

PSYCHOLOGICAL AND PEDAGOGICAL PROBLEMS OF TRAINING SPECIALISTS

IRSTI 14.31.09

DOI 10.51889/2960-1649.2023.15.4.004

*K.M. BAIMUKHAMBETOVA**, *K.T. IBYRAIMZHANOV*

Zhetysu University named after I.Zhansugurov (Taldykorgan, Kazakhstan)
e-mail: kuralai-61@mail.ru

INNOVATIVE TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS: ANALYSIS OF TRAINING LEVEL AND DEVELOPMENT PROSPECTS

Abstract

The article is devoted to an innovative approach to the organization of high-quality education in the training of future primary school teachers from the point of view of modern education and methodology. As an urgent research problem of the modern education system in the formation and development of innovative opportunities for future teachers in their professional activities, their own judgments and conclusions are presented. The article conducts research and presents the results related to determining the meaningful level of preparation of future primary school teachers for innovative professional activities. The authors analyzed the works of foreign and domestic scientists, guided by regulatory documents. As a result of the analysis, the directions of training future specialists were discussed, which will serve as an impetus for the trajectory of professional development based on the innovative activities of students. The authors of the article also developed an author's survey "What do you know about innovative professional activity" in order to determine the meaningful level of research work. The survey was organized on the basis of empirical methods. 123 students of the educational program 6B130100 - "pedagogy and methods of primary education" took part in the author's survey, an analysis of the results of the content level and ideas about the need for innovation in future professions was carried out. Analyzing the results of the author's survey, it was found that students have difficulty understanding the meaning of the concepts of "professional activity", "innovative activity", have a desire to use innovative technologies in the educational process, but have low knowledge of new technologies, as well as conclusions that innovative activity is necessary and should be developed for the professional growth of a teacher. During the analysis of the research results, innovative training of future primary school teachers is being formed.

Keywords: future teacher of primary school; innovative activity; professional specialty; experiment; author questionnaire.

Introduction. Changes in the educational system lead to deep learning of concepts such as «innovative «technologies», modern methods». When there is a desire for change, there is hope for progress in any field. Creativity can be fostered, and innovation benefits both students and teachers. What and how we learn in higher education determines who we become as professionals and our lifelong success. It informs how we solve problems, how we work with other people, and how we view the world around us. Today's innovative education is increasingly important for developing the next generation of innovative and creative thinkers.

Studying the Message of the President of Kazakhstan Kassym-Jomart Tokayev to the

people of Kazakhstan «Kazakhstan in new conditions: time for action», we draw attention to the fact that the fifth paragraph of the message says: «... we must direct the entire system of vocational education to the formation of qualified specialists in demand in the labor market. «In addition, he said in his speech related to the development of the branch of science: «... we need new personnel with professional, new views and initiatives, and we must also rely on international experience,» while the material on the need to train qualified specialists for innovation (Tokaev, 2020). The relevance of this issue is very important to us. After all, life sets the following goals for us: modernization of the type system in accordance with the demands

of industrial and innovative development of society and the economy, integration into the global educational space. These ideas justify the need for the educational paradigm to consider the direction of preparation for professional activity in a new way through innovative activity, so that it is progressive and continuous. The preservation or substantiation of innovative activity as the main problem of the pedagogical professional specialty means that it always takes place as a root one and it establishes the need to understand and accept it as a main phenomenon, which is the driving force of the organization and management of the pedagogical process. Because, in the course of the progressive development of science and technology, the content of education provided requires an accelerated renewal, that is, it becomes innovative in its theory and methodological content, in which it is natural for innovative actions to take place in the improvement of pedagogical processes in teaching and upbringing.

Also in Article 11, paragraph 10 of the Law of the Republic of Kazakhstan "On Education", which determines the future of the country, it is determined that: "innovation and education consortium - voluntary equal association on the basis of the agreement on joint activity, in which organizations of higher and (or) postgraduate education, scientific organizations and other legal entities engaged in production, combine intellectual, financial and other resources for the training of highly qualified specialists on the basis of fundamental and applied scientific research and technological innovation (Law of the Republic of Kazakhstan, 2007).

