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## National identity establishment for secondary school students through project activities

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### Abstract

**Relevance.** The issue of national identity for teenagers becomes relevant, primarily because growing up today's teenager occurs in a situation of independent search and selection of characteristics and qualities that constitute an ideal, in this case, the ideal of a patriot of their country.

**Purpose.** The purpose of this study is to define the conceptual approach to the notion of "identity" and to reflect methodologically on how this identity is established in students through a project-based learning approach.

**Methodology.** The leading research method was the organisational approach, which included a comparative method and a cross-sectional method. Empirically, an innovative infrastructure for teaching national identity to students was introduced during the experimental study.

**Results.** The authors have established recommendations for developing project activities with the overall objectives of spiritual and moral development and education for secondary school students. Key methods for teaching national identity include research-based, creative, practice-oriented, and problem-based approaches. National competence in Kazakhstan involves a blend of knowledge, skills, values, norms, and rules that gauge one's cultural identity within a diverse society.

**Conclusions.** National identity requires time to establish itself. It is inappropriate to force the concept of belonging to a nation on students before they have established a personal understanding of themselves. The process of national identity

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education should be unassumingly and age-appropriate, using all the crucial components of national identity: speech, traditions, national attributes.

**Keywords:** national identity; education system; teenagers; innovation infrastructure; personal development.

## **Introduction**

The issue of national identity is currently an urgent social problem in any country. Every citizen of their country zealously defends their nationality. It happens due to a basic identifying mechanism, patriotism, which in turn is determined by attitudes to the experience of belonging to the nation. A sense of commitment to the national society becomes a significant value for it [1]. For Kazakhstan, a country with a multi-ethnic population structure, it is essential to retain domestic political stability and national security through interethnic harmony [2]. Most domestic academics argue for multinational tolerance among the peoples of Kazakhstan, noting that national identity is established regardless of ethnicity [3–7]. It indicates that the people trust and believe in the political stability of Kazakhstan. Which establishes a civic consolidation, a state system of strategic guidelines to retain peace and spiritual harmony, to reach the global level of a balanced political system of Western countries.

In the United States, for example, Americans attribute a central role to national identity. E. Dauyenov [8] identifies three arguments in his study for the question "What distinguishes the American nation from other nations?". First, the nationality of Americans began to establish itself centuries ago and has grown stronger over time. Secondly, the establishment of national identity began with terms such as "race", "ethnos", "ideology", and "culture". American society was originally multi-ethnic, and everyone considered it necessary to defend their ethnicity, to preserve it, especially in the context of a foreign continent. A particular belief was established which became the "American credo". Thirdly, after many years, America has come to eliminate racial extermination, ethnic oppression. People are judged on their merits, not on the colour of their skin or their language or religious diversity. Western academics identify a major feature, if not the essence, which is that national identity is established by various forms of collaborative activity, the interconnectedness of self-conscious members of society [9–13].

Identity is a person's awareness of their belonging to a community: family, school, neighbourhood, country, etc., which is meaningful for them [4]. It is especially relevant for teenagers. Middle school age is when you are no longer children, but not yet adults. The main new development during this period is the discovery of one's inner world. Development of reflection, completing the knowledge of the self. Whereas at primary school age children were searching for an answer to the question "Who am I?", from age 10-11 this question will sound like "What can I do?". Socially, the teenager strives to belong to a peer group, to define their place in society. Therefore, belonging to the nation of one's country is very significant and continues to establish itself at this age. Zh. Kolbachayeva [2] claims that the basis of Kazakhstani identity and unity among secondary school students are national values based on cultural, ethnic, linguistic and religious diversity.

The school upbringing of the people of Kazakhstan is based on the awareness and feeling of deep involvement in the past, social activity in the present and creative and optimistic attitude towards the future of their country. Thus, the best method of national identity formation is project-based activity, the purpose of which is a success [7]. Psychologists note that poor academic performance, lack of praise and constant criticism leads to a loss of confidence and development complexes. A project is a problem - planning - searching for information - product - presentation. Learning to do a project independently and defending it at seminars and conferences establishes a sense of success and self-confidence in the children. Discussions with the teacher and classmates are sufficient at the initial stage of project learning. Asking questions like "What do you think?", "State your opinion", "Ask a question", "Give an argument", "Find an answer to a question", "Discuss this in pairs", the teacher encourages critical thinking, evaluation of their own and others' activities, communication skills, expressing their opinions and negotiating. Using all of this in the establishment of national identity, the teacher establishes an emotional connection of the political basis of unification, consolidated in the fact of the existence of the state. National identity unites a population by tradition, history, language and culture.

