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## Possibilities of using the legacy of Turkic philosophers in the development of the professional personality of future teachers

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### Abstract

**Relevance.** Modern education is a necessary element of society and culture, capable of preserving the socio-cultural features of the country, promoting the development of youth, their integration into traditional culture, helping the younger generation to choose a lifestyle according to the public values. The study covers one of the urgent problems of professional training of future specialists based on Kazakh values, which originate from the legacy of Turkic scholars. Moreover, the study provides some methods, means, and forms of using the legacy of Turkic scholars in the professional training of pedagogical specialists in higher educational institutions of the Republic of Kazakhstan.

**Purpose.** The purpose of the study is to identify the level of use of the legacy of great scholars in the professional training of teachers in higher educational institutions.

**Methodology.** In the course of the study, the following methods are used to solve the tasks and verify the initial assumptions: general logical methods and techniques, theoretical cognition, empirical research, a systematic approach to historical, pedagogical, and logical analysis, generalisation and analysis of pedagogical experience; modelling of pedagogical processes; pedagogical design.

**Results.** The study focuses on the ideas contained in the legacy of the great Turkic scholars on educating the personality of a specialist. The model of the professional personality presented in their writings is considered from a theoretical

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standpoint. Some effective combinations of world trends with elements of Kazakh ideas in the professional development of future specialists are established.

**Conclusions.** The study determined the level of students' knowledge of Kazakh ideas in the content of academic disciplines, their use in practice. In addition, the study attempted to develop this knowledge through the organisation of various forms of education.

**Keywords:** student; personal qualities; educational institution; education; knowledge.

## Introduction

The entry of the Republic of Kazakhstan (RK) into the global educational space required fundamental reforms in the higher education system. In this regard, the higher educational institution (HEI) system requires ways to transition to a new educational paradigm. It refers to achieving fundamentally new goals of higher education, that is, a new level of education of an individual and society. Therefore, it is necessary to create an updated system and improve the quality of vocational education in the training of qualified specialists that meets the requirements of the modern information society [1; 2]. The purpose of higher education in the Republic of Kazakhstan is to train specialists with professional, communicative, and foreign language competence, creative potential, and critical thinking style. In this regard, there is a need to transform higher education into a single educational space of creative development that contributes to the advancement of professional competence as a factor of successful self-fulfilment in professional activity [3-6]. The system of higher professional education of the Republic of Kazakhstan is faced with new tasks for the implementation of education development, which require comprehensive consideration of complex and contradictory socio-economic and political processes taking place in society and the state, patterns and trends in the development of the world, European and Kazakh systems of higher professional education [7-10].

Kazakh HEIs implement multi-level professional educational programmes in various specialities of higher professional education. To implement these programmes in the context of social protection of students and increase the mobility of graduates, it is necessary to observe general and innovative principles and methods in the learning process. The pedagogical specialty simultaneously performs transformative and managerial roles [11-13]. The moral qualities are required from the teacher to manage the development of personality. The teacher's personal qualities or competences as an integral part of general professional training determine the readiness for pedagogical activity. The analysis of the history of pedagogy shows that the ancient Turkic culture occupies a special place in the development of the system of individual education in Kazakh society [14-18]. Due to this circumstance, considering the renewal of consciousness in the spiritual sphere and the reappraisal of human values, the use of the vast and rich legacy of ancestors in the education of future generations is a current requirement. Therefore, a comprehensive, systematic investigation of the essence of the ideas on personality education among the ancient Turkic peoples, the features of their use in modern practice, and the continuity of scientific ideas of the past and present is one of the urgent problems in the training of future specialists [19-23].

Considering the above, the purpose of the study is to identify the level of use of the legacy of great scholars in the professional training of teachers in higher educational institutions.

Research objectives:

- to identify and describe the possibilities of applying the legacy of Turkic philosophers, its methodological aspects and its place in the development of the professional personality of future teachers at Khoja Akhmet Yassawi International Kazakh-Turkish University;
- to consider methodological and theoretical conditions, determine the essence, content, and features of the application of the legacy of the great Turkic philosophers in the professional training of future specialists;
- to disclose the features of using the legacy of Turkic philosophers in the development of professional competence of future teachers;
- to theoretically substantiate and experimentally test the effectiveness of the application of the legacy of Turkic philosophers in the development of the professional personality of future teachers at the HEI.

