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## **ON THE ISSUE OF THE DEVELOPMENT OF LEADERSHIP QUALITIES OF STUDENTS OF PEDAGOGICAL SPECIALTIES**

### *Abstract*

The problem of developing the leadership qualities of future teachers is considered in the article, and the demand for educational leadership for the motivated promotion of innovations by teachers is also substantiated. The team of authors indicated the following components of the organizational system for the formation of leadership qualities: motivational, meaningful, operational, and productive. The diagnostic results are reflected using questionnaire methods (diagnosis of the methodology of E.S. Fedorov and O.V. Yeregin "I am a leader", the questionnaire "Leadership qualities are a component of my profession"). The content of training students for the development of relevant leadership competencies is presented, the characteristics for the development of appropriate educational and methodological support in the discipline "Introduction to Pedagogical Activity", necessary for organizing the phenomenon under study, are considered. Developing opportunities and ways to reveal leadership behavior aimed at the motivational-value sphere of activity, self-education and self-development, components of professional competence of students of the specialties 6B01301 "Pedagogy and Methods of Primary Education", 6B01201 "Preschool Education and upbringing" are determined.

*Keywords:* teacher leadership; educational leadership; model; motivation; leadership skills; self-educational activity; resources.

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## **ПЕДАГОГИКАЛЫҚ МАМАНДЫҚ СТУДЕНТТЕРІНІҢ КӨШБАСШЫЛЫҚ ҚАСИЕТТЕРІН ДАМЫТУ МӘСЕЛЕСІ БОЙЫНША**

### *Аңдатпа*

Мақалада болашақ мұғалімдердің көшбасшылық қасиеттерін дамыту мәселесі қарастырылады, сонымен қатар мұғалімдердің инновацияны ынталандыру үшін білім беру көшбасшылығына деген сұраныс негізделген. Авторлық ұжым көшбасшылық қасиеттерді қалыптастырудың ұйымдастырушылық жүйесінің келесі компоненттерін атап өтті: мотивациялық, мазмұнды, жедел, тиімді. Сауалнама әдістерінің көмегімен (Е.С. Федоров пен О.В. Ереміннің «Мен – көшбасшымын» әдістемесін диагностикалау, «Көшбасшылық қасиеттер – менің мамандығымның құрамдас бөлігі» сауалнамасы) жүргізілген диагностиканың нәтижелері көрсетілген. Тиісті көшбасшылық құзыреттіліктерін дамыту үшін білім алушыларды даярлау мазмұны ұсынылған, зерттелетін феноменді ұйымдастыру үшін қажетті «педагогикалық қызметке кіріспе» пәні бойынша тиісті оқу-әдістемелік сүйемелдеуді әзірлеу сипаттамалары зерделенді. «Бастауышта оқыту педагогикасы мен әдістемесі», «Мектепке дейінгі оқыту және тәрбиелеу» мамандықтары студенттерінің кәсіби құзыреттілігінің компоненттері, өздігінен білім

алу және өзін-өзі дамыту, мотивациялық-құндылық қызмет саласына бағытталған көшбасшылық мінез-құлықты ашудың дамытушы мүмкіндіктері мен жолдары анықталды.

*Түйінді сөздер:* мұғалімнің көшбасшылығы; білім беру көшбасшылығы; модель; мотивация; көшбасшылық қасиеттер; өзін-өзі тәрбиелеу қызметі; ресурстар.

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## **К ВОПРОСУ О РАЗВИТИИ ЛИДЕРСКИХ КАЧЕСТВ СТУДЕНТОВ ПЕДАГОГИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ**

### *Аннотация*

В статье рассматривается проблема развития лидерских качеств будущих педагогов, также обоснована востребованность образовательного лидерства для мотивированного продвижения педагогами инноваций. Авторский коллектив указал следующие компоненты организационной системы формирования лидерских качеств: мотивационный, содержательный, операциональный, результативный. С помощью опросных методов (диагностика методики Е.С. Федорова и О.В. Ерёмкина «Я – лидер», анкета «Лидерские качества – составляющая моей профессии») отражены результаты проведенных диагностик. Представлено содержание подготовки обучающихся для развития соответствующих компетенций лидерства, изучены характеристики к разработке соответствующего учебно-методического сопровождения по дисциплине «Введение в педагогическую деятельность», необходимую для организации исследуемого феномена. Определены развивающие возможности и пути к раскрытию лидерского поведения, направленного на мотивационно-ценностную сферу деятельности, самообразование и саморазвитие, компоненты профессиональной компетентности студентов специальностей «Педагогика и методика начального обучения», «Дошкольное обучение и воспитание».

