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## Self-education of future teachers in education of primary school children through national values

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### Abstract

**Relevance.** Relevance of the study is due is a pedagogical conditions, the implementation of which in the educational process of universities, taking into account the aspect of transformation of the content of education from knowledge-centered to competence-based, wich will be contribute to the effective preparation of future primary school teachers for successful professional and pedagogical self-education through national values in today's rapidly changing world.

**Purpose.** The aim of the study is to provide theoretical justification and develop pedagogical conditions for the successful formation of professional and pedagogical self-educational competence of future primary school teachers through national values in the educational process of higher education institutions.

**Methodology.** As part of the study, we formulated the following hypothesis: if the process of professional training of future primary school teachers through the national values of the Republic of Kazakhstan will take place taking into account the pedagogical conditions developed and justified by us, this will lead to the successful formation of professional and pedagogical self-educational competence of future primary school teachers, since professional and pedagogical self-educational competence is not formed by default, for its formation, it is necessary to create adequate pedagogical conditions in the educational process of the university.

**Results.** At present, there is an obvious contradiction between the need to prepare future primary school teachers through national values in the educational process of universities for successful professional and pedagogical self-education in a rapidly changing world, taking into account the transformation of the content of education from knowledge-centered to

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competence-based, and its insufficient development in modern higher pedagogical educational institutions and specialized scientific literature.

**Conclusions.** National values allow the state to ensure its sovereignty, the continuity of generations, the identity and traditions of the people, so future primary school teachers through continuous self-education should be able to develop and apply current technologies for instilling them in younger schoolchildren.

**Keywords:** self-education; school; future teachers; primary school; national values.

## **Introduction**

The transformations taking place in today's rapidly changing world, primarily due to scientific and technological progress, have predetermined the emergence of a tendency to dynamically change the requirements for a person-as the main productive force, for a person as an employee [1]. At the same time, the changes taking place in the system of public relations affect education and require it to be mobile and adequately respond to the challenges of a new historical stage and must meet the needs of economic development [1; 2]

Modern people find themselves in a situation where to achieve success in their professional activities, they have to abandon the principle of "education for life" and move to the principle of "education for all throughout life" [3; 4]. This trend is reflected in the concept of education of the Republic of Kazakhstan until 2015, the purpose of which was to determine strategic priorities in the development of education for the formation of a national model of multi-level continuing education, integrated into the global educational space and meeting the needs of the individual and society [1]. The transition from the principle of "education for life" to the principle of "education for all throughout life" was one of the expected results of the implementation of this concept. This trend has become especially important for teachers both in Kazakhstan and in many leading countries of the world. This is due to the fact that "pedagogical thought at all times has developed in an indissoluble connection with the change in social relations" [5]

Successful professional and pedagogical activity in today's rapidly changing world becomes possible only if the teacher systematically improves their skills [6]. Given that "every teacher should have the right to build their own strategy of professional growth", it is likely that the only form of professional development that meets the educational needs of the teacher will be professional self-education [7; 8]. Consequently, the need to prepare teachers for pedagogical self-education in the system of continuous pedagogical education becomes obvious [9]. Of particular relevance at this stage of education development in the Republic of Kazakhstan is the preparation of future teachers for pedagogical self-education in the process of acquiring higher education. This is due to the fact that higher pedagogical educational institutions train qualified teaching staff for secondary schools and other educational institutions and represent the main link in the system of continuous pedagogical education.

However, the question of how to use the opportunities of the educational process of universities, as the main link in the system of continuous pedagogical education, to prepare future teachers for successful professional and pedagogical self-education in the conditions of the modern

rapidly changing world has not yet found proper coverage in psychological and pedagogical research and remains poorly studied. In this regard, it becomes obvious that it is necessary to correct both the content of training students-future primary school teachers for successful professional and pedagogical self-education in the educational process of universities, and to revise the expected result of this training, taking into account the fact that self-education practically does not take into account the need to preserve and multiply the national values of Kazakhstan.