## Materials and Methods

The main methods for investigating the development of the professional personality of future teachers based on the application of the legacy of Turkic philosophers in professional training were theoretical analysis and synthesis, comparison and generalisation, modelling, analysis of the experience of applying the legacy of the great Turkic philosophers in the learning process, observation. In the study, the following research methods are used to solve the tasks and verify the initial assumptions: general logical methods and techniques (analysis of philosophical, methodological, psychological, pedagogical, regulatory, and other literature on the problems of training specialists considering Kazakh values; synthesis, abstraction, generalisation, analogy, structural-functional, and probabilistic-statistical methods); theoretical cognition (axiomatics, formalisation, deduction, ascent from the abstract to the particular); empirical research (observation, interviewing, questionnaire, bibliographic method; an experiment in vivo, comparison, description, monitoring, measurement). Moreover, systematic approach is used in conducting historical, pedagogical, and logical analysis, generalisation and analysis of pedagogical experience; modelling of pedagogical processes; the pedagogical design used for the development of normative and software-technological support.

The teaching methodology is developed considering Kazakh values. In addition, experimental work is conducted to test the effectiveness of the use of the legacy of Turkic philosophers in the development of the professional personality of future teachers. The indicators and criteria for evaluating the effectiveness of the identified conditions are clarified. A pedagogical experiment was conducted. The educational and methodological support for the educational process applying the legacy of Turkic philosophers to advance the professional personality of future teachers is developed. To conduct experimental work, the students in the specialty 5B010300 – "Pedagogy and Psychology" of Khoja Akhmet Yassawi International Kazakh-Turkish University and South Kazakhstan Pedagogical University were selected. For the students of the experimental group, classes in the discipline "History of Pedagogy" were held covering all the topics of the course, supplemented, in accordance with the purpose of the study, with ideas regarding the development of a professional personality. As for the students of the control group, classes were provided without the amendments to the curriculum. Therewith, the information regarding the development of a professional personality was assimilated through the independent work of students and the independent work of students under the guidance of a teacher.

During the discussions with students, such methods as design, case, training, group work, role-playing games, elements of research work in resolving situations were effectively used. Personality-oriented technological methods of teaching allow disclosing the cognitive abilities of students, developing their intelligence, emotions, professional orientation, and aspirations, value orientations for pedagogical activity. Considering this circumstance, higher educational institutions provide the necessary conditions for an individual approach to the creative nature of a person, for the manifestation of honed skills in activity. At the present stage, the most important role of education is to transform the process of training future specialists into a fundamental sphere of human activity. In this case, to work in a competitive professional environment, specialists must master new technologies, quickly adapt to changing living conditions, be professionally, personally, and socially competent [24]. Therefore, in modern conditions of education modernisation and informatisation, the problem of training professionally competent specialists becomes particularly relevant.

## **Results and Discussion**

Firstly, students were given the right to choose educational programmes and individual learning paths. The students of the experimental group were particularly interested in a practical lesson on the topic "The culture of specialist communication in the works of great scholars". During its holding, the discussion concerned the question "What should be the relationship between a teacher and a student?". During the discussion of this issue, it was disclosed that students adhere to two different positions. The majority of students were in favour of the teacher adhering to strict methods in the classroom, while the other part recognises the effectiveness of softness in communication between teachers and students since the 21st century is guided by the softening of strict

requirements. When students were asked to explain the reasons for the two different opinions, most of them stated that modern students are not psychologically prepared at the proper level and strictness instils fear in them, so they cannot freely convey their thoughts. For this reason, they are more in need of friendly relations. Another part of the students claims that they should get used to strict discipline from the very first days, following the statement of B. Momyishulyi "The one obeying the order will not be a slave" [25-28].

