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TRAINING OF FUTURE PROFESSIONAL SPECIAL TEACHERS: VIEWS OF EMPLOYEES

Abstract

Currently, the number of children with special educational needs in our country is steadily increasing. This situation has led to a growing demand for special education teachers and highlighted the need to enhance their professional competencies. The professional training of special educators is a key indicator of educational quality and serves as a decisive mechanism for advancing inclusion in society. Therefore, a comprehensive approach to training future special education teachers—integrating theoretical knowledge, practical preparation, and socio-value orientations—has become a pressing issue. The purpose of this study is to identify the ways of developing the professional competence of future special educators, to analyze the requirements for their preparation, and to propose recommendations for improving educational programs. The research involved the analysis of state and university archival documents, as well as scientific works. At the theoretical level, analysis and synthesis methods were employed. At the practical level, a survey was conducted among employers from special and general education institutions in East Kazakhstan region. More than 40 employers participated, assessing the professional competencies of graduates. As a result, graduates' professionalism was defined in three main areas: knowledge (16%), practical skills (16%), and personal qualities (17%). Employers also identified shortcomings in the training system, such as insufficient practice (25%), lack of methodological materials in the Kazakh language, and a shortage of teachers specializing in surdopedagogy. Well-developed competencies included pedagogical mastery, diagnostic skills, the ability to apply methodologies, and proficiency in theoretical knowledge and information technologies. Thus, improving the training system for special educators not only ensures quality education for children with special needs but also provides an effective mechanism for preparing competitive specialists for the labor market.

Keywords: special education, professional competence, inclusive education, professional training, social-pedagogical competencies, practical preparation.

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БОЛАШАҚ КҰЗІРЕТТІ АРНАЙЫ ПЕДАГОГТЕРДІ ДАЯРЛАУ: ЖҰМЫС БЕРУШІЛЕРДІҢ КӨЗҚАРАСТАРЫ

Аңдатпа

Қазіргі таңда елімізде ерекше білім беру қажеттілігі бар балалар саны жылдан-жылға артып келеді. Бұл жағдай арнайы педагогтерге деген сұраныстың күшеюіне, сонымен бірге олардың кәсіби құзыреттілігін жетілдіру қажеттілігіне әкелуде. Арнайы педагогтердің кәсіби даярлығы білім беру сапасының негізгі көрсеткіші болып табылады және қоғамда инклюзияны дамытудың шешуші тетігіне айналып отыр. Осыған байланысты болашақ арнайы педагогтерді даярлау жүйесін теориялық білім, тәжірибелік дайындық және әлеуметтік-құндылықтық ұстанымдарды кіріктірген кешенді тұрғыдан қарастыру өзекті мәселе болып табылады. Зерттеудің мақсаты – болашақ арнайы педагогтердің кәсіби құзыреттілігін қалыптастыру жолдарын анықтау, олардың даярлығына қойылатын талаптарды талдау және білім беру бағдарламаларын жетілдіруге ұсыныстар әзірлеу. Зерттеу барысында мемлекеттік және университеттік мұрағат құжаттарына, ғылыми еңбектерге талдау жасалды. Теориялық деңгейде анализ және синтез әдістері қолданылды. Практикалық деңгейде Шығыс Қазақстан облысындағы арнайы және жалпы білім беру ұйымдарының жұмыс берушілері арасында сауалнама жүргізілді. Сауалнамаға 40-тан астам жұмыс беруші қатысып, түлектердің кәсіби құзыреттілігіне баға берді. Нәтижесінде түлектердің кәсібилігі үш негізгі бағытта айқындалды: білім (16%), практикалық дағдылар (16%), тұлғалық қасиеттер (17%). Сонымен қатар, жұмыс берушілер даярлау жүйесіндегі кемшіліктерді де көрсетті: тәжірибенің жеткіліксіздігі (25%), қазақ тіліндегі әдістемелік материалдардың аздығы және сурдопедагог мамандарының тапшылығы. Жақсы дамыған құзыреттер қатарында педагогикалық шеберлік, диагностикалық дағдылар, әдістемелерді қолдана алу, теориялық білім мен ақпараттық технологияларды меңгеру аталды. Осылайша, арнайы педагогтерді даярлау жүйесін жетілдіру ерекше білім беру қажеттілігі бар балалардың сапалы білім алуына жағдай жасап қана қоймай, еңбек нарығына бәсекеге қабілетті мамандарды даярлаудың тиімді тетігі болып табылады.