*Ключевые слова:* лидерство педагога; образовательное лидерство; модель; мотивация; лидерские качества; самообразовательная деятельность; ресурсы.

**Introduction.** In the context of reforms that are growing in Kazakhstani education and accompanied by situations of challenge and uncertainty, the leadership of a teacher is in demand. Moreover, the larger the scale and pace of reforms, the greater the need for educational leadership.

The teacher-leader in this case shows the following attributive characteristics: he is able (this is his competence): a) to unite and promote colleagues in the academic community to achieve tasks; b) to organize team cooperation in the educational environment; c) to serve as a motivating and strategic factor for others; become the bearer of values and own the tool for their implementation; d) to anticipate directions and resources for sustainable development of the organization; e) to feel and use the strengths in the organization's activities, developing

them into favorable opportunities, and, on the contrary, minimize weaknesses, preventing them from turning into threats.

It means the teacher with formed leadership qualities becomes an effective resource in solving the problem of Kazakhstani education – educational inequality between rural and urban schools, between regions and educational institutions of the same region.

It is the teacher-leader who is able to make the school a place where proactivity, volunteerism, entrepreneurship and other key skills of the 21st century are formed, where students receive support in their own behavioral response to the challenges of globalization. These qualities can become life skills that allow “to be ready for a dynamically changing present and an uncertain future” [1, p. 364].

At the same time, teacher leadership is a relatively new phenomenon in the education

system. At the same time, most of the discussion on this topic is focused on the leadership of teachers from the organizational and managerial points of view [2, p.163].

Topicality. Social and economic, political, cultural transformations in Kazakhstan make great demands on every person, his knowledge, personal qualities, social skills. In this context, the role and importance of the modern education system, human capital as a criterion for the level of social development, which forms the basis of a new standard of living in society, is growing.

Therefore, in such conditions, the essence of the concept of educational leadership proves its effectiveness. After all, leadership in education is characterized as a social mechanism. In addition to streamlining and regulating the activities of the educational process, the leadership determines the effective and successful functioning of the entire education system [3, p.8].

In this regard, the relevance of the above concept emphasizes the practical value of the accumulated experience of highly developed foreign countries in providing high quality education, focused primarily on the development of student leadership qualities. So, F.Chitaku, H.Ramadani argued that leadership is a complex multifaceted phenomenon that is widely observed, but poorly understood [4, p.157].

The essence of leadership was more accurately described by A.I. Prigozhin, who argued that “leadership is not so much a place as an attitude”[5].

But Goldring, E., & Greenfield, W. believe that Educational Leadership is an ambiguous and complex concept. The highly vague and fragmented nature of educational leadership theory and research reflects this conceptual vagueness. Leadership in education is further complicated by the dynamic social, economic and political context in which schools are located [6, p.157]. O.V. Yevtikhov understood leadership as the ability of a leader to organize people for effective cooperation [7, p.11].

Thus, analyzing the above works of foreign colleagues, we understand educational leadership as an integrative meaningful personal education of teachers, their formed

leadership qualities and the acquired experience of leadership behavior.

We also understand that in modern times, each person must respond quickly, be able to process and analyze the information received in a high-quality and in a short time, and also apply the knowledge gained in life. Therefore, all this requires targeted and systematic training in educational (pedagogical) leadership, the vector of which reflects the development of modules aimed at developing managerial skills and analyzing behavior patterns that characterize innovative, motivating and result-oriented leadership. It should be noted that in this regard, leadership is moving from the category of skills to a new quality of global and interdisciplinary competence of the 21st century, along with volunteering, civic and social activism, communication, and entrepreneurial spirit.

The purpose of the study is to create prerequisites for targeted and systematic training in educational (pedagogical) leadership, aimed at developing managerial skills and analyzing behavior patterns that characterize the innovative, motivating and result-oriented leadership of future teachers.

