

---

**BULLETIN OF NATIONAL ACADEMY OF SCIENCES  
OF THE REPUBLIC OF KAZAKHSTAN**

ISSN 1991-3494

Volume 6, Number 388 (2020), 341 – 347

<https://doi.org/10.32014/2020.2518-1467.216>

UDC 378.126

**T. G. Malgazhdarova**

Academy of the Border Service of the Committee of National Security  
of the Republic of Kazakhstan, Almaty, Kazakhstan.  
E-mail: [tmalgazhdarova@bk.ru](mailto:tmalgazhdarova@bk.ru)

**NATIONAL MODEL OF EDUCATION  
IN THE REPUBLIC OF KAZAKHSTAN AS THE KEY  
TO REALIZE THE NATIONAL IDENTITY**

**Abstract.** This article presents new education system in modern Kazakhstan, which is being formed, focused on the world educational space in the conditions of globalization. This process is accompanied by significant changes in pedagogical theory and practice. The transformation in the education system of Kazakhstan, as reflected in the Law of the Republic of Kazakhstan “On education”, “State Program of Education Development of the Republic of Kazakhstan for 2016-2019 years”, responsible include the entire teaching community in the process of creating of new model of education in Kazakhstan. Analyzing the practice of education reform in the different countries of the world, we can identify several key points that will contribute to changes in the education system of the XXI century: paying special attention to the higher education; development of each student, in accordance with their attitudes and abilities, individualization and differentiation of learning, development of critical thinking, the ability to reflexive assessment of their own achievements; training in conditions of inequality of starting positions of students (social, language, religious); development of students’ self-realization skills, self-study, study of motivation issues; changes in the approach to evaluating educational achievements, wider use of criteria-based assessment, changes in the content approach to summative assessment and its goals; using new approaches in teaching and learning; changing the vision of the professional development of leading teachers. All these key directions are reflected in the content of the republic’s education renewal. There is the change in the educational paradigm, offers the variety of the educational content and pedagogical technologies, new modern pedagogical concepts and ideas.

**Key words:** national education model, curriculum, learning strategies, traditional learning methods, new learning methods, monitoring students’ knowledge, critical thinking skills, national identity, teacher status, self-assessment.

**The relevance of the topic.** If the Soviet high school focused on the knowledge paradigm, the Kazakh high school relies on the development of functional literacy of the students. This means that today young people should be able to live with people of other cultures, languages and religions, be fluent in languages and new media. Therefore, the content of education is strengthened by the personal and practical orientation. Practical-oriented materials have been introduced into the programs and textbooks [1]. The Strategy of the Development of the Education System of Kazakhstan is focused on becoming one of the top 30 countries in the world, to be competitive and carry out the international standards of education. The Institute’s staff has studied international experience in the field of education in such countries as Singapore, South Korea, Great Britain, France, USA, Australia, and Russia. The best methods and technologies of these countries are successfully implemented in the educational process. The science of adult education says that they are interested in the issues, occur in their professional activities. The system of professional development and training should focus on their solutions; transfer those competencies in the practical activities of the scholar.

Dialog interaction involves encouraging students to participate in the problem-setting and solving, activating their learning activities. The “craft” of the teacher in this situation consists in the ability to establish communication, organize direct feedback. It can be figuratively compared with the circulatory

system of the living organism. The task of the teacher is to make rational use of the available potential of the student [2, p.11].

There are three main dialog modes: closed, restricted and open. The dialog mode is called closed, if the answer to this question is assumed to be unambiguously affirmative or negative. Usually in this mode, questions such as “do you agree...”, “is it true...” and so on are formulated. They create tension in communication, as they limit the space for the response, direct the thoughts of the interlocutor, and have powerful suggestive effect. The dialog mode is called restricted, if the question you are asking is accompanied by the list of possible answers and the suggestion to choose the correct one. The dialog mode is open, if there are no restrictions on the answer, other than the information stated in the question.