Thus, there is no doubt that it involves the adaptation of future primary school teachers to innovative activities in the preparation of their professional specialties, the formation of a new thinking, the quality of professional education is aimed. Currently, innovative activities are considered as one of the aspects of training highly qualified specialists. Education on the basis of innovative activity is the process of entering the top of modern innovative changes and the result of educational activities and training in today's social environment and society. It is an implementation in a modern scientific methodological system of high-quality education and training of future teachers on an innovative basis in order to form their readiness for

innovative activities. At the same time, teaching on the basis of innovative activity will become the basis for the effectiveness of the pedagogical process aimed at the use in life practice of theoretical knowledge of a new content, aimed at the formation and development of professional competencies of the future specialist.

Main part. In the course of updating large-scale curricula, the result of innovative searches of the education system in primary schools, it can be noted that the importance of the professional innovation process has increased to a special level. This is due to the fact that the content of education in modern educational programs is aimed at the educational goal of training each student to learning in their own way, without repeating the traditional lesson system (Updated state educational standard of the Republic of Kazakhstan, 2021). Thus, in the training of future primary school teachers, we need to train modern innovative specialists, directing them to innovative professional activities.

The analysis of scientific works showed that the object of research of scientists were various aspects of the problem of training future primary school teachers. In-depth analyzes of the theoretical and methodological background of the issue of training future primary school teachers in the country are given in the works of scientists who prepared in a new format. For example, if the university considered the issue of professional training of primary school teachers by implementing interdisciplinary continuity (Feizýldaeva, 2019), Bolashak discussed the issue of training primary school teachers for innovative activities and conducted comprehensive research (Stambekova, 2022). Also, formation of intelligence of future primary school teachers (Iskakova, 2022), formation of creative competence of future primary school teachers (Jumash et al., 2021), and creative personality of future teachers for innovative activities studied formation in the preparation process (Myrzabekov, 2022). And, while making analyzes on improving the preparation of school teachers for professional pedagogical innovative activity, it was defined (Muhametqalı, 2007) and others. In addition, on the basis of innovative professional activities, he studied the technological training of future teachers, professional pedagogical activities, the development of intellectual potential, the

improvement of the education system, the theoretical and methodological foundations and capabilities, measurements and indicators of preparation for innovative activities in a unified pedagogical process of universities and methodology.

The teaching profession is a profession that requires many skills in an increasingly complex and rapidly changing information society. In the history of education, the primary purpose of providing professional development opportunities to teachers has been to achieve student success. (Gayssian K. et al., 2022). These scientific works are valuable for their methodological recommendations that guide us in determining the main direction and orientation of our research work. However, in the comprehensively analyzed scientific works, we found out that the preparation of future primary school teachers for innovative activities compatible with the direction and content of their professional speciality is not considered sufficiently from a theoretical and methodological point of view. Thus, the relevance of preparing future primary school teachers for innovative activities aimed at the new requirements of society and the social environment for the development of a professional personality is deepening. In this regard, it is necessary to organize a special practical-pedagogical work aimed at eliminating this contradiction.

Research materials and methods. During the study, the object, topic, purpose and task of the study were determined. A scoping review was then conducted. In conclusion, a judicious selection of methodologies appropriate to the research domain was made. Finally, an empirical

study was conducted, which included analysis of the results, discussion of the findings, drawing conclusions and formulating recommendations.

Participants. The author's survey involved 60 respondents from the control group and 63 respondents from the experimental group for the educational program 6B130100 - "Training of teachers in pedagogy and methods of primary education."