## **Materials and Methods**

The study of various aspects of the problem of self-education is reflected in the psychological and pedagogical literature: in the works of M. I. Bekoeva and V. Z. Techieva [10], S. N. Dmitrieva and T. V. Evdokarova [11], I. N. Gushchina [12], E. S. Zaikina [13], V. M. Ivanov, G. A. Klyucharev and E. N. Kofanova [14], V. I. Kazarenkov and T. B. Kazarenkova [15], N. N. Tulkibaeva [16], M. A. Shevtsova [17]. and many other authors. Scientists consider self-education from the standpoint of psychology, explore the sociological aspects of the problem of self-education, analyze the problems of preparing schoolchildren and students for self-education, and explore modern technologies of professional and pedagogical self-education of students. At the same time, the main focus of these authors is on the formation of the readiness of students of future teachers for professional self-education in the pedagogical process of universities [18]. Thus, the problem of self-education in general, and professional and pedagogical self-education in particular, is quite developed in pedagogical science and practice.

The methodological basis of the research is the main provisions of materialistic dialectics, the system approach, the theory of knowledge, the theory of the integral pedagogical process. To solve the tasks set in the study, we used methods of theoretical analysis of psychological and pedagogical literature on the research topic, a thought experiment, a questionnaire, testing, studying the products of students' activities, mathematical methods of statistical processing of research data, an ascertaining, forming and controlling experiment.

It should be noted that at the present stage, one of the main mechanisms for the development of education in the Republic of Kazakhstan is the transformation of the content of education from knowledge-centered to competence-based, result-oriented, since in a rapidly changing world and the development of high technologies, fundamental subject knowledge is mandatory, however, the purpose of education is clearly insufficient (Decree of the President of the Republic of Kazakhstan dated October 11, 2004 No. 1459 "On the State Program for the Development of Education in the Republic of Kazakhstan for 2005-2010". The goal of higher pedagogical education

at the present stage is to train a highly qualified teacher of a new formation, who must have creative thinking and solve the problems of personal development of children using modern digital interactive technologies [19].

## Results and Discussion

The pedagogical activity of a primary school teacher is characterized by its humanistic orientation towards a person as the highest absolute value [20]. It should be noted that the professional activity of a teacher is a fundamental and system-forming value and a factor in the reproduction of life values [21]. In this regard, the content of pedagogical education is designed to be filled with a value attitude to the country, its people and pedagogical activities, which leads to the need for self-education of the future primary school teacher to study different value systems that contribute to the development of the humanistic orientation of the personality of both the future teacher and the children whom he will later teach and educate. Self-education leads to the formation of future teachers of a certain model of behavior in communicative interaction and interpersonal communication with students, their parents, work colleagues and the management of the educational institution [22-24]. In this professional communication, the future primary school teacher translates universal values, national values and values of pedagogical activity [25]. The study was conducted in several stages, following all the necessary procedures.

At the first stage (2014-2016), a theoretical analysis of philosophical, psychological, pedagogical, scientific and methodological literature on the research problem was carried out; the scientific apparatus of the research was formulated; a program of experimental work was developed to implement the identified pedagogical

conditions for the formation of professional and pedagogical self-educational competence of future primary school teachers through the national values of the Republic of Kazakhstan in the educational process of universities; an ascertaining experiment was conducted. At the second stage (2016-2017), experimental work was carried out to experimentally test the effectiveness of the identified pedagogical conditions and confirm the working hypothesis of the study. At the third stage (2018-2020), experimental work was carried out in order to make a final decision on the effectiveness of the identified pedagogical conditions for their use in the real educational process of the university; the results of experimental pedagogical work were systematized, generalized and analyzed, mathematical processing of the results obtained was carried out, and materials based on the results of the study were drawn up.

Two groups of third-year students – future primary school teachers of the Abay Kazakh National Pedagogical University-were involved in the experimental work. The first group of students became experimental (group 1), it was attended by 26 people, the second group of students was a control (group 2), it was attended by 25 people. The choice of these groups is mainly due to the close learning conditions, equal amount of training load, which is important for the experiment. By the method of questionnaires and testing of students of two groups, we carried out the primary diagnosis of the level of formation of professional and pedagogical self-educational competence of students-future primary school teachers through national values (the results are presented in Table 1). As part of the primary diagnosis, it was found that the national values of Kazakhstan are practically not taken into account in the self-education of future primary school teachers.