## **Materials and Methods**

The following were used in the research. Theoretical methods:

- analysis of educational and methodological literature;
- synthesis and specification of the obtained theoretical data;
- generalisation of practices for national identity establishment in project activities;
- diagnostic - "the Volunteer Act" technique, designed at studying the activity and motives of students' participation in community service activities;
- the "Unfinished Thesis" technique, designed at identifying the level of national identity establishment;
- the self-assessment and self-assessment technique of the level of national identity established.

Empirical method included the study of the work experience of educational organisations, normative and educational-methodological documentation, teaching observation. The analysis of the literature on this subject has identified that the holistic meaning of the study of culture, history, landmarks of the native land through project activities consists in the morality of the citizen about the native land, the city through the establishment of nationality from an early age [4].

The experimental base for the study was secondary schools No. 1, No. 22, Regional Kazakh Grammar School – School for gifted children named after Altynsarin, the students of Lyceum School No. 2 named after Abai participated in the conclusive stage of the study.

In the first stage, the purposes and objectives of the work to be performed were defined; the situation was

analysed and expected results were defined; risk groups and ways to minimise them were compiled; necessary resources were defined; project solutions and an action plan to implement the project were compiled. The purpose was to establish an innovative infrastructure for the education system and to improve the quality of educational services. The innovative subject will be discussed collaboratively, purposes will be set and work will be planned based on the interests and abilities of all those involved in the educational process.

In the second establishing phase of the experiment, the project solutions were introduced, and implementation proceeded as planned. This phase included development, testing and implementation of innovations in the regional education system; selection of personal activity within the main subject area; collaborative planning and analysis of activities. Although each learner implements their personal orientation in a general subject, interaction is necessary to develop collaborative plans and principles of work, to coordinate efforts, and to exchange experiences

In the third stage, the control stage, a system of national identity establishment for pupils in the lessons of the project activities was designed. The main forms of implementation by pupils of their projects were training seminars; masterclasses, which are practice-oriented; scientific and practical conferences - used to inform stakeholders about scientific and theoretical aspects, allowing them to learn new technologies of work.

In the end, the results of the work are discussed at the meeting, experiences are analysed and guidelines for further project activities are established. Visits to these forms of work allow for an examination of existing experience and the adaptation of programmes and projects to the system of the educational institution.

To summarise this section, the project activities allow solving the following objectives of national identity establishment of gifted children: to present their experience at the regional level; to prepare a presentation helps to reflect on the already existing experience and its scientific transformation; collaborative discussion of presentations on innovative subjects allows systematising the accumulated material and comparing it with the experience of others; to share the experience of one's

project. Each student is given their project leader as a mentor. It could be a teacher who is engaged in scientific activities, developing a national identity in the younger generation. The supervisor advises and guides the entire project process.

## Results

The modernisation of the modern education system of the Republic of Kazakhstan is oriented to the social order of an active, competitive individual, competent in solving life and professional problems, ready to perform civic duties, responsible for both their prosperity and that of their country. The schools are oriented towards producing graduates with practical skills in a state governed by the rule of law. The issue of national identity establishment is relevant, socially significant, and reflects the changing paradigm of education - from knowledge to the development of the student's personality as a citizen of Kazakhstan [14].

In the first stage of the study, 200 pupils of grades 5-9 of Abai Lyceum School No. 10 for gifted children from Pavlodar city, Republic of Kazakhstan, participated in the diagnostic study. Table 1 indicates the results of the diagnostic survey using the "Volunteer Act" methodology. Under the terms of this methodology, it is necessary to perform socially useful activities suggested by the teacher throughout the school year. For example, "Guys, help teachers decorate their classrooms", "Everyone is welcome to participate in the conversation-discussion", "How to make our school nice and cosy", "Those who want to participate in preparing and holding a New Year party for the younger pupils, sign up. School activists"; for grades 9 - "Conducting a training game for younger pupils on the theme 'Road traffic rules - the law of life'". It is essential to participate in activities only voluntarily. The results of each volunteer act were noted in a table. By comparing specific periods, it is possible to judge changes in social activity and the focus of each participant in the act. From Table 1, it is possible to conclude whether the number of children participating in acts of volunteering has increased or decreased.

