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METHODOLOGICAL FOUNDATIONS AND PRINCIPLES OF PREPARING FUTURE PRIMARY EDUCATION TEACHERS TO FOSTER STUDENTS' NATIONAL VALUES

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Abstract. This article provides a comprehensive analysis of the methodological approaches and didactic principles for preparing future primary school teachers to foster national values among students. The main goal of the study is to identify the methodological underpinnings for training prospective primary school teachers to instill national values in learners, scientifically substantiate their interrelationship, and demonstrate how they can be applied in pedagogical practice. The paper defines the content and implementation features of these methodological approaches, examines the consistent application of didactic principles, and elucidates how both methodological approaches and didactic principles can be used in an integrated manner. A survey was administered to students as part of the research, revealing that they have an insufficient understanding of national values, as well as limited mastery of the relevant methodological approaches and didactic principles of teaching. Moreover, while most respondents acknowledge the importance of teaching national values, they emphasize the need for both material and methodological resources to ensure its effective incorporation. The findings confirm the effectiveness of a comprehensive use of ethnopedagogical, cultural, axiological, and activity-based approaches, along with the high efficiency of innovative technologies. The article concludes that enhancing a national values-based system of primary education not only improves the quality of education but also contributes to boosting the professional competence of future teachers.

Keywords: national value, primary education, teacher, principles, rules.

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Аннотация. Мақалада болашақ бастауыш білім педагогтерін оқушыларды ұлттық құндылықтарға баулуға даярлаудың әдіснамалық тұғырлары мен дидактикалық ұстанымдары жан-жақты талданады. Зерттеудің негізгі мақсаты – болашақ бастауыш білім беру мұғалімдерін оқушыларды ұлттық құндылықтарға баулуға дайындаудағы әдіснамалық тұғырларды айқындап, олардың өзара байланысын ғылыми тұрғыдан негіздеу және педагогикалық тәжірибеде қолдану мүмкіндіктерін көрсету. Жұмыста әдіснамалық тұғырлардың мазмұны мен іске асыру ерекшеліктері анықталып, дидактикалық ұстанымдардың бірізді жүзеге асырылу сипаты қарастырылды; сондай-ақ әдіснамалық тұғырлар мен дидактикалық ұстанымдардың кешенді қолданылуы сипатталады. Зерттеу барысында студенттерге сауалнама жүргізіліп, алынған нәтижелер талданды. Нәтижелер болашақ бастауыш сынып мұғалімдерінің ұлттық құндылықтарға қатысты түсініктерінің жеткіліксіздігін және оқыту әдіснамалық тұғырлары мен дидактикалық ұстанымдарды терең меңгермегенін көрсетті. Сонымен қатар студенттердің көпшілігі ұлттық құндылықтарды оқытудың маңызын мойындай отырып, оны жүзеге асыру үшін қажетті материалдық және әдістемелік ресурстарға мұқтаж екенін атап өтті. Зерттеу қорытындысы этнопедагогикалық, мәдениеттану, аксиологиялық және іс-әрекеттік тұғырларды біртұтас қолданудың тиімділігін, сондай-ақ инновациялық технологияларды пайдаланудың жоғары нәтижелілігін дәлелдейді. Мақаладағы тұжырымдар ұлттық құндылықтарға негізделген бастауыш білім беру жүйесін жетілдірумен қатар, болашақ мұғалімдердің кәсіби құзыреттілігін арттыруға да ықпал ететінін айқындайды.

Түйін сөздер: ұлттық құндылық, бастауыш білім, педагог, ұстанымдар, ережелер.

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МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ И ПРИНЦИПЫ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНОГО ОБРАЗОВАНИЯ К ПРИБЛИЖЕНИЮ УЧАЩИХСЯ К НАЦИОНАЛЬНЫМ ЦЕННОСТЯМ

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Аннотация. В статье анализируются методологические подходы и дидактические принципы подготовки будущих учителей начальных классов к воспитанию у учащихся национальных ценностей. Цель исследования — выявить методологические основы подготовки, обосновать взаимосвязь подходов и принципов и продемонстрировать их применение в педагогической практике. Определено содержание методологических подходов и особенности их реализации; рассмотрена последовательность внедрения дидактических принципов; описано комплексное применение подходов и принципов в образовательном процессе.

Проведён опрос студентов, результаты которого показали недостаточное понимание национальных ценностей и неполное владение методологическими и дидактическими инструментами обучения. Большинство респондентов признали важность преподавания национальных ценностей и отметили нехватку материально-методических ресурсов для её успешной реализации. Полученные данные подтверждают высокую эффективность комплексного применения этнопедагогического, культурологического, аксиологического и деятельностного подходов в сочетании с инновационными технологиями.

Выводы свидетельствуют о том, что совершенствование системы начального образования на основе национальных ценностей одновременно повышает профессиональную компетентность будущих учителей.

Ключевые слова: национальные ценности, начальное образование, методологические подходы, дидактические принципы, этнопедагогика, инновационные технологии.

Introduction. In the current era of globalization, preserving national identity and spiritual-cultural values, and instilling them in the minds of future generations, has become one of the key tasks of the education system. Changes taking place in the global educational space are also influencing the development of education policy in the Republic of Kazakhstan, leading it in a new direction. The documents that define state education policy (State Compulsory Educational Standards, state programs

for the development of education and science, etc.) highlight the importance of spiritual and moral education and the acquisition of national values. In this regard, the teaching and educational process at the primary education level plays a crucial role in helping students internalize national values and form patriotic feelings.

The impact of educational material in accordance with the age characteristics of primary school students is significant in the formation of their cognitive and spiritual-cultural qualities. During the primary education phase, a child's worldview develops intensively, and their spiritual orientation and moral principles begin to solidify. Understanding the essence of national values and the ability to apply them in daily life considering key outcomes of this period. Therefore, future primary education teachers should play a leading role in this process. The high level of professional preparation of a teacher and their ability to promote national values is the main condition for the effectiveness of youth education (Nygymanova, 2023). In this regard, the issue of preparing future primary education teachers to instill national values in students is of great relevance.

Researchers substantiate the relevance of preparing future primary education teachers to instill national values in students, citing global experience. For example, Maryrose Chinwe Mbanefo, when studying the implementation of basic education policy in Nigeria, identifies tasks such as maintaining and rapidly improving the quality of education, creating a conducive educational environment, and improving students' communication skills as priorities (Mbanefo, et al., 2022). These conclusions can also serve as important principles for introducing national values: the comfort of the educational environment, enhancing students' behavior and communication culture, and increasing their participation in active learning.

The content of national values includes the people's customs, traditions, spiritual heritage, and cultural heritage. Integrating these values into lessons comprehensively and in accordance with the students' age characteristics can strengthen the impact of the educational process. Moreover, it is important to maintain the principle of dynamism in the content of education, which implies the need to innovate methods for preserving national heritage in line with changing societal demands, and, most importantly, to create conditions for the spiritual development of students (Nygymanova, 2023). In this regard, the future primary school teacher plays the role of an organizer and coordinator, working closely with parents, local communities, and other interested parties. In this context, promoting national values and relying on the foundations of tradition and culture in the professional preparation of future teachers is a key factor not only in the quality education of the younger generation but also in the formation of their patriotism, culture, and civic stance.

The methodological frameworks for preparing future teachers to undertake such an important task are of paramount importance. The ethno-pedagogical, cultural, axiological, systemic, activity-based, dialogical (poly-subjective), personal, anthropological, and competence-based frameworks allow for a comprehensive approach to developing students' spiritual and cultural consciousness. These frameworks are closely interconnected and aim to ensure students' understanding and daily application of national values.

The use of modern information and communication technology, digital platforms, flipped classrooms, and interactive methods increases students' interest and activity, ensuring the systematic acquisition of national values. In this regard, the future teacher's digital literacy, the ability to master new technologies competently, and the capacity to apply them appropriately in the educational process are of particular importance.

The aim of this research is to identify the methodological frameworks for preparing future primary education teachers to instill national values in students, to substantiate their interrelation scientifically, and to demonstrate the possibilities of their application in pedagogical practice.

The **research objectives** are:

- to determine the content of the methodological frameworks and the features of their implementation;
- to examine didactic principles and how they are consistently applied;
- to show the unified application of methodological frameworks and didactic principles;
- to conduct a survey and analyze its results.

The results of the study aim to improve the professional preparation of primary school teachers, influencing students' conscious mastery of national values. The conclusions will form a necessary scientific-methodological basis for the renewal of national education and contribute to the enhancement of future teachers' professional competence.

Materials and methods

The preparation of future primary education teachers to instill national values in students is an urgent issue that requires a comprehensive approach to both theoretical and practical aspects of pedagogical processes. Methodological frameworks and didactic principles complement each other, focusing on enhancing the professional preparation of future teachers and fostering students' spiritual, moral, and civic identity. Below, the content of these methodological frameworks and didactic principles and their specific features of application discussed in the following sections.