Түйін сөздер: арнайы педагогика, кәсіби құзыреттілік, инклюзивті білім беру, кәсіби даярлық, әлеуметтік-педагогикалық құзыреттер, тәжірибелік дайындық.

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ПОДГОТОВКА БУДУЩИХ КОМПЕТЕНТНЫХ СПЕЦИАЛЬНЫХ ПЕДАГОГОВ: ВЗГЛЯДЫ РАБОТОДАТЕЛЕЙ

Аннотация

В настоящее время количество детей с особыми образовательными потребностями в нашей стране ежегодно растет. Это приводит к увеличению спроса на специальных педагогов и необходимости совершенствования их профессиональной компетентности. Профессиональная подготовка специальных педагогов является основным показателем качества образования и важнейшим механизмом развития инклюзии в обществе. В связи с этим комплексное рассмотрение системы подготовки будущих специальных педагогов, включающей теоретические знания, практическую подготовку и социально-ценностные установки, является актуальной задачей. Цель исследования – определить пути формирования профессиональной компетентности будущих специальных педагогов, проанализировать требования к их подготовке и разработать рекомендации по совершенствованию образовательных программ. В ходе исследования был проведен анализ государственных и университетских архивных документов, а также научных трудов. На теоретическом уровне применялись методы анализа и синтеза. На практическом уровне было проведено анкетирование работодателей специальных и общеобразовательных учреждений Восточно-Казахстанской области. В опросе приняли участие более 40 работодателей, которые оценили профессиональную компетентность выпускников. В результате профессионализм выпускников был определен по трем основным направлениям: знания (16%), практические навыки (16%), личностные качества (17%). Кроме того, работодатели указали на недостатки системы подготовки: недостаточность практики (25%), нехватка методических материалов на казахском языке и дефицит сурдопедагогов. К числу хорошо развитых компетенций были отнесены педагогическое мастерство, диагностические навыки, умение применять методики, владение теоретическими

знаниями и информационными технологиями. Таким образом, совершенствование системы подготовки специальных педагогов не только обеспечивает качественное образование для детей с особыми образовательными потребностями, но и становится эффективным механизмом подготовки конкурентоспособных специалистов для рынка труда.

Ключевые слова: специальная педагогика, профессиональная компетентность, инклюзивное образование, профессиональная подготовка, социально-педагогическая компетенция, практическая подготовка.

Introduction. In the modern education system, the issue of inclusive education has acquired particular significance. The increase in the number of children with special educational needs and the necessity of ensuring their social adaptation pose new challenges to society. Addressing these challenges requires the development of professional competencies among future teachers, which is considered one of the key prerequisites [1].

As researchers emphasize, within the context of inclusive education, the content of professional competence should not be limited to traditional pedagogical skills but must also encompass social, psychological, emotional, and digital competencies [2]. For example, Makhambetova and Magauova, by modeling professional competencies in the context of inclusive education, highlight the importance of integrating theoretical knowledge with adaptive practical skills, while Berikkhanova and colleagues examine an effective model for preparing future teachers in inclusive environments, demonstrating its direct impact on teaching quality [3], [4].

Furthermore, the formation of teachers' professional culture and the enhancement of their social responsibility should also be prioritized. In this regard, Kopzhanov and colleagues, drawing on the experience of training specialists in adapted physical education and sports, emphasize the importance of developing the professional culture and value orientation of future teachers [5]. Similarly, Chetverikova and colleagues view social-emotional learning technologies as an effective tool for preparing students for inclusive education [6].

To succeed in inclusive practice, teachers must master not only professional skills but also the ability to work in multidisciplinary teams, establish collaboration with parents, and cooperate with various specialists. In this context, Rueda and Fernández-Batanero stress the importance of digital competence among special education teachers, while Fränkel and colleagues propose new approaches to initial teacher training to overcome barriers in the implementation of inclusive science education [7], [8].

Kazakhstani researchers are also extensively addressing the issue of competence in special educators within inclusive education. Movkebayeva and Dyussenbayeva define the structure and content of inclusive competencies in the professional activities of special educators, emphasizing their significance in improving the quality of education [9].