**Table 1.** Dynamics of "Volunteer Act" participants' activity

Classes	participate	active	takes the initiative	organiser	being creative	does not participate
5-6	29%	28%	20%	7%	15%	1%
7-8	15%	42%	22%	6%	14%	1%
9	10%	34%	33%	6%	16%	1%

From the data in Table 1, it is possible to conclude about the pupils' predisposition to organisational, executive, leadership, labour and recreational activities.

The following Table 2 allows tracing pupils' attitudes towards family, homeland, work and people and suggests

the attitudes of the younger generation. In summary, the author was able to confirm that the values embedded in the student's personality influence the national identity establishment.

**Table 2.** Diagnostic results for the "Unfinished Thesis" methodology

Classes	Moral attitude									
	To family	%	homeland	%	work	%	people	%	Life attitude	%
5-6	P*	95	P	56	P	41	P	84	P	95
	Neutr.*	5	Neutr.	44	Neutr.	58	Neutr.	16	Neutr.	5
	N*	0	N	0	N	1	N	0	N	0
7-8	P	90	P	57	P	44	P	86	P	94
	Neutr.	10	Neutr.	43	Neutr.	66	Neutr.	14	Neutr.	6
	N	0	N	0	N	0	N	0	N	0
9	P	99	P	78	P	53	P	94	P	98
	Neutr.	1	Neutr.	22	Neutr.	47	Neutr.	6	Neutr.	2
	N	0	N	0	N	0	N	0	N	0

**Note:** "P" - positive, "Neutr" - neutral, "N" - negative

Based on the third methodology, the author was able to derive an overall national identity establishment score for each class using the "Self-assessment and mutual assessment of the level of national identity establishment" methodology. To determine the levels of emerging qualities, it is necessary to determine on 5-point scale attitudes towards the homeland, attitudes towards the region, attitudes towards physical work (diligence), attitudes towards people, attitudes towards the family (Table 3).

**Table 3.** Indicators of the level of national identity establishment

Classes	Level of establishment
5-6	3
7-8	3
9	4

Thus, 5th-6th and 7th-8th grades have an average level of formed national identity; 9th grade has a high level.

Self- and peer-assessment was defined according to the following attributes: protection of the environment; pride in accomplishments and culture in their country; patriotism; service to their homeland; improvement of the region; care for the school; the historical past of the region; traditions; initiative, independent choice of creativity in work; the value of work results; self-awareness of the importance of work; respect for older generations; friendly relations with peers; compassion; trusting relations with others; gratitude to parents; self-development and self-identification. The assessment was conducted by the students themselves and by their parents and teachers.

In the second establishing stage of the experiment, secondary school pupils participated in an ongoing extra-curricular seminar-conference on the subject: "My country - my Kazakhstan". The main requirement was to voluntarily prepare a project on a patriotic subject. There were no limits to creativity and imagination. The main subjects are provided in Table 4.

**Table 4.** Examples of "My Country – my Kazakhstan" projects

Classes	A subject for study	Project name
5-6	The house in which we live	Make a genealogy of your family
5-6	Where are we living?	Design a project for the development of their village as a cultural centre
5-6	Human, nature, society	Locations that require protection, cleaning or close care in our area
7-8	Social contacts, poor and rich	What social groups live in our area?
9	Voting, elections, referendum	How do we vote?
9	Local self-government	What is the history of local self-government
7-8	Work on the project "My Little School"	Small and already closed schools in our neighbourhood
9	Election campaign in the Republic of Kazakhstan	How the election campaign went in our district
9	Young people as a social group, specific features of youth subculture	Portrait of a young people from our area
9	Collectivisation at school	How collectivisation occurred at our school
9	The Great Patriotic War	"My relatives during the Great Patriotic War"
9	The country in the 1970s and mid-1980s years.	My family in the 1970s and 1980s years.
7-8	Our traditions	Local wedding ceremonies (family traditions)
7-8	Warriors – internationalists	Performing international duty

During the school year, practical seminars, workshops and conferences have thus been conducted as

extracurricular activities to promote the national identity establishment of secondary school students.