Let us consider the content of the methodological frameworks and their features of implementation.

Methodological Frameworks – These are theoretical-methodological foundations that define the organization, content, and goals of the educational process. When preparing future primary education teachers to instill national values in students, the following key frameworks should be followed:

Ethno-pedagogical framework. This framework emphasizes the cultural traditions and spiritual heritage of the people. Within the principles of ethno-pedagogy, elements of culture such as folk tales, proverbs, legends, and national games are widely integrated into lessons. This approach not only introduces students to national values but also teaches them to apply and respect these values in daily life.

In primary school, using ethno-pedagogical methods helps students feel connected to their culture and enhances national identity.

Cultural framework. This framework bases on the interconnection of education and culture and introduces students to both national and global cultural achievements, fostering intercultural communication skills. By integrating literature, art, music, and handicrafts into the school curriculum, students develop respect not only for their own culture but also for the cultural values of other nations.

Axiological framework. The axiological framework aims to form a system of values. It focuses on developing basic values such as patriotism, justice, responsibility, tolerance, and respect in students. This framework requires the deep integration of moral-spiritual components into the educational content, particularly in conjunction with national values.

Systemic framework. The systemic framework views education as a unified structure, where the school's curriculum, educational work, teaching-methodological complexes, and extracurricular activities are closely interconnected. For the systematic acquisition of values, it is essential to consider the student's interaction with their family and community. Teachers, parents, and community members must collaborate to shape students' value systems.

Activity-based framework. This framework aims to make students active participants in the educational process. By involving students in practical, research, and project-based activities related to national values, their cognitive interest is stimulated. It also encourages students to apply the knowledge they acquire in real-life situations, learn through action, and develop independently.

Dialogical (poly-subjective) framework. This framework focuses on strengthening the interaction between students, teachers, parents, and community members, providing opportunities for students to develop critical thinking, exchange opinions, and practice tolerance. Creating a multi-faceted dialogical platform for discussing national values and comparing different viewpoints enhances students' communication skills.

Personal framework. The personal framework focuses on recognizing and addressing students' individual characteristics, abilities, and needs. The inculcation of national values linked to the development of the student's self-concept of "I" and aims to enrich their inner spiritual world. Teachers should deepen each student's interest in national culture and support their individual development trajectories.

Anthropological framework. This framework views the student as a social-cultural being and a carrier of values and culture. The anthropological framework supports students in self-awareness and helps them find their place in the world. Teachers develop students' cognitive activity in consideration of their psychological and ethnocultural characteristics.

Competence-based framework. The competency framework aims to develop a set of knowledge, skills, and abilities necessary for students participate actively in social life. Graduates recognizes as individuals with high social responsibility, striving to protect and promote national values. This framework encourages not only

theoretical understanding of national heritage but also its practical application in students' lives.

Principles and Their Consistent Application

Future primary education teachers should not only be familiar with methodological frameworks but should also rely on didactic principles in instilling national values in students. Didactic principles are guiding rules that enhance the quality of the educational process.

- **The principle of awareness and activity.** According to this principle, students should be as an active participant in the learning process. Teachers should stimulate students' cognitive activity, inspire them to take part in practical activities related to national values, and deepen their understanding of these values through hands-on experiences.

- **The principle of visibility.** To enhance students' interest and memory, information should present through visual aids. Using national crafts, museum exhibits, graphic materials, and digital resources (videos, animations) helps to engage students' interest in national culture. However, excessive reliance on visual aids may hinder understanding of the core content.

- **The principle of systematics and consistency.** Ensuring the internal consistency and coherence of the educational content is essential for the progressive development of students' knowledge and skills. In teaching national values, it is important to move from simple to complex, starting with family values and gradually progressing to understanding the history of the country.

- **The principle of permanence.** This principle focuses on ensuring students retain the knowledge they have acquired and can apply it when needed. Active teaching methods (projects, games, group work and debates) and emotionally engaging tasks help to establish strong learning outcomes in national values.

- **The principle of accessibility.** This principle refers to adjusting the content of education based on the age and readiness level of each student. When teaching national values, the content should be adapted to the student's ability to perceive, without overloading them in terms of volume and complexity. Choosing national music or folklore pieces that correspond to the student's age, and transitioning from simple to complex gradually, motivates students.

- **Scientific Principle:** Data related to national values must presents systematically and scientifically. For example, referring to the latest achievements in ethnography, history, literature, and art history helps to form a complete and authentic representation of national heritage in students' minds. Integrating scientific aspects of national culture through interdisciplinary connections broadens students' worldview.

- **Emotional Principle:** Positive emotions and enthusiasm in students' cognitive activities enhance the effectiveness of learning outcomes. Introducing emotional environments through methods such as impactful videos, stage performances, performing folk songs, and festive events increases students' interest and optimizes their retention of information when teaching national values.

- **Principle of Linking Theory to Practice:** When teaching national values, students should not only acquire theoretical knowledge but also integrate it with life experience. Practical work and project activities (such as creating national handicrafts, conducting ethnographic research) develop students' cognitive activity and form their skills related to national culture.

Unified Application of Methodological Foundations and Didactic Principles

Methodological foundations and didactic principles form a unified pedagogical system. In preparing future primary school teachers, mastering these foundations and clarifying how to implement didactic principles in practice are essential.

They are the main aspects of their interconnection:

- **Ethnopedagogical foundation** and the **principle of consciousness and activity** allow the integration of students' cognitive activities with the spiritual heritage of the people.
- **Cultural studies foundation** aligns with the **visual principle**, introducing students to various cultural artifacts and works of art, developing their aesthetic taste.
- **Axiological foundation** and the **principle of systematicity and consistency** contribute to the continuous and logical formation of the student's value system.
- **Systemic foundation** and the **principle of stability** ensure comprehensive organization of learning material, enabling students to master knowledge deeply.
- **Activity-based foundation** and the **principle of accessibility** consider students' age and individual characteristics, requiring the use of active learning formats (projects, research and games).
- **Dialogical foundation** works alongside the **emotional principle**, creating a positive emotional environment that develops students' abilities for discussion, exchange of ideas, and cooperation.
- **Personal foundation** relies on the principle of linking theory with practice, considering the student's unique features and recognizing them as active subjects of the educational process.
- **Anthropological foundation** in conjunction with the **scientific principle** enables students to understand national values in the context of cultural and social existence and human civilization.
- **Competence-based foundation** interacts with all principles to form a person who can apply theoretical knowledge in practice and show responsibility toward society and culture.

Thus, the comprehensive application of methodological foundations and didactic principles ensures the readiness of future primary school teachers to nurture students' understanding of national values. Such an integrated approach not only lays the foundation for the development of students' spiritual and moral awareness but also guarantees the formation of a value system that defines their life path.

The main aim of this study is to determine the views and preparedness of future primary education teachers regarding the teaching of national values. During the research, the students' interest in their profession and their preparedness in

understanding the principles of teaching national values analyzed, as well as the methods of incorporating these values into their future professional work.

Participants of the Study: The experiment involved 60 students from the “6B01302 - Primary Education with Information and Communication Technologies” program at Abai Kazakh National Pedagogical University, including second- and third-year students. This group of students allowed the researchers to assess their initial professional stances and views on national values.

Research Methods:

- **Interview method** (semi-structured interview): Open interviews were conducted with the students. A list of questions was prepared in advance for the interview. The questions were as follows:

1. How do you understand the concept of national values, and what role do you think they play in education?
2. How important is it, in your opinion, to introduce primary school students to national values and help them master them?
3. What methodological principles should follow to in the preparation of future primary school teachers to guide effectively students in the acquisition of national values?
4. What effective forms would you choose for teaching national values in the professional training of future teachers?
5. What are the main principles of the pedagogical process aimed at forming primary school students’ national values?
6. What material, methodological, or informational resources are necessary to instill national values in students in your future professional work?

Research Procedure:

- **Preparation Phase:**
 - o The goals and objectives of the interview clarified.
 - o A list of questions was prepared, and the interview structure finalized.
 - o Students provided with information regarding the purpose of the research, confidentiality protocols, and the procedures followed during the interviews.
- **Main Phase** (conducting interviews):
 - o The interviews were semi-structured, meaning additional clarifying questions posed as necessary, in addition to the prepared questions.
 - o Each student given about 10-15 minutes.
 - o The interviews conducted in small groups within the classroom, allowing for an open exchange of ideas.
- **Conclusion Phase:**
 - o The information collected documented and systematically organized.
 - o The students’ suggestions summarized, and the key conclusions of the research were drawn.