Accordingly, the training system for future special educators requires a comprehensive approach that integrates theoretical knowledge, practical experience, and socio-value preparation. Such an approach ensures the development of all dimensions of professional competence and facilitates the preparation of specialists capable of effectively working within inclusive educational settings.

In Kazakhstan, the number of children with special educational needs is increasing, resulting in a heightened demand for special educators. This makes the enhancement of their professional training and competencies a requirement of the times. Since the professional qualifications of special educators directly influence the effectiveness of working with children, this issue holds special significance in the development of the education system.

In today's socially diverse society, special educators play a crucial role in ensuring equal opportunities. Therefore, they must acquire not only theoretical knowledge but also thorough practical preparation. The growing number of children with special needs requires the introduction of new educational programs, innovative technologies, and active teaching methods.

The purpose of this study is to determine the ways of developing the professional competence of future special educators and to analyze the requirements for their preparation. In this regard, the experience of S. Amanzholov East Kazakhstan University can serve as a model. Since 2004, more than

one thousand specialists have been trained in the “Defectology” program, with faculty members conducting applied work in psychology, speech therapy, and corrective pedagogy.

Materials and methods. In the course of the study, a comprehensive set of methods was applied to conduct an in-depth analysis of the current state of special education teacher training. Initially, normative and legal documents at the national level, strategic programs for the development of the education sector, as well as internal archival documents of the university were examined. These sources made it possible to consider the issue of developing the professional competence of future special educators from the perspective of national education policy and regional specificities.

At the theoretical level, the research was primarily carried out through the methods of analysis and synthesis. The method of analysis was used to systematically examine scientific works and literature in the field of special pedagogy, as well as training programs, while the method of synthesis aimed at integrating information obtained from diverse sources and formulating general scientific conclusions. These methods contributed to revealing the theoretical foundations of the issue and to deepening the understanding of the pedagogical significance of competence-based approaches.

At the practical level, a set of diagnostic methods was employed. In particular, the observation method was applied to assess the level of students’ acquisition of professional skills during the learning process. Additionally, a survey method was used to collect employers’ opinions on the professional competencies of graduates. The survey was conducted among employers from special and general education institutions in the East Kazakhstan region, with the aim of evaluating the quality of training of future special educators.

The primary objective of the survey was to identify the level of employer satisfaction with the professional preparation of graduates of the “Special Pedagogy” program at S. Amanzholov East Kazakhstan University. Moreover, the survey enabled the collection of feedback regarding graduates’ professional knowledge, practical skills, personal qualities, and social competences.

The collected data served as a basis for identifying the strengths and weaknesses of the training process of special educators and for determining key directions necessary for the further development of future specialists’ competencies. Based on this analysis, concrete recommendations for the improvement of educational programs were developed.

Overall, the set of research methods applied allowed for a comprehensive examination of the problem, the integration of theoretical and practical data, and the objective evaluation of the results obtained.

Results. In order to develop inclusive education in Kazakhstan, the system of training special education teachers has been significantly modernized in recent years. In this direction, new educational programs have been introduced, with special attention given to the formation of professional competencies of future specialists. As evidence of this, the launch of the “Special Pedagogy” educational program is a step aimed at improving the quality of special education and preparing specialists in accordance with the modern requirements of the labor market.

Over the past two years, the Department of Psychology and Correctional Pedagogy at S. Amanzholov East Kazakhstan University has been implementing the 6B01902 “Special Pedagogy” (IP) educational program for the preparation of future special education teachers. This program was developed on the basis of a model created by the authors’ team of Abai Kazakh National Pedagogical University (G.A.Abaeva, A.N.Autayeva, Z.N.Bekbayeva). The content of the program has been reviewed by experts and employers, and positive conclusions have been given [10].

Since 2023, five universities in Kazakhstan (Kazakh National Women’s Pedagogical University, A.Baitursynov Kostanay Regional University, I.Zhansugurov Zhetysu University, S.Amanzholov East Kazakhstan University, and South Kazakhstan State Pedagogical University) have been involved in the implementation of this program. In this process, Abai Kazakh National Pedagogical University has become the leading university, serving as the main center for piloting and disseminating the new experience [10].

