice of Kazakh ethnopedagogy and contributed works aimed at integrating these ideas into academic courses. For our country, these works provide the national essence of moral education, aimed at instilling spiritual values in the younger generation, however, as modern researchers continue to apply and build upon these works constructively, there is a growing need for a clear, functional, and practical model to preserve and develop Kazakh national values.

In his thirty seventh "Kara soz" (Book of Words), the wise Abai Kunanbayuly states: "If I were a person with the power of law, I would cut out the tongue of anyone who says that human character cannot be reformed", emphasizing that a person and their skills and abilities can always be developed [6]. In other words, this means that it is possible to improve a person's personal qualities and develop their self-management skills.

Moreover, in that thirty-seventh "Kara soz" (Book of Words), the great Abai by stating: "A person's humanity is recognized by how they begin a task, not by how they complete it" [6], emphasizes that leadership is built in courage and the willingness to take risks, and that guiding others is an act of humanity that goes hand in hand with bravery. Therefore, instilling leadership skills in future primary education teachers is an important national value.

Our future is built upon our human and national values. National values are enduring, and their effective application depends on successful leaders. Through studying them, we can identify two influencing factors. The first is adhering to the direction set by our national values. The second is the unfounded fear that they might negatively impact the improvement of social order. Knowing the factors that influence our lives empowers us to become individuals who act decisively, driven by well-defined goals and noble ideals. To achieve this, it is essential to determine which leadership styles and approaches should be adopted.

In our research, we have observed that while managing the development of one of the transversal skills – *transformational leadership* it is necessary to analyze it comparatively with *transactional leadership* to gain deeper insights.

According to Bernard Bass, *transformational leadership* is based on trust-driven relationships among people and has five key characteristics: oppose and elevate the status-quo; inspire shared purpose; empower others to take action; model the future and motivate the team; while *transactional leadership* is a process that considers the individual interests of team members and motivates their efforts through rewards. B. Bass developed the Multifactor Leadership Questionnaire (MLQ), which identifies seven dimensions of leadership: two transactional, four transformational, and one non-leadership dimension;

a) laissez-faire; b) management by exception; c) contingent reward; d) individualized consideration; e) intellectual stimulation; f) inspirational motivation and g) idealized influence [7].

James MacGregor Burns identified and defined two types of leadership: transactional and transformational. He explained the difference between them as follows: *transactional leadership* is an agreement established to help individuals or groups achieve their own interests; *transformational leadership*, while acknowledging that individuals may have specific interests, involves the leader and followers working together toward higher goals that encompass significant changes, reflecting collective or global interests. *Transformational leadership* is focused on a clear vision, collective benefit and long-term values. *Transactional leadership* is oriented toward short-term goals, transactions and outcomes [8].

J.M.Burns's research on transformational and transactional leadership forms the foundation of leadership theories concerning values, motivation and relationships. Burns concludes: managing objects, tools, mineral resources, money or energy is not leadership but an act of power, as objects lack motivation, and those in power may view others as mere objects. Leaders, however, inspire and motivate their followers to take specific actions, the values and motives of leaders and their team members revolve around purpose, interest and hope. The advantage of leadership lies in the leader's perspective on their own and their followers' values and motivations, as well as their ability to act collaboratively.

Transactional leadership is described with two main factors: contingent rewards and management by exceptions. Contingent rewards are tied to incentives provided based on effort and good performance. Management by exceptions maintains the status-quo, intervening only when subordinates fail to meet acceptable performance levels or when corrective measures are needed to improve performance. *Transformational leadership*, on the other hand, is focused on a certain vision, collective interest and long-term values and it elevates the status-quo [8].

As noted in American colloquial expression, "Your IQ may help you get hired, but your Emotional Intelligence (EQ) can determine whether you get fired or promoted", David Goleman, one of the founders of emotional intelligence theory, emphasized that leadership is closely tied to EQ. Goleman analyzed the traits of leadership in connection with emotions and identified the following types: self-awareness, self-regulation, social awareness and relationship management. Additionally, Goleman, along with several other authors, introduced the term "resonant leadership". This concept refers to the alignment of a leader and their team on the same emotional wavelength. Resonant leadership is grounded in emotional intelligence, mindfulness, optimism and empathy [9].

One of the prominent representatives of the founders of effective leadership and management theories, I.K.Adizes, offers a compelling metaphor for effective leadership: "...most people view leadership as a single finger, thinking that it is enough to point and say, "Do this, do that!" like an index finger. However, in my opinion, a leader is like the thumb, because the thumb can pair with each of the other four fingers, enabling the hand to function fully and effectively", which aptly illustrates the essence of effective leadership [10].

