Establishing the research competence of primary grade pupils in the content of renewed education

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Abstract
Relevance. The relevance of the study is that in the primary grades, science is most demanding for pupils, due to a lack of interest in the subjects. Stimulating curiosity for scientific knowledge and enhancing students' competence is possible through the professional training of teachers.

Purpose. The purpose of the study is to explore and examine the concept of research competence of primary school students in the content of renewed education to enhance the quality of learning activities through the implementation of innovative forms of learning.

Methodology. The study utilized modern scientific methods, including sociological, functional, and survey approaches to examine the impact of the renewed education system on the younger generation and the formation of research competence in it.

Results. Although innovation education is now at its height, its popularity in the Republic of Kazakhstan is still relatively new and gaining in significance. While state-provided resources support the development of research competence, educators play a pivotal role in advancing modern teaching methods. Project-based learning, practical exercises, and collaborative activities are integral components of the program, aligning with the trend towards open learning. However, challenges persist as some educators perceive curiosity as obstructive, and variations in student attitudes influence the development of research competence. By cultivating emotional engagement and employing activating methods, educators enhance student motivation and interest, facilitating the acquisition of research skills.

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Conclusions. The practical significance consists of overcoming the difficulties of the learning process by implementing research competence in the content of the renewed education through classroom and extracurricular activities, experiments and appropriate cognitive methods during the educational process.

Keywords: research competence; innovative technologies; primary grades; renewed education; pupils.

Introduction
Renewed education is seen as an essential factor influencing socio-economic development processes. The purpose of such a system at all grade levels is to develop the innovation and research competencies of primary school pupils. This affects participation in social and economic life, leading to developments in the processes of internationalisation and globalisation of the world economy, turning education and creativity into crucial elements of development. In developing a renewed learning system, teaching is concerned with methods that foster an exploratory attitude, as opposed to conventional approaches to programmes for assessing learners' skills. This concept implies a mutual transfer of competencies and skills, then the role of the learner is no longer passive, as learning by doing replaces it [1]. Students are expected to be independent rather than learning in a well-structured environment with a predetermined timetable, as the development of research competence should occur in a flexible and informal environment. The results of such a process indicate the validity of the concept and confirm that the knowledge acquired is easily accepted and accessible. Consequently, the significance of a guided approach to primary school education has been increasingly emphasised in contemporary times. Process-oriented didactics concentrates on the learning process for generally accepted knowledge acquisition purposes [2].

Mutual recognition and good relationships between teachers and pupils are the basis for building research competence and process-oriented didactics. Learners realise that mistakes are part of the learning process and take greater responsibility for accomplishing their purposes to overcome difficulties. Teachers, on the other hand, are the moderators in this process; they are constantly trying to develop their concept based on a renewed education. The perception of such a process implies a constant review of the accomplishments of students and teachers and the establishment of new purposes for exploratory development. Guided didactics provides plenty of space for all actors in a holistic framework to accomplish all learning objectives. It is essential to understand that there are three main interrelated educational forms, which are conscious and unconscious experience, imitation, and trial and error. These basic learning modes provide an appropriate guide to the process. Teachers and students, in addition to the conscious aspects, have many unconscious experiences [3]. Therefore, the role of negative experience should be seriously and consistently considered when designing, because mistakes are a valuable knowledge resource. Research competence is a kind of novelty for the education system of the Republic of Kazakhstan. It is a compromise between the necessity to summarise problems from the analysed field and the breadth of the aspect to be studied [4, 5].

The updated information programmes for primary school pupils, in terms of opportunities and awareness-raising, are characterised by partial international integration to establish new learning opportunities. They can develop creative ideas, including a variety of activities that support research competence. Pupils in prospective skills development programmes work on solutions to various significant social and economic problems and seek compromises between various opinions. The ability to note and consider equivalent concepts contributes to supporting functioning institutions by comparing the knowledge gained with the processes occurring. Through this, pupils discover various interrelated areas of the subject that contribute to the purposes of natural science. They discover their predispositions and preferences for collaborative work. Teaching pupils research competence skills encourage initiatives at the interface between creative and experimental practice. Students' basic understanding of how to make decisions and present their ideas to a wider audience provides the basis for a renewed education. Competencies are developed at the institutional level through programme initiatives through individual counselling, training and networking meetings [6; 7].