The main difference of the “Special Pedagogy” program is in organizing the educational process on the basis of competence-based and student-centered approaches. It is aimed at forming modern professional skills of future specialists in the field of special and inclusive education. In addition, the principles of inclusivity and interdisciplinarity also form the foundation of the program [11].

The main goal of the program is to prepare professional teachers who have mastered subject-specific, communicative, digital, and entrepreneurial competences, who are able to implement inclusive education, and who are in demand in the labor market. As an educational project developed at the national level, it is being implemented in the practice of higher education institutions in Kazakhstan with the involvement of international consultants [10], [11].

The content of training consists of pedagogical, compulsory, and subject-specific components, with a total volume of 124 academic credits. The subject-specific part includes 5 modules (Figure 1):

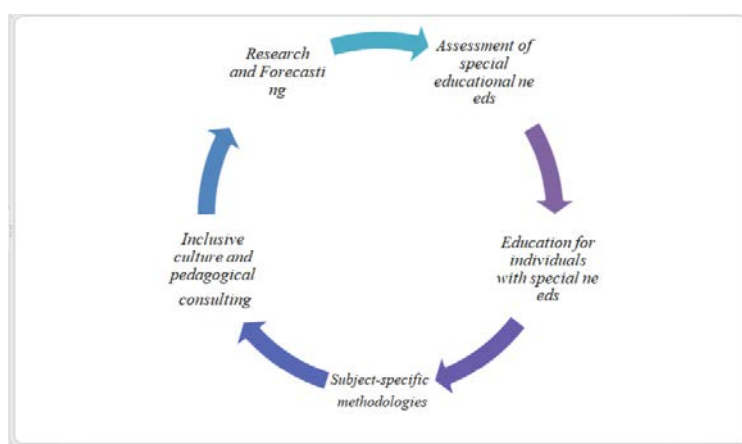


Figure 1. Subject-specific components

The program, based on the principles of equality, respect, and tolerance, provides future teachers with equal opportunities for learning. In addition, special attention is paid to the development of students’ research skills, reflective practice, and the ability to analyze professional achievements. As a result, future special educators gain practical skills, a deep understanding of the needs of modern children, and enhanced competencies [11].

As a regional higher education institution, we have developed our own approaches to implementing the “Special Pedagogy” program, taking into account the unique needs of learners and the characteristics of the local context. During the implementation of the program, continuous monitoring and evaluation were carried out, and the effectiveness of the applied methods and approaches was assessed. Such flexibility not only allowed universities to quickly adapt the educational process to changes in society and the economy but also opened the way to introducing modern technologies and practices in line with the latest educational trends. This, in turn, improved the quality of teaching and strengthened students’ readiness to meet labor market requirements.

In the preparation of special educators, the competence-based approach is considered the fundamental principle. This approach includes not only the acquisition of individual knowledge and skills but also the integration of comprehensive educational components of a personal and activity-based nature. The main goal of the competence-based approach is to ensure the quality of education. It emphasizes not the volume of accumulated information but the ability to effectively apply professional knowledge and skills in various situations.

Scholar U.Sh.Yakubova defines competence as “the conscious understanding of competency,” meaning not only the acquisition of abilities but also their deep comprehension and conscious application. This perspective highlights that competence is formed on the basis of in-depth knowledge in a particular field.

The survey of employers regarding the competencies of special educators is of great importance for improving the quality of training specialists. Its significance can be described in several aspects:

- Identifying in-demand competencies. Employers specify the core competences necessary for effective work (psychological knowledge, diagnostics, work with disability groups, mastery of inclusive technologies). This allows educational programs to be adapted to the labor market.

- Adapting programs. The survey identifies theoretical and practical gaps in the educational process, creating conditions for the introduction of modern methods and technologies.

- Considering job-specific requirements. Special schools, rehabilitation centers, and social services require different competences. This helps determine concrete directions in the preparation of future specialists.

- Developing practical skills. Employers highlight the necessary skills, thereby contributing to the improvement of students' practical training.

- Strengthening competitiveness. Graduates who master essential competences gain broader opportunities in the labor market.

- Feedback on professional standards. The survey results serve as a basis for adjusting professional standards and help to form a unified system of training.

- Evaluating interdisciplinary skills. Employers emphasize the importance of abilities such as effective communication with parents and specialists from different fields, as well as teamwork.

