

**Pedagogical foundations of linguistic education at the university****S. Zhirenov***Abai Kazakh National Pedagogical University  
(Almaty, Kazakhstan)**Abstract*

The article describes in detail the scientific, theoretical and methodological issues of linguistic education in a higher educational institution. The research work was carried out within the framework of the fundamental research project of the Kazakh National Pedagogical University named after Abai for young researchers 2022 RN: 0122RKI0048 – «Cognitive-conceptual foundations of the lexical system of the Kazakh language». The issue of language education in higher education is one of the most pressing pedagogical issues today. Linguistic education is one of the most important factors in increasing the intellectual potential of a future specialist, shaping personality and strengthening language competence. The pedagogical basis of linguistic education in a higher educational institution is considered not only as a means of communication for a future specialist, but also from the point of view of a cultural, cognitive, professional, grammatical, rhetorical, pedagogical, social phenomenon of language. In the formation of personality, the development of the applied side of the language on the pedagogical basis of linguistic knowledge, the development of vocabulary, the development of professional speech skills, and the features of the rational use of language etiquette in a communicative environment are widely considered.

*Keywords:* language knowledge, language; language potential; pedagogy; education; language competence; personality; professional; etc.

*Редакцияға 29.03.2022 қабылданды**IISTI 14.35.07*<https://doi.org/10.51889/2022-2.2077-6861.04>*M.B. KURMANBEKOVA<sup>1</sup>, G.O. ABDULLAYEVA<sup>2</sup>, N.N. KHAN<sup>1</sup>**<sup>1</sup>Abai Kazakh National Pedagogical University,**<sup>2</sup>International Information Technology University (Almaty, Kazakhstan)**m\_k\_ice@bk.ru, g.abdullayeva@iitu.edu.kz, professor\_khan@mail.ru***THE READINESS OF A FUTURE TEACHER-PSYCHOLOGIST  
TO ENGAGING ADOLESCENTS INTO PROJECT-RESEARCH ACTIVITIES:  
A CORRELATIONAL ASPECT***Abstract*

The article presents the results of diagnostics of future teacher-psychologist's readiness to involving teenagers into project-research activities. The research was taken on the basis of Abai Kazakh National Pedagogical University and Aktobe Regional University named after K. Zhubanov, in which 119 third- and fourth-year students of "Pedagogy and Psychology" direction took part, by using a set of diagnostic methods, corresponding to the criteria of the indicated readiness. The obtained results allowed to substantiate the relationship between the readiness of modern adolescents for project-research activities and the studied readiness of future teachers-psychologists. The conducted diagnostic study showed that both students and adolescents have a desire and interest in conducting project-research activities. However, students do not know the purposeful ways to involve teenagers in project-research activities, although they understand that it depends a lot on them. And adolescents,

in turn, with high motivation, cannot perform this type of activity productively because their teachers, especially teachers-psychologists, do not involve them in this activity. The results of the study have shown that specially organized activities of students are needed, in the process of which their readiness to be involved in project-research activities is purposefully formed.

*Keywords:* readiness of a future teacher-psychologist; involvement; project-research activity; adolescent readiness.

**Introduction.** The transformations taking place in the modern society change the requirements for the individual. In this regard, a modern person must have a leadership potential, cope with a huge amount of information, be able to communicate and work within a team, and have a special intellectual potential, emotional stability and adaptability.

The formation of these qualities takes place in school. However, the modern school, in full measure, does not solve these problems. Consequently, the educational activity of the school, today, also requires changes. A modern school is a comfortable environment for cooperation between a teacher, a student, parents and educational services specialists [1].

In our opinion, a special place is taken by the school psychological service and its central figure – a teacher-psychologist, who in the professional activity promotes productive interaction between all subjects of the educational process. A teacher-psychologist can be actively involved in the educational process, involving students to their research, project activities and develop not only relevant skills, but also form a scientific picture of the world [2].