The ability to ask the questions has the beneficial effect both on the person, who asks them and on those, to whom they are addressed. B.C. Stepin found that when the students were asked their friends the leading questions, they understood the new learning material better, than the students, who did not ask such questions [3]. The study of the text is more effective, when correctly posed the questions, and then the answers reveal the degree of understanding of the material. Questions form the system of reference points, which is advisable to use, when solving problems, since in this case the approach of the students to study of the material changes. The experience gained in asking questions will allow the students to realize the knowledge with serious work that requires a lot of concentration. Perhaps, these lectures will open them the joy of learning and the impetus for the reflection.

New approaches in any field of activity, on the one hand, cause confusion among skeptics, on the other hand, provide tremendous opportunities for creativity, innovation and scope of activity, which, in the end, brings real positive results. In terms of updating the content of education is implementing new methods of teaching and upbringing, development of new methods and means of pedagogical activity, introduced amendments and additions to legislative documents, updated educational programs and textbooks [4]. All this, of course, makes new demands on the development and improvement of the professional competencies of teaching staff, because the goals and methods of pedagogical activity, work within the framework of an innovative approach to teaching, software and methodological support of the educational process, methods and forms of evaluating students' educational achievements are changing.

In this process, it is very important to refract the view of updating the content of the teacher's education, since the subsequent introduction of new programs and the effectiveness of training depend on it [5]. Of course, this is not easy for many, because the old and updated programs differ in many ways. We are used to the existing system of teaching, despite some innovations, generally remained the same as 20-30 years ago. There is following model:

- training is based on new curriculum that is radically different from the old one;
- instead of the traditional assessment system, criteria-based assessment model is being introduced;
- new types of planning are applied: long-term, medium-term, short-term;
- the resource support of the lesson is changing, in addition to the traditional ones, Internet resources, audio, video materials, etc. are used.

If the traditional curriculum is based on the list of grammatical material, the updated curriculum is based on the result of learning, i.e. the expected results, which are presented in the form of the system of learning goals. When it is clear that the student should know and be able to, it is more effective to ensure the development of the curriculum.

The traditional goal of the program is the formation of theoretical knowledge. Purpose of the new program is the development of skills of speech activity: listening, speaking, reading and writing, as well as functional literacy. In fact, the student must first understand texts of various styles and genres correctly, as well as be able to compose texts in the modern literary language. The study of grammatical rules takes up most of the lesson, but in practice it does not play major role, because ignorance of certain rules usually does not affect the understanding of the text. It is more important to do more reading and interpretation of texts, their independent composition [6].

The content of the courses within the framework of updating the content of education is the study of active teaching methods, features of criteria assessment, development of short-term plans, modeling of modern lessons, etc. All seminars are held in the form of practical classes and trainings. In the course of practical work, micro-teaching, students learn to make effective tasks in accordance with the goals and criteria of training, develop descriptors for them, design short-term plan, and teach.

Critical thinking means that the teachers make the experiment on themselves by working individually, in pairs, or as the group. Qualitative change in the education is impossible without forming new view of the teacher's place and role in the educational process, new attitude to the student. The teacher must understand the essence of new changes, the meaning of new quality of education and new educational results. During the classes, discussions and exchange of views on the updated program, the degree of novelty and democracy of the learning process is discussed. In the process, many teachers change their beliefs, rethink themselves, confirming the words of Confucius "Who understands the new, cherishing the old, he can be the teacher". Teachers note the positive aspects of the content of the courses and new program, which are aimed to the students' critical thinking, creative perception of knowledge, independence, the implementation of their needs, increasing motivation to study subjects.

Updating the content of education is rapidly gaining momentum. The modern teacher has the great responsibility for the quality implementation of the updated content of education. He will have to implement the acquired knowledge in the course of training, using completely new approaches to learning. This requires competence, flexibility, the ability to perceive and accept innovations, and to be ready for the change [7].