The purpose of the study is to explore and examine the concept of research competence of primary school students in the content of renewed education to enhance the quality of learning activities through the implementation of innovative forms of learning.

Materials and Methods
The methodological basis of the study was based on modern scientific approaches, such as sociological, functional and survey methods. These were used to investigate the teaching of research competence of primary school pupils in the content of the renewed education. The sociological method is used in the impact of the training system on the younger generation. A set of sociological mechanisms ensures that the research project is implemented and that the research objectives are accomplished. They are fundamentally based on the work of foreign and domestic academics, based on the establishment of research competence. This approach considers the concepts under study in terms of absolutising empiricism and cognition of social education, denying scientificity. It covers relevant subject areas that are explained by social facts related to the functioning of the various learning institutions. Thus, the scientific terms and concepts of educational sociology, which make extensive use of specific constructions of theories of research competence establishment that draw on the developments of the social reality of renewed education. Teaching orientation is considered from the perspective of the object and how overall strategies are defined.

A functional paradigm implies the work of international programmes grounded in renewed education that provide the opportunity to establish research
competence. Teaching processes are conditioned by their non-coordinated nature, as the result of each repetition of a particular reproduction can be completely variable, so a precise functional analysis is virtually impossible, it is characterised by relative and rather tentative educational tools. This approach identifies relevant variations in the abilities and training of primary school pupils in the development of research competence. It distinguishes itself through experimentation and innovation, self-monitoring in improving skills and abilities, and maximising the use of various learning activities. The science problem is justified by the structure of the teaching of renewal education. The elements and mechanisms of teaching disciplines are disclosed, presenting the periodicity of their development in educational institutions. The functional method does not simply set a model of the teaching vision but is a justified aspect of the comprehensive element of the actors who determine the stages of their establishment by regulating the actual programmes of renewed parameters.

Using the survey method, presented in the form of a structured interview survey, a total of 27 interviews were conducted with three stakeholder groups: primary school teachers at the comprehensive school level. The Republic of Kazakhstan's primary level education system varies considerably according to the type of school. Current methodology defines educational guidelines and standards, the rules of which diverge significantly from the aspect of establishing research competence. Schools generally have autonomy in establishing and implementing their own curriculum, in which they determine their thematic or methodological priorities for the primary grades, develop guidelines for educational policy, science and art, and issue legal and administrative regulations. Through a network of educators who work in the school and discuss educational needs with teachers, teachers indirectly influence the development of continuing education programmes and courses. Notably, that best practice is applied at the national level, which establishes various research competencies, and that curiosity and discovery arise from the search for new contexts and issues.

Results and Discussion
The establishment of research competencies of primary grade pupils in the content of the renewed education at the school level is conditioned by the guidelines for developing their curiosity and identifying new possibilities. By encouraging interest, programmes deepen students’ skills through the use of modern technology and information research methods. The ability of students to establish ideas at the level of arranging their own work can be developed in schools during practical activities that occur outside the mainstream of education. Independent thinking can be established already at the level of setting internal purposes in the school curriculum. The internal list of research competencies for the development of learners’ abilities is expressed by the development of knowledge and social elements. Pupils select objectives for individual development, thus learning to think and plan their activities. In this concept, students of various ages learn in collaborative research and project groups, solving problems despite differences in knowledge and maturity. Not only among pupils but also teachers, the main principle is to listen to others, to draw conclusions from various opinions collaboratively and to learn from mistakes. Such actions contribute to the ability to take responsibility for a particular activity. Imagination and cognitive abilities within a creative working community motivate educators in qualified primary school teaching, realising their concepts that become their own at the end.