In this case, the teacher, asking for the opinions on the words of Al-Farabi, cited the views of the Turkic scholar on the relationship between teacher and student, on the moral aspect of these relations. If teachers desire to see such qualities as honesty, politeness, virtue, justice in students, they must possess them first. Al-Farabi, in "A book about what should be known to study philosophy", wrote that a person engaged in teaching should be neither too touchy nor too weak-willed. If the teacher is too strict, the students will dislike it. If the teacher is too soft, students might underestimate the teacher, sluggishly perceiving the learning process [29-34]. Further, certain changes in the views of the students occurred. Continuing the discussion, they came to a common opinion, replacing strictness with order and softness with a democratic style. Then, the second question was asked, "Which of the methods proposed in the legacy of great scholars proves its effectiveness at the present time?". This question caused some confusion among the students, as they were unable to say that there are strict, soft, and medium methods. Therefore, students were assisted in the form of leading questions. To the question "How to understand the middle method given in the works of great scientists?" the students gave the following answer: "The middle method is to disclose reticent students, and exhort hurried students to patience".

The teacher asked the third question "What conventional methods lead to obtaining these results?". The students started thinking again. They were assisted again: for open active students, a large number of exercises was given based on the use of "question-answer", "brainstorming" methods, and reserved students were stimulated with short tasks, for which methods that give quick results are needed, to strengthen their self-confidence. All this showed that the students did not read Al-Farabi's works on didactic problems of teacher-student relations [35-37]. Therefore, the topics of this elective course particularly interested students. Before the conclusion of the seminar session, the authors found it expedient to conduct training. To consolidate the relationship between students, a game "Respectful word" was held. The task of the exercise is to increase the level of empathy of the participants to each other, to develop the ability to find a common ground, to better understand each other. The participants of the training are arranged in the form of a circle. One of the participants says a positive respectful word. The rest of the participants should find out who it is dedicated to. The positive respectful words expressed to each other are as follows: responsible, quick-minded, understanding, modest, fair, truthful. The player who has received a respectful word continues the game. The game does not end until all participants, without

exception, receive emotions. This exercise proved how interested the participants were in completing the tasks.

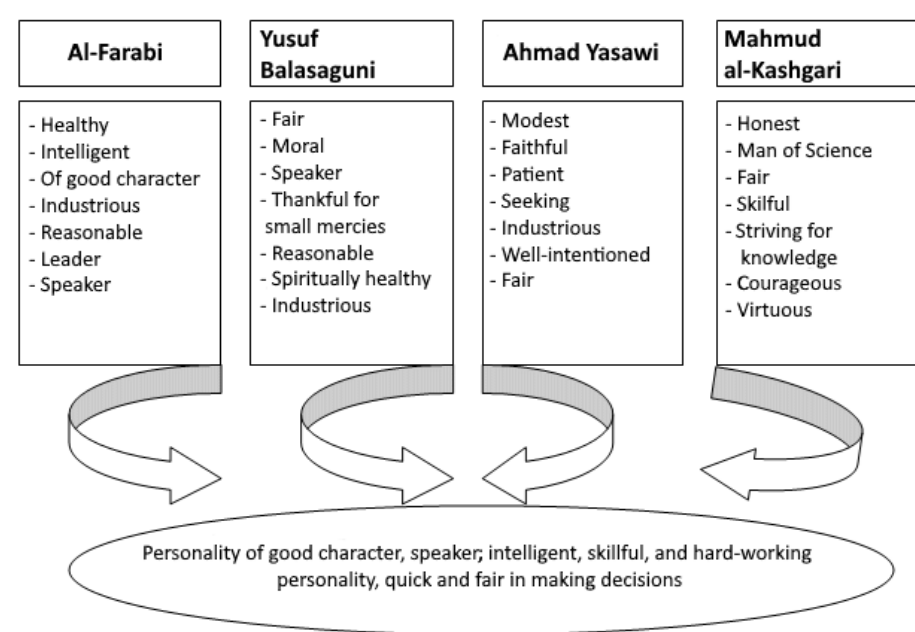
In the final part of the training, the students, answering the question "What did the training give you?", expressed their opinions. Thus, for example, there was an answer that people do not always talk about each other's good qualities, so, during the training, the students learned that good qualities are evaluated by others. As a result of joint activities, not only did the ability to communicate with each other increase but a direct impact on the development of personality was exerted. After the training, together with the students, characterising the praises and respectful words received from a professional standpoint, they were compared in accordance with the views of the great Turkic scholars. Along with this, the qualities that need to be developed according to the demand for professional workers – educational psychologists were identified. Thus, a plan was compiled for the development of the professional personality of the future "educational psychologist". After the lectures, for a more complete collection of information, the students of the experimental groups were given the task to independently systematise the views of the great Turkic scholars on the development of a professional personality. The students of the control groups, having mastered the knowledge within the framework of the curriculum, completed tasks on the topics specified in the syllabus. The students of the experimental groups discussed the collected information at seminars and during independent work under the guidance of a teacher, which allowed them to make a systems analysis of the model of the professional personality in the classroom.

