

основных проблемам, как в рамках системы целом, так и процесса в частности. Респондентами выступили непосредственные участники проектов коммерциализации технологий. Также в статье были рассмотривается проблема обеспечение образовательного процесса непосредственных участников инновационной деятельности, поднимается проблема недостаточного уровня образования. WWHна основе проведенного исследования разработаны рекомендации по улучшению инновационной деятельности и соответствующего проектного подхода к коммерциализации образовательных технологий.

Ключевые слова: исследование; инновации; образование; разработка; коммерциализация.

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RESEARCH COMPONENT IN THE EDUCATIONAL PROGRAMS OF THE DIRECTION OF PRESCHOOL EDUCATION AND TRAINING

Abstract

A qualitatively new level of training of teachers of preschool education will ensure the implementation of educational programs based on a research approach. The purpose of this study is to study the current state of research training in Kazakh universities in the direction “6B012 – Pedagogy of preschool education and training” and to outline ways to modify the research component in educational programs. Within the framework of the study, a meaningful analysis of twelve educational programs of Kazakhstani universities was carried out for the representation and relevance of the research component. The results obtained showed that in the content of all educational programs, the research component is represented by an elective course, which is an alternative in a number of universities. There is also a problem of determining the content of research courses, in particular, the logical sequence of the presentation of the material is violated, the content that does not correspond to the name of the course is proposed, outdated literature is recommended, etc. The problem of correctness and updating of course names requires special attention. The lack of research practice is also a serious omission in terms of the integrity of research training. The conclusions resulting from the results obtained show the need to modify the research training of students of preschool education.

Keywords: research training; research competencies; research component; educational program; preschool education; future teachers.

Introduction. A quality pedagogical education is an investment in human capital that will increase the well-being of the nation in the future. In particular, according to research results, the level of professional training of preschool teachers directly affects the quality of upbringing and teaching children [1-6]. In this context, P.Kansanen’s remark that quality pedagogical education should be of paramount importance, since any defects can lead to almost irreparable consequences [7].

The literature review indicates that the implementation of pedagogical educational programs based on the research activities of students [8-13]. The Finnish teacher education system [14; 15], which is of great interest to researchers from different countries, is a successful example, recognized at the international level, practicing this model. An additional argument in favor of organizing training based on a research approach is the research results describing scenarios for the

future, according to which teachers need to have analytical and research skills, the ability to find information and assess its reliability, have the ability to identify a research problem/question, argue and formulate conclusions [16-18].

It follows from the foregoing that in the near future, research training in pedagogical educational programs will occupy a central place. Unfortunately, today we are forced to state that university graduates are not sufficiently prepared to conduct research for professional purposes. In particular, the skills of academic writing, critical analysis of a scientific text, organization and conduct of psychological and pedagogical research and presentation of results are poorly formed. Therefore, it is now urgently necessary to outline ways to implement education based on a research approach.

However, before developing new teaching strategies, including integrating foreign experience with the positive national traditions of higher education in Kazakhstan, it is advisable to study the current state of research training in Kazakhstani universities in the direction “6B012 – Pedagogy of preschool education and training”, which became the goal of this study.

During the study, the following questions were asked:

1. What is the position of research training in the current educational programs of the direction “6B012 – Pedagogy of preschool education and training”?

2. How can the research training of preschool education students be modified?

Research methodology. The study carried out a meaningful analysis of twelve educational programs of the direction “6B012 – Pedagogy of preschool education and

training” of Kazakhstani universities for the representation and relevance of the research component (admission 2017-2020). A number of educational programs are kindly provided by the heads of departments, the rest are taken from the official websites of universities. The content of the research component in the CED of some universities has also been studied. In order to comply with scientific ethics, the names of universities are not indicated.

According to the website <https://www.vipusnik.kz/university-specialties/doshkolnoe-obuchenie-i-vospitanie-in-Kazakhstan>, preschool teachers are trained in 35 universities, therefore, this study covers 35% of educational programs. At the same time, the diversity of educational programs in terms of implementation in different universities provides a fairly complete picture of the research training of preschool education specialists in Kazakhstan.

Methods. In the course of the research, the following complex of methods was used: the study of pedagogical, psychological literature on the research problem; analysis of educational programs and catalogs of elective disciplines; comparison, generalization.