Results

The experiment involved 60 students from the “6B01302 - Primary Education with Information and Communication Technologies” program at Abai Kazakh National Pedagogical University, with 30 students in the control group and 30 in the experimental group. They were given a questionnaire with questions covering the following areas:

1. How do you understand the concept of national values, and what role do you think they play in education?
2. How important is it, in your opinion, to introduce primary school students to national values and help them master them?
3. What methodological foundations should be adhered in the preparation of future primary school teachers to guide students in learning national values?
4. What effective forms would you choose for teaching national values in the professional training of future teachers?
5. What are the main principles of the pedagogical process aimed at forming primary school students' national values?
6. What material, methodological, or informational resources are necessary to instill national values in students in your future professional work?

To evaluate the individual perspectives of future primary education teachers regarding national values and their importance in primary education, questions such as, “How do you define the concept of national values, and what role do you believe they play in education?” and “How important do you consider it to introduce primary school students to national values and assist them in mastering these values?” were posed.

In response to the first question, “How do you understand the concept of national values, and what role do you think they play in education?”, the percentage of students with a strong understanding of national values is relatively low: 16.7% in the experimental group and 13.3% in the control group demonstrated a comprehensive understanding of national values and their important role in education. Those with a general understanding, though unable to engage in a deeper analysis, were more common in the control group (20%) and experimental group (23.3%). The largest proportion of students had partial knowledge of national values: 46.7% in the control group and 43.3% in the experimental group acknowledged having a limited understanding. A smaller group of students faced difficulties in grasping the concept of national values: 20% in the control group and 16.7% in the experimental group struggled to provide an accurate response. The results of this question are illustrated in *Figure 1*.

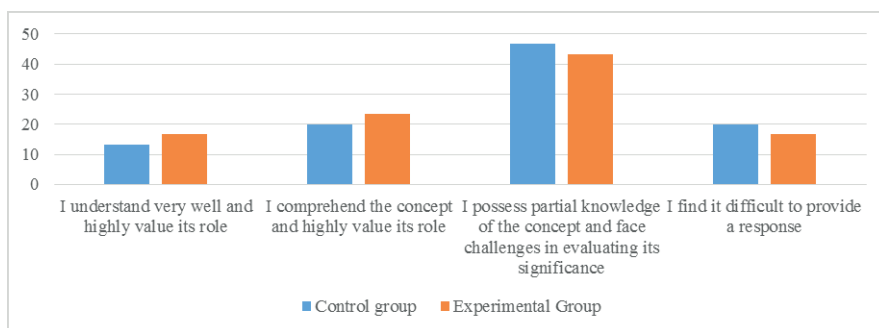


Figure 1. Results of the First Question in the Survey

Regarding the second question, “How important do you think it is to introduce primary school students to national values and help them master them?” 30% of students in the experimental group and 33.3% in the control group rated the importance of teaching national values to primary school students very highly. The number of students who consider teaching national values as “important” was 43.3% in the control group and 36.7% in the experimental group. This percentage is high in both groups, indicating that most students understand the importance of integrating national values into the primary education curriculum. However, there is also a portion of students who do not consider teaching national values as “important.” In the control group, 23.4% and in the experimental group, 33.3% of students do not consider this issue very relevant. The results of this question are shown in **Figure 2**.

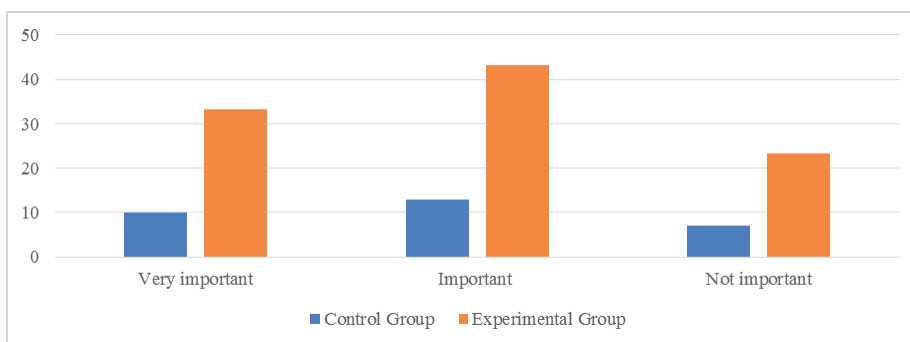


Figure 2. Results of the Second Question in the Survey

To determine which methodological approaches future primary education teachers should follow when introducing students to national values, the control and experimental groups were asked the following question: “What methodological approaches should be used in preparing future primary education teachers to teach students national values? Please mark the necessary approaches: ethnopedagogical approach, cultural studies approach, axiological approach, systemic approach, activity-based approach, dialogical approach, personal approach, anthropological

approach, competency-based approach.” This question investigated how well students in the control and experimental groups understood the methodological foundations for teaching national values. The research results showed that the level of understanding of the importance of methodological approaches such as ethno pedagogical, cultural studies, axiological, systemic, activity-based, dialogical, personal, anthropological, and competency-based approaches varied among future primary education teachers.

The number of students who had a good understanding of these methodological approaches was low, with 25% in the experimental group and 18% in the control group demonstrating a complete understanding of these approaches and their role in the educational process. Students who were aware of specific approaches but did not fully understand their essence were more numerous: in the control group, 35% and in the experimental group, 40% acknowledged knowing some approaches but not fully mastering their application. The largest percentage of students fell into the category of those with partial knowledge of the approaches: 37% in the control group and 30% in the experimental group admitted to knowing only a limited range of the required methodological approaches for teaching national values. There were also students who were completely unaware of these approaches: 10% in the control group and 5% in the experimental group reported that they did not know or had difficulty understanding the importance of these approaches. The results of this question are shown in **Figure 3**.

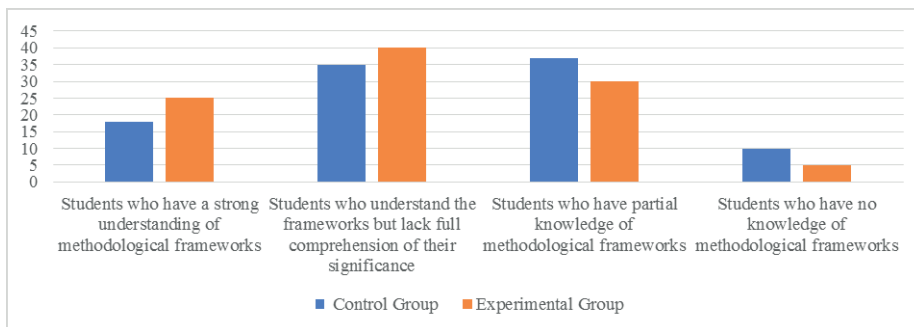


Figure 3. Results of the 3rd Question of the Questionnaire

During the research, students were asked the question, “What effective forms would you choose for teaching national values during the professional training of future teachers?” This question posed to identify effective pedagogical forms aimed at improving the methods of teaching and mastering national values within the context of professional preparation for future primary education teachers. In the experimental group, 20% of students chose practical lessons, master classes, and interactive methods as the preferred form, while in the control group, this figure was 16.7%. Project-based learning and creative tasks considered effectively by 20% of students in the control group and 16.67% in the experimental group. Educational activities and cultural-awareness lessons were selected by 26.67% of students in the

experimental group and 23.3% in the control group as an effective form of teaching national values. Special courses (lectures, seminars) and scientific research were chosen by 40% of students in the control group and 36.66% in the experimental group. The results of this question presented in **Figure 4**.

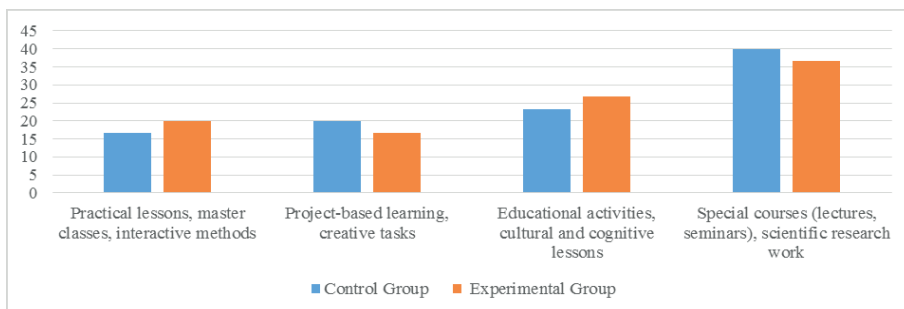


Figure 4. Results of the 4th Question of the Questionnaire

The question “What are the main principles of the pedagogical process aimed at shaping national values in primary school students?” revealed certain differences in students’ understanding of the core principles of the pedagogical process related to national values. Specifically, those who correctly named all the principles made up 23.3% in the control group and 20.0% in the experimental group. Those who named half of the principles made up 30.0% in the control group and 36.7% in the experimental group. Those who were completely unaware of the principles accounted for 46.7% in the control group and 43.3% in the experimental group. The results are presented in **Figure 5**.

