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NEUROPSYCHOLOGICAL APPROACH TO CORRECTION OF COGNITIVE DIFFICULTIES OF EDUCATIONAL MATERIAL IN TEACHING YOUNGER SCHOOLCHILDREN

Abstract

The article substantiates the relevance of using a neuropsychological approach in the framework of correcting the difficulties that arise in younger students in the process of assimilation of the general education program. It also discusses the various difficulties that students face in schooling. Particular attention is paid to the features that must be taken into account in order to subsequently carry out psychodiagnostic work with younger students. An organized neuropsychological study using a graphic test is described, the purpose of which was to identify the possibility of mastering a motor program with a graphic presentation of a sample, switching from one program element to another, and automating a movement series. The study involved 80 people with different levels of training: well-performing, average-performing schoolchildren and poorly performing students. The article also presents a quantitative and qualitative analysis based on the results obtained during the study. Also, the available experimental data in the course of performing a graphic test, on the one hand, made it possible to identify violations or unformed functional systems and thereby establish the cause of the difficulties experienced by the child, and on the other hand, determined the significance and relevance of creating a special psychological program for correcting the identified difficulties, since they are based on a differentiated and an individual approach to diagnosing learning difficulties in a child.

Keywords: learning difficulties, neuropsychological approach, younger students.

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КІШІ МЕКТЕП ОҚУШЫЛАРЫН ОҚЫТУДЫҢ ОҚУ МАТЕРИАЛЫНЫҢ ТАНЫМДЫҚ ҚИЫНДЫҚТАРЫН ТҮЗЕТУГЕ НЕЙРОПСИХОЛОГИЯЛЫҚ ТӘСІЛДЕР

Аңдатпа

Мақалада жалпы білім беру бағдарламасын меңгеру процесінде кіші жастағы оқушыларда туындайтын қиындықтарды түзету аясында нейropsихологиялық тәсілді қолданудың өзектілігі негізделеді. Сондай-ақ оқушылардың мектептегі оқу барысында кездесетін түрлі қиындықтары талқыланады. Кіші жастағы оқушылармен психодиагностикалық жұмысты кеңінен жүргізу үшін ерекшеліктерге ерекше назар аударылады. Графикалық тест көмегімен ұйымдастырылған нейropsихологиялық зерттеу сипатталған, оның мақсаты үлгінің графикалық көрсетілімімен моторлық бағдарламаны

менгеру, бір бағдарлама элементінен екіншісіне ауысу және мотор сериясын автоматтандыру мүмкіндігін анықтау болды. Зерттеуге әртүрлідайындық деңгейімен 80 адам қатысты: үлгерімі жақсы, үлгерімі орташа мектеп оқушылары және үлгерімі нашар оқушылар. Мақалада зерттеу барысында алынған нәтижелерге негізделген, сандық және сапалық талдау да берілген. Сондай-ақ, бір жағынан графикалық үлгілерін орындау барысында эксперименттік деректерқолда бар, бұзушылықтарды немесе қалыптаспаған функционалдық жүйелерді анықтауға және сол арқылы баланың басынан өткен қиындықтардың себебін анықтауға мүмкіндік берді, ал екінші жағынан, анықталған қиындықтарды түзету үшін арнайы психологиялық бағдарлама құрудың маңыздылығы мен өзектілігі, өйткені олар баладағы оқу қиындықтарын диагностикалаудың сараланған және жеке көзқарасына негізделген.