K.Schott, H.Rockel and L.Tummers, who conducted a meta-analysis of 93 articles on teacher leadership, not only emphasize that teacher leadership is an active process of influencing others but also conclude it is independent of formal positions and is ultimately aimed at fostering the development of students [11].

Thus, in our view, *transformational leadership* fosters inspiration and virtuous relationships between leaders and their team members. This type of leadership promotes trust, collaboration, integrity and respect, creating a positive work environment that motivates people and employees to perform at their best and encourages students to excel in their studies. In other words, *transformational leadership* is a process through which leaders and their followers elevate each other to higher levels of morality and motivation. Examples of transformational leaders include Alikhan Bokeikhanuly, Nelson Mandela and Indira Gandhi.

Through a review of numerous sources, we observed that transformational leadership is widely studied on a global scale, and there are diverse approaches to its development. In the Republic of

Kazakhstan, *the development of leadership in the field of education* has been actively pursued since 2012 through the initiatives of independent educational institutions such as “Nazarbayev University” and “Nazarbayev Intellectual schools”, with the guidance and instruction of professors and educators from the Faculty of Education at the University of Cambridge [12].

In our country, professional development programs such as “Effective teaching and learning” (author’s note: previously the third level is teacher leadership in the classroom), “Teacher leadership in schools” (author’s note: previously the second level is teacher leadership at the methodological association level), and “Teacher leadership in pedagogical communities” (author’s note: aimed at establishing a pedagogical network community across the entire school and other schools and taking on a leadership role within it) have been integrated into the practices of educators within the general educational curriculum. Nearly half of all the teachers in general education have completed these professional development courses.

However, based on the evaluation of teachers’ portfolios and the observation of their practices, as well as the results of PISA studies in our country, it is important to note that the issue of developing students’ functional literacy remain critical. Therefore, fostering the skills of future teachers and primary education educators to become responsible, honest and inspiring *transformational leaders* is an issue of paramount importance.

Basic provisions. Although we have achieved sovereignty, the stages of growth and development of the Kazakh people are still ongoing. Certainly, it is crucial to preserve and uphold Kazakh national values during the development process. In the era of globalization, while advancing in global civilizational, scientific and technological directions, many of our domestic scholars are raising awareness about the matter of considering our national identity and the importance of national upbringing.

One of our national values is the ability of individuals to consciously manage their lives, to advance development through community, collaboration and cooperation, and to listen not to a ruler by birthright, but to a just and fair leader, which means a leadership itself. Developing transversal skills, including transformational leadership, is considered a pressing issue in global research at the world level in the 21st century. In implementing this idea, the following fundamental principles were taken as guidelines:

- global and domestic practices for developing transformational leadership in future primary education teachers, based on national values;
- methods for developing transformational leadership in future primary education teachers through national values.

Materials and methods. As mentioned above; after analyzing scientific works, we conducted a critical examination using the method of comparing types of leadership. The following table presents the differences based on this comparison.

Table 1. Comparison of transformational leadership and transactional leadership

<i>Transformational leadership</i>	<i>Transactional leadership</i>
Raising the status quo of the organization	Maintaining the status quo of the organization
Developing organizational structure and corporate culture	Working within the framework of the organization
Proactive leadership	Responsible leadership
Team members achieve goals through high ideals and values	Team members achieve goals through rewards and penalties set by the leader

As seen in the table, transactional leaders are those who offer specific rewards in exchange for people’s loyalty, while transformational leaders are not only initiative-taking and proactive, but also capable of drawing their followers’ attention to their higher potential by collaborating on new approaches to achieving results. Transactional leaders are typically passive, whereas transformational leaders demonstrate active behavior.

In the course of conducting a training session titled “Transformational leadership” for the students specializing in “Pedagogy and methodology of primary education” and a course titled “Effective management style: Transformational leadership” for the administrators of vocational secondary education colleges in our republic, we applied a variety of methods in loyalty mission of the Alash representatives such as Alikhan Bokeikhanuly, Akhmet Baitursynuly and Mirzhakyp Dulatuly to national interests and national goals, we also drew upon the teachings of Al-Farabi, Abai and Ybyrai, along with proverbs, sayings and traditional songs and poems. Additionally, we incorporated Stephen Covey’s seven habits of highly effective people, Daniel Goleman’s theories on leadership styles, Dwight David Eisenhower’s time management matrix, coaching methods and other related approaches. Furthermore, we integrated and applied our national qualities such as risk-taking, courage, honesty, fairness, initiative, influence (charisma) and others into the team rules of our training sessions.

These values, deeply rooted in our national ethos, were emphasized to foster a leadership style that is both transformative and aligned with our cultural heritage.