Traditionally, when working at school, the educational psychologist implements educational, diagnostic and advisory activities [3]. However we consider that educational activity of the educational psychologist is not realized completely. In our opinion, it has a special potential and can be used to involve schoolchildren in project-research activities and in learning activities, in general.

Thus, the analysis of educational practice has shown the necessity of expanding the teacher-psychologist's activity due to the opportunity to carry out teenagers' involvement in project-research activities. This, in its turn, requires readiness to carry out these activities, which

should be formed at the stage of their higher education.

As our own practice and analysis of the professional training process show, this aspect has not been thoroughly studied and insufficient attention has been paid to the issues of the future teacher-psychologist's readiness to involve teenagers in project-research activity. The study of this phenomenon will lead to the expansion of the professional field of a teacher-psychologist and, as a consequence, to the successful solution of the problems of personality formation of a modern teenager in the conditions of the pedagogical process.

The modern pedagogical and psychological science has an extensive stratum of foreign and domestic research that allows the study of various aspects of the problem under study. First of all, they can include studies in the field of pedagogical education and teacher preparation for various activities [4-11]. However, the aspect of the future teacher's training to involve adolescents in project-research activities is practically unstudied; it only begins to be actualized in the modern scientific field.

The search for structural and content characteristics of a future teacher-psychologist's readiness to involve adolescents in project-research activities has determined the necessity and importance of readiness for project-research activities in adolescents [12; 13]. These two phenomena correlate and depend on each other.

**Methods.** We made an attempt to substantiate this relationship, referring to the results of the diagnostic stage of our research experimental work.

At a diagnostic stage we carried out diagnostics of a real state of formation of researched readiness. A necessary condition for the implementation of this stage of research is the selection of a set of diagnostic methods, adequate to the subject of our study. The complex

of diagnostic methods allows you to determine the level of formation of the desired readiness and includes a set of empirical methods of psychological and pedagogical research.

The experimental work was conducted on the basis of the Abai Kazakh National Pedagogical University and K.Zhubanov Aktobe Regional University named after, in which 119 third- and fourth-year students of the “Pedagogy and Psychology” direction participated.

**Results.** The diagnostics of the studied readiness among the third- and fourth-year students showed that the motivational and value component of readiness was formed (Figure 1), most of them show a fairly high level of formation of motives, interests and values in relation to the project-research activity. Students show interest and desire both to participate in project-research activities themselves and to learn how to involve adolescents in this activity.

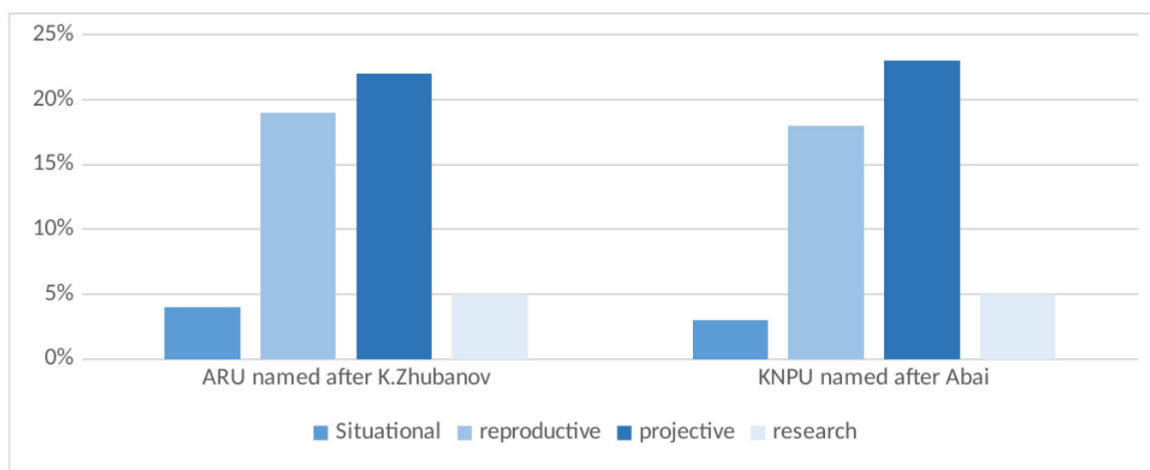


Figure 1. The sphericization of the motivational-value component of readiness for involvement in project-research activities of third- and fourth-year students at the diagnostic stage of the study

The content-cognitive sphere is formed partially, which is manifested in weak knowledge of the project-research activity, but satisfactory indicators of the formation of the cognitive sphere of students (Figure 2).