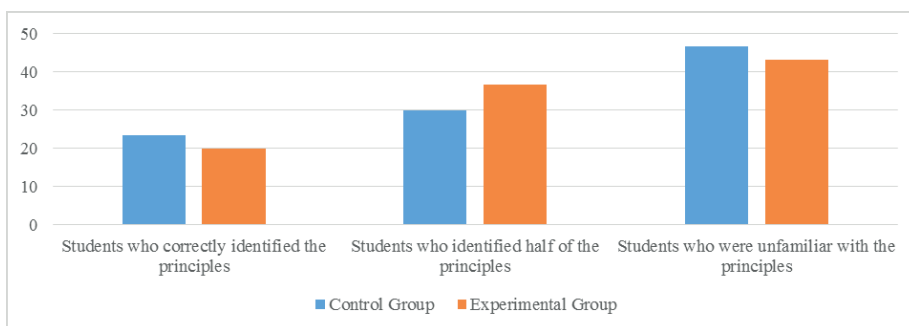


Figure 5. Results of the 5th Question of the Questionnaire

Results from the questionnaire regarding the resources needed for integrating national values into the future professional activities of students.

The students were asked to identify the material, methodological, and informational resources they perceive as necessary for their future professional activities in instilling national values in students. The results presented in percentage terms as follows:

Table 1. Response indicator

Required Resources	Control Group (%)	Experimental Group (%)
Material Resources (textbooks, visual aids, national corners, etc.)	35	40
Methodological Resources (teaching aids, lesson plans, innovative methods)	28.3	33.3
Informational Resources (electronic learning platforms, multimedia tools, national archive materials)	21.7	18.3
Those who could not specify their needs	15	8.4

The results indicate that students emphasized the importance of material resources in instilling national values (35.0% in the control group, 40.0% in the experimental group). There was also a high need for methodological resources (28.3% in the control group, 33.3% in the experimental group). The demand for informational resources was somewhat lower (21.7% in the control group, 18.3% in the experimental group). A portion of students could not specify their needs, with 8.4% in the experimental group and 15% in the control group.

Discussion

The first question of the questionnaire, “How do you understand the concept of national values, and how would you assess its role in education?” revealed that very few students had a deep understanding of national values. Some students had a general idea but could not analyze it deeply, and the number of students with limited understanding was even higher. Additionally, some respondents had difficulty providing a clear answer to the question.

Overall, the results indicate that special educational and methodological support needs to help future teachers better understand the concept of national values. The second question, “How important do you think it is to introduce national values to primary school students and help them internalize these values?” showed that the majority of students considered it very important to teach national values. However, some respondents did not consider it as urgent. This indicates the need to strengthen informational and explanatory work, as well as methodological support, regarding the importance of teaching national values starting from primary school.

The third question aimed to determine what methodological principles future primary education teachers should follow when guiding students to adopt national values. The results showed that the number of students fully familiar with the methodological principles was low. Some students acknowledged knowing half of the principles, while others were familiar with certain principles but did not fully understand their essence. Some students were completely unaware of the principles. This situation suggests the importance of enhancing future teachers’ understanding of the methodological foundations for teaching national values.

The fourth question, “What effective forms would you choose for teaching national values during the professional preparation of future teachers?” indicated that students favored a variety of forms, such as practical lessons, master classes,

interactive methods, project-based learning, and creative tasks. Some students considered educational and cultural-awareness activities to be the most effective, while others preferred specialized courses (lectures, seminars) and scientific research.

Thus, future primary education teachers favor the use of various formats and approaches, rather than relying on a single method, to teach national values. The fifth question, “What are the main principles of the pedagogical process aimed at shaping national values in primary school students?” revealed that the number of students who fully understood the principles was relatively low. A portion of the respondents knew only half of the principles, while many were either unfamiliar with them or lacked a full understanding. This finding suggests the need for systematic teaching of the key principles related to national values. The final question aimed to determine what resources are necessary for instilling national values in students during future professional practice. The results showed that students considered material resources (textbooks, visual aids, national corner decorations, etc.) to be of utmost importance. There was also a high demand for methodological resources (teaching aids, lesson plans, innovative methods). The demand for informational resources (electronic platforms, multimedia tools, national archive materials) was lower. Several students were unable to specify their needs.

Thus, future teachers prioritize material and methodological support when instilling national values. In conclusion, the survey results highlight the need to deepen the understanding of national values among future primary education teachers and improve the methodology for teaching them. To enhance the effectiveness of teaching national values starting from the primary school level, it is crucial to integrate theoretical knowledge with practical work, strengthen the educational and material base, and continuously improve the professional qualifications of teachers.

Conclusion

The research findings indicate that future primary education teachers lack sufficient knowledge about national values and their practical implementation. Students’ understanding of national values and their application in the educational process is at a low level. This requires enhancing the professional motivation of future teachers and deeply explaining the meaning and significance of national values.

Furthermore, although some participants attempted to understand the methodological foundations, they did not fully grasp their content and application. To address these shortcomings, the inclusion of deeper studies on ethnopedagogy, cultural studies, axiology, and systematic and action-based principles in training programs and professional development courses is essential.

Additionally, future teachers prefer using a variety of pedagogical forms, from practical lessons to specialized courses, to teach national values, rather than relying on a single method.

The study also highlighted that students do not fully comprehend the importance of pedagogical principles such as awareness, activity, visualization, systematization, and consistency in the process of helping primary school students adopt national values.

Lastly, the students emphasized the demand for sufficient material and methodological resources, such as textbooks, visual aids, national-themed equipment, lesson plans, and innovative methods.

In conclusion, the study underscores the need integrate systematically and deeply to ethno pedagogical and cultural studies into professional preparation programs for future teachers, align methodological principles and didactic strategies, and extensively utilize specialized educational resources. These steps are necessary to foster the spiritual, moral, and cultural development of primary school students based on national values.

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CONTENTS

PEDAGOGY

A.M. Abdykhalykova, Zh.B. Beisembayeva, A.N. Nurzhanova THE ROLE OF DIGITAL AUTHENTIC TEXTS IN COMMUNICATIVE LANGUAGE TEACHING (CLT).....	5
G.K. Atabaeva, F.K. Atabayeva, A.A. Seksembayeva USING MIND MAP TECHNOLOGY IN FORMING COMMUNICATIVE COMPETENCE OF STUDENTS.....	20
G. Autova, M. Kusherbaeva, Sh. Zhussipbekova IDENTIFICATION OF SOME THEORETICAL CONTRADICTIONS IN THE CHAPTERS "PHYSICS OF THE ATOM AND THE ATOMIC NUCLEUS".....	33
A. Akhanova, G. Ormanova, Sh. Ramankulov THE STEAM CLIL PROJECT IN EDUCATION: AN EXAMPLE OF TRAINING STUDENTS IN ENGINEERING AND TECHNICAL FIELDS.....	50
B. Ayapova, A. Alimbekova, A. Bulshekbayeva GAMIFICATION IN THE DEVELOPMENT OF LEADERSHIP SKILLS IN OLDER PRESCHOOLERS.....	63
B. Baimukhambetova, A. Mombek, G. Avgustkhanova STRUCTURAL ANALYSIS OF THE IMPLEMENTATION OF DUAL EDUCATION IN HIGHER EDUCATION INSTITUTION.....	79
Zh.N. Bekbolat, A.B. Zholmakhanova, Seyfullah Yildirim THE PEDAGOGICAL SIGNIFICANCE OF M. SHOKAI'S LETTERS.....	95
B.B. Bexultan, Zh.M. Zhaxsibayeva EVALUATION OF THE USE OF DIGITAL TECHNOLOGIES IN A SCHOOL CHEMISTRY COURSE.....	108
A.K. Davletova, N.N. Orazova, Y.T. Assan ADVANTAGES AND DISADVANTAGES OF USING ARTIFICIAL INTELLIGENCE IN EDUCATION.....	122
T.A. Daniyarov, B.O. Yermakhanov, M.S. Issayev EFFECTIVENESS OF USING INFORMATION AND DIGITAL TECHNOLOGIES IN TEACHING HISTORY: ANALYSIS OF SURVEY RESULTS.....	138

