

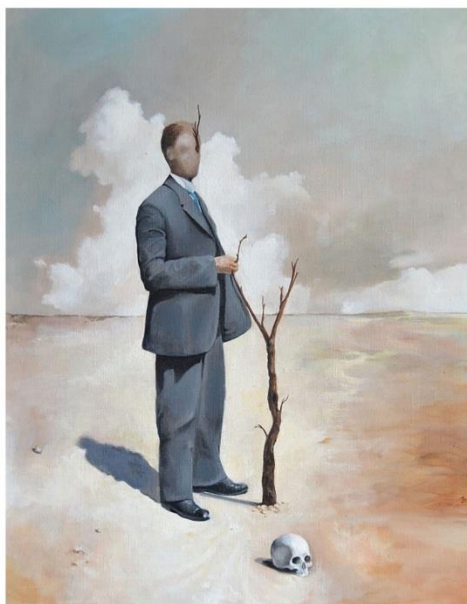
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Scientific and theoretical foundations in formation of the national self-consciousness of future teachers in the system of higher education of the Republic of Kazakhstan

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Abstract

The study aims to investigate scientific and theoretical foundations in formation of the national self-consciousness of future teachers in the system of higher education of the republic of Kazakhstan via comparative qualitative research methods. As a result, the mastery of practical skills in the main activities (transformative, cognitive, value-orientation, communicative) ensures the formation of the behavioral component of the national self-consciousness. In conclusion, the effectiveness in the formation of the national self-consciousness is determined by the introduction into the educational process of a scientifically-based pedagogical model in the formation of the national self-consciousness and a set of interrelated pedagogical conditions.

Keywords: Education, Up-Brining, Self-Consciousness, Components, Idea, future teachers.

Fundamentos científicos y teóricos en la formación de la autoconciencia nacional de los docentes

Resumen

El estudio tiene como objetivo investigar las bases científicas y teóricas en la formación de la autoconciencia nacional de los futuros docentes en el sistema de educación superior de la República de Kazajstán a través de métodos comparativos de investigación cualitativa. Como resultado, el dominio de las habilidades prácticas en las actividades principales (transformadoras, cognitivas, orientadas al valor, comunicativas) asegura la formación del componente conductual de la autoconciencia nacional. En conclusión, la efectividad en la formación de la autoconciencia nacional está determinada por la introducción en el proceso educativo de un modelo pedagógico con base científica en la formación de la autoconciencia nacional y un conjunto de condiciones pedagógicas interrelacionadas.

Palabras clave: Educación, Up-Brining, Autoconciencia, Componentes, Idea.

1. INTRODUCTION

The conceptual basis of the spiritual renewal of the nation, which pervades today's modern Kazakhstani society, is the modernization of the public consciousness. At the same time, it is obvious that the very concept of spiritual modernization involves changes in the national consciousness. First, it is a change within the framework of national consciousness. Secondly, it is the preservation

of the inner core of the national I with a change in certain of its features.

This idea is embedded in the program of the Third Modernization of Kazakhstan, in which the President of Kazakhstan Nazarbayev defines the national identity as the core of the political and economic modernization of Kazakhstani society, a factor in the formation of a strong, competitive nation. At the same time, in the conditions of a multinational society, such as Kazakhstan, the formation of a national self-consciousness of the personality becomes a consolidating factor protecting the spiritual health of the nation.

This document focuses on the creation of conditions for the training of professional personnel, which are the main vehicles of the principles of the modernization of consciousness - openness, pragmatism, competitiveness. The future is created in the classrooms. It is the training audience that becomes a platform for constructive interaction of subjects of the educational space, professional education of personnel with a culture of interethnic communication, tolerance, patriotism and a high level of national identity. This raises the question of the carriers of national self-consciousness, methods of its formation and consolidation as the core of the national community.

Despite the global changes in the information space, the continuous improvement of educational technologies, the use of innovative methods and technologies, interactive educational resources, it is the teacher who remains the main translator of spiritual and moral values. The teacher, as a person and professional, ensures the entry of the younger generation into the world of culture, social

relations, introduces young people to the national spiritual heritage and the latest achievements of human civilization.

The main challenge of socio-economic changes is to begin to meet the requirements set by the professional environment in time. In the pedagogical activity, these are, first of all, the requirements for the professional competence of the teacher, which today acquire different content. The object of the teacher's activity is the pedagogical process, and the student from the object of influence moves to the position of a subject of activity.

Education as a cultural and historical phenomenon is one of the most important sources of stable development of Kazakhstan. The meaning of modern education is the upbringing of a personality of national culture, able to engage in various forms of activity and thinking, to enter into dialogue in order to search for different cultural meanings.