The advantage of the group work method is the opportunity to conduct a mutual exchange of opinions between students, come to a common conclusion regarding the development of a professional personality, perform tasks, having previously divided them among themselves, take steps towards achieving a common goal. Clarification to each other, discussion, exchange of information – all this gives impetus to the professional improvement of students. The actions learned, mastered, and turned into skills on each topic are evaluated based on the results of lectures, practical classes, independent work of students, and

independent work of students under the guidance of a teacher. In the process of using case technology, students are provided with course work – a case, that is, a set of educational and methodological materials that allows mastering the material independently. Here, the main responsibility of the teacher is to create conditions for students to independently acquire knowledge. For this purpose, it is mandatory to conduct thematic consultations, self-monitoring, and work with multimedia systems. In the course case, lecture materials are given for conducting face-to-face and virtual classes. During the face-to-face lecture, the conventional methodology of studying the discipline was used [38-40].

Virtual lectures were held in the form of consultations. The lectures and consultations do not repeat the content of the course case; however, the teacher makes references to it during the lectures and consultations. The student must know the topic of the consultation lecture beforehand and be ready for the virtual lecture based on the case materials. During the group work with students of the specialty "educational psychologist" at a practical lesson on "The model of a professional personality in the legacy of great Turkic scholars", it was disclosed that the assimilation of their legacy was the most advantageous. The purpose of the lesson was to identify the model of a professional personality in the views of Turkic scholars based on the investigation of their legacy by students of the specialty "educational psychologist". Having divided the student group into 4 small groups, they were given the following names: 1) Al-Farabi group, 2) Yu. Balasaguni group, 3) M. Kashgari group, and 4) A. Yasawi group. They were given a certain amount of time for reflection, advice, and discussion of materials. After the students expressed their thoughts, views, and came to a common decision, the group leader or a member of the group must defend the model of the professional personality contained in the legacy of a particular Turkic scholar in accordance with the names of the groups. Students from all four groups expressed their opinions. Upon summarising, comparing the views of Turkic scholars regarding the professional personality, the students grouped the general qualities of the models as follows (Figure 1).





Students of each group, based on their analysis of the legacy of Turkic scholars and the identified ideas contained in it about the qualities inherent in the professional personality, also considered measures for their use in the educational process in higher educational institutions. The evaluation criteria considered the extent to which the requirements imposed on the student's

professional personality are fulfilled, according to the views of the great Turkic scholars. After conducting a series of lectures and practical exercises, it was established that, compared with the data of the previous survey, there were some changes in the professional development of future specialists, that is, the progression. The results are presented in Table 1.

**Table 1.** The results of experimental work on the development of the professional personality of the future specialist at the stage of the formative experiment

Indicators of professional development of students	Experimental group, %				Control group, %			
	Num ber	High level (%)	Average level (%)	Low level (%)	Num ber	High level (%)	Average level (%)	Low level (%)
Presence of comprehensive knowledge about the personal qualities of a specialist necessary for professional activity	116	-	61 (53%)	55 (47%)	108	-	60 (55%)	48 (45%)
Compliance of the professional activity with the qualities contained in the legacy of great scholars	116	5 (4%)	53 (46%)	58 (50%)	108	-	52 (48%)	56 (52%)
Desire of a specialist to master the qualities for professional activity	116	7 (6%)	42 (36%)	67 (58%)	108	5 (5%)	40 (37%)	63 (58%)
Total	116				108			