Teaching and learning methods have developed in recent years, but the path to a renewed education is based on imparting so-called ready-made knowledge to be remembered and tested during schooling and introducing independent cognitive activity. Thus, the word is both the main medium of imparted knowledge and demonstrations, the main method of visualising specific things and phenomena, and often the starting point for students to develop specific skills, which they perform independently under more or less intensive supervision [8; 9]. Establishing the research competence of primary school pupils is subject- and discipline-specific. In natural science, for example, it is encouraged to develop ideas boldly within teaching sessions. According to the concept of process-oriented didactics, errors are the engine of both learning and self-learning. However, during lessons, a great deal of attention is devoted to the mistakes themselves, rather than to tolerate them, on the principle that the teacher is not wrong. Some training courses help teachers make complicated decisions in unusual situations, but this is not the main issue in studies preparing for the profession. According to teachers, this skill is connected to the ability to think and solve problems independently, which they have to master and convey to their pupils. Promotion is not only based on professional experience, but also a commitment to work, organisational or extracurricular activities in the school.

Primary school is a time of personal identity development, self-assertion, social relationships, contact with others and the establishment of an emotional sphere. Pupils at this age lend themselves easily to activities that contribute to the development of their research competence. Every child is born gifted, with full developmental potential in all fields, intelligence, a desire to develop creative skills and great social talent. They should therefore be allowed to develop fully in the context of a renewed education. Modern learning emphasises a new style of working with the child [10; 11]. The teacher should support the child subjectively, as a partner, helping him to develop individually. The purpose of its educational activities should be to apply a variety of research methods in didactic and educational work. The choice and orientation of pupils are up to the teacher, but it should be remembered that children also have some freedom in their choice of activities. Research competence is essential to a young person's development and success as an adult. It is the acquisition of social competencies such as communication and cooperation in a group, including experimental environments, and participation in team or individual projects. It helps to develop pupils' entrepreneurship and creativity and allows for the use of innovative technologies in the programme learning process [12; 13].

The essence of primary education is the development of intellectual processes that arouse interest and cognitive activity, the development of the ability to express thoughts in words and to understand the thoughts of others as a
prerequisite for the development of research competence. When considering various aspects of primary education, the question of the teacher should not be overlooked. The educator offers not only specific activities, but also provides children with the necessary material, necessary assistance, and establishes an atmosphere and conditions for students to participate in their suggestions, developing their experience and cognitive outlook on the outside world [14]. It reinforces pupils' activities, influences the motivation of learning, organises various didactic situations and skillfully selects ways of communicating messages and relevant phenomena. Thus, the concept of the method is inextricably connected to the concept of a plan and the concept of an activity purpose, which results in the competence of students at the level of renewed education. In a broader sense, it is a proven system of actions by teachers and students, consciously implemented to induce the intended change in the individual. Its value depends primarily on whether and to what extent it generates activity, independence and commitment on the part of the students themselves. When teaching primary school children, it is essential to use multifaceted teaching methods, i.e., methods that enable pupils both to acquire ready-made knowledge and to solve theoretical and practical problems, and at the same time to learn scientific, social, moral and aesthetic content by participating actively in the modification of their environment.

The teacher has a significant role in establishing the research competence of the primary school as an observer who intervenes only if necessary. A similar role is played by the increasingly common role of the classroom, which includes representing the interests of classes on the teaching or school management board. Innovative teaching methods that are gaining in popularity are described by didactic simulations, in particular experimental games that combine modelling and project work. Based on the review, it can be concluded that the trend is increasing towards open learning. It means that the students set their learning purposes, which they want to accomplish as part of their independent research work. The tools supporting the development of innovative competencies at the primary education level are provided by the state in the form of principles and programmes, and the educational institutions take responsibility for ensuring the quality of education and the teachers themselves who spread the latest teaching methods. To practise a truly teaching philosophy, teachers must use methods that encourage students to discover and innovate in solving the problems at hand. However, it has been found that arousing curiosity is still not seen as an essential teacher trait because students' questions disrupt the rhythm of the class and subsequent answers require time and refraining from an overabundance of intended content [15; 16].

The gradual shift from passive to active research methods is still seen by educators as appropriate and desirable. It does not mean that supporters of active methods do not see the necessity for rational use of passive methods. It is not a question of replacing one method with another - because this is impossible - but of maintaining the right proportions, deriving mainly from the intended objectives and didactic objectives, the age of the students, the specific properties of the individual school subjects and the supporting tools used. A systematic way of working with pupils, allows them to learn skills and knowledge and to use them in practice, developing research competence and intellectual ability. It is a method of didactic work systematically used by the teacher, including various actions by the teacher and the students, which should lead to the understanding and assimilation of new content of basic understandings connected to the relevant content. The richness of teaching methods is connected to the problem of separating them. Teachers' views on the division of teaching methods are very diverse and are still not unified. Such subdivisions are based on various criteria. The most general ones include the predominance of a teacher or student activity in the teaching and learning process; the way messages are conveyed; and the source of news. In renewed education, it is essential to address the shortcomings of the above typologies in a new division of learning methods that consider many separately applied criteria based on the theory of multifaceted education.