Results and discussion. The analysis reveals that foreign and Kazakhstani theories of transformational leadership share a common core: value-based influence and emotional connection are essential for ensuring the sustainability of leadership.

Drawing on Mirzhakyp Dulatuly’s statement that “The teacher is the heart of the school,” Akhmet Baitursynuly’s view that “As the teacher is, so is the society,” and Magzhan Zhumabayuly’s assertion that “If the children of the entire Alash gather, the place of honor belongs to the teacher,” we conclude that a teacher’s benevolent leadership stems from their moral integrity, spiritual elevation, and mission to serve the future of the nation. These ideas directly align with our research findings on developing transformational leadership among future primary education teachers based on national values, as our study demonstrates that a transformational leader grounded in national values is not merely an educator, but also a figure who guides both the personal development of students and the spiritual renewal of society.

Based on the review of the works of the aforementioned scholars, their main ideas can be summarized and analyzed as follows (Table 2).

Table 2. Analysis of researchers’ findings on the development of transformational leadership (in the context of training future teachers based on values)

No.	Authors	Main idea	Research with the results connection
1	Burns J.M. (1978)	Leadership is an ethical process aimed at changing the values and beliefs of the followers.	The participants’ self-perception as teachers in the capacity of “value-oriented leaders” served to further substantiate this conclusion.
2	Bass B.M., Riggio R.E. (2006)	Transformational leadership consists of four components: idealised influence, inspirational motivation, intellectual stimulation and individualised consideration.	The training outcomes revealed a clear presence of all four components among the participants.
3	Goleman, Boyatzis, McKee (2002)	Emotional intelligence lies at the core of effective leadership, with emotional connection serving to enhance motivation.	Teaching grounded in national values fosters higher levels of emotional connection and empathy.
4	Adizes I. (2007)	The perfect leader is dependent on cultural context, no universal model exists.	Combining the Kazakh pedagogical tradition with global leadership theories proved to be highly effective.
5	Schott meat al (2020)	Teacher leadership encompasses instructional, professional, and organisational levels.	The incorporation of national values fosters the simultaneous development of all three levels.
6	Center of pedagogical excellence NIS and the Faculty of Education	Teacher leadership is cultivated through active engagement in the educational community.	Participants perceived leadership as extending beyond the teacher’s role in the classroom, recognising it as a vital function

	University of Cambridge (2016)		within school methodological associations and the wider interschool professional community.
7	Sarsenbayeva G.Kh., Zhumabayeva A.E. (2023)	National values constitute the motivational basis of the transversal skills of future teachers, including their capacity for leadership.	The study confirmed this proposition, showing that participants' leadership activity is reinforced through cultural foundations.

This comparative analysis reveals a shared core between foreign and Kazakhstani theories of transformational leadership: value-based influence and emotional connection serve as key factors in ensuring leadership sustainability. The structural and ethical components outlined by Burns and Bass were fully manifested in the findings of our study. Goleman and Adizes highlight the significance of cultural and emotional factors, which substantiates the effectiveness of our approach rooted in national values. The Schott and NIS CPE model found practical application during our research: participants demonstrated leadership not only within the framework of teaching but also within the school community (during teaching practice). Kazakh researchers such as Sarsenbayeva, Zhumabayeva, and others recognise national values as the foundation for leadership development, which fully aligns with our research findings.

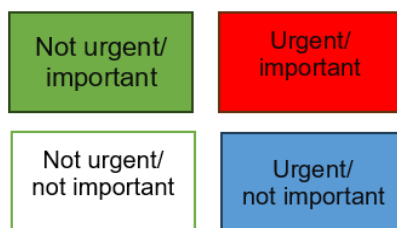
The analysis indicates that integrating global leadership theories with local culture fosters the comprehensive development of leadership qualities in future primary education teachers.

In the process of developing the course titled “Effective management style: Transformational leadership” for the administrators of vocational and technical secondary education colleges in the Republic of Kazakhstan, we as the team of authors analyzed scientific literature and effective practices in the field and formulated the following success levels of transformational leadership.



Picture 1. Success levels of transformational leadership

The first level represents the foundational stage of understanding and applying leadership, which consists of basic skills such as planning, rewarding or delegating, monitoring, motivating, decision-making, and establishing effective communication; the second intermediate level is enriched with skills such as team management, exercising authority, mediating conflicts, possessing developed emotional intelligence and the ability to manage disputes; the third advanced level encompasses the skills of a transformational leader, including the ability to strategize and forecast strategically, manage change and conduct coaching effectively.