S. Kaldygozova, M. Shakenova, M. Jilkishiyeva APPLICATION OF ARTIFICIAL INTELLIGENCE IN THE SYSTEM OF MONITORING AND MANAGEMENT OF EDUCATION QUALITY IN KAZAKHSTAN.....	152
M. Knol, D. Shalbayeva, G. Sheripova STRATEGIES FOR OVERCOMING INTERLANGUAGE INTERFERENCE IN ENGLISH LANGUAGE TEACHING WITHIN KASAKHSTAN'S TRILINGUAL EDUCATION FRAMEWORK.....	174
M. Kozha, T. Apendiyev, E. Satov USING TURKIC-MUSLIM SOURCES IN EDUCATIONAL PROGRAMS.....	188
G.T. Kurbankulova, A.S. Stambekova METHODOLOGICAL FOUNDATIONS AND PRINCIPLES OF PREPARING FUTURE PRIMARY EDUCATION TEACHERS TO FOSTER STUDENTS' NATIONAL VALUES.....	208
A.E. Mukhametkairov, G.S. Ayapbergenova, S.K. Abildina GAMIFICATION AS ONE OF THE WAYS TO DEVELOP SOFT SKILLS OF HIGH SCHOOL STUDENTS.....	225
B. Orazov, G. Issayeva, S. Slamzhanova FORMATION OF STUDENTS' EXPERIMENTAL SKILLS IN TEACHING PHYSICS IN HIGHER EDUCATIONAL INSTITUTIONS.....	240
T.O. Orynbasar, A.B. Amirbekova TEACHING METHODS IN FIGURATIVE LINGUISTICS: STRATEGIES AND APPROACHES.....	254
P.Zh. Parmankulova, M.N. Syzdyk, M.A. Dzhanzakova STRUCTURAL MODEL OF TRAINING OF FUTURE TEACHERS FOR INCLUSIVE LEARNING.....	271
I.T. Salgozha, G.B. Kamalova, A.Zh. Nurbekova THE IMPACT OF THE EDUSCRUM METHOD ON THE DEVELOPMENT OF FLEXIBLE SKILLS IN FUTURE COMPUTER SCIENCE TEACHERS.....	288
A.A. Tautenbayeva, B.T. Abykanova, G. Kochshanova THE ROLE OF "SOFT SKILLS" IN EMPLOYMENT OF GRADUATES: ANALYSIS OF EMPLOYER NEEDS AND REQUIREMENTS.....	309

ECONOMICS

S.T. Abildaev, G.K. Amirova, I. Suleimenova

EXPORT ORGANIZATIONS AND ASSESSMENT OF AGRICULTURAL
PRODUCTS OF THE REPUBLIC OF KAZAKHSTAN.....329

M. Akbalik, Kiymet Caliyurt

EFFECTS OF AUDITING ON COMPANY PERFORMANCE AND
SUSTAINABLE DEVELOPMENT.....340

M.K. Amangeldinova, B.S. Saparova, L.M. Shayakhmetova

INNOVATIVE POTENTIAL OF INVESTMENT COMPANIES
IN KAZAKHSTAN.....356

Z.A. Arynova

BALANCED MODEL OF EDUCATION-BUSINESS INTERACTION IN
THE CONTEXT OF KAZAKHSTAN'S ECONOMIC DIGITALIZATION:
CHALLENGES AND IMPLEMENTATION PATHWAYS.....374

A. Belgibayev, G. Akimbekova, S.E. Yepanchintseva

GROUPING OF KAZAKHSTAN REGIONS BY LEVEL OF INVESTMENT
DEVELOPMENT.....390

Z. Zhantassova, M. Beisenova, A.Yessenova

INFORMATION TRANSFORMATION OF LOGISTICS
IN KAZAKHSTAN.....405

J. Juman, A.V. Khamzayeva, Du Bingham

COMPARATIVE ANALYSIS OF THE GAS MARKET IN KAZAKHSTAN
AND RUSSIA.....418

A.B. Iskakova, G.D. Amanova, G. A. Rakhimzhanova

ANALYSIS OF INTERNATIONAL EXPERIENCE IN PROVIDING
SOCIAL GUARANTEES TO EMPLOYEES.....438

G. Kalkabayeva, A. Kurmanalina, A. Atabayeva

IMPACT OF KEY FACTORS ON INVESTMENT INFLOWS INTO
KAZAKHSTAN'S ECONOMY: A SOCIOLOGICAL SURVEY
APPROACH.....453

O.Y. Kogut, V.S. Karzanova, O.V. Kobzareva

CURRENT TRENDS IN DIGITALIZATION OF PUBLIC DEBT AUDIT
IN ORDER TO IMPROVE MANAGEMENT EFFICIENCY.....467

A.A. Kuanaliyev

COMPARATIVE ANALYSIS OF INTERNATIONAL EXPERIENCE AND
ECONOMIC EFFECTS OF INTRODUCING DIGITAL TECHNOLOGIES
IN THE FIGHT AGAINST CORRUPTION IN KAZAKHSTAN.....477

Zh.N. Kusmoldayeva, Zh. Zh.Belgibayeva, O.A. Abraliyev

DEMOGRAPHIC SITUATION IN RURAL AREAS OF KAZAKHSTAN
N MODERN CONDITIONS.....490

Y.Y. Mubarakov, I.V. Bordiyanu, M.U. Rakhimberdinova

GENDER EQUALITY IN THE GIG ECONOMY: THE EXPERIENCE
OF KAZAKHSTAN.....502

З. Сатпаева, Д. Кангалакова, Д. Мұсаева

АҒЫМДАҒЫ ҚАЗАҚСТАНДЫҚ КӘСІПОРЫНДАРДЫҢ
ЦИФРЛАНДЫРУДЫ ҚАРЖЫЛАНДЫРУЫ: Өңірлік және салалық
АСПЕКТІЛЕР.....518

А.О. Сыздықова, Р.М. Тажибаева, Ж.К. Жетибаев

ОРТАЛЫҚТАНДЫРЫЛМАҒАН ҚАРЖЫ БОЛАШАҒЫ
МЕН ТӘУЕКЕЛДЕР.....537

Ж.С. Тәжібаева, С.Д. Тәжібаев, С.О. Таңатова

ЭКОНОМИКАЛЫҚ ТРАНСФОРМАЦИЯ ЖАҒДАЙЫНДА КӘСІПкерліктің
ИНСТИТУЦИЯЛЫҚ ОРТАСЫН РӨЛІ.....554

Ж.Қ. Тайбек, И.Е. Кожамкулова, О.І. Бағдат

ЭКОНОМИКАЛЫҚ ТҰРАҚТЫ ӨСУДЕГІ ИНВЕСТИЦИЯЛЫҚ
ӨЛЕУЕТ.....569

А.Р. Тұрсын, А.С. Тулеметова, Қ. Сейітқасымұлы

ҚАЗАҚСТАННЫҢ ҚҰРЫЛЫС САЛАСЫНЫҢ ИНВЕСТИЦИЯЛЫҚ
ТАРТЫМДЫЛЫҒЫН АРТТЫРУ ФАКТОРЫ РЕТІНДЕ НЕГІЗГІ
ЭКОНОМИКАЛЫҚ КӨРСЕТКІШТЕРДІ ЗЕРТТЕУ.....587

З.К. Чуланова, Н.Ж. Бримбетова

БАТЫС ҚАЗАҚСТАН Өңірлерінің қаржылық өзін-өзі
ҚАМТАМАСЫЗ ЕТУІ ЖӘНЕ ӨЗІН-ӨЗІ ДАМУЫ ТЕТІКТЕРІ.....603