Research results. Table 1 shows the results of a meaningful analysis of research training offered in educational programs of the direction “6B012 – Pedagogy of preschool education and training”. The names of universities are encrypted with a serial number in the table, further in the text the following encryption will be used “University 1”, “University 2”, etc.

University 1 offers a 6-credit course “Research Methods” as a mandatory university component. Unfortunately, it was not possible to analyze the content of this course (Table 1).

Table 1
Research component in educational programs of the direction “6B012 – Pedagogy of preschool education and training” of Kazakhstani universities

№	Year of admission	Name of course	Course outline
1	2	3	4
1	2019	Research methods (6 credits)	The course is a mandatory university component.

1	2	3	4
2	2020	Methodology of scientific and pedagogical research (4 credits)	The course is a mandatory university component. Content of disciplines: scientific activity, its goals and features, scientific and pedagogical research, methodological principles; stages of organization; methods of working with scientific literature, methods of scientific and pedagogical research, methods of studying and generalizing advanced pedagogical experience
3	2019	Methodology of scientific and pedagogical research (5 credits)	The course is a mandatory university component. Content of disciplines: student's scientific activity; scientific and pedagogical research, methodological principles; definition of the problem and research topic as the initial stage of scientific research; work with scientific literature and methods of processing the information received; the method of conducting the ascertaining experiment; methodology for conducting the formative and control stages of the pedagogical experiment; methods of scientific and pedagogical research
4	2019	Methodology of scientific and pedagogical research (6 credits)	The course is an elective component, i.e. alternative to the course "Management in preschool education" Content of disciplines: the main stages of scientific research, relevance, goals and objectives of the study, hypothesis, as well as the theoretical and methodological basis of research
5	2018	Research methods (3 credits)	The course is a mandatory university component
6	2019	Methods of scientific and pedagogical research / Methods of scientific knowledge of the teacher educator	The courses are alternative to each other. The volume of the academic load in credits in the EP is not specified
7	2016	Methods of psychological and pedagogical research / Methodology of scientific and pedagogical research (2 credits)	The courses are alternative to each other. Content of disciplines (one content is offered for two courses): laws and regularities of scientific research methodology; analysis of the main characteristics of the study; application of specific methods; registration of research results
8	2019	Research planning methodology (4 credits)	The course is a mandatory university component. There is no description of this course in CED
9	2017	Monitoring pedagogical research methods (4 credits)	The course is an elective component, i.e. alternative to the courses "Introduction to the pedagogical specialty" and "Pedagogical development" (2 semester) The analysis of the CED indicates that the content of the elective course does not correspond at all to the declared name
		Organization of independent research work of students (2 credits) Organization of independent research work of students (2 credits)	The course is an elective component, i.e. alternative to the courses "Self-knowledge" and "Professional psychology" (3 semester). Discipline content: strategies for the development of science in the Republic of Kazakhstan, methodology and methods of social and pedagogical research, planning and organization of research activities, preparation of graduates for the organization of research work in the field of social pedagogy and self-knowledge

1	2	3	4
		Methodology and methods of pedagogical research / Methods of national pedagogical research (3 credits)	The courses are offered as an alternative to the Ethnopedagogy course (4 semester). Content of disciplines: 1) the content of the discipline is incorrect; 2) methods of national pedagogical research, methods of pedagogy and individual methods. National pedagogical research methods, scientific methods are the opportunity to obtain the necessary information. This information determines the patterns and goals of the ethnopedagogical process.
		Experimental method in pedagogical research / Heuristic method in pedagogical research (3 credits)	Courses are offered as an alternative to the course “Fundamentals of psychological and pedagogical education in the upbringing of first graders” (6 semester) CED lacks a description of the content of these courses
		Methods of scientific and pedagogical research / Organization of independent research work of students / Diagnostic methods of psychological research (3 credits)	The courses are alternative to each other (7 semester). Content of disciplines: 1) the content of the course does not correspond at all to the declared title; 2) this course is duplicated twice (2 and 7 semesters); 3) the content of the course does not correspond at all to the declared title
10	2019	Methodology of scientific and pedagogical research (7 credits)	The course is a mandatory university component. Content of disciplines: methodological foundations of pedagogical research; scientific work of students; methods of scientific knowledge; empirical methods of pedagogical research; methodology for conducting pedagogical research
11	2020	Methodology of scientific and pedagogical research / Methodology and methods of psychological and pedagogical research / Planning of scientific research (5 credits)	The courses are alternative to each other. Content of disciplines: 1) scientific and pedagogical research; definition of the problem and research topic; work with scientific literature; staged, research, final stages of research; research methods; 2) classification of methods; research and diagnostics; scientific and practical research; reliability and validity; 3) science and scientific research; methodology and research methods; stages of scientific research; choice of topic and planning of scientific research; collection of information; writing and registration of scientific papers, etc.
12	2020	Methodology of scientific and pedagogical research	The course is a mandatory university component. Content of disciplines: theoretical foundations of pedagogical research; factors necessary to formulate the research topic; experimental techniques; choice of measuring instruments; processing of results; methodology for conducting psychological and pedagogical research