The preparation of the future specialist at the higher education institution for innovative professional activity should be directly related to the preparation for pedagogical creative activity, in addition to the purposeful preparation for professional skills during the academic years. It ensures that the future teacher acquires the general cultural (view of life), methodological (psychological-pedagogical), subject blocks. The preparation of future primary school teachers for innovative activities in the course of their professional activities should be carried out according to an individual program for each student. Therefore, it is designed to encourage students to strive for innovation, to be able to distinguish between innovative technologies, to understand the need for innovation, to reveal their creative abilities, approaching from the point of view of novelty, to creatively present new ideas and ensure their implementation in the pedagogical process.

Innovative activity in the profession is one of the aspects of the way of development of the modern higher school, or, according to Sh.T.Taubaeva, «it is characterized by such processes as invention, research, preparation for use, practical use of innovations» (Sh.T. Taýbaeva, 2019).

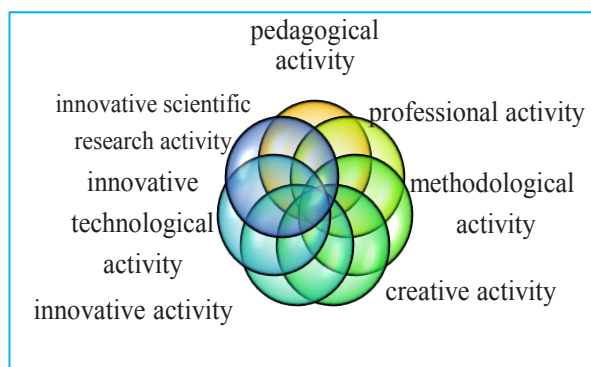


Figure 1. *Levels of innovative training according K.Zh.Buzaubakova*

K.Zh.Buzaubakova in her work determines the indicators of the teacher's readiness for innovative activities (Býzaýbakova, 2009). We believe that it is necessary to be guided by the innovative training levels proposed by the scientist, taking into account the necessity of creating the methodology of our research work (Figure 1).

Based on the research of domestic scientists and analyzing them from our side, we assume the existence of «three directions» that allow us to determine the trajectory of formation of the student's innovative activity in professional

specialties that he masters in preparation of future primary school teachers.

These three directions are characterized as follows:

- firstly, an environment based on innovation in a higher education institution;
- the dynamics of technology for the formation of an innovative orientation in the model of a primary school teacher;
- the introduction of an innovative impulse as a professional person who is deeply aware of the responsibility for teaching students through the growth of a qualified teacher to the level of innovative consciousness.

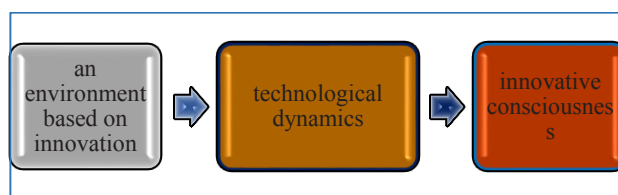


Figure 2. *Dynamic forces of the development trajectory of innovative activities as a professional orientation of a future primary school teacher*

We model the described three dynamic forces with the help of the figure (Figure 2).

It should be noted that these three dynamics are closely related to each other and influence each other.

In the study of the domestic scientist K.M.Nagymzhanova on the formation of innovative activity of a primary school teacher: "The motivational structure of innovative activity requires consideration in two directions, i.e., firstly, from the point of view of professional motivation in the structure of general motives, and secondly, the content of the creative orientation of professional activity and pedagogical innovations. Pushing is divided into external and internal: material incentives associated with self-determination, professional motivation and motivation for self-realization. The innovative activity of the teacher is considered in accordance with the priority of the following motives:

1. External stimulation of material rewards associated with the introduction of innovations. Such incentives include material incentives for highly qualified teachers.

2. Motivations for external self-determination of the teacher. In this case, the student uses innovation to bring resonance to their work. This motivation is called cognitive.

3. Professional motivation. The two motivations we have considered are not professional, the professional motivation is generally aimed at increasing the desire, interest and personal qualities of the participant for education. Professional motivations are associated with a high level of creativity, which ensures the effectiveness of pedagogical activity. Here, teachers update the system of working methods, create their own concepts, and strive to create scientific schools.