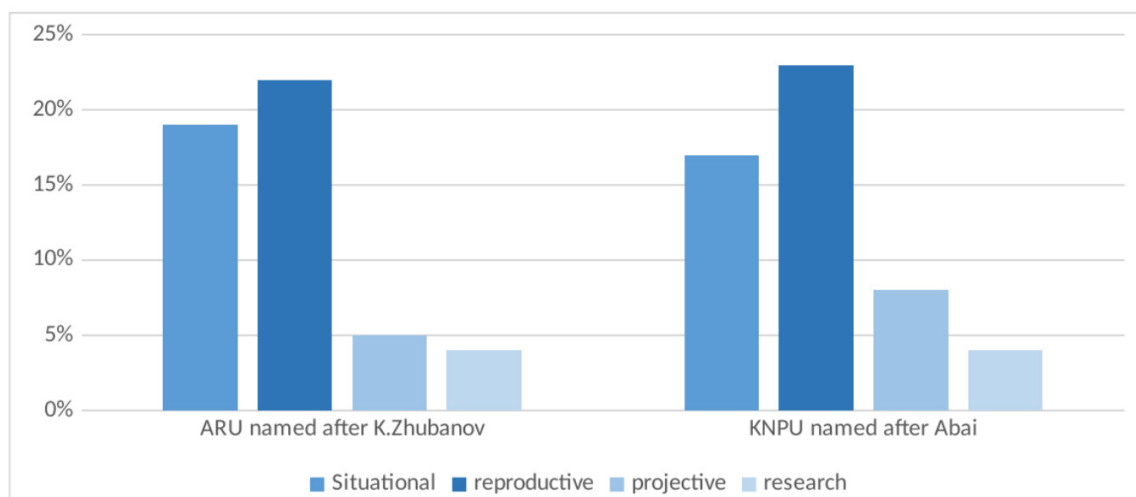


Figure 2. Distribution of third- and fourth-year students by the level of formation of the content and cognitive component of the required readiness

The process-technological sphere is very weakly formed. This manifests itself the fact that with weak systematization and understanding of the essence of project-research activity, students cannot really learn how to involve teenagers in this activity. In other words, the skills and abilities to involve teenagers in project-research activities are practically not formed. Most often, this is due to the fact that future educational psychologists have no idea how a school psychologist can involve students, parents and teachers into project-research activities (Figure 3).