Түйін сөздер: оқу қиындықтары, нейропсихологиялық көзқарас, кіші мектеп оқушылары

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НЕЙРОПСИХОЛОГИЧЕСКИЙ ПОДХОД К КОРРЕКЦИИ ПОЗНАВАТЕЛЬНЫХ ТРУДНОСТЕЙ УЧЕБНОГО МАТЕРИАЛА В ОБУЧЕНИИ МЛАДШИХ ШКОЛЬНИКОВ

Аннотация

В статье обосновывается актуальность использования нейропсихологического подхода в рамках коррекции сложностей, возникающих у младше школьников в процессе усвоения общеобразовательной программы. Также рассматриваются различные трудности, с которыми сталкиваются ученики в школьном обучении. Особое внимание уделено особенностям, которые необходимо учитывать, для того чтобы в последующем проводить психодиагностическую работу с младше школьниками. Описывается организованное нейропсихологическое исследование с использованием графической пробы, целью которой стало выявление возможности усвоения двигательной программы при графическом предъявлении образца, переключения с одного элемента программы на другой, автоматизации двигательной серии. В исследовании приняло участие 80 человек с различным уровнем подготовки: хорошо успевающие, средне успевающие школьники и слабо успевающие ученики. В статье также представлены количественный и качественный анализ, основанные на полученных результатах в ходе исследования. Также имеющиеся экспериментальные данные в ходе выполнения графической пробы с одной стороны, позволили выявить нарушения или несформированность функциональных систем и тем самым установить причину трудностей, испытываемых ребенком, а с другой определили значимость и актуальность создания специальной психологической программы коррекции выявленных затруднений, так как основываются на дифференцированном и индивидуальном подходе к диагностике трудностей в обучении ребенка.

Ключевые слова: трудности обучения, нейропсихологический подход, младше школьники

Introduction. At the moment, changes are taking place in society, the main purpose of which is to improve the quality of education, while an analysis is being made of the existing difficulties that hinder the effective organization of the educational process as a whole. Thus, in the message of the head of state Kassym - Zhomart Tokayev to the people of Kazakhstan “Kazakhstan in a new reality: time for action”

special attention is paid to the problem of improving the quality of education. Relevant are the implementation of the principles of accessibility and quality, special attention is paid to school education with the preservation of traditional forms of education.

The Law of the Republic of Kazakhstan “On Education” prioritizes the creation of the necessary conditions for obtaining a quality

education aimed at the formation, development and professional development of a person based on national and universal values, achievements of science and practice, as well as the creation of special conditions for obtaining education, taking into account individual characteristics of students and pupils.

Thus, legislative projects indicate the importance for the state of finding ways to develop personality, improve the overall academic performance of students as a whole, and overcome all difficulties encountered in teaching and upbringing of children.

Main body. It should be noted, that in recent years there has been a sharp increase in the number of children with learning problems. These problems can be caused by disturbances in the emotional-volitional sphere, as well as difficulties in self-regulation, all this can manifest itself in uncontrolled behavior, absent-mindedness, disorganization arising from the functional immaturity of the subcortical structures of the brain, causing poor functioning of the third block of the brain, as well as due to insufficient formation of the structures of the first block of the brain. Syndromic analysis of the state of higher mental functions, as a basic methodological method of work, is used in relation to school-age children and makes it possible to identify the main stages and options for the development and deviations in the development of mental functions in children due to the peculiarities of brain formation. On the basis of differentiated and systemic neuropsychological diagnostics, which is not limited to identifying weak links in the development of a child, but determining the zone of its proximal development, which was written by L.S. Vygotsky, a timely program of correctional and developmental classes can be built. [1]. Neuropsychology of childhood, helping to find and give the correct qualification to the difficulties that children have in mastering school subjects, thereby contributes to the full acquisition of knowledge, the development of the student's abilities, the formation of personality, such qualities as confidence, self-esteem, etc. These personality qualities are directly related to the breadth of knowledge and

skills, the ease of mastering school knowledge" [2].

According to T.V. Akhutina, the introduction of a neuropsychological approach to correcting learning difficulties will make it possible to solve the following tasks: - identify strong and weak components of the child's higher mental functions; - to predict to what extent the characteristics of information processing will affect the development of mental functions and learning; - build hypotheses about effective strategies for corrective action. Thus, neuropsychological correction is based on the diagnosis of the difficulties in children associated with problems in the development of higher mental functions, as well as on the basis of the compensatory capabilities of the child. The results of such diagnostics make it possible to build a strategy and tactics of corrective actions, where the most important is the definition of the zone of nearest development [3].