The national educational policy of the Republic of Kazakhstan is fixed in a number of documents: The Law on Education, dated July 27, 2007, and the Concept of Forming the State Identity of the Republic of Kazakhstan, dated May 23, 1996. In the Concept of forming the State Identity of the Republic of Kazakhstan, one of the tasks set before education in the context of creating a civil society is the formation of a personality that has a formed national identity.

The national self-consciousness of the personality expresses the idea of national self-consciousness, attitude to the historical past of the nation, its present and future, activity in learning the native language, studying folk culture, awareness and acceptance of national interests

and value orientations, the formation of a tolerant attitude to other ethnic communities of the state. Awareness of ethnic integrity leads to ethnic identity, which largely determines the formation of a stable, mature personality capable of positive realization in society.

At the same time, in pedagogical science, there is not enough research devoted to the study of ways to solve the problem of forming the national self-consciousness of students in the process of higher education. The pedagogical practice allowed finding a low level of students' language culture, neglect of national values, lack of knowledge of history, and the development of subcultures. With all the obvious significance, the problem of the formation of the national identity of future teachers remains an insufficiently studied phenomenon. Taking into account the above, a problem can be formulated: there is a contradiction between the need for the purposeful formation of the national self-consciousness of students of pedagogical Universities (taking into account its educational and upbringing potential) and the traditional system of education that does not ensure the proper level in formation of national self-consciousness.

All the above-mentioned problems are connected with the nation's self-consciousness and require their theoretical and methodological substantiation, building a general theoretical base on which conclusions and practical recommendations should be made to further strengthen and deepen national self-consciousness, focused on universal, global problems. This explains the relevance of our research. The purpose of our work is to substantiate the scientific and

theoretical foundations in the formation of the national self-consciousness of future teachers.

2. MATERIAL AND METHODS

The formation of national self-consciousness, patriotism, citizenship and social activity of future specialists is the goal and the result of the national education of students. One of the essential features of a nation as the beginning of civilization is national self-consciousness. The national self-consciousness is largely determined by the status of the nation as a subject of history due to the integrative (spiritual-emotional, intellectual) concentrate on the spirit of the people. BROMLEY (1983) pointed out that by the national self-consciousness it is necessary to understand the complex of ideas of nationality about oneself, interests, value orientations, attitudes towards other nationalities.

ULEDOV (1996) gives a broader definition of national identity: national self-consciousness manifests itself as a set of ideas, attitudes, feelings associated, firstly, with the self-determination of a national community, awareness of its place among other national communities, and, secondly, with awareness social and political values. DROBIZHEVA (1991) defines national self-consciousness as spiritual education, including national autostereotypes, ideas about the territory, culture, language, historical past, as well as the emotional component - the attitude to the cultural and historical values of his people. The

national interests that stimulate human activity are decisive in national self-awareness.

In our opinion, the researcher BORISOV (1996) more fully reveals the essence of national self-consciousness in his definition. He views national self-consciousness as a set of views, assessments, opinions, and attitudes expressing the content and characteristics of the members of a national community about their history, current state and prospects for their development, as well as their place among similar communities and the nature of relationships with them. This definition in comparison with the above interpretations of national self-consciousness has several advantages. Firstly, ethnic identity is considered here as a system with a specific structure inherent to it. Secondly, a scientific historical-logical approach is used in order to uncover the functions of national identity. All points of view on the definition of the essence of national identity helped us to identify all its components.

The cognitive function of the national self-consciousness is expressed in the presence of specific cognitive and intellectual qualities that are different from those of representatives of other national communities. The cognitive function of national self-consciousness manifests itself in the attitude of the individual, the group, the whole nation to the national history, language, and the system of values that have been formed during the life of many generations. It also lies in the awareness of **we**, its reality, from which begins the process of intensification of the cognitive activity of self-consciousness.

The emotional-value function - in the development of a system of evaluative information about cultural traditions and their development. The adaptive function of the national self-consciousness is expressed not only in the adaptation of the organism to specific conditions of activity but also in fixed methods of behavior and activity. This function ensures the entry of the individual into the world of nationally-colored and spiritual values, norms, attitudes, habits.

3. DISCUSSIONS AND FINDINGS

National education and up-bringing are an integral part of the development of society and therefore a scientifically-based, properly organized national education of future specialists involve not only the formation of their national identity at the level of the historical development of the Kazakh people but also the development prospects of the entire people of Kazakhstan.