О.Л. Эм

ҚАЗАҚСТАН РЕСПУБЛИКАСЫНДА ҰЖЫМДЫҚ ИНВЕСТИЦИЯЛАУ
ЖҮЙЕЛЕРІН ЖЕТІЛДІРУ ӘДІСТЕРІ МЕН
ДАМУ ПЕРСПЕКТИВАЛАРЫ.....620

МАЗМҰНЫ

ПЕДАГОГИКА

А.М. Абдыхалықова, Ж.А. Бейсембаева, А.Н. Нұржанова КОММУНИКАТИВТІК ТІЛДІК ОҚЫТУДАҒЫ ЦИФРЛЫҚ АУТЕНТТІК МӘТІНДЕРДІҢ РӨЛІ.....	5
Г. Атабаева, Ф. Атабаева, А. Сексембаева СТУДЕНТТЕРДІҢ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУДА АҚЫЛ КАРТАСЫ ТЕХНОЛОГИЯСЫН ҚОЛДАНУ.....	20
Г.М. Аутова, М.Р. Кушербаева, Ш.Е. Жүсіпбекова «АТОМ ЖӘНЕ АТОМ ЯДРОСЫНЫҢ ФИЗИКАСЫ» ТАРАУЛАРЫНДАҒЫ КЕЙБІР ТЕОРИЯЛЫҚ ҚАЙШЫЛЫҚТАРДЫ АЙҚЫНДАУ.....	33
Ә. Аханова, Ғ. Орманова, Ш. Раманкулов БІЛІМ БЕРУДЕГІ STEAM CLIL ЖОБАСЫ: ИНЖЕНЕРЛІК-ТЕХНИКАЛЫҚ САЛАЛАРДА БІЛІМ АЛУШЫЛАРДЫ ДАЯРЛАУ МЫСАЛЫНДА.....	50
Б.А. Аяпова А.А. Алимбекова А.И. Булшекбаева МЕКТЕП ЖАСЫНА ДЕЙІНГІ ЁРЕСЕК ТОП БАЛАЛАРЫНЫҢ КӨШБАСШЫЛЫҚ ДАҒДЫЛАРЫН ДАМУДАҒЫ ГЕЙМИФИКАЦИЯ.....	63
Б.Ш. Баймұхамбетова, Ә.Ә. Момбек, Г.А. Августханова ЖОҒАРЫ ОҚУ ОРНЫНДА ДУАЛЬДЫ ОҚЫТУДЫ ІСКЕ АСЫРУДЫҢ ҚҰРЫЛЫМДЫҚ ТАЛДАУЫ.....	79
Ж.Н. Бекболат, А.Б. Жолмаханова. Сейфуллах Йылдырым МҰСТАФА ШОҚАЙ ХАТТАРЫНЫҢ ПЕДАГОГИКАЛЫҚ МАҢЫЗЫ.....	95
Б.Б. Бексұлтан, Ж.М. Жаксибаева МЕКТЕПТЕГІ ХИМИЯ КУРСЫНДА ЦИФРЛЫҚ ТЕХНОЛОГИЯНЫ ПАЙДАЛАНУДЫ БАҒАЛАУ.....	108
А.Х. Давлетова, Н.Н. Оразова, Е.Т. Асан БІЛІМ БЕРУДЕГІ ЖАСАНДЫ ИНТЕЛЛЕКТІ ҚОЛДАНУДЫҢ АРТЫҚШЫЛЫҚТАРЫ МЕН КЕМШІЛІКТЕРІ.....	122
Т.А. Данияров, Б.Ө. Ермаханов, М.С. Исаев ТАРИХТЫ ОҚЫТУДА АҚПАРАТТЫҚ-ЦИФРЛЫҚ ТЕХНОЛОГИЯЛАРДЫ ПАЙДАЛАНУ: ТИІМДІЛІГІ: САУАЛНАМА НӘТИЖЕЛЕРІН ТАЛДАУ.....	138

С. Қалдығөзова, М. Шакенова, М. Жылқышиева ҚАЗАҚСТАНДАҒЫ БІЛІМ САПАСЫН БАҚЫЛАУ ЖӘНЕ БАСҚАРУ ЖҮЙЕСİNДЕ ЖАСАНДЫ ИНТЕЛЛЕКТІ ҚОЛДАНУ.....	152
М. Кноль, Д. Шалбаева, Г. Шерипова ҚАЗАҚСТАННЫҢ ҮШТІЛДІ БІЛІМ БЕРУ ЖҮЙЕСІНЕ СӘЙКЕС АҒЫЛШЫН ТІЛІН ОҚЫТУ БАРЫСЫНДА АРАЛЫҚ ТІЛДІК КЕДЕРГІЛЕРДІ ЕҢСЕРУ СТРАТЕГИЯЛАРЫ.....	174
М. Қожа, Т. Әпендиев, Е. Сагов ТҮРКІ-МҰСЫЛМАН ДЕРЕКТЕРІНІҢ ОҚУ БАҒДАРЛАМАЛАРЫНДА ҚОЛДАНЫЛУЫ.....	188
G.T. Kurbankulova, A.S. Stambekova БОЛАШАҚ БАСТАУЫШ БІЛІМ ПЕДАГОГТЕРІН ОҚУШЫЛАРДЫ ҰЛТТЫҚ ҚҰНДЫЛЫҚҚА БАУЛУҒА ДАЯРЛАУДЫҢ ӘДІСНАМАЛЫҚ ТҰҒЫРЛАРЫ МЕН ҰСТАНЫМДАРЫ.....	208
А.Е. Мухаметкаиров, Г.С. Аяпбергенова, С.К. Абильдина ГЕЙМИФИКАЦИЯ ЖОҒАРЫ СЫНЫП ОҚУШЫЛАРЫНЫҢ ЖҰМСАҚ ДАҒДЫЛАРДЫ ДАМУЫНДЫҢ БІР ЖОЛЫ РЕТІНДЕ.....	225
Б.Д. Оразов, Г.Б. Исаева, С.С. Слэмжанова ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДА ФИЗИКАНЫ ОҚЫТУ КЕЗІНДЕ СТУДЕНТТЕРДІҢ ЭКСПЕРИМЕНТТІК ДАҒДЫЛАРЫН ҚАЛЫПТАСТЫРУ.....	240
Т.О. Орынбасар, А.Б. Амирбекова БЕЙНЕЛІ ЛИНГВИСТИКАНЫ ОҚЫТУ ӘДІСТЕРІ: СТРАТЕГИЯЛАР МЕН ТӘСІЛДЕР.....	254
П.Ж. Парманкулова, М.Н. Сыздық, М.А. Джанзакова БОЛАШАҚ ПЕДАГОГТАРДЫ ИНКЛЮЗИВТІ ОҚЫТУҒА ДАЯРЛАУДЫҢ ҚҰРЫЛЫМДЫҚ МОДЕЛІ.....	271
И.Т. Салгожа, Г.Б. Камалова, А.Ж. Нурбекова EDUSCRUM ӘДІСІНІҢ БОЛАШАҚ ИНФОРМАТИКА МҰҒАЛІМДЕРІНДЕ ЖҰМСАҚ ДАҒДЫЛАРДЫ ДАМУЫҒА ӘСЕРІ.....	288
А.А. Таутенбаева, Б.Т. Абыканова, Г. Кошанова «ЖҰМСАҚ ДАҒДЫЛАРДЫҢ» ТҮЛЕКТЕРДІ ЖҰМЫСҚА ОРНАЛАСТЫРУДАҒЫ РӨЛІ: ЖҰМЫС БЕРУШІЛЕРДІҢ ҚАЖЕТТІЛІКТЕРІ МЕН СҰРАНЫСТАРЫНЫҢ ТАЛДАУЫ.....	309

ЭКОНОМИКА

С.Т. Абилдаев, Г.К. Амирова, И.К. Сулейменова

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ АУЫЛ ШАРУАШЫЛЫҒЫ ӨНІМДЕРІНІҢ
ЭКСПОРТЫН ҰЙЫМДАСТЫРУ ЖӘНЕ БАҒАЛАУ.....329

М. Ақбалық, Қыймет Қалинұрт

КОМПАНИЯНЫҢ ТИІМДІЛІГІНЕ ЖӘНЕ ТҰРАҚТЫ ДАМУЫНА
АУДИТТІҢ ӘСЕРІ.....340

М.К. Амангельдинова, Б.С. Сапарова, Л.М. Шаяхметова

ҚАЗАҚСТАНДАҒЫ ИНВЕСТИЦИЯЛЫҚ КОМПАНИЯЛАРДЫҢ
ИННОВАЦИЯЛЫҚ ӘЛЕУЕТІ.....356

З.А. Арынова

ҚАЗАҚСТАН ЭКОНОМИКАСЫН ЦИФРЛАНДЫРУДА БІЛІМ БЕРУ
МЕН БИЗНЕС АРАСЫНДАҒЫ ТЕҢДЕСТІРІЛГЕН МОДЕЛЬДІ
ӘЗІРЛЕУДІҢ ҚИЫНДЫҚТАРЫ.....374