Today it is impossible to imagine that somewhere else there are countries, whose people have only one language. Knowledge of several languages, in fact, opens the window into the large global world with its colossal flow of information and innovations. Reasonable, competent and correct introduction of trilingual education will enable us to be communicative, adapted in any environment. No one will doubt the wisdom of the people: "How many languages do you know, so many times you are the man". The modern person today is characterized as the person, who is fluent in two or more languages, aware of belonging to his own national culture, understanding and respecting the identity of the interlocutor's culture, who is able to participate in the intercultural dialogue.

In order to ensure the achievement of an international standard level of proficiency in several foreign languages, the concept of multilingual education was formulated. It assumes the formation of multilingual personality with the certain selection of content, the principles of instruction, the development of the special technology, dictionaries and educational methodical literature, which would indicate the similarities and differences. In the new technology of teaching it is necessary to ensure the identity of the content of instruction in the second and third languages, beginning with universal linguistic phenomena, to pass to the language specific. Multilingual personality is the model of "person viewed from the standpoint of his willingness to produce speech acts, create and accept works" (statements and texts) in three or more languages [8].

It is well known, that the educational system in Kazakhstan is conducted in two languages - Kazakh and Russian and consists of several levels of state and private educational establishments: infant schools, elementary (or primary) schools, comprehensive schools, colleges and academies. The Constitution of the Republic of Kazakhstan fixes the right of the citizens of the republic on free-of-charge secondary education, which is obligatory. The Constitution prohibits any discrimination on the basis of language or ethnicity and guarantees equal rights in education regardless of nationality. Children start school at the age of 7 and finish at 17. As the rule the child attends the school, located in the neighborhood. However, in big cities there are so-called special schools, offering more in depth studies of the major European languages (English, French, and German) or the advanced courses in physics and mathematics and children, attending one of this may have to commute from home.

The first stage of education in Kazakhstan is elementary (or primary) school for grades one through four. The second is secondary school for middle grades from five through nine. Upon graduation from secondary school students are given the choice of either continuing to attend the same school (high school - senior grades 10-11) or entering the vocational or technical school. Both of these schools are meant to provide one, along with the certificate of secondary education with the number of useful skills (e.g. those of an electrician, technical or computer operators.) Having completed one's secondary education, one can either become the part of work force or go on college (institution of higher learning-Institute).

The basis for the need to prioritize the native language of culture in general, which, while actively adapting the languages of other peoples, is strengthened in its richness and uniqueness, is the methodical principle as the conceptual solution to the social and philosophical problems of the humanization of the multilingual educational space of the modern world [9, p.39].

To be admitted to the institute one has to pass the series of oral or written tests. Students may get free-of-charge higher education in the higher educational institution and the limited number of the state grants is given each academic year on the competitive basis. Some college departments (law, journalism, foreign language-especially English) have dozens of applicants for one prospective student's position. The system of higher education prepares highly skilled experts on economy, transport, agriculture, medicine, languages and others. Today the young people of Kazakhstan have the opportunity to choose and acquire various types of education and build their lives according to their ambitions.

Currently, foreign languages are becoming one of the main factors of both socio-economic and general cultural progress of the society. The goal of managing the educational process in terms of trilingual education can be formulated as improving management effectiveness. It leads to more effective mastering of knowledge, skills and abilities and allows to intensify the learning process of the foreign language and to achieve for relatively small amount of hours of high results both in the language plan, and in terms of co-management and self-management of the learning process [10, p.151].

Education is of the utmost importance in many Asian cultures, and Kazakhstan is no different. For families and for the nation, education has been and remains the priority. The biggest grievance of teachers in modern Kazakhstan is the profession's low salary. Young high school graduates choosing their professional career paths are generally not interested in low-income job with long hours. Anyone who wants to get higher chances for successful employment and professional career should have, at least, the sufficient command of one foreign language.