**Table 1.** Results of primary diagnostics of the level of formation of professional and pedagogical self-educational competence of students-future primary school teachers through national values (groups 1 and 2)

Levels of professional-pedagogical self-educational competence formation	Experimental group 1 (%)	Control group 2 (%)
high	7.9	10.0
medium	52.6	47.5
low	39.5	42.5

During the experiment with students at lectures and seminars, the following topics were studied: “Fundamentals of working with information”, “Methods of finding and choosing a way to solve problems”, “Theory of the integral pedagogical process”, “Fundamentals of methodology”, “Fundamentals of self-organization”, “Value picture of the world of a teacher of the Republic of Kazakhstan”, etc. Tasks on mastering the material on these topics were also performed remotely in the developed

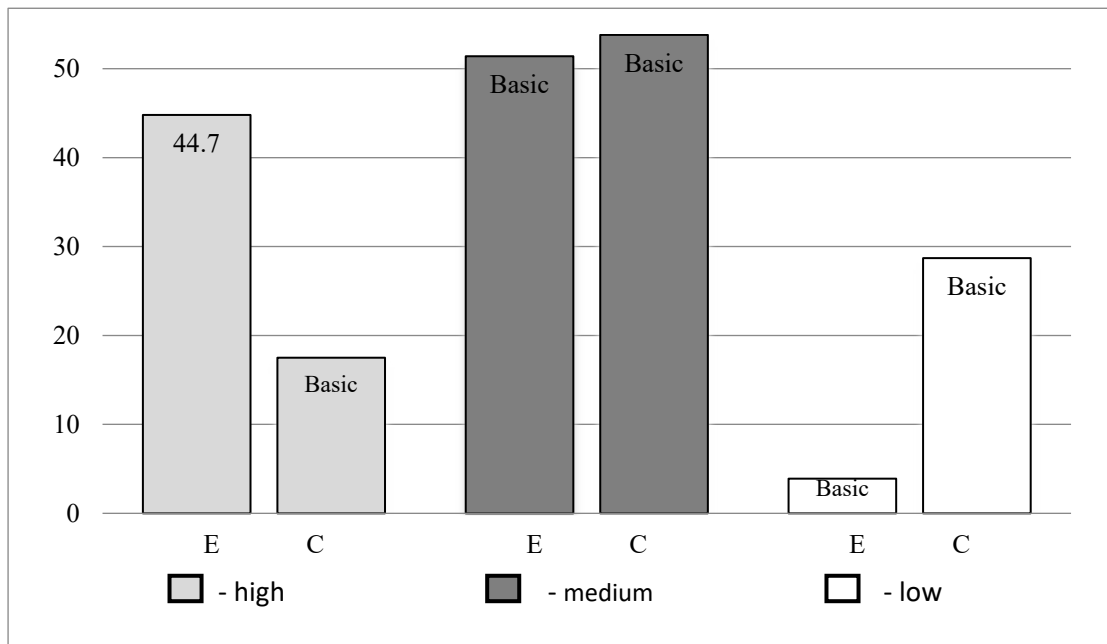
modules of the Moodle database, which allows using modern innovative technologies for pedagogical purposes. Based on the results of the study of these topics, students were tested, and at the last stage of the experiment, a secondary diagnosis was made of the level of formation of professional and pedagogical self-educational competence of students – future primary school teachers through national values (the results are presented in Table 2).

**Table 2.** Results of secondary diagnostics of the level of formation of professional and pedagogical self-educational competence of students-future primary school teachers through national values (groups 1 and 2)

Levels of professional-pedagogical self-educational competence formation	Experimental group 1 (%)	Control group 2 (%)
high	44.7	17.5
medium	51.4	53.8
low	3.9	28.7

The levels of formation of professional and pedagogical self-educational competence of students of the experimental and control groups after the end of the

experiment, given in Table 2, can be presented for clarity and convenience of comparing the indicators in the form of Figure 1.