University 2 offers an elective course “Methods of Scientific and Pedagogical Research” with a volume of 4 credits as a university component of a mandatory for study. The name of this course is rather controversial

in terms of what is meant by the “methodology of scientific and pedagogical research.” We believe that the concept of “methodology” is not entirely correct to use in the context of scientific and pedagogical research.

In general, the content of this course allows you to develop the primary skills of conducting scientific research. However, it should be noted that the sequence of studying topics does not correspond to the course and logic of scientific research, therefore, students will not form a clear idea of the organization of research activities.

University 3 provides for the compulsory study of the elective course “Methods of Scientific and Pedagogical Research” in volume of 5 credits. Likewise, the name of the course seems to be quite controversial. At the same time, the content of the course corresponds to the logic of scientific research, with the exception of the topic “Methods of scientific and pedagogical research”, which is advisable to study at the beginning of the course.

University 4 offers as an elective component a 6-credit course “Methods of Scientific and Pedagogical Research”, i.e. as an alternative to the course “Management in preschool education”. As in the previous two universities, the course title needs to be adjusted. The course content does not provide students with the complete information necessary to understand the research process.

University 5 provides for a mandatory university component “Research Methods” in the amount of 3 credits. Unfortunately, it was not possible to analyze the content of this course.

University 6 offers a choice of two elective courses “Methods of scientific and pedagogical research” and “Methods of scientific knowledge of the teacher educator” the volume of the workload in credits in the EP is not specified. Unfortunately, it was not possible to analyze the content of the courses.

University 7 provides a choice of two elective courses “Methods of psychological and pedagogical research” and “Methods of scientific and pedagogical research” in volume of 2 credits. The name of the second course, as noted earlier, is controversial.

In the description of the courses, one content is presented for two disciplines, which indicates the formality of the choice of courses. In addition, the proposed content does not fully provide the formation of basic research skills and abilities.

As the recommended literature, only one manual is offered “Introduction to scientific research in pedagogy / Edited by: V.I. Zhuravlev. – M.: Education, 1988. – 239 p. “. This edition is quite informative, but still outdated.

University 8 offers a compulsory university component for the course “Methods of planning scientific research” with a volume of 4 credits. However, the title of the course is ambiguous regarding the application of the concept of “methodology” in the aspect of planning a scientific research. There is no description of this course in the catalog of elective disciplines.

University 9 provides several elective courses aimed at preparing for research activities:

– “Monitoring of methods of pedagogical research” with a volume of 4 credits is offered in the 2nd semester as an alternative to the courses “Introduction to the pedagogical specialty” and “Pedagogical development”. The content of the course presented in the catalog of elective disciplines does not at all correspond to the declared name.

– “Organization of students’ independent research work” in volume of 2 credits is offered in the 3rd semester as an alternative to the courses “Self-knowledge” and “Professional psychology”. Analysis of the catalog of elective disciplines allows us to state that the proposed content only partially corresponds to the name of the course. At the same time, the emphasis is on research in the field of social pedagogy and self - knowledge.

– “Methodology and methods of pedagogical research”, “Methods of national pedagogical research” in volume of 3 credits are presented in the 4th semester as an alternative to the course “Ethnopedagogy”.

The catalog of elective disciplines contains the incorrect content of the course “Methodology and methods of pedagogical research.”

The course “Methods of National Pedagogical Research” is rather controversial, because the concept of “national research methods” does not exist in the methodology of science.