Teachers are really important in the society and they need to be valued as such. It is not just about salaries; it is about working conditions and expectations. In the Great Britain the teachers have fought with successive governments to improve the conditions of service, including holidays and work life balance. The students see the teachers working long hours for limited pay and this can put them off the career in teaching. This is a shame, because we need the brightest and the best to educate the next generation.

Kazakhstan, at only 30 years old, is still youngster of the nation and can't be expected to graduate overnight. The new State Program Education 2020 is expected to boost the quality of education in the country and resolve some of the complex financial issues surrounding education reform. The program is focused on providing equal access to educational services through the introduction of per capital financing mechanism that is intended to increase the efficiency of budget spending and help improve access to quality education for the whole population.

The truth is simple: the world is open to those, who can manage new knowledge through mastering Kazakh, Russian and English languages. Undoubtedly, using innovative methods in lessons, forming interest in learning, introducing new technologies, teachers activate language competence and thereby contribute to the effectiveness of mastering languages. Knowledge of the languages reveals great prospects for them in training, further work: such as studying abroad, training in foreign countries, and free movement in the world space. The tri-unity of languages is the key to the successful education of the youth of Kazakhstan, its reliable stronghold.

Kazakhstan has the universities, academies, institutes, higher schools and higher colleges. There are three main levels: basic higher education that provides the fundamentals of the chosen field of study and leads to a bachelor's degree; specialized higher education, after which the students are awarded with the specialist's diploma; and scientific-pedagogical higher education, which leads to the master's degree. Postgraduate education leads to PhD level and doctor of sciences degrees. New laws on education have led to the development of the private education sector and several private institutions have been licensed.

There are still many schools in Kazakhstan, where Russian is spoken as the first language, although with each year since independence, more and more Kazakh-language schools were open. According to the Kazakhstan Statistics Agency, in the beginning of 2012 there were 3,843 Kazakh schools and 1,508 Russian schools. Thanks to the multi-ethnic and multicultural policy, Kazakhstan is also home to 58 Uzbek-language schools, 14 Uyghur-language schools, eight English-language schools and two Tajik-language schools.

The development of the Program and its practical implementation is impossible without studying international best practices of the foreign language learning and teaching subjects in the foreign language. As we wrote before, Kazakhstan, as the former Soviet country, has implemented the most liberal and unique language policy, based on the democratic values and the principles of tolerance and humanity. The

study of international practice allows using international expertise and research findings for the development of bilingual, multilingual (polylingual) education in the context of trilingual education policy in the Republic of Kazakhstan.

**Materials and methods of research.** The research methodology is based on the dialectical method, freed from materialistic or idealistic monism and based on the pluralistic, multilinear interdependence of all social phenomena. We also used the method of dialectical interdependence and interaction of methods: theoretical and empirical, historical and logical, induction and deduction in the study of the educational problems in our country. The theoretical basis is based on existing theoretical and empirical publications. In this article were used abstract-logical, analytical, monographic economic-statistical, sociological, expert methods, as well as the methods of economic-mathematical analysis, modeling and forecasting.

**Research results.** The variety of tertiary institutions attend to Kazakhstan's higher education needs, including universities, academies, institutes, higher schools and colleges. Secondary school teachers complete 5-year specialist diplomas at university too. The nation's 2 top universities are Kazakh National University named after al-Farabi in Almaty and Eurasian National University named after L.N. Gumilev, located in Nur-Sultan. Eurasian National University has over 20,000 enrolled students, supported by 2,500 faculty staff, and has embarked on an ambitious expansion program. The education system in Kazakhstan is undergoing continuous modernization and reforms due as it needs to adapt to the changing socio-economic conditions in the country and the world. Education is recognized as one of the main priorities in the long-term strategy "Kazakhstan – 2050", which is reflected in the number of basic documents and government programs. At the present stage of the development the Kazakhstan education and science system strives to make high-quality education accessible for every citizen. The State Program for the Development of Education of the Republic of Kazakhstan for 2011-2020 and the National Export Strategy of Kazakhstan for 2018-2022 are being implemented, the strategic development plan of Kazakhstan has been updated and extended until 2025, some changes and additions have been made to the Law on Education (2007, 2015), etc.