4. Motivations for self-determination of personality. The need for self-activity is potentially present in all people, but professional activity is not consciously manifested, "and gives the following definition of innovative activity:"innovative activity means finding an effective way to organize the educational and cognitive activities of students, introducing innovations into established traditional activities, changing and developing pedagogical work in accordance with the characteristics of abilities" (Nağymjanova, 2010). Taking into account the definition given by the author, according to the results of our study, we believe that a future teacher who has received an education at a university should be focused on his own object of pedagogical influence, and in order to improve

his innovative professional activity, the future primary school teacher should master innovative methods of teaching the Kazakh language.

The search for ways to improve the quality of the methodological activities of a primary school teacher in the conditions of the innovative direction of education is associated with the innovative potential of the pedagogical environment. It is carried out on the basis of the use of new methodological ideas in the system of primary education, the consistent pedagogical implementation of innovative methodological models and technologies of teaching. All this creates conditions for a high-quality understanding of the professional activities of a primary school teacher from an innovative point of view (K.Ratheeswari, 2018).

The formation of innovative activities of future primary school teachers in their professional specialty means improving their professional quality through the introduction, application, modification, transformation of innovations. So, in order to determine the level of innovative activity of future primary school teachers in mastering their professional specialty, an author's questionnaire was taken for conducting experimental work.

Results. Not every action will be equally effective for everyone. To be effective, it is necessary to find an effective way and method of this action. Under the result of the educational process, we understand the indicators of the mental functions of the child (thinking ability, individuality, reasoning, self-activity), the ability to use the knowledge gained as a result of their actions to solve their life problems.

Therefore, the author's questionnaire «*What do you know about innovative activity in the professional speciality?*» was obtained in order to determine the level of readiness of future professional teachers of primary school for innovative activity, motivation and interest in its development. This questionnaire was conducted on students of experimental and control groups. Since the questionnaire is open, we asked them to answer honestly.

During the analysis of the results of the author's questionnaire, 72% of the students of the experimental and the control group gave the answer «yes» to the first question «Do you know the concepts of “innovative activity» and «professional activity», and we found out that the majority of students didn't know about these terms in general, and also that they do not

understand the meaning of a specific concept. In the analysis of the next answer of the questionnaire, the students of the experimental group made up 78,2% of the version “It is difficult to answer”, the control group - 75%. Because we know that they do not understand the meaning of these concepts. 26,5% of the experimental group (EG) and 23% of the control group (CG) answered positively to the question “Are you ready to use innovative technologies in teaching the Kazakh language in primary school?”. This is a pleasing situation, but there are those who do not know about innovative technologies.

Most of the students (26,5%) gave positive answers to the question of striving for innovation and innovative success, but they do not know the exact ways to achieve innovation. Most of the students answered «no» to the question in the form of preparation for presenting new ideas, inventing innovations, and implementing them during the lesson in the teaching of the Kazakh language. The reason: they emphasized that they have difficulty presenting new ideas, inventing innovations, and implementing them during the lesson. 63% of the experimental group and 65% of the control group answered “yes” to the question, “Do you think it is necessary to use the innovative activities in the pedagogical process more often in your professional speciality?” The answers given to the question “Do you think that innovative activities are necessary for the professional growth of a teacher?” also showed a higher percentage than the average, in addition to the answers given by students to the previous question. It was found that most of the participants of the questionnaire believe that innovative activity is necessary for the professional growth of the teacher. 70% of the experimental group and 73% of the control group showed satisfactory answers to the last question: “Do you think that the innovative activity of the future primary school teacher should be purposefully developed in his professional speciality?” The results of the questionnaire are presented in the form of a diagram below (Figure 3,4).

As can be seen from the results, the prospective elementary teachers described the dynamism and adaptability necessary to deal with these different challenges (Negrín-Medina M.Á. et al., 2022).