N.M. Pylaeva ordered the difficulties encountered in learning, according to the frequency of occurrence: 1. reduced performance, attention fluctuations, weakness of mnemonic processes, insufficient speech formation; 2. insufficient development of programming and control functions; 3. visual-spatial and quasi-spatial difficulties; 4th and 5th places are shared by the difficulties of processing auditory and visual information [4].

So, for example, based on the main difficulties in mastering the educational program, L.S. Tsvetkova proposes to conduct a survey of children of primary school age, taking into account the following features: 1. Subject actions - tests for all types of praxis and especially dynamic, posture and space. 2. Perception (of various modalities) and especially speech hearing, object-visual perception and tactile perception of objects. 3. Memory - general (immediate and delayed), auditory-speech, object-visual. 4. Attention - a conclusion is made about his condition on the basis of the previous activities of the child. 5. Speech - is studied by the teacher during the entire examination, because in all tests it is possible to detect the state of understanding of speech (instructions), dialogic speech,

vocabulary composition and phrasal speech. It is especially necessary to study phonemic hearing, repetition, naming objects and word actions, spontaneous speech (retelling of a picture, for older children - an oral composition, a text - "tell me how you spent your summer", etc.). 6. Intelligence - simple analogy tests, classification of subject pictures, classification (sorted into groups) of all objects that are on the table (are in the room). 7. During the game, the orientation of the child in place and time is also explored: what date is it today (month, year), and where are you now, etc." [5].

Neuropsychologists characterize the general tendencies of the immaturity of the brain structures of children. The insufficient formation of the first energy block comes to the fore. The functions of the first block of the brain, or activation, energy components of activity are background, i.e. accompanying any task. A child with such a defect is not able to engage in one type of activity for a long time due to rapid fatigue, which is often regarded by teachers as an intellectual failure and leads to a decrease in the child's self-esteem. At the same time, he can be very quick-witted, with high intelligence. [6]. The next in the immaturity of the brain structures is the insufficiency of the work of the second block of the brain, due to which the memory suffers in schoolchildren; there are difficulties in spatial orientation. The third one is the block of programming and control. Children who suffer from this block are those students who usually do not take into account the general norms of behavior and rules. They can get up from their desk during the lesson and walk around the classroom, engage in their own game in the lesson and interfere with their neighbor, forget that they need to raise their hand before saying something in the lesson. Children with dysfunctions of the third block of the brain can only work attentively for a short period of time, and then they begin to yawn and stop perceiving information. It is difficult for such children to adapt to the requirements and norms of school life [7].

Neuropsychological correction is aimed at stimulating the development and formation of a well-coordinated, coordinated activity of

various brain structures. Through specially designed motor exercises and developing games, the formation of certain components of mental activity is stimulated: regulation and control of mental activity, motor skills, visual, auditory, spatial perception, and many others [8].

Methodology. A Graphic Test was used in the study, which is aimed at identifying the possibility of assimilation of a motor program with a graphic presentation of a sample, switching from one program element to another, automating a motor series. In addition, the test can provide information on the development of hand-eye coordination and spatial functions (observance of the line) [9]. While performing neurodynamic characteristics of movement are revealed: tendencies to micrography or macrography, reduced or unstable pace of activity, fatigue, as well as background components of movements (hypo- or hypertonicity in fine motor skills), which are important for assessing the functions of the I block of the brain. The evaluation parameters reflect the different components of the graphic activity, three of them are the state of the serial organization. 1. Fulfillment: O - normative fulfillment; 1 - simplification of the sample through the compensatory introduction of the difference in size of elements or its change in the type of assimilation of elements - replacement of vertical lines with gentle ones or slight smoothing of corners; 2 - element-by-element execution, separations and the presence of "platforms" (horizontal lines at the bottom) with or without self-correction; 3 - a tendency to expand the program - the appearance of an extra component (not a "platform") within the series; 4 - inert repetition of an extended or simplified program [10].