**Conclusion.** In the conclusion we would like to note, that in accordance with the requirements of the Bologna process, there are three-tier model of skilled staff, training in Kazakhstan: Bachelor's-Master's-PhD programs, based on the system of academic credits. At the postgraduate level, according to the international experience, postdoctoral programs have been introduced to develop the scientific career of Kazakh scientists. Almost 30% of all students, enrolled in Kazakhstan universities, receive state educational grant. In the 2018-2019 academic years, 20,000 grants were additionally allocated, besides 53,000 grants that are provided annually. However, the Ministry of Education and Science of the Republic of Kazakhstan significantly increased the requirements for Kazakh universities, depriving them of licenses for unclaimed majors, which led to the profilization of the universities in the main areas of education. High demand for studying abroad is supported by the state educational policy. Remote forms of the professional development and the use of the digital learning technologies in the process of professional development are widely developed due to the fact, that the XXI century is not only the age of the digital technologies, but also the development of the skills for independent search for new knowledge.

**Т. Г. Мальгаждарова**

Қазақстан Республикасы Ұлттық қауіпсіздік комитетінің Шекара қызметі академиясы, Алматы, Қазақстан

#### **ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ ҰЛТТЫҚ БІЛІМ БЕРУ МОДЕЛІ – ҰЛТТЫҚ БІРЕГЕЙЛІКТІ ІСКЕ АСЫРУДЫҢ КІЛТІ РЕТІНДЕ**

**Аннотация.** Жаһандану дәуірінде білім беру елдің бәсекеге сәтті қатыса алатындығын қамтамасыз етудің жалғыз тиімді, ұзақмерзімді стратегиясы болып саналады. Сондықтан жаһанданудың қазіргі дәуірінде әрбір ел өзінің ұлттық бірегейлігін сақтауға тырысатын білім берудің жоғары сапасын жасауы қажет. Қазіргі уақытта білім беру әлемде экономикалық өсу мен азаматтардың әл-ауқатын көтеру үшін маңызды екендігі мойындалды. Бүгінде білім беру жүйелерінің маңызы артып, болашақ ұрпаққа қандай білім беретіндігі туралы мәселе қайта қаралды немесе қайта қаралып жатыр. Сонымен қатар, «XXI ғасырда табысты болу үшін болашақ мамандар нені үйренуі керек?» және «Бұл оқытудың ең тиімді әдісі қандай?» деген мәселеге жауап