The above data show that scientific information used for personal development in professional activity leads to professional growth, and the latter leads to personal development. In comparison with the data of the survey conducted at the initial stage, the elective course programme "Ideas about the development of a professional personality in the legacy of Turkic scholars" at the final stage caused positive changes, namely: to the first question, "Do you know the views contained in the legacy of Turkic scholars regarding the development of a professional personality? Whose views can you tell about based on their analysis?", 26% of respondents gave the following answer: "I know the ideas of Turkic scholars about the development of a specialist's personality and I

can substantiate them by linking them with the requirements of today". Along with this, it was established that many students support the study of the legacy of Turkic scholars in higher educational institutions and that by reading their works it becomes easier to assimilate the content of historical and pedagogical disciplines. The idea prevailed among students that the works of Turkic scholars arouse professional interest in future specialists.

The proposed elective course "Ideas about the development of a professional personality in the legacy of Turkic scholars" had a positive impact on professional development. The inclusion of the ideas of the great Turkic scholars regarding personality development in the curricula in higher educational institutions arouses interest

and develops students' cognitive abilities. A questionnaire, using the same questions as at the beginning of the study, was repeated to clarify the role and place of the legacy of Turkic scholars in the development of the professional personality of future "educational psychologists". A purpose was set to test the effectiveness of the activities within the programme of the elective course proposed. Certain changes took place in the students' answers to repeated questions. To the question "How important is the essence of the ideas of Turkic scholars about the development of a specialist's personality for you, what do these ideas give?" 36.2% of respondents (42 students) gave the following answer: "The ideas contained in the legacy of Turkic scholars about the specialist's personality remain relevant, moreover, the demand for them is growing. These ideas develop a specialist as a completely competitive personality. Their leading role in the system of training specialists contributes to the development of the national image". 44.8% (52 students) answered that today there is a high demand for the ideas of Turkic scholars about the development of a specialist's personality, their use is effective. The remaining 19% (22 students) gave vague answers, thereby demonstrating the abstractness of their thoughts.

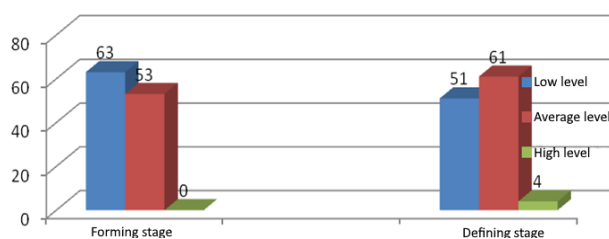
Regarding the study of the legacy of Turkic scholars in higher educational institutions, 62% (72 students) indicated the effectiveness of its study, since such an educational process contributes to the assimilation of knowledge, influences the development of personality and work ethics with the Kazakh features. Along with this, the majority of "educational psychologist" students support the effectiveness of studying the works of Turkic scholars as separate disciplines. The work conducted shows that students' interest increased and there are opportunities to study the legacy of Turkic scholars. In comparison with the data of the previous survey, the number of readers increased. For example, 26.7% (31 students) mastered the pedagogical ideas contained in the works of Turkic scholars through monographic research, 31.9% (37 students) – through the mass media, 41.4% (48 students) – through special courses and specially organised seminars and conversations, independent searches, and discussions and exchange of opinions during classes. From the above information, it can be observed that the understanding by the future specialists of the legacy of Turkic scholars increased.

To the question "What factor prevents the enrichment of your professional and personal qualities and professional knowledge?" 50% (58 students) replied that there are no obstacles, if there is an interest and incentive, all information can be found. 26.7% of respondents (31 students) stated that it is impossible to find the works of all Turkic scholars in libraries; that they want to receive information from the original works. 23.3% (27 students) of respondents gave vague answers. Along with this, the number of students who find that the use of the legacy of Turkic scholars in the educational process has a great educational value increased. For example, 63% of students stated that the legacy of Turkic scholars plays a positive role in the development of such personal qualities as love for the homeland, citizenship, patriotism, morality. 37% of students expressed the opinion that based on the ideas of Turkic scholars, the possibilities of developing positive

moral and virtuous qualities are high. 61.2% of the respondents (71 students) stated that when studying pedagogical disciplines, there is continuity between the theories of the development of professional personal qualities of future specialists and the views of Turkic scholars on the being and morality of a specialist, so it is effective to consider the system of training specialists in higher educational institutions in connection with the views of Turkic scholars.