Thus, employers' feedback provides concrete recommendations aimed at improving the quality of special educator training, aligning educational programs with modern requirements, and comprehensively developing the professional competencies of graduates.

The survey conducted to assess the quality of special education teacher training included employers' perspectives, characteristics of the educational process, and requirements for specialists. The survey identified the main priorities in the professional preparation of special educators and outlined the key factors in teacher training.

During the survey, the main strengths of special educator training were revealed. Employers highly appreciated the professionalism of teaching staff, particularly emphasizing aspects such as accuracy, high standards, structured learning materials, and a focus on the development of skills.

From the perspective of general conditions for program implementation, the relevance of the specialty, opportunities for professional growth, and the systematic nature of the educational process were highlighted as significant strengths. This demonstrates that the educational program meets the requirements of the labor market in preparing future special educators.

As for the professionalism of graduates, employers assessed their level of preparation in three main dimensions: sufficiency of knowledge (16%), development of practical skills (16%), and personal qualities (17%). Among these, qualities such as responsibility, goal orientation, and motivation were considered particularly important.

Overall, the results of the survey showed that the professionalism of teachers and the effectiveness of the organization of the educational process directly influence the professional development of graduates, thereby ensuring the preparation of competitive specialists in the labor market

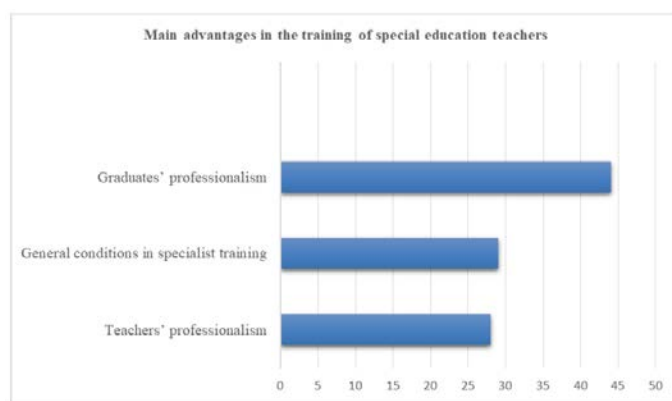


Figure 2 – Main advantages in the training of special education teachers

The survey results revealed that there are a number of shortcomings in the system of training special education teachers. According to the respondents, the main issue is insufficient practical training (25%). In addition, among the general shortcomings, the lack of methodological materials in the Kazakh language and the shortage of surdopedagogue specialists were particularly noted.

Employers also assessed the competencies of graduates. Among the well-developed aspects, they highlighted pedagogical skills, diagnostic abilities, the capacity to classify and apply methodologies, the depth of theoretical knowledge, and the ability to master information technologies. This demonstrates that graduates are theoretically well-prepared.

However, the areas requiring further development were also identified. Employers pointed out the insufficient level of pedagogical ethics, professional motivation, and reflective practice. Moreover, the low level of practical preparation was manifested in weak social interaction skills with children with special educational needs and insufficient research competencies.

Overall, the survey results indicated the necessity to strengthen practical training, improve the methodological base, and develop personal and reflective competencies in the process of training special education teachers (Figure 3).



Figure 3 – Shortcomings in the training of special education teachers

During the survey, employers emphasized the need to introduce several additions to the educational programs in order to enhance the competencies of graduates. The main recommendations were related to expanding subjects, courses, and practical components in line with modern requirements (Figure 4).

In particular, it was suggested to deepen the content of professional and pedagogical courses, increase the duration of teaching practice, and introduce it starting from the first year of study. This would allow students to begin developing practical skills at an early stage. In addition, the necessity of incorporating special programs on pedagogical ethics, introducing new practical methods, and

organizing supervisory support for specialists (through clubs, seminars, and workshops) was highlighted.

Another important recommendation from employers was the application of a dual education model. That is, conducting at least 50% of classes in special institutions would enhance the professional training of future teachers. This approach facilitates students' early exposure to the real educational process and contributes to their adaptation to the professional environment.

These recommendations emphasize the relevance of introducing supplements and modifications into the educational program. In particular, the initiation of professional practice from the early years of study creates favorable conditions for developing the practical competencies of graduates and for preparing competitive specialists who meet labor market requirements.