#### **Scientific significance:**

The content characteristics of the educational and methodological support associated with the formation of the student have been developed.

Main part. So, the position that the leadership of future teachers can provide opportunities for the student’s personal immersion in the sphere of professional activity that develops professionally significant qualities in him: intelligence, purposefulness, creativity, communication, information culture, the ability to self-development is justified in the introduction. These key skills include developing one’s own vision, motivation and self-motivation, taking initiative, communicating effectively, setting goals, making decisions, allocating resources, and training new leaders [8, p.106].

**Research methodology.** The model presented by us as an organizational system for the formation of leadership qualities made it possible to single out the following components:

– motivational – the motivation of future

teachers for leadership and its development in the educational environment is of great interest in our research.

– meaningful – this stage consisted in solving the set professional tasks of the discipline “Introduction to pedagogical activity”, concerning students of the specialties “Preschool Education and Upbringing” and “Pedagogy and Methods of Primary Education”, the formation of a system of knowledge, skills and competencies about the personal qualities of a leader, the solution of which required a certain level of basic knowledge and skills, the use of mental operations, the ability to generalize, classify, select, research skills.

– operational, -the criteria for the development of reflection are the formation of methods and techniques of reflection; activity of the individual, due to the need for introspection; formation of components of psychological readiness for professional activity.

– effective – a comparative analysis of previously available results and an assessment of the effectiveness of the implementation of the implemented model.

The model for the development of leadership qualities, which includes these components, made it possible to conduct experimental work on the research topic, consisting of a stating stage, a formative stage, a control stage, including the use of the following re-search methods: analysis of pedagogical and scientific-methodical literature, generalization and comparison; observation, questioning, survey, study of activity products, pedagogical experiment.

The pilot study involved students of the 1st year of full-time study of the specialties: specialties “Preschool Education and Upbringing” and “Pedagogy and Methods of Primary Education” in the amount of 35 people of M. Kozybaev North Kazakhstan University, Petropavlovsk.

Stage I (2021) was associated with 1) identifying the existing motivation of students for leadership, identifying leadership potential;

Stage II (2021-2022) was associated with the development and testing of a model aimed at developing leadership qualities in students of pedagogical specialties;

Stage III (2022) was associated with 1) re-diagnosis, 2) studying the effectiveness of the tested model, 3) formulating conclusions.

Diagnostics “I am a leader” of E.S. Fedorova and O.V. Yeremin, which allows to reveal the motivation of first-year students to leadership (assessment of communication and organizational skills), was carried out at the initial stage. The analysis of the existing motivation of students, which reveals the degree of manifestation of leadership qualities, using this technique, showed that it is necessary to create and develop an organizational environment for teaching, learning, and assessment that meets the values of self-realization and improvement of students. The creation and support of the necessary harmony of the organization, or the corporate spirit of the academic community lies in this. In other words, in this case, teaching, self-education, self-realization, improvement become attractive for students for a number of reasons. At the same time, it is important that, according to Fisher, student involvement is a multidimensional construction [9].

The second aspect of the initial stage of the study is associated with the development of a questionnaire: “Leadership qualities are a component of my profession”

“Leadership qualities are part of my profession” Questionnaire

1. I believe that being a leader for a teacher is: a) very important, b) sometimes necessary, c) optional.

2. What are the possible reasons for the manifestation of your leadership qualities in the university: \_\_\_\_\_.

3. What leadership qualities and to what extent do you possess? Underline what is needed.

3.1 I optimally think through my schedule: a) always, b) sometimes, c) do not plan.

3.2 I organize systematic daily extracurricular work: a) on my own initiative basis, b) under teacher control, c) under conditions of severe coercion.

3.3 I speak to an audience: a) willingly, b) reluctantly, c) not speaking.

3.4 I establish equal relations in the learning process: a) with teachers and students, b) with the majority of students, c) with individual students.



3.5. I make my own decisions

a) always, b) sometimes, c) rarely.

The analysis of the survey methods helped to identify potential opportunities and the level of formation of leadership qualities of future teachers.