Results and Discussion. 80 students of the second grades of a comprehensive school took part in the study. Initially, according to the results of the analysis of overall academic performance, 3 groups of children can be distinguished: these are poorly performing children, who are far behind in all subjects, and children who cope well with the school load. In percentage terms, it looks like this: excellent students - 20 people, good students - 41 people and three students -

remaining among all the subjects - 19 people, respectively. As a result of the method “Graphic test”, the following results were obtained, which are presented in the table below.

Analyzing the data obtained, we can state that there is a trend in the increase in the time that was spent on completing the task for students, depending on the success of training in general. So, the most time was required for children with low academic activity - 6.4 s (average value). In contrast to these results, an average of 5.5 s.

| grade | good achievers | Average | Poor performers |
|---------------------------|----------------|---------|-----------------|
| 0 | 10 | 27 | 0 |
| 1 | 6 | 8 | 13 |
| 2 | 4 | 6 | 6 |
| 3 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 |
| Series execution time (s) | 5,5 | 5,8 | 6,4 |

It should also be noted that in the groups of good and average students, about half of the children perform the task without error, and in the group of poor students, there were no such children. The majority of poorly performing children - 68% make stops or mistakes like some simplification of the program (replacing vertical lines with gentle ones, or dissimilarity of elements), and among good or average students there are significantly fewer such errors (20% for average students and 30% for excellent students). That is, the number of non-gross errors in the performance of the test is much greater in poorly performing students, where non-gross errors become evidence of insufficient formation of serial movements[11].

Summarizing and analyzing the results of the experiment, we can conclude that the current level of HMF (Higher mental functions) development of diagnosed children of primary school age is not sufficiently developed relative to the average age indicators, which indicates the need to develop indicators in future activities [12].

Conclusion. Thus, the range of possible reasons for the difficulties in mastering the educational program of younger students is very wide, which requires a differentiated approach to diagnosis and the use of a wide

is the shortest time required for students with excellent academic performance. Thus, on the one hand, we can observe a direct dependence of the time spent on performing a graphic test on the success of teaching second-graders, where the time to complete the test is reduced for more successful students, and the data allow us to confirm the validity of the technique itself, that is, its relevance to use in neuropsychological diagnostics in general.

range of psychodiagnostic methods that are aimed at studying the individual psychological characteristics of the child and allow us to identify the psychological and psychophysiological mechanisms that determine student failure in learning the school curriculum [13]. Timely early diagnosis and prevention of learning difficulties helps prevent the formation and consolidation in children of spontaneous, not always adequate ways to compensate for shortcomings in the functioning of certain cognitive functions that have not yet completed their formation. Theoretical and methodological foundations of neuropsychological diagnostics are the ideas of domestic psychology about: the systemic structure of the human HMF, their systemic dynamic localization, the in vivo formation of their structure and brain organization. Neuropsychological diagnostics is carried out in accordance with the principles developed by A.R. Luria, on the syndromic analysis of disorders and in the context of the structural and functional concept of the three blocks of the brain, each of which provides a certain component of mental activity in the system of its brain organization. the professional level of proficiency in neuropsychological diagnostics involves a preliminary study of the following basic disciplines: 1. anatomy and physiology of the

central nervous system (CNS); 2. fundamentals of neuropsychology, the specifics of the main directions of modern neuropsychology; 3. theoretical and methodological foundations of neuropsychology and neuropsychological diagnostics. It is also necessary to know: the principles of constructing a neuropsychological examination and specific neuropsychological diagnostic techniques; rules for the use of neuropsychological methods for studying various HMFs. A professional neuropsychologist

must acquire specific knowledge and skills in applying neuropsychological techniques and methods for studying interhemispheric asymmetry and interhemispheric interaction [14]. The problem of an individual approach and a qualitative analysis of the characteristics of a child's development can be successfully solved with the help of differential neuropsychology of childhood, the main task of which is to study individual differences in the formation of mental functions at different stages of ontogenesis [15].