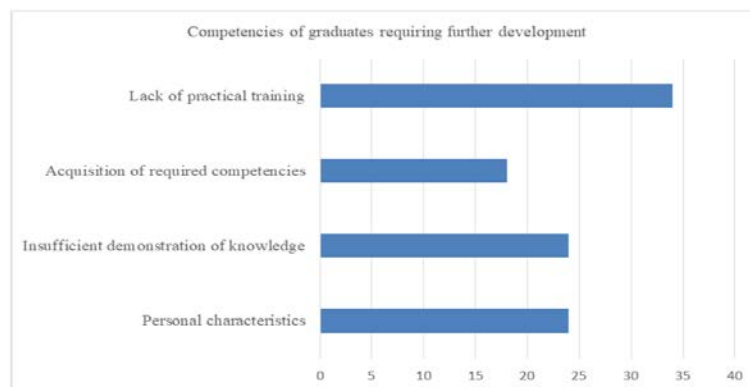


Figure 4 – Competencies of graduates requiring further development

The conducted analysis clearly demonstrated the importance of the system of training special education teachers and the need for its improvement. The survey results and program characteristics revealed that the combination of theoretical knowledge and practical skills plays a decisive role in developing the professional competence of future special educators.

The professionalism of instructors and the effectiveness of organizing the educational process have a direct impact on the professional development of graduates. However, shortcomings such as insufficient practice, limited methodological materials, and weak personal-reflective competencies require attention. Employers emphasized that graduates need additional support in the development of knowledge, practical skills, and personal qualities.

In addition, in line with modern trends, it was recommended to introduce additions to the educational program, such as pedagogical ethics, new practical methods, supervisory support, and the initiation of practical training from an early stage. In particular, allocating at least half of the educational process to practice would contribute to enhancing the competitiveness of graduates in the labor market.

Overall, improving the system of training special education teachers is an important step toward ensuring quality education for children with special educational needs, advancing inclusion in society, and strengthening the professional competencies of educators.

Discussion. The importance of the competence-based approach in the training of special education teachers is clearly evident in the modern education system. Scholars emphasize that the key feature of the competence-based framework is not limited to imparting theoretical knowledge to learners but also ensuring the ability to effectively apply it in practical situations [12]. This approach not only enhances the professional skills of future teachers but also contributes to the development of their personal and social abilities.

Socio-pedagogical competence is also one of the important areas in teacher training. According to Grishkevich, such competence forms a teacher's ability to adapt to the social environment and establish effective communication with students, parents, and colleagues within professional practice [13]. This

aspect is particularly relevant for special educators working with children with special educational needs.

In addition, pedagogical science includes works aimed at theoretically substantiating the system of training competent specialists. For example, in the pedagogy textbook by Slastenin, Isaev, and Shiyanov, the structural and component features of professional training are identified, and ways of forming knowledge, skills, and abilities in an integrated manner are examined [14]. This perspective corresponds to the integrative approaches currently applied in special pedagogy programs.

Khmel, in his work, provides an in-depth analysis of the theoretical foundations of teacher professional training and draws attention to the continuity of the process of forming professional competence [15]. In his opinion, professional preparation should not be limited to the years of study but should continue throughout the entire professional career of a teacher. This fully aligns with the principle of “continuous professional development” set by the modern education system.

The social competence of teachers is also one of the significant factors today. Kolycheva, in her work, considers social competence as one of the main directions in the process of modernizing education [16]. This competence increases the teacher’s ability to adapt to changes in society and enables them to respond to the modern requirements of the educational process.

Thus, the reviewed works once again confirm the relevance of the competence-based approach in the training of special education teachers. As evidenced by employers’ opinions and the results of the conducted survey, in order to enhance the level of professional preparation of future specialists, it is necessary to develop not only theoretical knowledge but also social and practical competences. This fully corresponds with the conclusions presented in scientific literature and determines the main directions for improving educational programs in the field of special pedagogy.

Conclusion. The issue of training special education teachers is currently one of the most pressing areas in the education system of our country. The growing number of children with special educational needs has intensified the demand for highly qualified and competent teachers. Therefore, the formation of professional competence among future special educators is a key mechanism for ensuring social justice in society, improving the quality of education, and strengthening the principles of inclusion.