А.А. Бельгибаев, Г.У. Акимбекова, С.Э. Епанчинцева

ҚАЗАҚСТАН ӨНІРЛЕРІН ИНВЕСТИЦИЯЛЫҚ ДАМУ ДЕҢГЕЙІ
БОЙЫНША ТОПТАСТЫРУ.....390

З.А. Жантасова, М.У. Бейсенова, А.Е. Есенова

ҚАЗАҚСТАНДАҒЫ ЛОГИСТИКАНЫҢ АҚПАРАТТЫҚ
ТРАНСФОРМАЦИЯСЫ.....405

Ж. Жұман, Ә.У. Хамзаева, Ду Бинхан

ҚАЗАҚСТАН МЕН РЕСЕЙДІҢ ГАЗ НАРЫҒЫН САЛЫСТЫРМАЛЫ
ТАЛДАУ.....418

А.Б. Исакова, Г.Д. Аманова, Г.А. Рахимжанова

ЖҰМЫСКЕРЛЕРГЕ ӘЛЕУМЕТТІК КЕПІЛДІКТЕР БЕРУДІҢ
ХАЛЫҚАРАЛЫҚ ТӘЖІРИБЕСІН ТАЛДАУ.....438

Г. Қалқабаева, А. Құрманалина, А. Атабаева

ҚАЗАҚСТАН ЭКОНОМИКАСЫНА ИНВЕСТИЦИЯЛЫҚ САЛЫМДАР
КӨЛЕМІНЕ ФАКТОРЛАРДЫҢ ӘСЕРІ: ӘЛЕУМЕТТІК САУАЛНАМА
НӘТИЖЕЛЕРІ.....453

О.Ю. Когут, В.С. Карзанова, О.В. Кобзарева

БАСҚАРУДЫҢ ТИІМДІЛІГІН АРТТЫРУ МАҚСАТЫНДА
МЕМЛЕКЕТТІК БОРЫШ АУДИТІН ЦИФРЛАНДЫРУДЫҢ ҚАЗІРГІ
ЗАМАНҒЫ ҮРДІСТЕРІ.....467

А.А. Қуаналиев ҚАЗАҚСТАНДА СЫБАЙЛАС ЖЕМҚОРЛЫҚПЕН КҮРЕСУ ҮШІН ЦИФРЛЫҚ ТЕХНОЛОГИЯЛАРДЫ ЕНГІЗУДІҢ ХАЛЫҚАРАЛЫҚ ТӘЖІРИБЕСІ МЕН ЭКОНОМИКАЛЫҚ ӨСЕРІН САЛЫСТЫРМАЛЫ ТАЛДАУ.....	477
Ж.Н. Кусмолдаева, Ж.Ж. Бельгибаева, О.А. Абралиев ҚАЗАҚСТАННЫҢ АУЫЛДЫҚ ЖЕРЛЕРІНДЕГІ ҚАЗІРГІ ДЕМОГРАФИЯЛЫҚ ЖАҒДАЙ.....	490
Е.Е. Мубараков, И.В. Бордияну, М.У. Рахимбердинова ГИГ-ЭКОНОМИКА ЖАҒДАЙЫНДАҒЫ ГЕНДЕРЛІК ТЕНДІК: ҚАЗАҚСТАН ТӘЖІРИБЕСІ.....	502
З. Сатпаева, Д. Кангалакова, Д. Мұсаева АҒЫМДАҒЫ ҚАЗАҚСТАНДЫҚ КӘСІПОРЫНДАРДЫҢ ЦИФРЛАНДЫРУДЫ ҚАРЖЫЛАНДЫРУЫ: ӨҢІРЛІК ЖӘНЕ САЛАЛЫҚ АСПЕКТІЛЕР.....	518
А.О. Сыздықова, Р.М. Тажибаева, Ж.К. Жетибаев ОРТАЛЫҚТАНДЫРЫЛМАҒАН ҚАРЖЫ БОЛАШАҒЫ МЕН ТӘУЕКЕЛДЕР.....	537
Ж.С. Тәжібаева, С.Д. Тәжібаев, С.О. Таңатова ЭКОНОМИКАЛЫҚ ТРАНСФОРМАЦИЯ ЖАҒДАЙЫНДА КӘСІПКЕРЛІКТІҢ ИНСТИТУЦИЯЛЫҚ ОРТАСЫН РӨЛІ.....	554
Ж.Қ. Тайбек, И.Е. Кожамкулова, О.І. Бағдат ЭКОНОМИКАЛЫҚ ТҰРАҚТЫ ӨСУДЕГІ ИНВЕСТИЦИЯЛЫҚ ӘЛЕУЕТ...569	569
А.Р. Тұрсын, А.С. Тулеметова, Қ. Сейітқасымұлы ҚАЗАҚСТАННЫҢ ҚҰРЫЛЫС САЛАСЫНЫҢ ИНВЕСТИЦИЯЛЫҚ ТАРТЫМДЫЛЫҒЫН АРТТЫРУ ФАКТОРЫ РЕТІНДЕ НЕГІЗГІ ЭКОНОМИКАЛЫҚ КӨРСЕТКІШТЕРДІ ЗЕРТТЕУ.....	587
З.К. Чуланова, Н.Ж. Бримбетова БАТЫС ҚАЗАҚСТАН ӨҢІРЛЕРІНІҢ ҚАРЖЫЛЫҚ ӨЗІН-ӨЗІ ҚАМТАМАСЫЗ ЕТУІ ЖӘНЕ ӨЗІН-ӨЗІ ДАМУЫ ТЕТІКТЕРІ.....	603
О.Л. Эм ҚАЗАҚСТАН РЕСПУБЛИКАСЫНДА ҰЖЫМДЫҚ ИНВЕСТИЦИЯЛАУ ЖҮЙЕЛЕРІН ЖЕТІЛДІРУ ӘДІСТЕРІ МЕН ДАМУ ПЕРСПЕКТИВАЛАРЫ.....	620

СОДЕРЖАНИЕ

ПЕДАГОГИКА

А.М. Абдыхалыкова, Ж.А. Бейсембаева, А.Н. Нуржанова РОЛЬ ЦИФРОВЫХ АУТЕНТИЧНЫХ ТЕКСТОВ В КОММУНИКАТИВНОМ ОБУЧЕНИИ ЯЗЫКУ.....	5
Г. Атабаева, Ф. Атабаева, А. Сексембаева ТЕХНОЛОГИЯ ИСПОЛЬЗОВАНИЯ ИНТЕЛЛЕКТУАЛЬНОЙ КАРТЫ В ФОРМИРОВАНИИ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ.....	20
Г.М. Аутова, М.Р. Кушербаева, Ш.Е. Жусипбекова ВЫЯВЛЕНИЕ НЕКОТОРЫХ ТЕОРЕТИЧЕСКИХ ПРОТИВОРЕЧИЙ В ГЛАВАХ «ФИЗИКА АТОМА И АТОМНОГО ЯДРА».....	33
А. Аханова, Г. Орманова, Ш. Раманкулов ПРОЕКТ STEAM CLIL В ОБРАЗОВАНИИ: НА ПРИМЕРЕ ПОДГОТОВКИ ОБУЧАЮЩИХСЯ В ИНЖЕНЕРНО-ТЕХНИЧЕСКИХ ОБЛАСТЯХ.....	50
Б.А. Аяпова, А.А. Алимбекова, А.И. Булшекбаева ГЕЙМИФИКАЦИЯ В РАЗВИТИИ ЛИДЕРСКИХ НАВЫКОВ У СТАРШИХ ДОШКОЛЬНИКОВ.....	63
Б.Ш. Баймухамбетова, А.А. Момбек, Г.А. Августханова СТРУКТУРНЫЙ АНАЛИЗ РЕАЛИЗАЦИИ ДУАЛЬНОГО ОБУЧЕНИЯ В ВУЗЕ.....	79
Ж.Н. Бекболат, А.Б. Жолмаханова, Сейфуллах Йылдырым ПЕДАГОГИЧЕСКОЕ ЗНАЧЕНИЕ ПИСЕМ М. ШОКАЯ.....	95
Б.Б. Бексултан, Ж.М. Жаксибаева ОЦЕНКА ИСПОЛЬЗОВАНИЯ ЦИФРОВЫХ ТЕХНОЛОГИЙ В ШКОЛЬНОМ КУРСЕ ХИМИИ.....	108
А.Х. Давлетова, Н.Н. Оразова, Е.Т. Асан ПРЕИМУЩЕСТВА И НЕДОСТАТКИ ИСПОЛЬЗОВАНИЯ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБРАЗОВАНИИ.....	122
Т.А. Данияров, Б.У. Ермаханов, М. Исаев ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ ИНФОРМАЦИОННО-ЦИФРОВЫХ ТЕХНОЛОГИЙ В ПРЕПОДАВАНИИ ИСТОРИИ: АНАЛИЗ РЕЗУЛЬТАТОВ АНКЕТИРОВАНИЯ.....	138