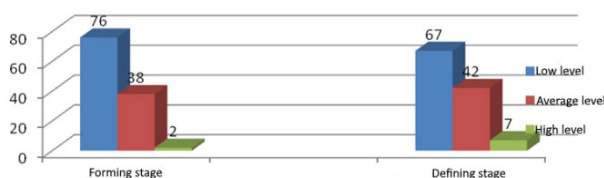
28.4% (33 students) supported the effectiveness of education based on the integration of sciences conditioned by the fact that the content of the works of Turkic scholars is philosophical and can be linked with the content of the discipline "Philosophy". 10.4% (12 students) asserted that the knowledge provided based on the content of the humanities and partly natural disciplines can be comprehensively assimilated and will have a positive impact on the intellectual capabilities of a specialist's personality. To the question "What should be the role and place of public organisations in this area?" 26.7% (31 students) replied that they were satisfied with the activities of teachers of pedagogical disciplines related to the development of students' professional and personal qualities, 47.4% (55 students) are half satisfied, and 25.9% (30 students) are not satisfied at all. Such a one-sided evaluation by the main group of students of the activity of teachers of pedagogy is explained by the following reasons: firstly, insufficient use of the works of Turkic scholars in the development of a specialist's personality, secondly, the lack of continuity of pedagogical education with the features of Kazakh education, that is, a low level of experience in combining the views of Turkic scholars with modern ideas of training specialists. Regarding the role of mass media in promoting the legacy of Turkic scholars among the population, students note their positive impact on the education of the younger generation. 82.7% (96 students) see a positive role of programmes corresponding to the Kazakh mentality in the training of specialists, while 17.3% (20 students) consider the impact of printed media and periodicals on the professional personality and work culture minor. They associate them with the human qualities of a specialist.

The role of mass media in promoting the legacy of Turkic scholars was rated "good" by 21.5% (25 students), "satisfactory" by 43% (50 students), and "unsatisfactory" by 35.5% (41 students). Most of the students stated that the activities of public organisations in this area are limited only to cultural and leisure activities, that in the conditions of globalisation, there is a loss of spiritual and moral values, events that exalt spiritual values over material ones are not organised, that in comparison with Kazakh values, the influence of Western traditions is stronger. 54.3% (63 students) consider it necessary to supplement the content of educational programmes with Kazakh ideas and materials that can become the basis for the development of a specialist's personality to better assimilate the legacy of Turkic scholars. Whereas 45.7% (53 students) indicate that along with the addition to curricula of the legacy of Turkic philosophers, it is necessary to adopt Kazakh ideas and values when organising the educational process. The disclosed differences in the previous organisational experiment with the formative experiment are presented in Figures 2-5.

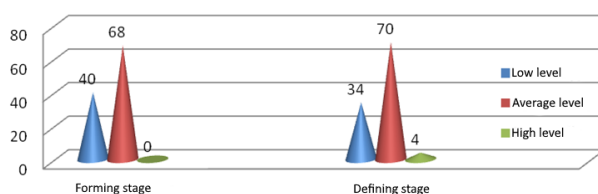


**Figure 2.** Diagram presenting knowledge indicators in the development of the professional personality of the future educational psychologists (Experimental groups)

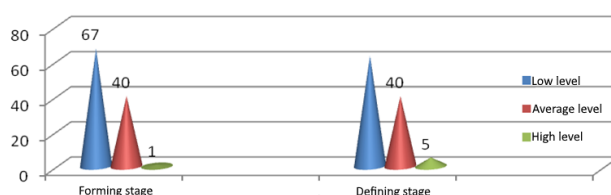
Figure 2 shows the need for a comprehensive knowledge of the personal qualities of a future specialist in accordance with the indicators of professional development of students in experimental groups.