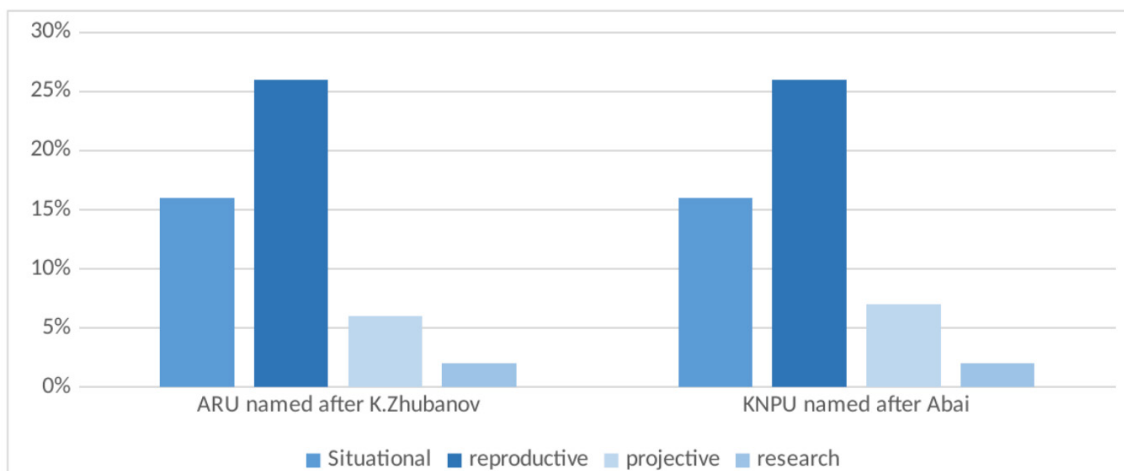


Figure 3. Distribution of third- and fourth-year students according to the level of formation of the process-technological component of the required readiness

Finally, it is quite obvious that while the content-cognitive and process-technological components are weak, the control and evaluation components are also practically unformed. Reflexivity, critical thinking leave much to be desired and require development (Figure 4).

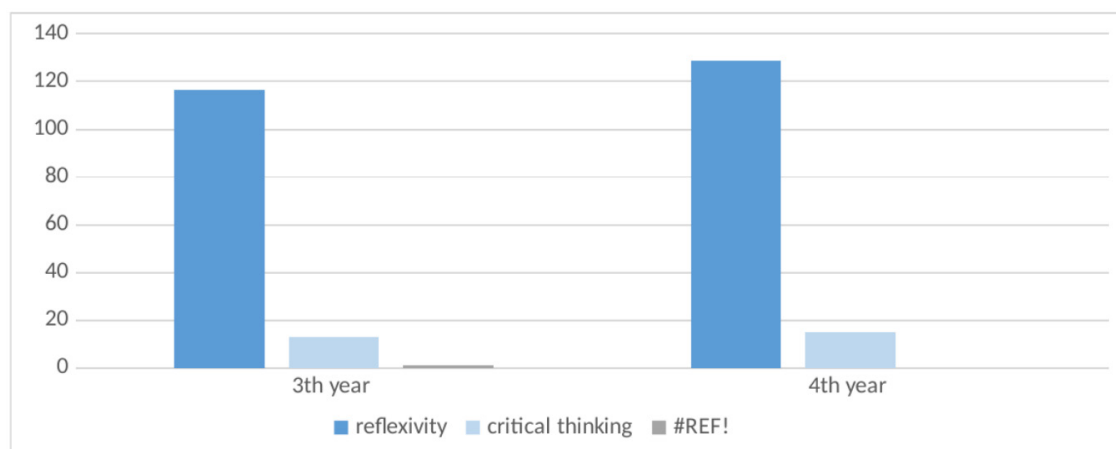


Figure 4: Distribution of indicators of the control-assessment component of readiness among third- and fourth-year students at the diagnostic stage of the study

The diagnostics of the studied readiness among the third- and fourth-year students showed that the motivational and value component of readiness was formed. Students show interest and desire both to participate in project-research activity and to learn how to involve teenagers in this activity.

The content-cognitive component is formed partially, which is manifested in poor knowledge of project-research activity, but are satisfactory indicators of the cognitive sphere of students.

The procedural-technological sphere is very weakly formed. It is manifested in the fact that with weak systematization and understanding of

the essence of project-research activity, students cannot really learn how to involve teenagers in this activity. In other words, the skills and abilities to involve teenagers in project-research activities are practically, not formed. Most often, this is due to the fact that future educational psychologists have no idea how a school psychologist can involve students, parents and teachers in project-research activities.

Finally, it is quite obvious that while the content-cognitive and process-technological components are weak, the control and evaluation components are also practically unformed. Reflexivity, critical thinking leave much to be desired and require development.

The readiness of a future teacher-psychologist to involve teenagers in project-research activity is evidenced not only by the formation of the highlighted components, but also by the students' ability to determine and understand the degree of teenagers' readiness for project-research activity.

On this basis, given the specificity of the subject and objectives of our study, 273 students of 8th-9th grades of KGU Schools № 25 and № 35 in Aktobe, KGU School № 8 and № 132 in Almaty participated in the experimental work.