ізделуде. Бұл мәселелер оқу бағдарламасымен және оқу бағдарламасын жүзеге асыруда қолдануға ұсынылған әдістемелермен тығыз байланысты. Аталған бағытта Қазақстанда қазіргі заманның жаһандық сын-кәтеріне жауап беру үшін тиісті жұмыстар атқарылды. Оқу бағдарламалары, білімді бағалау, оқулықтардың ұлттық стандарттарына және оқу үдерісінің сапасына байланысты негізгі білім беру құндылықтары мен мақсаттары жалпы білім беру деңгейінің жетістігін арттыруды, сондай-ақ инновациялар мен оқытудың озық технологиялары үшін қажетті дағдыларды дамытуды, жоғары оқу орны бағдарламасы арқылы ұлттық бірегейлікті растау мен іске асыруды және неғұрлым кең халықаралық тәжірибемен өзара ықпалдастықты қамтиды. Жаңартылған білім беру бағдарламасы мен бағалау жүйесін енгізу – аталған мәселелерді шешуге бағытталған шаралардың бірі. Барлық пән бойынша жаңартылған оқу бағдарламасы осы үдеріске енгізілген және мәселені шешудің қозғаушы күші болып саналады. Ғылыми-әдістемелік жұмыстың тұтастығы әдістемелік қамтамасыз ету шаралары, іс-шара, іс-шара жүйесі ретінде мамандарды оқытудың келесідей белгілі бір антропоцентрилік функцияларын қамтамасыз етуі керек: жұмыс деңгейін тұрақты жетілдіруге қолдау көрсету және жәрдемдесу, әлеуметтену және ынталандыру, инновацияларды енгізуге дайын болу, өзгермелі жағдайға мобильді бейімделу – мемлекетіміздің қалыптасуы мен дамуының қайнар көзі. Қазіргі Қазақстанда білім берудің өзіндік ұлттық моделін қалыптастыру білім беру парадигмасының өзгеруімен қатар жүреді, ол білім, біліктілік және дағдыларды емес, білім алушының жеке басын, тұлғалық қасиетінің білім беру арқылы дамуын бірінші орынға қояды. Қазақстан Республикасында қабылданған «Қазақстан Республикасында білім беруді және ғылымды дамытудың 2016-2019 жылдарға арналған мемлекеттік бағдарламасы» бірінші кезекте білім беру сапасын арттыруды, ұлттық стандарттарды әлемнің озық елдерінің білім беру стандарттарымен үйлестіруді көздейді. Білім беру сапасын жақсарту үдерісінің органикалық бөлігі педагогикалық кадрларды даярлау және олардың біліктілігін жүйелі түрде арттыру болып саналады, өйткені білім беру жүйесінің өзі, өз кезегінде, уақыттың тиісті қиындықтарына жауап бере алатын кадрлық әлеуетке мұқтаж. Осыған байланысты білім беру ұйымының жұмыс істеу жағдайы педагог мәртебесін арттыруға бағытталған мемлекеттік саясатқа сәйкес стратегиялық тексерілген басқару әдісіне және ғылыми-әдістемелік негізделген сүйемелдеуде жүзеге асырылуы тиіс.

**Түйін сөздер:** білім берудің ұлттық моделі, оқу бағдарламасы, оқыту стратегиясы, оқытудың дәстүрлі әдістері, оқытудың жаңа әдістері, оқушылардың білімін тексеру, сыни ойлау дағдылары, ұлттық бірегейлік, педагог мәртебесі, өзін-өзі бағалау, өзін-өзі дамыту.

**Т. Г. Мальгаждарова**

Академия Пограничной службы КНБ РК, Алматы, Қазақстан

### **НАЦИОНАЛЬНАЯ МОДЕЛЬ ОБРАЗОВАНИЯ В РЕСПУБЛИКЕ КАЗАХСТАН КАК КЛЮЧ К РЕАЛИЗАЦИИ НАЦИОНАЛЬНОЙ ИДЕНТИЧНОСТИ**

**Аннотация.** В эпоху глобализации образование является единственной эффективной долгосрочной стратегией обеспечения того, что страна может успешно участвовать в подобной конкуренции. Поэтому в нынешнюю эпоху глобализации, когда каждая страна старается сохранить свою национальную идентичность, необходимо высокое качество образования. В настоящее время во всем мире признана существенная важность образования для экономического роста и благосостояния граждан. Сейчас пересмотрены или же на данный момент пересматриваются образовательные системы на предмет того, какое образование они предоставляют для своих будущих поколений. При этом были заданы ключевые вопросы, такие как: «Чему действительно должны учиться будущие специалисты для того, чтобы быть успешными в XXI веке?» и «Что является наиболее эффективным способом обучения этому?». Эти вопросы тесно связаны с учебной программой и предлагаемыми методиками, используемыми при реализации учебной программы. В этом направлении в Казахстане уже была проделана соответствующая работа, чтобы ответить на глобальные вызовы современности. Ключевые образовательные ценности и цели, связанные с национальными стандартами учебных программ, оценки, учебников и качества учебного процесса, включают повышение достижений общего уровня образования, а также развитие навыков, необходимых для инноваций и передовой технологии обучения, подтверждения и реализации национальной идентичности через вузовскую программу и взаимодействие с более широким международным опытом. Внедрение обновленной образовательной программы и системы оценивания является одним из действий, предпринимаемых для решения данных задач. Обновленная учебная программа по всем предметам включена в этот процесс и является движущей силой решения данной задачи. Целостность научно-методической работы является важнейшим условием, где методическое обеспечение как система мер, действий, мероприятий должна обеспечивать определенные антропоцентрические функции обучения профессионалов: поддержка и содействие устойчивому совершен-