**Figure 1.** Levels of formation of professional and pedagogical self-educational competence of students of the experimental and control groups after the completion of the experiment

In order to clarify the relationship between the created pedagogical conditions (Xi) in the educational process of the university for the successful formation of professional and pedagogical self-educational competence through national values and the changes in the level of its formation (Yi) that occurred in this regard, a correlation analysis was undertaken. The variables were measured as follows: 1) the presence (1) or absence of conditions (0) was recorded; 2) the levels of formation of professional and pedagogical self-educational competence through national values of the control and experimental groups (n=156) were evaluated: (2) – high level, (1) – medium level; (0) – low level (distribution of pedagogical conditions in the educational process of the university for the formation of professional and pedagogical self-educational competence through national values).

The coefficient was calculated using the following formula:

$$r = \frac{n \sum x_i y_i - \sum x_i \sum y_i}{\sqrt{[n \sum x_i^2 - (\sum x_i)^2] \cdot [n \sum y_i^2 - (\sum y_i)^2]}} \quad (1)$$

In our calculations,  $r = 0.39$ . The obtained correlation coefficient allows us to conclude that there is a moderate relationship, but taking into account the indicators of 5% and 1% probability and the number of degrees of freedom when establishing the reliability of the correlation coefficient, we believe that there is a reliable relationship between the created pedagogical conditions in the educational process of the university, the formation of professional and pedagogical self-educational competence through national values, and the changes in the level of its formation in this regard [26-30].

The analysis of diagnostic data based on the results of the control experiment showed that the process of professional training has a positive impact on the formation

of professional and pedagogical self-educational competence of future teachers through national values. This is indicated by an increase in the percentage of students with high and medium levels of professional and pedagogical self-educational competence through national values in both the control and experimental groups during the period from the beginning to the end of the experiment [31-34]. This trend characterizes the parallel and increased level of students' motivation to self-education based on the national values of Kazakhstan. We believe that this is due to the fact that as the teacher's personality develops, in the course of professional training, future teachers master all the subtleties of the profession, which ultimately positively affects the formation of professional and pedagogical self-educational competence of students through national values.

As a result of the theoretical analysis of the problem under consideration and the results of the experimental work carried out, we have formulated the following conclusions:

1. In the modern scientific literature, the self-education of future teachers in the education of younger schoolchildren is considered comprehensively and systematically. At the same time, the issues of relying on the national values of the Republic of Kazakhstan in this process remain practically unexplored. The conducted research allowed us to define professional and pedagogical self-educational competence as a holistic integrated characteristic of professional and personal qualities of a teacher, which is manifested in the readiness for successful professional and pedagogical self-education in a rapidly changing world and the development of high technologies. As a result of the analysis of scientific sources and official materials and documents, we were able to establish that training for professional and pedagogical self-education of future primary school teachers should be an integral and

mandatory component of their training in universities, and its result should be the formation and subsequent development of professional and pedagogical self-educational competence.

2. Competence is the basis of professional activity, so as a result of our research, we have developed a structure of professional-pedagogical self-educational competence, which includes motivational, substantive and procedural components, as well as a system of criteria and indicators. This is necessary for the development of diagnostic methods that allow us to determine the levels of formation of professional and pedagogical self-educational competence of future primary school teachers through national values. The results of the diagnosis, which was carried out through questionnaires and testing, showed that the preparation of students for professional and pedagogical self-education in the educational process of universities at the present time. Unfortunately, it is not effective enough, moreover, it practically does not take into account the national values of the Republic of Kazakhstan, and is focused primarily on the formation of pedagogical competencies of a universal nature, which occurs under the influence of the processes of globalization. In this regard, it seems that in the education system of Kazakhstan it is necessary to provide for the preservation and multiplication of national values, which, of course, will have a positive impact on the professional and pedagogical self-educational competence of future teachers of primary school students. We believe that this is especially important given the fact that primary school teachers are entrusted with the formation and development of the personality of children of the age when they need to instill national values [35-38].