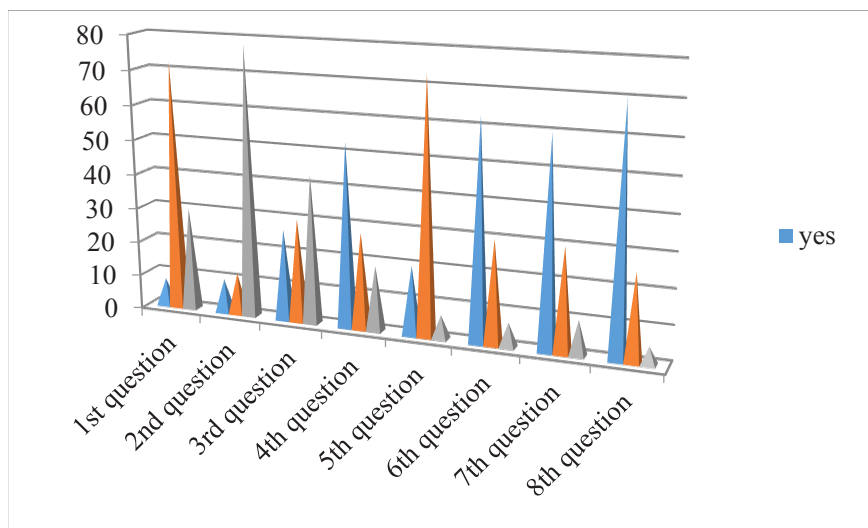


Figure 3. *Results of the questionnaire «What do you know about innovative activity in your profession» (experimental group)*

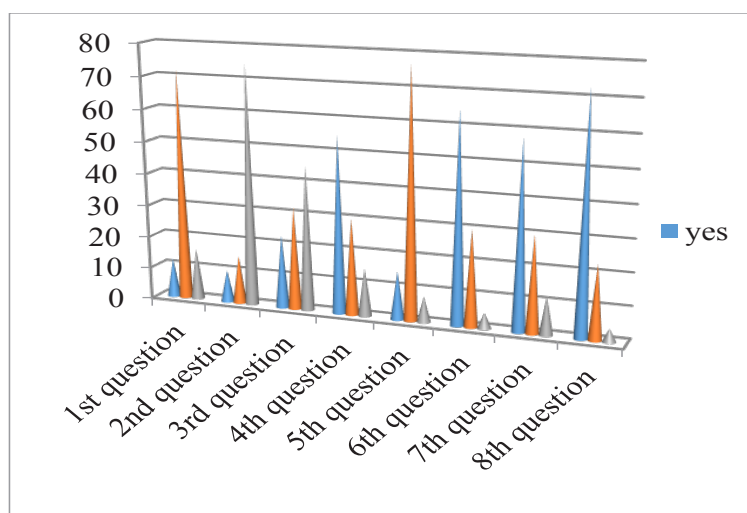


Figure 4. *Results of the questionnaire «What do you know about innovative activities in your profession?» (control group)*

Discussion. In the scientific work of Zh.A.Zhumabayeva, Zh.E.Zhumash “ways of organizing effective education in higher education” on the basis of works related to “effective learning”, within the framework of the research topic, a survey of university teachers was conducted in order to determine attitudes to effective learning and ways to organize it (Zhumabaeva, Zh.A., & Zhumash, Zh.E., 2023). As a result of the survey, it is clear that, despite all the difficulties of implementing the student in the classroom, the teacher chooses a style of pedagogical communication that will maximize the student’s personality, develop him as a future specialist, and during the discussion of the questionnaire on our research work, it was

possible to determine the meaningful level of innovation in preparing future primary school teachers for professional activity it is shown that he has achieved effective success. One can observe students’ self-confidence and passion for innovation, the need for innovation in professional growth.