ствованию уровня выполнения работы, социализация и мотивация, готовность к внедрению инноваций, мобильную адаптивность к изменяющимся условиям становления и развития нашего государства. В современном Казахстане формирование собственной национальной модели образования сопровождается изменением образовательной парадигмы, которая выдвигает на первое место не знания, умения и навыки, а личность обучающегося, ее развитие посредством образования. Принятая в Республике Казахстан «Государственная программа развития образования и науки Республики Казахстан на 2016-2019 годы» предполагает, в первую очередь, повышение качества образования, гармонизацию национальных стандартов с образовательными стандартами передовых стран мира. Органичной частью процесса совершенствования качества образования является подготовка педагогических кадров и систематическое повышение их квалификации, так как сама система образования, в свою очередь, нуждается в кадровом потенциале, способном ответить соответствующим вызовам времени. В связи с этим функционирование организации образования должно осуществляться на стратегически выверенном управлении и научно-методически обоснованном сопровождении в соответствии с государственной политикой, направленной на повышение статуса педагога.

**Ключевые слова:** национальная модель образования, учебная программа, стратегии обучения, традиционные методы обучения, новые методы обучения, мониторинг знаний учащихся, навыки критического мышления, национальная идентичность, статус педагога, самооценка, саморазвитие.

#### Information about author:

Malgazhdarova T.G., Doctor of Science in Pedagogy, Professor of Pedagogic, Academy of the Border Service of the Committee of National Security of the Republic of Kazakhstan, Almaty, Republic of Kazakhstan; tmalgazhdarova@bk.ru; <https://orcid.org/0000-0001-9552-1615>

#### REFERENCES

- [1] Mynbayeva A.K. Modern education in the focus of new pedagogical concepts, trends and ideas: Monograph. Almaty: Rarity, 2015. 90 p.
- [2] Ahmetova G.K. Teacher - the key figure in the modernization of // Arguments and facts. 2012. N 3. P. 11-13.
- [3] Stepin B.C. Theoretical knowledge. M., 2016. 460 p.
- [4] Babansky Yu.K. Methods of teaching in the modern comprehensive school. M.: Enlightenment, 2017. 208 p.
- [5] Pedagogy. Educational guide for students of pedagogical universities and pedagogical colleges. M: Pedagogues. Society, 2016. 640 p.
- [6] Nurgalieva G.K. Pedagogical logical and structural course. Almaty. 2014.
- [7] Zhumabayev Z.M. Pedagogy. Almaty: Ana tili, 2017. 160 p.
- [8] Selevko G.K. Modern educational technologies. M. 2015.
- [9] Almurzayeva B.K., Maydangaliyeva Zh.A., Utemissova G.U., Beisebekova M.Zh., Abuova S.T. Pedagogical image as component of teacher professional competence // News of the National Academy of Sciences of the Republic of Kazakhstan. Series of social and human sciences. Vol. 1, N 323. 2019. P. 39-45. <https://doi.org/10.32014/2019.2224-5294.5>
- [10] Bugubayeva R.O., Tapenova G.S. Regulatory aspects of public administration system of higher education in the Republic of Kazakhstan // News of the National Academy of Sciences of the Republic of Kazakhstan. Series of social and human sciences. Vol. 1, N 323. 2019. P. 151-160. <https://doi.org/10.32014/2019.2224-5294>