We carried out the implementation of the model we developed (content and operational stages), suggesting that through the content of certain disciplines (component of choice), their components can contribute to the professional development of the future teacher, associated with his personal development, providing for the formation of such leadership qualities as: determination, purposefulness, perseverance, the desire to go forward, self-confidence and exactingness at the formative stage of the experiment. And already the totality of the developed methods and techniques for teaching the above disciplines is a process of forming leadership qualities that is personally significant for each student, in which, in the context of solving the strategic problems of the development of society, initiative, the ability to think creatively, the ability to choose a professional path and find non-standard solutions, become the most important personality traits. In this regard, work on teaching them to work with special, scientific and methodological literature (find the necessary information; take notes, highlighting the main thoughts; systematize what they read into tables, graphs, diagrams); to plan educational activities (to see the prospect of one's educational activities; to draw up a plan of educational work for the near future, to follow it clearly; to analyze what has not been done and why; to correct the plan) was organized with the 1st year students [10, p.4].

The work on mastering the skills of self-educational activity in the preparation of speeches and reports (highlight the essence of the issue under consideration; summarize data from several sources; draw conclusions); when writing essays, articles (to navigate the flow of information; find the necessary literary sources; collapse information; draw logical conclusions) was also organized.

Thus, in the proposed system for managing the process of preparing students for self-education, 4 blocks are distinguished:

– formation and development of reflection skills;

– formation and development of educational and professional motivation;

– training in working with educational, scientific literature, primary sources: learning to take notes, draw up a plan;

– formation and development of time management skills [11, c.143].

Conducting trainings, games, exercises to identify leadership abilities within the disciplines were aimed at teaching leadership actions, during which the following are updated:

1) leadership values are positive relations between the subjects of the educational process, constructive group relations, the achievement of cognitive and professional goals, etc.; values become guidelines for determining the content of education and the formation of the student's personality. The value-oriented approach ensures the unity of upbringing and education, based on the internal unity of the inculcated values and the expected learning outcomes [12, p. 51].

2) social and pedagogical) conditions of the educational environment, objectively contributing to the deployment of the leadership potential of the student's personality in the process of its formation and subjectively accepted by it [13, p. 71].

Thus, in order to actualize the leadership qualities of a future teacher-leader, **various constructors for the development of educational (pedagogical) leadership** are used. One of these forms of organization of educational leadership, we consider educational tasks implemented within the discipline: "Introduction to Teaching", providing the possibility of transition from educational and cognitive to practical professional activities for the development and self-realization of the teacher's personality within the framework of special training.

At the control stage of the experiment, we summarized the data obtained from the research, we used the same methods as at the initial stage.

Taking into account the questions and answers of the students of the questionnaire developed by us, at the control stage of the

experiment, we connected leadership qualities with the general educational skills of the students of pedagogical specialties. It is possible to formulate the following conclusions with the help of the obtained results:

– a high level of the above-mentioned abilities, which manifested itself in the perseverance of the activity they are interested in, in the emergence of interest in holding events, began to prevail in 24% of the students of specialties. They tried to engage in social activities.

– 60% of the students have an average level, which means that students began to establish contacts not only with students, but also with teachers. They also expressed their opinion, while the potential of their inclinations is not stable.

– 16% of the students with a low level of general educational skills began to experience uncertainty in communication, unwillingness to speak in front of an audience.

Results of the research: Thus, the conducted experimental work made it possible to conduct a comparative analysis and assess the effectiveness of the implementation of the implemented model in the 2021-2022 academic year.