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БОЛАШАҚ ШЕТЕЛ ТІЛІ МҰҒАЛІМІНІҢ ЭТНОПЕДАГОГИКАЛЫҚ ДАЯРЛЫҒЫНЫҢ НЕГІЗГІ БАҒЫТТАРЫ

Аңдатпа

Болашақ мұғалімдердің этнопедагогикалық даярлығы білім беру саласындағы мемлекет саясатының маңызды принципіне – көпұлтты мемлекет жағдайындағы ұлттық мәдениеттерді, аймақтық мәдени дәстүрлер мен ерекшеліктерді дамытуға байланысты. Болашақ мұғалімдердің этнопедагогикалық даярлығы, кәсіби даярлықтың аса маңызды бөлігі ретінде, студенттерді ұлттық құндылықтарға, өз халқының этникалық мәдениеті туралы, этномәдени тәрбиенің және білім берудің теориясы мен әдістемесі туралы бірыңғай түсінікті қалыптастыруға бағыттайтын үздіксіз басқарылатын үдеріс. Бұл болашақ кәсіби педагогикалық іс-әрекетте этномәдени көзқарасты жүзеге асыруды қамтамасыздандырады. Болашақ мұғалімнің кәсіби даярлығы әр түрлі сипаттағы (оқу, оқудан тыс, ізденіс, педагогикалық практика және т.б.) этникалық және этнопедагогикалық іс-әрекет принципі негізінде тиімді жүзеге асырылады, нәтижесінде студенттердің ұлттық мәдениетке деген көзқарасын қалыптастыру, этнопедагогикалық білімді жетілдіру, дүниетанымды, этникалық өзіндік сананы, мінез-құлықты, төзімділікті дамыту, сондай-ақ мұғалімнің кәсіби іс-әрекетінің қажетті құрамдас бөлігі ретінде мектептің оқу-тәрбие үдерісінде этнопедагогикалық материалдарды пайдалану мәселелері шешімін табады. Этнопедагогикалық даярлық барысында студенттерге “Этнопедагогика” курсы ұсынылады. Оның мақсаты - болашақ шетел тілі мұғалімдеріне халықтың этникалық мәдениеті мен педагогикалық мұрасын меңгерту және оны кәсіби іс-әрекетте шығармашылықпен тиімді пайдалануға даярлығын қалыптастыру болып табылады. Курстың міндеттері: этнопедагогиканың мәнін, мақсаттарын, міндеттерін меңгеру; халық педагогикасының даму тарихымен, мақсаттарымен, міндеттерімен, ерекшеліктерімен, тәрбиелік мүмкіндіктерімен танысу; қазақ ойшылдары мен жыршы-жырауларының шығармашылық мұраларында көрініс алған этнопедагогикалық идеялармен танысу; халықтың бала тәрбиесіндегі прогрессивті тәжірибесінің педагогикалық маңызын танып білу, оларды қазіргі заман тәрбиесінде қолдану қажеттілігін түсіну; болашақ шетел тілі мұғалімінің оларды білім беру жүйесінің оқу-тәрбие үдерісінде шығармашылықпен пайдалану дағдысын қалыптастыру.

Түйін сөздер: этникалық өзіндік сана, этнопсихология, этнос, халық, ұлттық өзіндік сана, этнопедагогика, толеранттылық, ұлттық мәдениет, жеке тұлғаны этноұлттық сәйкестендіру, этнопедагогикалық мәдениет, этнопедагогикалық құзыреттілік.