In the third, final stage of the study, the results of the work were summarised. The main recommendations established that there is a necessity to increase demand for responsibility and personal freedom of choice and to develop a culture of tolerance in interethnic communication. It is necessary to establish a national-civic identity by identifying civil society subjects. To preserve and strengthen national and cultural unity and to acknowledge the diversity and identity of each ethnic group to preserve ethnic identity, which will ensure the national unity of the country's citizens. The existence of such an identity is an effective tool for the prevention of nationalism, racism, xenophobia and extremism [4]. To achieve the global level of national identity of a developed country, Kazakhstan needs to ensure that the definition of "citizen of the world" is established. Implementing a global civic state as an association of nation-state forms on a global scale [1]. National identity is realised through the acquisition of national competence and the organisation and implementation of civic action. The mechanism of national identification implies consistent assimilation and transformation of the various modalities of national existence in modern society. To realise one's national identity today, one can participate in movements, organisations for the environment, peace, human rights, and the establishment of social networks in which activists report on the events occurring in the region.

## **Discussion**

In recent times, the sense of security of the individual has come under threat. The connection to the national community is weakening, due to global changes in society. Thus, the study of the historical past, the continuity of cultural traditions, is a holistic priority for the development of Kazakhstan's past [1]. E. Dauyenov [8] refers to the concept of identity by the British sociologist A. Giddens, who suggested that identity has two poles: absolute adaptation (conformism) and self-containment. The individual consciously relates to a super ethnic community. By uniting into distinct social groups based on ethnic origin, the nation shows its willingness to act for the good of the state to preserve and enlighten nationwide norms, values and cultural rules. It is how national identity is established in a multicultural society. In the example of foreign culturally diverse countries – USA, Canada, Australia – the education system is designed as an integrated mechanism based on various methodological approaches: inclusive-activist, inclusive-mosaic and inclusive-value-based [15–17]. This mechanism for establishing the national identity of secondary school students is common to these countries. Develops students' cognitive, emotional and activity spheres for learning values, tolerance for the diversity of cultural communities, rights and freedoms of Kazakh people regardless of their cultural background. Nurtures a sense of local and national ownership of events [14; 18].

In teaching science, national identity is viewed through the prism of such concepts as ethnicity, nation and people. According to T.L. Oskolova [1] "ethnos is a stable totality of people in a certain territory, which has common, relatively stable specific features of the language, culture; historically developed psychological development, aware of its unity, the difference from others and is the

constituent base of the nation". Thus, the ethnicities of the various peoples of a multicultural society are integrated through shared values and purposes into a nation, which implies a common national identity. An individual, in such a multicultural society, becomes aware of their "identity", establishes a concept of "Who I am" and identifies themselves with specific segments of the population. Learns about morals, behavioural norms and traditions, and establishes emotional bonds through collective belonging to society by adopting national symbols and values [19-21]. Accordingly, the personality-national identity dyad has several components (cognitive, emotional-sensory, behavioural) that are specific to a national-cultural, civic-minded, socially aware society.

In the research of this study, the author thinks that the research of foreign scientists should undergo a process of approbation to implement them in the lives of Kazakhstanis. that a balanced approach to the use of concepts, notions and theoretical provisions developed by foreign researchers is required. The author also notes that strict adherence to Western theories is not objective, as the variability of current reality would entail the failure of scientific research. For example, primordial, instrumentalist, constructivist theories do not reflect the ethnic features of modern Kazakhstan. It is also impossible to apply identification projects of Western European countries without studying the specificities of the region, comparing research for theoretical justification and practical application in solving the problems of that region.

Thus, based on the analysis and synthesis of academic sources, the author of this study has concluded that citizenship and national identity are not identical concepts. In the last one, personality plays an essential role in establishing a holistic perception of the social and the natural. Since the individual has the right to free choice and self-determination (while respecting the rights of others), they are the unit of awareness in belonging to a community based on national identity. It, in turn, defines it as a collective subject, and the activity allows it to gain a sense of significance that is independent of academic performance [4; 22]. The society of a particular country is a national group that has united through tradition, historical destiny, language, cultural content. All this, over the long years of development of a particular country, has established emotional ties that determine the political basis of the state's existence [5; 23].

As noted above, the implementation of Western theories is inappropriate in a given country's cultural context. However, in the field of education, the use of some interactive technologies is quite appropriate. For example, the transformation of educational content through art, documentary research, socially meaningful activities and ethnographic research. Techniques for the development of students' multicultural perception (training on sensitivity, reflection and self-reflection on ethnocultural stereotypes; interactive and subject-specific practical discourses). Techniques in which multiculturalism can be modelled through establishing universal values, establishing general traditions, developing communication skills and resolving conflicts [1; 24; 25]. The content of these technologies, corresponding humanistic values, teaching traditions of the upbringing of Kazakhstan, knowledge about the historical past of the native region will increase the efficiency of

these technologies and raise the education system to the level of developed countries, to become competitive in the labour market. The predominance of the spiritual over the material will preserve the humanism and nationality that distinguishes Kazakhs from other nations.