In modern socio-cultural conditions of Kazakhstan, the implementation of national education of future specialists should be determined by the needs of society not only in the revival of national self-consciousness of students at the level of ethnic and civic identification but also in the full activation of their intellectual and spiritual and creative potential. The principal position in this article is a look at the national self-consciousness as a systemic education of the personality, all components of which are interconnected and actively

interact. The main structural components of the national self-consciousness in the work include cognitive, emotional (affective) and behavioral components that function in an inseparable relationship.

The cognitive component of the national self-consciousness includes the knowledge of history, geopolitics, their fullness, strength, and awareness, evaluative attitude towards them, as well as world perception and attitude inherent in this ethnic group. The result of awareness of a socio-ethnic community is an understanding of the place of a given national community in the global community. At the level of individual consciousness, this is manifested in the system of ideas about oneself as a carrier of certain national features.

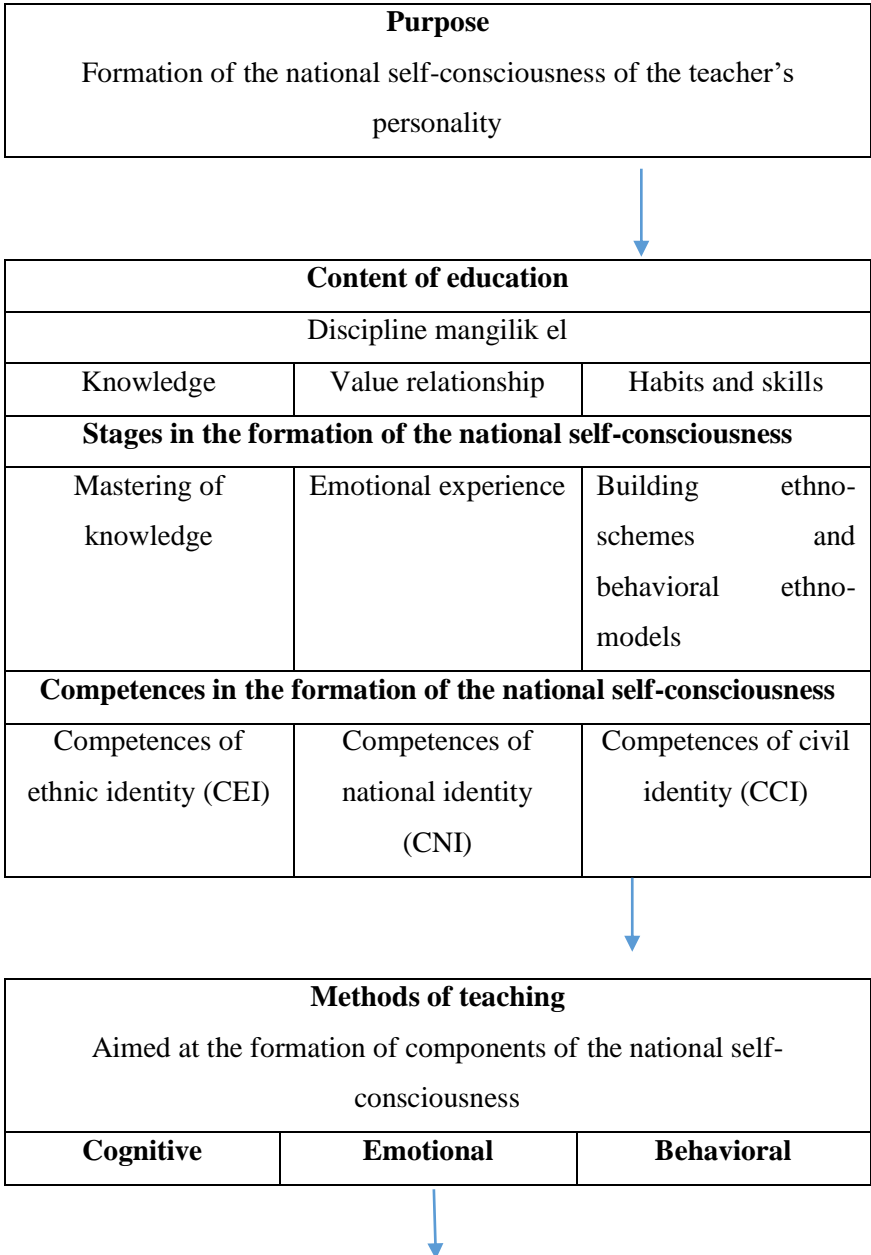
The emotional component plays an essential role in the structure of the national self-consciousness and manifests itself in love for the Motherland, for its people, and responsibility for the fate of the Homeland. Through the emotional sphere of a person, there is a fixation of significant, historically established national characteristics. The emotional component finds expression in the manifestation of national feelings, those historically formed, transmitted from generation to generation, stable emotional reactions of people to the phenomena and processes of national life. At the level of individual consciousness, this is manifested in the correlation of oneself with this ethnos and the positive acceptance of one's nationality (BELOZERTSEV, 2004).