С. Калдыгозова, М. Шакенова, М. Джилкишиева ПРИМЕНЕНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В СИСТЕМЕ МОНИТОРИНГА И УПРАВЛЕНИЯ КАЧЕСТВОМ ОБРАЗОВАНИЯ В КАЗАХСТАНЕ.....	152
М. Кноль, Д. Шалбаева, Г. Шерипова СТРАТЕГИИ ПРЕОДОЛЕНИЯ МЕЖЪЯЗЫКОВОЙ ИНТЕРФЕРЕНЦИИ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ В УСЛОВИЯХ ТРЕХЪЯЗЫЧНОГО ОБРАЗОВАНИЯ В КАЗАХСТАНЕ.....	174
М. Кожя, Т. Апендиев, Е. Сатов ИСПОЛЬЗОВАНИЕ ТЮРКО-МУСУЛЬМАНСКИХ ИСТОЧНИКОВ В ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММАХ.....	188
Г.Т. Курбанкулова, А.С. Стамбекова МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ И ПРИНЦИПЫ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНОГО ОБРАЗОВАНИЯ К ПРИОБЩЕНИЮ УЧАЩИХСЯ К НАЦИОНАЛЬНЫМ ЦЕННОСТЯМ.....	208
А.Е. Мухаметкаиров, Г.С. Аяпбергенова, С.К. Абильдина ГЕЙМИФИКАЦИЯ КАК ОДИН ИЗ СПОСОБОВ РАЗВИТИЯ SOFT SKILLS У СТАРШЕКЛАССНИКОВ.....	225
Б.Д. Оразов, Г.Б. Исаева, С.С. Сламжанова ФОРМИРОВАНИЕ ЭКСПЕРИМЕНТАЛЬНЫХ НАВЫКОВ СТУДЕНТОВ ПРИ ПРЕПОДАВАНИИ ФИЗИКИ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ.....	240
Т.О. Орынбасар, А.Б. Амирбекова МЕТОДЫ ПРЕПОДАВАНИЯ ОБРАЗНОЙ ЛИНГВИСТИКИ: СТРАТЕГИИ И ПОДХОДЫ.....	254
П.Ж. Парманкулова, М.Н. Сыздык, М.А. Джанзакова СТРУКТУРНАЯ МОДЕЛЬ ПОДГОТОВКИ БУДУЩИХ ПЕДАГОГОВ К ИНКЛЮЗИВНОМУ ОБУЧЕНИЮ.....	271
И.Т. Салгожа, Г.Б. Камалова, А.Ж. Нурбекова ВЛИЯНИЕ МЕТОДА EDUSCRUM НА РАЗВИТИЕ ГИБКИХ НАВЫКОВ У БУДУЩИХ УЧИТЕЛЕЙ ИНФОРМАТИКИ.....	288
А.А. Таутенбаева, Б.Т. Абыканова, Г. Кошанова РОЛЬ «МЯГКИХ НАВЫКОВ» В ТРУДОУСТРОЙСТВЕ ВЫПУСКНИКОВ: АНАЛИЗ ПОТРЕБНОСТЕЙ И ЗАПРОСОВ РАБОТОДАТЕЛЕЙ.....	309

ЭКОНОМИКА

С.Т. Абилдаев, Г.К. Амирова, И.К. Сулейменова

ОРГАНИЗАЦИЯ И ОЦЕНКА ЭКСПОРТА СЕЛЬСКОХОЗЯЙСТВЕННОЙ
ПРОДУКЦИИ РЕСПУБЛИКИ КАЗАХСТАН.....329

М. Акбалик, Киймет Калинурт

ВЛИЯНИЕ АУДИТА НА ЭФФЕКТИВНОСТЬ КОМПАНИИ
И УСТОЙЧИВОЕ РАЗВИТИЕ.....340

М.К. Амангельдинова, Б.С. Сапарова, Л.М. Шаяхметова

ИННОВАЦИОННЫЙ ПОТЕНЦИАЛ ИНВЕСТИЦИОННЫХ КОМПАНИЙ
В КАЗАХСТАНЕ.....356

З.А. Арынова

ПРОБЛЕМЫ РАЗРАБОТКИ СБАЛАНСИРОВАННОЙ МОДЕЛИ
ВЗАИМОДЕЙСТВИЯ ОБРАЗОВАНИЯ И БИЗНЕСА В УСЛОВИЯХ
ЦИФРОВИЗАЦИИ ЭКОНОМИКИ КАЗАХСТАНА.....374

А.А. Бельгибаев, Г.У. Акимбекова, С.Э. Епанчинцева

ГРУППИРОВКА РЕГИОНОВ КАЗАХСТАНА ПО УРОВНЮ
ИНВЕСТИЦИОННОГО РАЗВИТИЯ.....390

З.А. Жантасова, М.У. Бейсенова, А.Е. Есенова

ИНФОРМАЦИОННАЯ ТРАНСФОРМАЦИЯ ЛОГИСТИКИ
В КАЗАХСТАНЕ.....405

Ж. Жуман, А.В. Хамзаева, Ду Бинхан

СРАВНИТЕЛЬНЫЙ АНАЛИЗ ГАЗОВОГО РЫНКА КАЗАХСТАНА
И РОССИИ.....418

А.Б. Исакова, Г.Д. Аманова, Г.А. Рахимжанова

АНАЛИЗ МЕЖДУНАРОДНОГО ОПЫТА ПРЕДОСТАВЛЕНИЯ
СОЦИАЛЬНЫХ ГАРАНТИЙ РАБОТНИКАМ..... 438

Г. Калкабаева, А. Курманалина, А. Атабаева

ВЛИЯНИЕ ФАКТОРОВ НА ИНВЕСТИЦИОННЫЕ ВЛОЖЕНИЯ В
ЭКОНОМИКУ КАЗАХСТАНА: РЕЗУЛЬТАТЫ СОЦИОЛОГИЧЕСКОГО
ОПРОСА.....453

О.Ю. Когут, В.С. Карзанова, О.В. Кобзарева

СОВРЕМЕННЫЕ ТЕНДЕНЦИИ ЦИФРОВИЗАЦИИ АУДИТА
ГОСУДАРСТВЕННОГО ДОЛГА В ЦЕЛЯХ ПОВЫШЕНИЯ
ЭФФЕКТИВНОСТИ УПРАВЛЕНИЯ.....467

А. А. Куаналиев

СРАВНИТЕЛЬНЫЙ АНАЛИЗ МЕЖДУНАРОДНОГО ОПЫТА И
ЭКОНОМИЧЕСКИХ ЭФФЕКТОВ ВНЕДРЕНИЯ ЦИФРОВЫХ
ТЕХНОЛОГИЙ В БОРЬБЕ С КОРРУПЦИЕЙ
В КАЗАХСТАНЕ.....477

Ж.Н. Кусмолдаева, Ж.Ж. Бельгибаева, О.А. Абралиев

ДЕМОГРАФИЧЕСКАЯ СИТУАЦИЯ В СЕЛЬСКОЙ МЕСТНОСТИ
КАЗАХСТАНА В СОВРЕМЕННЫХ УСЛОВИЯХ.....490

Е.Е. Мубараков, И.В. Бордияну, М.У. Рахимбердинова

ГЕНДЕРНОЕ РАВЕНСТВО В УСЛОВИЯХ ГИГ-ЭКОНОМИКИ:
ОПЫТ КАЗАХСТАНА.....502

З. Сатпаева, Д. Кангалакова, Д. Мусаева

ФИНАНСИРОВАНИЕ ЦИФРОВИЗАЦИИ КАЗАХСТАНСКИМИ
ПРЕДПРИЯТИЯМИ В СОВРЕМЕННЫХ УСЛОВИЯХ: РЕГИОНАЛЬНЫЙ
И ОТРАСЛЕВОЙ АСПЕКТЫ.....518

А.О. Сыздыкова, Р.М. Тажибаева, Ж.К. Жетибаев

ПЕРСПЕКТИВЫ И РИСКИ ДЕЦЕНТРАЛИЗОВАННЫХ ФИНАНСОВ.....537

Ж.С. Тажибаева, С.Д. Тажибаев, С.О. Танатова

РОЛЬ ИНСТИТУЦИОНАЛЬНОЙ СРЕДЫ ПРЕДПРИНИМАТЕЛЬСТВА
В УСЛОВИЯХ ТРАНСФОРМАЦИИ ЭКОНОМИКИ.....554

Ж.К. Тайбек, И.Е. Кожамкулова, Б.И. Оспан

ИНВЕСТИЦИОННЫЙ ПОТЕНЦИАЛ В УСТОЙЧИВОМ
ЭКОНОМИЧЕСКОМ РОСТЕ.....569

А.Р. Турсын, А.С. Тулеметова, К. Сейиткасымулы

ИССЛЕДОВАНИЕ КЛЮЧЕВЫХ ЭКОНОМИЧЕСКИХ ПОКАЗАТЕЛЕЙ КАК
ФАКТОР ПОВЫШЕНИЯ ИНВЕСТИЦИОННОЙ ПРИВЛЕКАТЕЛЬНОСТИ
СТРОИТЕЛЬНОЙ ОТРАСЛИ КАЗАХСТАНА.....587

З.К. Чуланова, Н.Ж. Бримбетова

ФИНАНСОВАЯ САМОДОСТАТОЧНОСТЬ РЕГИОНОВ ЗАПАДНОГО
КАЗАХСТАНА И МЕХАНИЗМЫ ИХ САМОРАЗВИТИЯ603

О.Л. Эм

МЕТОДЫ СОВЕРШЕНСТВОВАНИЯ И ПЕРСПЕКТИВЫ РАЗВИТИЯ
СИСТЕМ КОЛЛЕКТИВНОГО ИНВЕСТИРОВАНИЯ В РЕСПУБЛИКЕ
КАЗАХСТАН.....620

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