3. As a result of the theoretical study of the problem of preparing future primary school teachers for professional and pedagogical self-education through national values, as well as taking into account the results of our diagnostics, we have identified and theoretically justified the following pedagogical conditions of this process: 1) pedagogical and national-cultural stimulation of professional and pedagogical self-education; 2) saturation of the content of pedagogical disciplines with knowledge that makes up the content component of the structure of professional and pedagogical self-educational competence and national values of the Republic of Kazakhstan; 3) the focus of educational activities on the formation of skills that make up the procedural component of the structure of

professional and pedagogical self-educational competence, taking into account the national values of the country.

4. The results of experimental work on the implementation of pedagogical conditions for the formation of professional and pedagogical self-educational competence of future primary school teachers through national values confirmed the effectiveness and efficiency of the proposed set of pedagogical conditions, as well as the validity of the hypothesis put forward by us and proved its validity. This is reflected in the data of the control experiment. In the experimental group of students, compared with the control group with a high level of formation of professional and pedagogical self-educational competence through national values, the ratio of students with an average level of formation of professional and pedagogical self-educational competence is almost the same and differs only by 2.4% in favor of the control group students.

### Conclusions

The results of our theoretical and experimental research indicate that the goal of the study has been achieved and the hypothesis put forward by us has been confirmed. At the same time, it is worth paying attention to the fact that we have not exhausted all the problems of this area of work. We consider it appropriate to focus on the following important issues in the future as part of our research: 1) the specifics of the formation of professional and pedagogical self-educational competence of future primary school teachers through the national values of Kazakhstan among part-time students; 2) the specifics of training university teachers to solve the problem of forming professional and pedagogical self-educational competence of future primary school teachers, taking into account national values; 3) a detailed study of the development potential of the system of advanced training of primary school teachers in order to form their professional and pedagogical self-educational competence through national values.

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### Conflict of Interest

None.

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## **Самоосвіта майбутніх учителів у вихованні молодших школярів засобами національних цінностей**

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## **Анотація**

**Актуальність.** Актуальність дослідження зумовлена пошуком педагогічних умов, реалізація яких у навчально-виховному процесі ВНЗ з урахуванням аспекту трансформації змісту освіти від знаннево-орієнтованого до компетентнісного сприятиме ефективній підготовці майбутніх учителів початкових класів до успішної професійно-педагогічної самоосвіти на основі національних цінностей у сучасному швидкозмінному світі.

**Мета.** Мета дослідження полягає в теоретичному обґрунтуванні та розробці педагогічних умов успішного формування професійно-педагогічної самоосвітньої компетентності майбутніх учителів початкової школи засобами національних цінностей в освітньому процесі закладів вищої освіти.

**Методологія.** У рамках дослідження нами була сформульована наступна гіпотеза: якщо процес професійної підготовки майбутніх учителів початкової школи засобами національних цінностей Республіки Казахстан буде відбуватися з урахуванням розроблених і обґрунтованих нами педагогічних умов, то це призведе до успішного формування професійно-педагогічної самоосвітньої компетентності майбутніх учителів початкової школи, оскільки професійно-педагогічна самоосвітня компетентність не формується за замовчуванням, для її формування необхідно створити відповідні педагогічні умови в освітньому процесі університету.

**Результати.** Наразі існує очевидна суперечність між необхідністю підготовки майбутніх учителів початкової школи засобами національних цінностей в освітньому процесі університетів до успішної професійно-педагогічної самоосвіти у швидкозмінному світі з урахуванням трансформації змісту освіти від знаннево-орієнтованого до компетентнісного та її недостатньою розробленістю в сучасних вищих педагогічних навчальних закладах і спеціалізованій науковій літературі.

**Висновки.** Національні цінності дозволяють державі забезпечити її суверенітет, спадкоємність поколінь, самобутність і традиції народу, тому майбутні вчителі початкової школи через неперервну самоосвіту повинні вміти розробляти і застосовувати сучасні технології їх прищеплення молодшим школярам.

**Ключові слова:** самоосвіта; школа; майбутні вчителі; початкова школа; національні цінності.