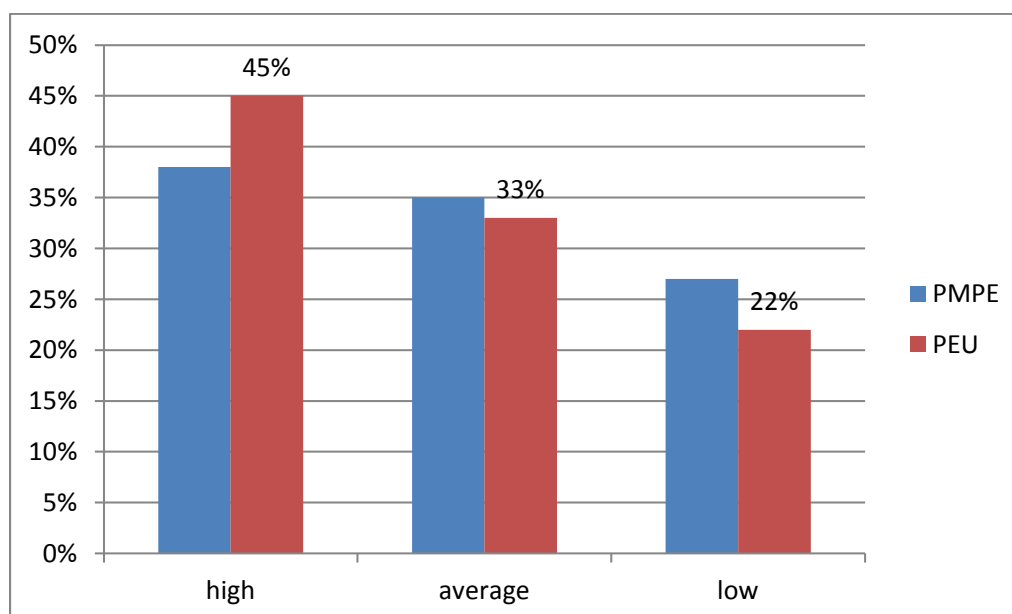
The result of the diagnosis “I am a leader” of the E.S. Fedorova and O.V. Yeregin [14, p.187], which allows to identify the motivation of students to lead 35 students of the 1st year, specialties of PMPE and PEU of M. Kozybayev North Kazakhstan University is shown in Table 1.

**Let us present the results of Table 1.**

The indicator of the formation of leadership behavior	Levels of formation of leadership behavior					
	high		average		low	
	abs.	%	abs.	%	abs.	%
Assessment of leadership behavior of students of the 1st year of full-time education (total 26 students) - PMPE	10	38	9	35	7	27
Assessment of leadership behavior of students of the 1st year of full-time education (total 9 students) - PEU	4	45	3	33	2	22

A visual representation of the levels of formation of leadership behavior of students of the 1st year of the specialty “Pedagogy and

methods of primary education”, “Preschool education and upbringing” of full-time forms of education is shown in Figure 1.



The following conclusions can be drawn from the data obtained:

40 % of students became active, proactive, sociable, began to have a high motivation for learning, formed qualities of mind, self-organization skills, and creative abilities. At the same time, the professional motives have a dominant influence on their attitude to academic disciplines.

34 % of students changed their attitude to the profession, showed a steady interest in social and pedagogical activities and understood the importance of acquiring leadership qualities necessary for the activities of society;

26 % of students are not ready to have activity, positive self-esteem, and to show interest in the profession.

So, according to the results of the “I am a leader” method of E.S. Fedorova and O.V. Yeremin, changes in students are associated with the necessary level of development of motivation for leadership, in which students feel the need for professional development.

Discussion (discussion of the results). The results of the study were discussed at meetings of the Department of Theory and Methods of Primary and Preschool Education, sections of PMPE and PEU in the framework of the following issues:

On improving the professional skills of teachers of the department. 2. On the quality of the classes based on the results of mutual attendance of classes. During the discussion, the following recommendations were made:

– to motivate students to formulate personal aims of training and development in the profession and to determine targeted tasks for their implementation, as well as to form the habit of learning constantly;

– to pay attention through a set of special strategies and forms of classroom and extracurricular work to the philosophy of the teaching profession and educational policy for the modernization of public consciousness and the actualization of new pedagogical thinking;

– to pay special attention to feedback from students, filling it meaningfully with the exchange of experience to develop proactivity and leadership;

– to create the conditions for extracurricular

work for diverse and intensive communication of students on the development of leadership qualities with teachers and successful peers, which contains leadership potential cultural image of Kazakhstan. They represent our country in the international arena, embody the values of Independence. They are our “soft power” (“softpower”)” [15]. Leadership potential in this case is formed personal connections and strong informal relationships that stimulate leadership initiatives;

– create conditions in classroom and extracurricular work for self-knowledge by students of their own qualities and internal resources, that is, the personal component (theSelf) of leadership.

Conclusion. The development of leadership qualities of future teachers has a positive effect on the cohesion of the team, the nature of interaction and the emotional coloring of the relationship between students, there are some opportunities for making joint decisions, their own positions and judgments.

Therefore, the problem of the formation of leadership qualities of students of pedagogical specialties leads to understanding that the learning process must be accompanied by significant changes in pedagogical theory and practice.