**Figure 3.** The desire to develop professional and personal qualities in the activities of the future educational psychologist (Experimental groups)



**Figure 4.** Diagram presenting knowledge indicators in the development of the professional personality of the future educational psychologist (Control groups)



**Figure 5.** The desire to develop professional and personal qualities in the activities of the future educational psychologist (Control groups)

The above data of experimental and control groups in the form of specific quantitative differences show the effectiveness of the systematic use of the legacy of Turkic scholars in the professional development of the future "educational psychologist" and confirm the scientific hypothesis put forward at the beginning of this study. To conclude, the teacher's culture becomes a crucial condition for the successful use of the legacy of Turkic philosophers in the development of the professional personality of future teachers.

## Conclusions

The results of the experiment show that: the legacy of Turkic philosophers helps to develop the professional personality of future teachers, increase motivation to study considering Kazakh values, allows the future specialist to identify areas in which more intensive training is required for the development of professional qualities, establishes a creative and critical style of thinking, contributes to the development of professional competence. Consequently, the expediency and necessity of using the legacy of Turkic philosophers in the development of the professional personality of future teachers are evident. Most of the future specialists are technically and psychologically ready

to use the legacy of Turkic philosophers, so it is necessary to consider and organise new opportunities and priorities for more effective use of the potential of the legacy in the development of the professional personality of future specialists. The solution of this task requires organisational efforts on the part of educational leaders, research and methodological work of scientists and teachers to introduce strategies, forms, and methods of using the legacy of Turkic philosophers in the educational process of higher educational institutions.

Educational activity in the context of the application of the legacy of Turkic philosophers in the development of the professional personality is complicated by the fact that the teacher performs it in a new pedagogical environment and with new teaching tools. In these conditions, the teacher's duties are changing, they must perform a number of activities that are sometimes absent in conventional teaching. Therefore, a high degree of development of the professional personality of future teachers, from the standpoint of using the legacy of Turkic philosophers, is expressed: in the skills and needs to systematically replenish and expand knowledge about open education technologies through self-education; in the analysis of the actual pedagogical process; in the ability to examine the

personality of each student; in the ability to reflect on the advantages and disadvantages of their own personality and individual style of professional activity in terms of the use of open education technologies; in the ability to explore the content of educational material, textbooks, teaching aids in terms of choosing the appropriate pedagogical technology.

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None.

## Conflict of Interest

None.

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## **Можливості використання спадщини тюркських філософів у розвитку професійної особистості майбутнього вчителя**

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## **Анотація**

**Актуальність.** Сучасна освіта є необхідним елементом суспільства і культури, здатним зберегти соціокультурні особливості країни, сприяти розвитку молоді, її інтеграції в традиційну культуру, допомогти молодому поколінню у виборі способу життя відповідно до суспільних цінностей. Дослідження висвітлює одну з актуальних проблем професійної підготовки майбутніх фахівців на основі казахських цінностей, які беруть свій початок зі спадщини тюркських вчених. Крім того, в дослідженні представлені деякі методи, засоби і форми використання спадщини тюркологів у професійній підготовці педагогічних фахівців у вищих навчальних закладах Республіки Казахстан.

**Мета.** Метою дослідження є виявлення рівня використання спадщини великих вчених у професійній підготовці педагогів у вищих навчальних закладах.

**Методологія.** У процесі дослідження для вирішення поставлених завдань і перевірки вихідних припущень використано такі методи: загальнологічні методи і прийоми, теоретичного пізнання, емпіричного дослідження, системний підхід до історико-педагогічного та логічного аналізу, узагальнення та аналіз педагогічного досвіду; моделювання педагогічних процесів; педагогічне проектування.

**Результати.** У дослідженні зосереджено увагу на ідеях, що містяться у спадщині великих тюркських учених щодо виховання особистості фахівця. З теоретичних позицій розглянуто модель особистості професіонала, представлену в їхніх працях. Встановлено деякі ефективні поєднання світових тенденцій з елементами казахських ідей у професійному становленні майбутніх фахівців.

**Висновки.** Проведене дослідження дозволило визначити рівень знань студентів про казахські ідеї у змісті навчальних дисциплін, їх використання на практиці. Крім того, в дослідженні зроблено спробу розвинути ці знання через організацію різних форм виховної роботи.

**Ключові слова:** студент; особистісні якості; навчальний заклад; освіта; знання.