When establishing research competence, the starting point is the didactic and educational objectives of the various parts of the educational process, the nature of the subject matter, the cognitive abilities of students, a historical analysis of the development of teaching methods, categories of logic, sources of information or the nature of teacher and student activities [17; 18]. The methods of acquiring such skills should be considered as a tool for the didactic activity of the teacher and therefore cannot be separated from the personality of the teacher. A teacher's creative work should not consist of faithfully following methodological templates, but of identifying their working methods that will produce the best possible results. Primary schooling is a particularly significant stage in a child's development, as it combines the processes of education and upbringing. Its primary purpose is the all-around and harmonious development of children and their preparation for a systematic process of learning at higher levels of study. The means of accomplishing this purpose is modern education designed to develop intellectual inclinations, social and emotional development, to stimulate interests, to establish favourable conditions for engaging in research and creative activities, to introduce the system of socially accepted values and to convince them of the necessity of following them in one's behaviour. It is also essential to develop discernment, the ability to observe, to develop ideas and the ability to express oneself in various forms: plastic, musical, technical, experimental and motor [19].

An essential element in the development of research competencies is the assumption of clearly defined functional responsibilities of the class. The ability to establish their ideas at a methodological level is used in Kazakhstani schools primarily from the frequent use of open-ended forms of teaching according to the concept, which is often seen during the period of establishing research competence in the field of teaching reform. According to this approach, students define the learning purposes that they want to accomplish through collaborative work, defining the responsibility for selecting forms and contents to plan various project experiments. The ability to use research competence in school is considered at the level of establishing a lesson plan and implementing longer projects. Under the updated primary school teaching methods, pupils are allowed to
make decisions about their learning process. For example, they can decide for themselves the time they need to dedicate in a particular week to work on a project developed over a longer period to establish competence. The teacher is also a companion and adviser. In this way, it blurs the typical school hierarchy. Students identify the best teaching methods for themselves, and the concept of open classes involves a combination of general work. The open-ended approach to lessons, which provides pupils with various ways of solving problems, results in the development of competencies in the context of renewed education [20; 21].

Primary school pupils are involved in setting research problems by developing ways of solving them, e.g., laboratory methods in natural science. Problem-solving can occur by trial and error, through forward-looking changes and by looking for analogies to previously resolved issues of developed strategies. Selecting the right thinking and cognitive structures for understanding complex content is an essential skill that is not widely used in schools, but there are methods available to establish it. These include cognitive apprenticeship, which is designed to demonstrate the benefits of learning in practice, including theoretical education. Group work, divided into preparation, implementation, presentation and evaluation phases, allows for the development of, particularly new subjects. Through them, students should deepen their knowledge of the field by making collaborative decisions about crucial issues. The role of the teacher is essential here, explaining to pupils the rules of efficient collaborative activity. Creative group work phases are an additional method of group work. Either the teacher or the selected pupil can be the moderator, setting the course of work. As part of the research work, the pupils perform targeted, and therefore result-oriented, actions involving responsibility to accomplish the given assumptions made in the project. In front of the class, the students take on the role of teachers, who are called upon to explain the rest of the assimilated group with team status.

While acknowledging the necessity of using various research and experimental tools in primary education, the particular significance of activation methodologies should be emphasised. Their use is to enable pupils to seek knowledge through their own, multi-faceted activities, caused by a specific objective or problem situation. The pupil solves cognitive problems under the guidance of the teacher, but relatively independently, seeking and arriving at knowledge and skills while developing their research competence. Through activation methods, the child learns about themselves and the world in a multifaceted way. It occurs in problem-solving, which can be a factor in integrating the various elements of didactic and educational processes in the primary grades [22; 23]. The use of such methods induces inductive and deductive reasoning in students, allowing them to discover solutions through trial and error. Students acquire a variety of skills: hearing, smelling, feeling, tasting, intuiting, imagining, touching, seeing and acting. Moreover, the activating processes of learning that the learner will be able to use throughout their lives will continually improve. They gain knowledge through gradual exploration and discovery, establishing a personality, the right social attitudes, norms and value systems. Notably, that activation methods distinguish themselves from other methods of working with children in that they are used randomly during lessons and vary according to the purposes set by the teacher.