The behavioral component of the national self-consciousness is manifested through the awareness of duty in activities that aim to realize the culture of your nation in order to preserve and increase it.

At the level of personal identity, this is manifested in behavioral ethno schemes. The behavioral component can be realized through activity in the promotion of national culture, the preservation of folklore traditions, participation in the conduct of folk holidays, festivals and other forms of social activity (KRUPNIK, 2006).

Thus, in this study, the national self-consciousness is understood as a systemic education, which is a national component of an individual's self-consciousness and is a complex, multi-level system that combines cognitive, emotional, behavioral components. On the basis of the selected criteria and indicators in the formation of the national self-consciousness, the work revealed levels of its development (high, medium, low), each of which represents a specific combination of indicators. The content of higher pedagogical education based on the national idea *Mangilik El* has a special potential in solving the set task of forming the national identity of future teachers. In the curriculum for the academic discipline *Mangilik El*, a special pedagogical task is being solved to identify those aspects of the subject that could intensify the process of developing national identity among students.

Table 1: Pedagogical model in the formation of the national self-consciousness of future teachers



TEACHING CONDITIONS			
in the formation of the national self-consciousness			
1 condition	2 condition	3 condition	4 condition
inclusion of the national component in the training content	Organization of students' reflex-practice based on the studied material	The presence of ethnical meaning in the subjects of the educational process	Students' knowledge of the Kazakh language resources



Levels		
of formation of the national self-consciousness		
high	medium	low

Within the framework of the axiological approach, the main elements of the values of the content are values - knowledge, values - skills, values – relations. Values - knowledge includes facts, concepts, patterns, ideas, including material on the history of national culture. In line with our study, the mastery of knowledge predicts the formation of the cognitive component of national identity. An important element is the system of relations to the Motherland, to the national culture, to the representatives of own ethnos, to the representatives of another ethnos, attitude towards themselves as the bearer of ethnic properties. The formation of a value-relationship system is organically linked with the development of the emotional component of the national self-

consciousness. The mastery of practical skills in the main activities (transformative, cognitive, value-orientation, communicative) ensures the formation of the behavioral component of the national self-consciousness.

In accordance with the course content, the main stages in the formation of the national self-consciousness are defined - the stage of mastering knowledge, the stage of emotional experience, the stage of building ethno-schemes and desired behavioral ethno-models. Based on the national idea of Mangilik El, three groups of competencies (Competences of ethnic identity, Competences of national identity, Competences of civil identity) expressed in skills can be distinguished.

4. CONCLUSION

The national self-consciousness - personal education, which is a national component of the self-consciousness of the personality. The national self-consciousness includes ideas about language, culture, typical national features, historical past, territory, statehood. To determine the formation of the national self-consciousness, three criteria were identified: an ethnonym, a national stereotype, and signs of the national self-consciousness, the totality of which constitutes the national self-consciousness. The ethnonym is associated with the self-name; national stereotypes - ideas about the moral, mental, physical qualities inherent in representatives of nationalities, common features

of the language, history, cultural and historical roots, birth in a given national community, birth in a given country, etc.

The national self-consciousness as a complex structural entity reflects a person's awareness of his national identity, closely related to the value orientations of the personality, along with other factors, is shaped by the influence of up-brining and education and is determined by its content and teaching methods. Its development involves the inclusion of the native culture. On the basis of ethnic identity, behavioral, communicative, emotional, and cognitive styles typical of an ethnic group are formed. Acceptance of national values can be carried out in the construction of the educational process on the basis of axiological approach, which will ensure the acquisition of their own national meanings through decoding and including in the program of the national idea Mangilik El.

Formation of the national self-consciousness can be carried out by means of academic discipline Mangilik El. The content of the discipline Mangilik El makes it possible through the development of knowledge and ideas about the originality of the historical path and the national culture of Kazakhstan to form the cognitive component of the national self-consciousness. Through the experience of such feelings as love for the Motherland, people, attachment to the land, a sense of national pride, responsibility for the fate of the Motherland, the formation of the emotional component of the national self-consciousness takes place. Using examples of actions of heroes of works aimed at protecting national interests, preserving the values and traditions of the national culture, national behavioral models are

formed that can serve as a basis for the formation of a behavioral component. The effectiveness in the formation of the national self-consciousness is determined by the introduction into the educational process of a scientifically-based pedagogical model in the formation of the national self-consciousness and a set of interrelated pedagogical conditions.

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