Pupils are taught some concepts of ethnic and national identity before entering school [26; 27]. However, with each stage of adulthood, a person develops and their views and understanding of themselves in this world change. Therefore, the national identity establishment remains relevant at all times, as young people are the intellectual potential of the nation. It is from school years that the knowledge gained is implemented in activities that influence the development of society. In this regard, the possibility of teaching guidance in the process of establishing students' national identity remains particularly significant [28; 29]. In this study, "national identity establishment of students" is meant the adjustment, development and actualisation of their identity in the national society with a perspective in further development.

The content and mechanisms of interaction between ethnocultural and national components in teaching in the context of school education remain insufficiently explored in this issue. Civic identity education includes the following components: fostering a creative and responsible attitude to work for the benefit of others; developing inter-ethnic communication and opportunities to address them in educational institutions. To establish the national identity of students in a multicultural society, it is necessary to develop the ethnocultural components of each nation. These include the native language, cultural values and norms, traditions and customs of the native culture. All these culturally specific components are developed from childhood and subsequently, the legal and moral culture of the future citizen of the national level is developed. One who strives for civic self-determination and engagement in socially meaningful and creative activities [3; 30].

Ethnicity and patriotism can be nurtured through local history, museum teaching, close ties with the community and the implementation of a gender approach in the educational process. Basic, in the mechanism of identity, is the presence of significant values. And the main one in them is the assimilation of personal meanings. The main thing in the approach to nationality education is to establish conditions for self-realisation in the area of one's own country and time, the possibility of living and working in one's profession in one's native land with dignity. National identity education is a multidimensional, systematic, purposeful and coordinated activity of the educational system of the school to establish in students the properties inherent in the attributes of a citizen, a patriot of their country [3; 31]. This is where project activities can help, which include the ability to live under market conditions, to be financially independent, economically stable, to use their abilities and comply with their needs, to adapt to the conditions of the social system, to be able to communicate with people, not be indifferent to solving socially significant problems such as "no" to aggression and violence; love the country they consider their homeland; be useful to their family, society and the state [32-34].

Nationality education for schoolchildren should be based on providing ample opportunities for social activity by age-specific values, ideals, interests and other motives.

The most favourable age for the establishment of social attitudes is early adolescence (11-12 years) and the teenage years (16-17 years). School graduates should be able to live under conditions of heightened social and material uncertainty and to deal with the issues of organising new forms of economic activity, including non-state ones. With the changing content and nature of work and the withering away of some types of mass work, rising unemployment and at the same time the widening of the fields of application of the region's abilities, schools are required to provide pupils with appropriate training to respond to these changes.

The author, therefore, established a model of civic identity education that has the following features:

- humanistic (for every child and the child's sake, for the sake of the child's future; every child should feel that they are a part of the home area from childhood and that it is useful to them);
- open to adults and children, anyone who can be of interest and use to children, anyone who is not indifferent to children's project activities;
- democratic (the teacher establishes a favourable environment for the student so that the student's personality design and attitude towards the development and implementation of socially significant projects stimulates the creative management initiative of the students);
- a focus towards a free person, able to act actively, aware of his or her intentions, with a wide range of desires. Project activities apply to both in-class and extracurricular activities. Allows pupils to apply their abilities to knowledge, to test the children's capabilities and to implement integration and differentiation;
- is defined by the fullness of social life.

The project used in this study provides an opportunity to systematise and replicate innovative community service experiences. The school's regional and national mission has been promoted since the school years and ensures the collaboration of the class groups, both children and their parents and teachers. Also, the project contributes to the successful establishment of the identity of the nation in the cultural diversity of Kazakhstan through the promotion of multilingualism, and the integration of the cultural and biographical heritage of students of various nations as part of nationwide unity. Provides a sensitised teaching strategy in the training of multicultural educators. General education disciplines are being modified through the integration of a culture-specific component into vocationally-oriented education models.