The idea of integrated and renewed learning in primary school exists as one, establishing holistic situational sequences for the various activities and experiences of students between all subjects. In this concept, science is a field in which research competencies are developed and integrated education allows for their development in the context of measuring cognitive, social, emotional and physical aspects. The development of the general cognitive abilities and research competencies of primary school children requires a particularly careful choice of forms of work and appropriate teaching materials [24]. Exploratory competence retrieves and names elements found in the environment, arranging the space by giving meaning to specific objects, identifying their location. The teacher should seek to combine methods of enquiry, provision, practical actions, experimentation and activation. It should therefore introduce students to some theoretical or practical issues and provide appropriate conditions for them to solve problems independently to acquire new knowledge and skills. Each learning unit can perform the following didactic functions: to introduce new material, to consolidate knowledge, to help control and evaluate the degree of assimilation of this knowledge. When designing lessons, the teacher should first exclude methods that are unsuitable for the intended learning objective [25; 26].

The implementation of the research competence of primary school pupils occurs in the form of integrated teaching that respects the children's potential and their needs. Teachers consider the pupils' various abilities when planning and organising lessons, their cognitive expectations and their needs for self-expression and communication. Cognitive activities contribute to the thoughtful organisation of the space, which should be arranged in such a way as to allow for a variety of activities. In primary school, the renewed educational process involves discovering one's abilities, understanding the meaning of action and accumulating experience. In addition, it is essential to respond to the natural developmental needs of the pupil [27; 28]. The school should respect the subjectivity of the pupil in the process of constructing their own identity and individual learning at the threshold of appropriate competence. Classes should allow pupils to gain experience through scientific experimentation, research, problem-solving to the extent that each child's abilities and needs are appropriate. In science, the pupil attains the ability to understand basic concepts and operations, to use them independently in various life situations, and to gather the information needed to decide, plan and organise current activities. The learning process can be in various forms of team, individual or group work, and they should be selected as a result of the natural educational situation. It should allow exploration of phenomena, new experiences and interaction with the environment. On this prepared ground, the pupil establishes their competent knowledge [29].

During the learning phase of primary school pupils, one of the teacher's priorities is to ensure that children do not lose their natural curiosity. They should understand the significance of the mechanisms that are used to adapt to children's needs. Considering their capabilities derived
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from the stages of development, natural science should be organised in such a way that students can concentrate on real-world phenomena. The concepts and methods used should be connected to the objects occurring in their environment [30; 31]. Pupils will learn new knowledge better if there is an opportunity to apply the skills they have learned in relevant situations. The value of the renewed education used is based on the extent to which it increases activity, determination and independent work. Notably, knowledge deepening also occurs through the provision of methods, which often constitute a cognitive introduction and without which it is not always possible to arouse pupils' inner engagement. Activation tools make the learning process dynamic, which means it considerably reduces the passivity of the student. It is essential in such a situation to allow mistakes to be made, and time to discuss them and possibly correct them. If the learner knows that they have a direct influence on planning and decision-making, their participation increases. Methods of activation vary widely, some are time-consuming and complicated to perform, but flexibility makes them possible in the process of renewed education [32; 33].

Key research competencies indicate the necessity for self-realisation and personal development, employment in adulthood, and the sustainability of civic position. The learning perspective throughout the primary grades is based on experience, learning and exercises that generate new forms of behaviour and action, or change previously acquired forms. The current labour market demands people with relevant knowledge and skills in various fields, which can overcome any professional obstacles. The objective of the ideal curriculum is to discuss and specify the conditions for students to acquire research competence, enabling them to function efficiently in a developing world and to prepare them productively for the demands of the current labour market. In the renewed curriculum, the development of key competencies is enriched through disciplinary partnerships between the various levels of education, based on active collaboration. The establishment of key competencies should not be conducted as a separate field of study, but rather the competencies should be embedded within the scope of particular subjects. This is the objective of modern teachers [34; 35].