In accordance with the structure of the article “On the issue of the development of leadership qualities of students of pedagogical specialties”, we solved the following tasks:

– studied the literary review on the educational leadership of Kazakhstani, foreign, Russian literature;

– revealed the essence of the development of leadership qualities in the educational process of modern higher education;

– determined the developing possibilities of the academic disciplines “Introduction to teaching activities”;

– developed and experimentally tested a model for the development of leadership qualities, which contributes to the development of skills to solve professional problems.

Organizational trends such as the globalization of business and workforce diversity as well as a search for answers to complex questions such

as the financial crisis, climate control, ethical debacles, and entitlement programs has resulted in increased governmental and public interest in leadership. The current malaise around these events, frequently characterized in the media as “a failure of leadership,” has focused the public’s attention on both the self-regulation of leaders as individuals and on the collective regulation of leadership systems embedded in institutional processes and structures. The trends, including increased workforce diversity and the ongoing globalization of business, are typically characterized as “leadership challenges.” To suggest that leadership research will eliminate these problems is naïve, but we are optimistic about the ability of the field over the next decade to both provide better insights into how leaders can be more effective in tackling these problems and to explicate the relevant leadership processes and dynamics [16].

Strengths-based leadership can act as an important job resource that contributes to

employee performance by increasing employees’ work engagement. We therefore recommend organizational decision makers to invest in leadership development to support their leaders in playing to the strengths of their employees and to develop high-quality relationships with all of them [17].

Thus, it is possible to form a conclusion: the development of leadership qualities of students in the specialties of PMSE and PEU provides an effective transition from educational and cognitive to independent practical professional activities.

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## ЖАЛПЫ БІЛІМ БЕРУ МЕКТЕПТІҢ АРНАЙЫ ПЕДАГОГ МАМАННЫҢ КӘСІБИ ЕРЕКШЕЛІКТЕРІ

*Аңдатпа*

Мақалада жалпы білім беру жүйесіндегі арнайы педагог маманның кәсіби ерекшеліктері қамтылған. Қазіргі уақытта бірқатар білім беру мекемелері өз базасында Мүмкіндігі шектеулі балаларға олардың ерекшеліктеріне және қоғамның білім беру қызметтеріне сұранысына сәйкес оқытудың өзгертмелі түрлерін ұсынуға мүмкіндік беретін арнайы жағдайлар жасайды. Ата-аналарға (занды өкілдерге) тұрғылықты жері бойынша қолжетімді білім беру мекемесін, білім алу нысанын таңдау құқығы беріледі. Әр баланың жас ерекшеліктерін, ішкі ресурстарын, денсаулық жағдайы мен жеке мүмкіндіктерін ескере отырып, мәдени тәжірибені сәтті алуға мүмкіндік беретін Инклюзивті тәжірибе мен интеграцияланған оқыту кеңінен қолданылады. Арнайы педагогтың кәсіби дүниетанымы, әлеуметтік және рухани өмірде болып жатқан және қоғам өміріндегі арнайы білімді қажет ететін адамдардың орны мен рөліне әсер ететін процестерді түсіну мен жеке бағалаудың нәтижесі болып табылады. Кәсіби маманның әлеуметтік белсенді көзқарасынан және педагогикалық әсер ету субъектісіне (мүмкіндігі шектеулі балаға немесе ересек адамға) және қоғамның қалыпты көпшілігіне ортаға және өзіне белсенді тұлға ретінде проблемасы бар адамдардың өміріндегі оң өзгерістердің шешуші факторы ретінде көрінеді.

*Түйін сөздер:* арнайы педагог; гуманизм; кәсіби; әлеуметтік; адамгершілік; диагностика; коррекция.

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## ПРОФЕССИОНАЛЬНЫЕ ОСОБЕННОСТИ СПЕЦИАЛЬНОГО ПЕДАГОГА ОБЩЕОБРАЗОВАТЕЛЬНОЙ ШКОЛЫ

*Аннотация*

В статье рассматриваются профессиональные особенности специального педагогического специалиста в системе общего образования. В настоящее время ряд образовательных учреждений создают на своей базе специальные условия, позволяющие детям с ограниченными возможностями предлагать вариативные