Picture 2. Eisenhower matrix

Using the Eisenhower matrix, we guided the participating students and leaders to categorize their tasks into quadrants: a) urgent and important tasks need to be completed by themselves immediately; b) urgent but less important tasks that should be delegated or assigned to their team; c) non-urgent but important tasks that require careful planning and scheduling for future completion; and d) non-urgent and unimportant tasks that can either be avoided or addressed later, if time permits.

During the sessions, the participants discussed the characteristics of transformational leader. As a result, the following conclusions were drawn:

Inspirational motivation: Transformational leaders provide a certain level of inspiration to help each individual align their personal goals with the objectives of the organization.

Intellectual stimulation: Transformational leaders foster an environment of creative thinking, creating spaces where individuals can unlock their potential and inspire others to do the same.

Idealized influence: Transformational leaders serve as role models for their colleagues, influence the group and earn respect within the team for their behavior and adherence to high work standards.

Individual consideration: Transformational leaders show care and provide fair evaluation to their team members, create an atmosphere of trust and serve as a driving force for developing leadership qualities among their followers.

Furthermore, the following qualities explain personal attributes of transformational leaders:

Positive role modelling: Followers emulate the actions of the leader because they hold them in high regard. Transformational leaders utilize an expansive communication style to enhance effectiveness and maintain a high level of team spirit.

Risk tolerance: Transformational leaders understand that there is no entirely safe path to change, they take calculated risks based on the research and innovations of their teams.

Communicative: Transformational leaders ensure that the team's vision is effectively conveyed to each of its members. They possess strong interpersonal skills and pay close attention to the ideas of every team member.

Advantages and disadvantages of transformational leadership:

Advantages:

- empirical evidence indicates that transformational leadership is associated with job satisfaction, satisfied team members contribute to a balanced and harmonious work environment;

- effective transformational leadership enhances the status quo of an organization, as employees are motivated and aligned with the organization's goals;

- team members feel trusted by the leader, which, in turn, increases their loyalty to the organization;

- transformational leadership fosters long-term relationships, as team members feel valued and respected due to the knowledge and trust invested in them by their leaders;

- the primary goal of transformational leadership is to create an environment of trust and collaboration, where individuals have the freedom to learn from their mistakes.

Areas for improvement:

- transformational leaders may focus excessively on a big picture, potentially overlooking important details;

- at times, transformational leaders may raise unrealistic expectations among their subordinates, which may result in errors on their part.

Conclusion. In conclusion, we emphasize that a transformational leader inspires their team through idealized influence, intellectual stimulation and individualized consideration. Furthermore, such leaders encourage their followers to challenge the status quo and explore new paths to achieve greater success.

In our view, it is the mission of a transformational leader to establish a work environment based on Kazakh national values such as integrity, risk-taking and resilience. This environment should be characterized by working environment with compassion and satisfaction, where positive and hopeful emotions prevail. Of course, the positive relationship between a transformational leader and their team is built on constructive feedback. In other words, both the transformational leader and the team members (in our case, students and college administrators) can achieve their higher goals when they listen to one another, are willing to compromise, demonstrate empathy, and remain patient and thoughtful.

Furthermore, based on feedback from training sessions conducted for higher education learners and college administrators, we draw the following conclusions regarding the development of transversal skills, including transformational leadership, in future primary education teachers, grounded in national values:

- *methods for developing interpersonal skills:* the ability to inspire trust and to trust others, diplomatic skills, coaching skills, active listening, emotional intelligence and more.

- *methods for developing intrapersonal skills:* creativity and innovation, critical thinking, intellectual skills that enable practical problem-solving, integrity, reliability, precision, diligence and decision-making skills);

- *methods for developing media skills:* techniques for effectively promoting positive ideas in mass media, social network and during lessons to foster a constructive professional outlook (e.g. debates, discussions, research-based podcasts, etc.)

- *organizational skills:* the ability to sort data, plan and allocate projects or resources and coordinate multiple resources or tasks in a precise, efficient and user-friendly manner.

The feedback received from learners highlight the need to ensure the following opportunities for developing the transformational leadership of future primary education teachers through national values:

- preparing content for undergraduate and graduate educational programs aimed at developing the transformational leadership of future primary education teachers through national values;

- implementing the development of transformational leadership in future primary education teachers, oriented toward fostering national values;

- propose the use of a set of methods aimed at developing the transformational leadership of future primary education teachers through national values.

Thus, the development of transformational leadership in future primary education teachers, based on national values in professional training, contributes to understanding and embracing the nation's past, present and future, fosters active engagement in mastering and using the native language, adopting national value orientations, preserving the unity of the country, and striving to enhance its prosperity. The results of practical work in this area will be discussed and presented in the subsequent stages of our scientific research.

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