– “Experimental method in pedagogical research”, “Heuristic method in pedagogical research” with a volume of 3 credits are

offered in the 6th semester as alternatives to the “Fundamentals of psychological and pedagogical education in the upbringing of first graders.” There is no description of the content of these courses in the catalog of elective disciplines.

– “Methods of scientific and pedagogical research”, “Organization of independent research work of students” and “Diagnostic methods of psychological research” in volume of 3 credits are offered to choose from in the 7th semester. It should be noted that the course “Organization of students’ independent research work” is duplicated twice (2 and 7 semesters). An analysis of the catalog of elective disciplines indicates that the proposed course content does not at all correspond to the declared names.

University 10, as a compulsory university component, offers the course «Methods of Scientific and Pedagogical Research» with a volume of 7 credits. In general, the content of the course allows you to form basic research skills and abilities. However, as noted above, the title of the course requires adjustment.

University 11 offers a choice of three courses with a volume of 5 credits: «Methods of Scientific and Pedagogical Research» (incorrect name of the course), «Methodology and Methods of Psychological and Pedagogical Research», «Research Planning». The content of the courses is aimed at the theoretical and practical preparation of students for scientific research.

University 12 offers the course «Methods of Scientific and Pedagogical Research» as a mandatory component for studying (the name requires correction). The proposed content is partially inconsistent with the sequence and logic of scientific research. For example, the topic “Choice of measuring instruments” should precede the topic «Experimental techniques»; it is advisable to reformulate the topic «Methodology for conducting psychological and pedagogical research» into «Organization and conduct of scientific research», etc.

It should be noted that all universities provide for the writing of a thesis. However, it is

not expected to undergo research practice, which does not allow students to receive full-fledged research training.

Discussion. First of all, it should be noted that in the content of all educational programs, the research component is represented by an elective course. This positive trend indicates that the leadership and developers of educational programs understand the importance and significance of research training for the future teacher of apreschool organization.

At the same time, in a number of universities, these elective courses are alternative, i.e. when choosing another discipline, students do not receive basic knowledge in the field of scientific research.

Analysis of the catalog of elective disciplines confirms the presence of the problem of determining the content of research courses, in particular, the logical sequence of the presentation of the material is violated, content is proposed that does not correspond to the name of the course, outdated literature is recommended, etc. Special attention should be paid to the problem of correctness and updating of the names of courses. The lack of research practice is also a serious omission in terms of the integrity of research training.

Thus, the conducted substantive analysis of educational programs of the direction “6B012 – Pedagogy of preschool education and training” for research training allows us to conclude that Kazakhstan universities need to modify research content.

Realizing that the transition to research pedagogical education should be gradual, the first step in this direction is seen in the introduction into educational programs of compulsory courses aimed at preparing for research activities, with relevant relevant content, as well as research practice that provides expansion and deepening of theoretical knowledge.

For example, within the framework of the fundamental scientific project of grant financing of the Ministry of Education and Science of the Republic of Kazakhstan, the authors have developed courses «Introduction to Educational Research» (5 ECTS, 6 semester), «Critical

Thinking in Modern Research» (5 ECTS, 7 semester), as well as a research program. practice (5 ECTS, 7 semester, on-the-job). These courses and research practice have been successfully tested and implemented at the L.N. Gumilyov Eurasian National University.

Implications for Future Research. The study of the current state of the research component in the educational programs of the direction «6B012 – Pedagogy of preschool education and training», as well as the study of the possibility of its modification, led to further questions that require study:

- research of students' involvement in scientific research and satisfaction with the quality of research training;
- study of the level of readiness of students for research activities;
- research of the main problems faced by teachers of preschool organizations when conducting research work for professional purposes;
- development of programs to improve the research competence of teachers of preschool organizations;
- development of approaches for modifying

the research training of students of preschool education.

Limitations. The results of the presented study can be described as exploratory rather than generalizing. The analysis of a relatively small number of educational programs (35%) limits the generalizability of the results. It should also be noted that the state of research training is most likely not significantly different in the educational programs of other Kazakhstan's universities.

Concluding remarks. The results of the study convincingly show that the research training of preschool students requires modification in terms of updating and increasing educational courses, as well as the introduction of research practice. We believe that studying the experience of Finnish universities will make a significant contribution to the development of national approaches, which will provide a qualitatively new level of training for preschool teachers in Kazakhstan.