The establishment of the national identity of young people has its specifics. It is essential to preserve the ability to appreciate the diversity of cultures in society and to nurture a willingness to interact with them while preserving one's cultural and personal potential. This approach is connected to the specific features of a multicultural society: ethnic diversity; diverse confessional, ideological and political beliefs; varying worldviews; various levels of physical and mental capacity; belonging to various social and age groups; specific features of origin (native, migrant, or simply a foreign visitor); combat participant; and gender distinctions [3; 35]. The obstacles encountered in teaching

science in establishing a national identity in a culturally diverse society are related to the identity conflict of individuals in socio-cultural diversity. Regrettably, adverse experiences of individual cultural actors can have an impact on the perception of the cultural community in general. To disappoint citizens and plant a grain of self-doubt and the necessity of following national principles. The public in itself, with its cultural diversity, is not capable of uniting a nation for intercultural tolerance. There are teaching principles, approaches, methods and techniques for this to achieve the national purpose of establishing a national identity for secondary school pupils.

### Conclusions

Recent scientific studies have noted the awareness of the younger generation. The social demand of Pavlograd pupils for the development of spiritual and moral education contributes to the development of such a technological unit as project activities. The dominant methods of national identity education can be research-based, creative, practice-oriented and problem-based. The national competence of an individual citizen of Kazakhstan includes a set of knowledge, skills, values, norms and rules, by which the level of nationality establishment in a culturally diverse society can be successfully diagnosed.

The project can be successfully implemented in the school environment by involving various age groups of students in collaborative activities. This principle of teaching project activities makes it possible to organise work in a micro-group, distributing functions and types of work among the pupils. Delegating responsibility to the older classes, by entrusting each one to help younger classmates, develops management skills, organisational skills and patience in overcoming difficulties. Managerial skills are discovered in team-building, creative groups. At

school, this could be school board activists who bring together those who care for meetings to regulate museums, guided tours of the region, engaging community organisations to interact with the community. These are skills that will be useful in adult life, not mechanical, the algorithmic performance of assignments in the reproductive form of the lesson. This type of work develops children's skills in collaborating with adults and peers from various age groups, ethnic and cultural backgrounds in various social situations. Develops the ability to deal with problematic situations in a conflict-free manner and ensures the personal results obtained. Such activity becomes an imitation of adult life, and children acquire the knowledge and skills required to participate in and influence social life. Public speaking is becoming a crucial skill that pupils have to develop in themselves. In the future, the ability to debate provides opportunities for moral reflection and deepening of knowledge. The ability to present yourself and your accomplishments without preparation in front of various audiences.

Thus, students gain pre-professional experience of social activities. Which, in the future, may be developed into a profession as a journalist, ethnographer, archaeologist, art historian. They can develop solutions to the problem of recycling, protecting the environment, reducing government spending, improving the general welfare of society, and ensuring efficient civil services. Future activists, as early as their school years, can organise their group programmes, unite their forces to conduct political, socially useful activities.

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### Conflict of Interest

None.

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## **Формування національної ідентичності учнів загальноосвітніх шкіл за допомогою проєктної діяльності**

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### **Анотація**

**Актуальність.** Питання національної ідентичності підлітків стає актуальним насамперед тому, що дорослішання сучасного підлітка відбувається в ситуації самостійного пошуку та відбору рис і якостей, до яких він прагнучиме, у даному випадку – ідеал патріота своєї країни.

**Мета.** Мета цього дослідження полягає в тому, щоб визначити концептуальний підхід до поняття "ідентичність" і методологічно обміркувати, як за допомогою проєктного підходу до навчання ця ідентичність встановлюється в учнів.

**Методологія.** Провідним методом дослідження став організаційний підхід, який включав у себе порівняльний та перехресний методи. У ході емпіричного експериментального дослідження було запропоновано інноваційну інфраструктуру навчання студентів національній ідентичності.

**Результати.** Авторами розроблено рекомендації щодо розробки проєктної діяльності з загальними завданнями духовно-морального розвитку та навчання учнів загальноосвітньої школи. Ключові методи навчання національної ідентичності включають дослідницький, творчий, практико-орієнтований і проблемний підходи. Національна компетентність у Казахстані передбачає поєднання знань, навичок, цінностей, норм і правил, які визначають культурну ідентичність людини в різноманітному суспільстві.

**Висновки.** Національна ідентичність вимагає часу, щоб утвердитися. Недоцільно нав'язувати учням концепцію належності до нації до того, як вони сформулюють власне розуміння себе. Процес виховання національної самосвідомості має бути невивагливим і відповідним віковим особливостям, із використанням усіх найважливіших складових національної самосвідомості: мови, традицій, національних атрибутів.

**Ключові слова:** національна ідентичність; освітня система; підлітки; інноваційна інфраструктура; особистісний розвиток.