One of the ways to solve these problems is the active use of innovations in teaching the Kazakh language in primary school, in other words, the use of innovative teaching methods and technologies as a new tool for the future teacher. That is, innovative activity changes the interaction, the relationship between the student and the teacher in the formation of the future primary school teacher as a professional, and

innovative activity changes the thinking abilities of the future teacher.

In addition, taking into account the development of innovative activities of future primary school teachers, guided by the scientific works presented above and the answers to the survey from students, we make the following assumptions within the framework of the study:

- interdisciplinary content: in the professional training of future teachers, the content of educational subjects will have an interdisciplinary connection. That is, it allows students to learn independently through creative thinking, using innovative activities in group or individual learning;

- collaborative: future primary school teachers will have the opportunity to use new types of innovative teaching and will increase the psychological readiness and activity of students for the lesson;

- formation and development of professional preparation and skills of future teachers: to enable them to increase their competitiveness at the higher educational institution and adapt them to innovation.

According to these assumptions, various works are being carried out in practice. For example: future elementary school teachers are given combined lectures on the connections between pedagogical and methodical subjects, an elective course on creating a collaborative learning environment, increasing the activity of learners and adapting them to innovation is being introduced. The implemented elective course demonstrated the importance of effective learning strategies to determine the meaningful level of innovative activity of students in the learning process of preparing future primary school teachers for a professional profession. It should be noted that in order to develop the learning outcomes of students using modern teaching methods and technologies, the content level of innovative activity of future specialists was determined.

Conclusion. We determined the level of content by considering the effectiveness of training future primary school teachers in Kazakh language teaching due to the analysis of scientific works and the results of the author's survey.

Summing up the results of the author's questionnaire, we came to the following

conclusion: the students of the control and experimental groups have low enthusiasm for innovations in the professional activities of the future primary school teacher in teaching the Kazakh language, it is difficult for them to understand the meaning of the concepts «innovative activity», «professional activity», they have a desire to use innovative pedagogical technologies, but they have a low level of knowledge about innovative technologies, and it is also shown, that innovative knowledge and methodological action in pedagogical practice is necessary and should be developed for the professional growth of future teachers.

In conclusion, as a result of the practical work carried out, it was noted that students do not want to master innovative activities and professional skills, and their enthusiasm for the use of innovative pedagogical technologies in the educational process is low. It was also found that there are students with a low level of innovative activity aimed at a professional specialty. Therefore, we understand that the introduction of a complex of knowledge based on the theory of innovative education and innovative pedagogical technologies into pedagogical practice has had a positive impact on the professional activities of future primary school teachers and the formation of cognitive activity in this direction.

Recommendations. Based on the results of the research, we made recommendations related to the adaptation of students to innovation:

- 1) The use of innovative technologies in teaching the Kazakh language in primary classes will increase the interest of students in learning, despite low academic performance;

- 2) Presenting new ideas, inventing innovations, and implementing them during the lesson in the teaching of the Kazakh language in the primary school motivates the future primary school teacher;

- 3) Forming the professional skills of students through innovative activities in education will allow the professional growth of the future teacher.

The results from the author's survey helped to determine the orientation of knowledge towards innovation and helped to determine the level of content, thus confirming the validity of our methodological choice in the empirical study.