To conduct a diagnostic study of adolescents' readiness for project-research activities, we identified the main components of adolescents' readiness for motivational, cognitive and activation project-research activities. In accordance with the criteria, we determined the levels of adolescents' readiness for project-research activities: formal, acceptable, creative and exploratory.

In order to determine the level of readiness of adolescents we used express methods in the form of questionnaires and expert interviews. This express method is an expert assessment of adolescents' readiness for project-research activity which was developed by E.Yu. Kravtsova [15].

As a result of the diagnostic measure it was revealed that the majority of adolescents show low readiness for project-research activities. Almost half of the surveyed adolescents (48%) have a formal level of the studied readiness, a third (34%) is at an acceptable level, and only

18% of 8th and 9th graders are able to carry out project-research activities to the full extent.

It should be noted that the qualitative distribution of adolescents in 9th grades is better than the one in 8th grades. We explain this by the manifestation of objective age factors: more fully formed cognitive sphere, better mastery of research methods of learning activities, greater social maturity and the ability to work in a team under the guidance of a teacher and finally, a bright focus on self-knowledge and self-determination.

The data obtained showed that the motivational component of the studied readiness was formed in adolescents better than the cognitive and activity components. Adolescents show interest and desire to carry out project-research activities in the process of learning, but have little or no knowledge and ways of its implementation. In other words, they find it difficult to perform project-research work in a specific learning situation.

Certainly, the obtained results lead to the understanding that low readiness to project-research activities among adolescents is an indicator of low readiness of teachers to involve students in these activities.

The findings suggest that the learning process at school is not focused on purposefully engaging adolescents in project-research activities, which results in reduced interest and cognitive and exploratory activity in the learning process, poor development of creativity, critical thinking, independence, and focus on cooperation with peers, teachers, or parents. In extreme cases, such a picture forms a formal approach to the process of organizing one's own learning activities, shifting the emphasis to external motives.

Complex diagnostics carried out with adolescents and students of the third- and fourth-year students of pedagogical university showed insufficient readiness for project-research activity and involvement in it.

To prove the validity of this, we turned to the calculation of the Spearman correlation coefficient, using the software IBM STATISTICS - SPSS.23. Calculations showed the presence of a reliable two-way correlation at a high level of statistical significance, at  $p \leq 0.01$  (Table 1).



Table 1

Results of Spearman correlation coefficient calculation

			teenagers' readiness	students' readiness
Po Spearman	teenagers' readiness	Correlation coefficient	1,000	,928**
		Significance (bilateral)	.	,008
		N	6	6
	students' readiness	Correlation coefficient	,928**	1,000
		Significance (bilateral)	,008	.
		N	6	6
** The correlation is significant at the 0.01 level (bilateral).				

Thus, we can conclude that the desired readiness of the future teacher-psychologist determines the readiness for project-research activities of adolescents.

**Conclusion.** The conducted diagnostic study showed that both students and adolescents have a desire and interest in conducting project-research activities. However, students do not know the purposeful ways to involve teenagers in project-research activities, although they understand that it depends a lot on them. And adolescents, in turn, with high motivation, cannot perform this type of activity productively because their

teachers, especially teachers-psychologists, do not involve them in this activity.

Thus, the results obtained with the help of diagnostic work state that educational and cognitive activity of students is not properly aimed at the formation of their readiness to involve teenagers in project-research activity. That is why, in our opinion, there is a need for specially organized activities of students, in the course of which their readiness to involve teenagers in project-research activities is purposefully formed.