Conclusions

Thus, in such a dynamic and changing world, the school needs innovative solutions, educational tools, forms and methods of work, following the changing rhythm of the environment, to establish the research competence of primary school pupils in the content of the renewed education. The prepared curriculum incorporates a creative approach, allowing for an individualised learning process and the comprehensive development of students' skills, especially research competence. Renewed education is oriented towards creative thinking and conducting interdisciplinary activities. The project-based methodology, practical exercises and other activation methods included in the programme are designed to develop and teach collaborative activities. It can be concluded that there is a growing trend towards open learning. Students set their learning purposes, which they want to accomplish as part of their independent work. The tools supporting the establishment and development of research competence at the primary education level are partly provided by the state. Institutional programmes ensure the quality of education and for the teachers themselves, who spread modern teaching methods. Teachers should use methods that encourage students to be open and innovative in problem-solving. Studies and interviews with teachers have identified that arousing curiosity is still not seen as an essential teacher trait and that students' questions disrupt the rhythm of lessons that require time and pre-conceived information. According to teachers, pupils vary in their attitudes and in the establishment of research competence, which varies according to the specifics of the discipline and subject matter. In natural science, for example, the bold statement of ideas is encouraged in teaching sessions. The concept of didactics oriented towards a renewed education process sees mistakes as a motivation for learning and self-learning. The most essential objective of the teacher should not only be to impart general knowledge but above all to establish skills, behaviour and attitudes, i.e., to stimulate the pupil to apply the acquired knowledge in practical research activities. Motivation to learn and interest in the subject arises from the emotional involvement of the students, not just from the information conveyed. Based on interest as the main motive for learning, it is relatively easy to introduce activating methods, i.e., methods in which the pupil tries not only to passively accept knowledge but also to actively acquire it. Activation methods increase the efficiency of acquiring research competence by making lessons more engaging, arousing students' curiosity and greater interest.

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Conflict of Interest

None.

References

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Формування дослідницької компетентності учнів початкових класів у межах оновленої освіти

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Анотація.
Актуальність. Актуальність дослідження полягає в тому, що у початкових класах наукові дисципліни є найбільш вимогливими для учнів через відсутність у них зацікавлення предметами. Стимулювати інтерес до наукових знань та підвищити компетентність учнів можна за допомогою професійного тренування викладачів.

Мета. Мета дослідження – розглянути та проаналізувати поняття дослідницької компетентності молодших школярів у межах оновленої освіти для підвищення якості навчальної діяльності шляхом впровадження інноваційних форм навчання.

Методологія. У дослідженні використано сучасні наукові методи, включаючи соціологічний, функціональний та опитувальний підходи для вивчення впливу оновленої системи навчання на підростаюче покоління та формування у нього дослідницької компетентності.

Результати. Хоча інноваційна освіта зараз перебуває на піку свого розвитку, у Республіці Казахстан вона все ще відносно нова і перебуває в процесі становлення. У той час як державні ресурси підтримують розвиток дослідницької компетентності, ключову роль у просуванні сучасних методів навчання відіграють викладачі. Навчання у формі проектів, практичних вправ та спільних заходів є невід'ємними компонентами програми та відповідають тенденціям до відкритого навчання. Втім, проблеми зберігаються, оскільки деякі викладачі сприймають цікавість як перешкоджаючий фактор, а відмінності у поведінці учнів впливають на розвиток дослідницької компетентності. Розвиваючи емоційну залученість та застосовуючи активаційні методики, викладачі підвищують мотивацію та інтерес учнів, сприяючи їхньому набуттю дослідницьких навичок.

Висновки. Практична значущість даного дослідження полягає у подоланні труднощів процесу навчання шляхом впровадження дослідницької компетентності у межах оновленої освіти за допомогою аудиторної та позакласної діяльності, експериментів та застосування відповідних когнітивних методів під час навчального процесу.

Ключові слова: дослідницька компетентність; інноваційні технології; початкові класи; оновлена освіта; учні.