References

- Býzaýbakova K.J. (2009). Qalyptastyrdyń teorialyq-ádisnamalyq negizderi muǵalimniń inovasiylyq isterge daıyn: Dissertacia. Almaty baspasy. 395 b.
- Gayssian K., Tashenova G., Geldymamedova E., Týlindinova G., Baimýrzina B., Gavrilova T. (2022). Bolashaq biologia muǵalimderiniń kásibi daıyndyǵyn jetildirý ádistemesi. Kıp bilim berý ǵylymdarynyń jýrnaly. 17 Tom, 9 shyǵarylym, 3034-3047p.
- Zhumash, Z., Zhumabaeva, A., Nurgaliyeva, S., Saduakas, G., Lebedeva, L. A., & Zhoraeva, S.B. (2021). Professional teaching competence in preservice primary school teachers: Structure, criteria and levels. *World Journal on Educational Technology: Current Issues*, 13(2), 261–271. <https://doi.org/10.18844/wjet.v13i2.5699>
- Zhumabaeva, J.A., & Zhumash, J.E. (2023). Ways to organize effective teaching in a higher educational institution. «Pedagogy and Psychology» journal of Abay Kazakh National Pedagogical University, 2(55) 2023, 71– 80. <https://doi.org/10.51889/2077-6861.2023.30.2.025>
- Iskakova L. M. (2022). Synı oılaý negizinde Bolashaq bastaýysh synyp muǵalimderiniń intellektisin damytý: (PhD) Dissertacia. Almaty baspasy. 193 b. <https://www.kaznpu.kz/docs/doctoranti/l/disser.pdf>
- Qazaqstan Respyblikasynyń Zańy (2007). <https://adilet.zan.kz/kaz/docs/Z070000319>.
- Myrzabekov, E. E. (2022). Bolashaq muǵalimderdi inovasiylyq qyzmetke daıyndaý prosesinde olardyń shyǵarmashylyq tulǵasyn qalyptastyry. (PhD) Dissertacia. Almaty baspasy. 161 b. <https://abaiuniversity.edu.kz/docs/d.pdf>
- Muhametqalı, M. M. (2007). Mektep muǵalimderiniń kásibi-pedagogikalıyq inovasiylyq qyzmetke daıyndyǵyn arttırý. Dissertacia. Astana baspasy. 178 b.
- Naǵymjanova, Q.M. (2010). Ýniversitet stýdentteriniń pedagogikalıyq kreativtigin inovasiylyq bilim berý ortasynda qylyptastyrdyń ǵylymi negizderi. Dissertacia. Almaty baspasy. 345 b.
- Negrín-Medina M.Á., Gómez A.B., Pruaño A.P., Marrero-Galván J.J. (2022). Teachers' Perceptions of Changes in Their Professional Development as a Result of ICT. *Journal of Intelligence* is an international, peer-reviewed, open access journal on the study of human intelligence, published monthly online by MDPI. <https://doi.org/10.3390/jintelligence10040090>
- Ratheeswari, K. (2018). Information communication technology in education// *Journal of Applied and Advanced Research*. 3(1), 45–47. <https://doi.org/10.21839/jaar.2018.v3iS1.169>
- “Qazaqstan Respyblikasy Bilim jáne ǵylym ministrigininiń barlyq deńgeilerindegi memlekettik jalpyǵa mindetti bilim berý standartary”, 2021. <https://adilet.zan.kz/kaz/archive/docs/V1800017669/23.07.2021>
- Stambekova, J.K. (2022). Bolashaq bastaýysh synyp muǵalimderin jańartylǵan bilim berý mazmuny kontekstindegi inovasiylyq qyzmetke daıyndaý: Dissertacia. Almaty baspasy. 169(89) b.
- Toqaev K. (2020). Qazaqstan Respyblikasynyń basshysy Q. Toqaevtyń Qazaqstan halqyna úndeýi. «Qazaqstan Jańa Shyndyqta: Áreket Etý Ýaqyty. URL: <https://www.akorda.kz>.
- Taubayeva, Sh.T. (2019). Innovative culture of a higher school teacher: strategies, paradigms, competencies// Collection of materials of the Republican scientific and methodological conference «Professional training of pedagogical personnel in the context of updating the content of Education: competence, technology and innovation». -Atyrau: Atyrau State University named after H.Dosmukhamedov. -p.3-16 file:///C:/Users/User/Downloads/materialy-konferentsii-ii-tom.pdf
- Feizýldaeva S. A. (2019). Joǵary oqý ornynda pánaralyq baılanystardy júzege asyry arqyly bastaýysh synyp muǵalimin kásibi daıarlaý: (PhD) Dissertacia. Taldyqorǵan baspasy. 163b. <https://zhetyssu.edu.kz/wp-content/uploads/2021/03>.