The results of the analysis showed that graduates’ professional preparation has both strengths and areas requiring improvement. Employers highlighted the importance of knowledge level (16%), practical skills (16%), and personal qualities (17%) in professional activity. At the same time, pedagogical mastery, diagnostic abilities, the ability to apply methodologies, and proficiency in information technologies were identified as strong aspects of their professionalism.

However, the study also revealed certain challenges, such as insufficient practical training (25%), a shortage of methodological resources in the Kazakh language, and a lack of surdopedagogue specialists. In addition, shortcomings in pedagogical ethics, professional motivation, reflective practice, social interaction skills, and research competence were identified as factors hindering the comprehensive professional development of graduates.

In this regard, a number of recommendations were proposed to improve the content and structure of special education teacher training. First and foremost, it is necessary to introduce professional practice starting from the first year, conduct at least 50% of classes in special institutions, and add programs dedicated to pedagogical ethics. Furthermore, to support the professional growth of specialists, it was recommended to organize supervisory support (through clubs, seminars, and workshops). These measures will allow future teachers to acquire practical skills at an early stage and to adapt more effectively to the requirements of the labor market.

Overall, improving the system of training special education teachers will enhance the quality of educational programs, develop the professional competencies of graduates, and contribute to preparing specialists who are competitive in the labor market. This will not only ensure access to quality education for children with special educational needs but also represent an important step toward achieving social equality in society.

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ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ ПРЕПОДАВАНИЯ ИСТОРИИ ВОСТОЧНОГО КАЗАХСТАНА 1920–1930-Х ГОДОВ В УСЛОВИЯХ СОВРЕМЕННОГО ОБРАЗОВАНИЯ В ВУЗЕ

Аннотация

В статье представлены результаты научного исследования, направленного на оценку эффективности преподавания истории Восточного Казахстана 1920–1930-х годов в системе современного педагогического образования. Актуальность исследования обусловлена необходимостью совершенствования методики изучения региональной истории и повышения уровня исторической грамотности обучающихся. В ходе исследования особое внимание было уделено темам, связанным с распадом традиционного животноводческого хозяйства, проведением политики принудительной коллективизации и последствиями голода 1931–1933 годов на территории Восточного Казахстана.

Эмпирическую основу исследования составили результаты анкетирования 96 респондентов. Анализ полученных данных позволил определить уровень понимания обучающимися ключевых исторических процессов, выявить наиболее распространенные трудности при изучении данных тем, а также оценить эффективность применяемых методов преподавания. Результаты показали, что большинство участников опроса в целом хорошо понимают содержание рассматриваемых исторических событий и положительно оценивают качество преподавания региональной истории.

Вместе с тем исследование выявило ряд проблем, связанных с недостаточным использованием интерактивных образовательных технологий, исторических документов и визуальных материалов. Установлено, что обучающиеся проявляют заинтересованность в более широком применении карт, схем, архивных источников, документальных фильмов и практико-ориентированных заданий. Сделан вывод о необходимости дальнейшего совершенствования образовательного процесса путем внедрения современных методов обучения, способствующих более глубокому пониманию истории Восточного Казахстана и развитию исследовательских компетенций обучающихся.

Ключевые слова: методы обучения, педагогическое образование, образовательные технологии, история Восточного Казахстана.

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ЖОО-ДА ҚАЗІРГІ БІЛІМ БЕРУ ЖАҒДАЙЫНДА ШЫҒЫС ҚАЗАҚСТАННЫҢ 1920–1930 ЖЫЛДАРДАҒЫ ТАРИХЫН ОҚЫТУДЫҢ МӘСЕЛЕЛЕРІ МЕН ПЕРСПЕКТИВАЛАРЫ

Аңдатпа

Мақалада қазіргі заманғы тарихи білім беру жүйесінде 1920-1930 жылдардағы Шығыс Қазақстан тарихын оқытудың тиімділігін бағалауға бағытталған ғылыми зерттеу нәтижелері келтірілген. Зерттеудің өзектілігі өңірлік тарихты зерделеу әдістемесін жетілдіру және білім алушылардың тарихи сауаттылық деңгейін арттыру қажеттілігіне байланысты. Зерттеу барысында дәстүрлі мал шаруашылығының ыдырауына, мәжбүрлеп ұжымдастыру саясатын