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Мектепке дейінгі тәрбие мен оқыту бағытындағы білім беру бағдарламаларының ғылыми-зерттеу компоненті

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Аңдатпа

Мектепке дейінгі ұйымдарға педагогтарды даярлаудың жаңа сапалы деңгейін ғылыми көзқарас негізінде білім беру бағдарламаларын іске асыруды қамтамасыз етеді. Зерттеудің мақсаты: «6В012 – Мектепке дейінгі тәрбие және оқыту педагогикасы» бағыты бойынша қазақстандық жоғары оқу орындарындағы ғылыми-зерттеу кадрларын даярлаудың қазіргі жағдайын зерттеу және білім беру бағдарламаларында зерттеу компонентін өзгерту жолдарын белгілеу. Зерттеу барысында қазақстандық жоғары оқу орындарының ғылыми-зерттеудің компонентін ұсыну және өзектілігі үшін он екі жылдық білім беру бағдарламасына мазмұнды талдау жасалды. Алынған нәтижелер көрсеткендей, барлық білім беру бағдарламаларының мазмұнында зерттеу компоненті бірқатар университеттерде балама болып саналатын элективті курспен ұсынылған. Сондай-ақ, зерттеу курстарының мазмұнын анықтау проблемасы бар, атап айтқанда, материалды ұсынудың логикалық реттілігі бұзылған, курстың атына сәйкес келмейтін мазмұн ұсынылған, ескірген әдебиеттер ұсынылған және т.б. Курстардың атауларының дұрыстығына және жаңартылуына ерекше назар аудару қажет. Зерттеу тәжірибесінің жетіспеушілігі ғылыми дайындық тұтастығы тұрғысынан елеулі олқылық болып табылады. Алынған нәтижелерден туындайтын тұжырымдар мектеп жасына дейінгі тәрбиелеу мен білім беру мамандықтарында оқитын студенттердің ғылыми дайындықтарын өзгерту қажеттілігін көрсетеді.

Түйін сөздер: ғылыми дайындық; зерттеу құзыреттілігі; зерттеу компоненті; білім беру бағдарламасы; мектепке дейінгі білім беру; болашақ педагогтар.

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Качественно новый уровень подготовки педагогов дошкольного образования позволит обеспечить реализацию образовательных программ, базирующихся на научно-исследовательском подходе. Цель настоящего исследования – изучить актуальное состояние научно-исследовательской подготовки в казахстанских вузах по направлению «БВ012 – Педагогика дошкольного воспитания и обучения» и наметить пути модификации научно-исследовательского компонента в образовательных программах. В рамках исследования проведен содержательный анализ двенадцати образовательных программ казахстанских вузов на предмет представленности и актуальности научно-исследовательского компонента. Полученные результаты показали, что в содержании всех образовательных программ научно-исследовательский компонент представлен элективным курсом, который в ряде вузов является альтернативным. Также имеет место проблема определения содержания научно-исследовательских курсов, в частности, нарушена логическая последовательность изложения материала, предлагается содержание, не соответствующее наименованию курса, рекомендуется устаревшая литература и др. Отдельного внимания требует проблема корректности и актуализации наименований курсов. Отсутствие научно-исследовательской практики также является серьезным упущением в плане целостности научно-исследовательской подготовки. Выводы, вытекающие из полученных результатов, показывают необходимость модификации научно-исследовательской подготовки студентов дошкольного образования.

Ключевые слова: научно-исследовательская подготовка; исследовательские компетенции; научно-исследовательский компонент; образовательная программа; дошкольное образование; будущие педагоги.

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В ВОЕННЫХ ВУЗАХ РЕСПУБЛИКИ КАЗАХСТАНА***Аннотация*

В статье рассматриваются вопросы подготовки профессиональных кадров для Вооруженных Сил Республики Казахстан, приводится современное состояние военного образования на всех уровнях, приводятся данные о существующих военных учебных заведениях среднего, высшего, послевузовского и дополнительного образования. Автором предпринята попытка краткого анализа существующих казахстанских и российских исследований по теме статьи за последние пять лет. Обзор диссертационных исследований включает вопросы истории подготовки военных специалистов в РК, проблемных вопросов военного образования, формирования у курсантов готовности к военной службе и развитию необходимых профессиональных компетенций, патриотического воспитания, организации военно-педагогического процесса и др. На основе проведенного анализа автор делает вывод о необходимости дальнейшей