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#### **Болашақ педагог-психологтың жасөспірімдерді жобалық-зерттеушілік жұмыстарына тартуға дайындығы: корреляциялық қырлары**

*М.Б. Курманбекова<sup>1</sup>, Г.О. Абдуллаева<sup>2</sup>, Н.Н. Хан<sup>1</sup>*

*<sup>1</sup>Абай атындағы Қазақ ұлттық педагогикалық университеті,*

*<sup>2</sup>Халықаралық ақпараттық технологиялар университеті (Алматы, Қазақстан)*

#### *Аңдатпа*

Мақалада болашақ педагог-психологтың жасөспірімдерді жобалық-зерттеушілік жұмыстарына тартуға дайындығын диагностикалау нәтижелері қарастырылған. Зерттеу жұмысы Абай атындағы Қазақ ұлттық педагогикалық университеті мен Қ. Жұбанов атындағы Ақтөбе өңірлік университетінің базасында жүргізілді, аталған зерттеу жұмысына «Педагогика және психология» бағыты бойынша 3 және 4-курсардың 119 студенттері қатысты, яғни көрсетілген дайындық критерийлеріне сәйкес келетін диагностикалық әдістер кешенінің көмегімен қатысты. Алынған нәтижелер қазіргі жасөспірімдердің жобалық-зерттеушілік жұмыстарына дайындығы мен болашақ педагог-психологтардың зерттелетін дайындығы арасындағы өзара байланысты негіздеуге мүмкіндік берді.

Жүргізілген диагностикалық зерттеу студенттердің де, жасөспірімдердің де жобалық-зерттеу қызметін жүргізуге деген ықыласы мен қызығушылығы бар екенін көрсетті. Алайда студенттер жасөспірімдерді жобалық-зерттеу жұмыстарына тартудың мақсатты тәсілдерін білмейді, дегенмен бұл көбінесе оларға байланысты екенін түсінеді. Ал жасөспірімдер, өз кезегінде, жоғары мотивацияға ие бола отырып, қызметтің бұл түрін тиімді жүзеге асыра алмайды, өйткені олардың мұғалімдері, әсіресе психолог-мұғалімдер оларды осы қызметке тартпайды. Зерттеу нәтижелері оқушылардың арнайы ұйымдастырылған іс-әрекеті қажет екенін көрсетті, оның барысында олардың жобалық-зерттеу қызметіне қатысуға дайындығы мақсатты түрде қалыптасады.

*Түйін сөздер:* болашақ педагог-психологтың дайындығы; тарту; жобалық-зерттеушілік жұмыстары; жасөспірімдердің дайындығы.

**Готовность будущего педагога-психолога к вовлечению подростков  
в проектно-исследовательскую деятельность: корреляционный аспект**

*М.Б. Курманбекова<sup>1</sup>, Г.О. Абдуллаева<sup>2</sup>, Н.Н. Хан<sup>1</sup>*

*<sup>1</sup>Казахский национальный педагогический университет имени Абая,*

*<sup>2</sup>Международный университет информационных технологий, Казахстан,  
(Алматы, Казахстан)*

*Аннотация*

В статье представлены результаты диагностики готовности будущего педагога-психолога к вовлечению подростков в проектно-исследовательскую деятельность. Исследование проводилось на базе Казахского национального педагогического университета имени Абая и Актюбинского регионального университета имени К.Жубанова, в котором приняли участие 119 студентов 3-го и 4-го курсов направления «Педагогика и психология», с помощью комплекса диагностических методов, соответствующих критериям указанной готовности. Полученные результаты позволили обосновать взаимосвязь между готовностью современных подростков к проектно-исследовательской деятельности и исследуемой готовностью будущих педагогов-психологов. Проведенное диагностическое исследование показало, что и у студентов, и у подростков есть желание и интерес к ведению проектно-исследовательской деятельности. Однако студенты не знают целенаправленных способов вовлечения подростков в проектно-исследовательскую деятельность, хотя понимают, что это во многом зависит от них. А подростки, в свою очередь, имея высокую мотивацию, не могут продуктивно осуществлять данный вид деятельности, так как их учителя, особенно педагоги-психологи, не вовлекают их в эту деятельность. Результаты исследования показали, что необходима специально организованная деятельность учащихся, в процессе которой целенаправленно формируется их готовность к вовлечению в проектно-исследовательскую деятельность.

*Ключевые слова:* готовность будущего педагога-психолога; вовлечение; проектно-исследовательская деятельность; готовность подростков.

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