

## **The Importance of Developing Moral Qualities in High School Students in Plurilingual Education**

**Nessipbayeva Zauregul**

Candidate of Pedagogical Science, High school Lecturer

Al-Farabi Kazakh National University, Almaty, Republic of Kazakhstan

**Makhmetova Dzhamilya**

Master of Translation Studies, High school Lecturer

Al-Farabi Kazakh National University, Almaty,

Republic of Kazakhstan

**Lugovskaya Evgeniya**

High school Lecturer

Al-Farabi Kazakh National University, Almaty, Republic of Kazakhstan

**Gumarova Sholpan**

High school Lecturer

Al-Farabi Kazakh National University, Almaty, Republic of Kazakhstan

**Issabayeva Bayan**

High school Lecturer

Al-Farabi Kazakh National University, Almaty, Republic of Kazakhstan

---

**Abstract:** The present research discusses the development of moral, spiritual and other panhuman values of high school students as the main personality characteristic; describes the content and structure of moral qualities and characterizes the process of their development; analyzes in detail the importance of the of high school students' moral qualities development and describes theoretical and practical research aspects. The authors of the present research listed the methodological approaches on which the development of high school students' moral qualities is based on.

The research presents the results of experimental-pedagogical work on the development of high school students' moral qualities and the comprehensive analysis of the experimental work with its results given in the tables.

**Keywords:** development, moral qualities, morality, personality qualities, experimental-pedagogical work

---

### **Introduction**

The modernization of the education system in the Republic of Kazakhstan is connected with the search for ways and approaches that reflect the changes in society and, accordingly, affect the education in

general. Depending on the ways of the country's development as a whole, the ways of education development were determined and reflected in the modern concepts of humanistic education. This confirms the need to study the processes of the

development of a personality possessing morality. [1]

After the establishment of independence, Kazakhstan's entering into the fifty most competitive world countries and the society modernization require a reorientation of the entire educational sphere of the spiritual, moral and linguistic interests of children belonging to different age groups. Kazakhstan is a multi-lingual, multiethnic country; therefore, language issues in the context of personality development are significant in the context of globalization and integration into the world economic and educational space. [2] The study of the diverse aspects of functioning linguistic personality in the plurilingual and mental community acquires great importance in these conditions as well.

Nazarbayev N.S., President of the Republic of Kazakhstan, set a crucial task for the national education.

The modern education is aimed at creating a person capable of living and functioning actively and effectively in multinational and multicultural environment. Such person will understand and respect other cultures and will be able to live in peace and harmony with the people of different nations, races, religions, believes and ideas.

The significance of this problem is determined by the need to create an innovative, multilingual education model aimed at a multicultural personality. Such personality will understand the role and place of the culture, history and

language of Kazakh people in the world historical process. Moreover, such person will be competitive in the globalized world, mobile, fluent in at least three languages and be ready for constant self-education. [3]

The wideness and level of plurilingual culture significantly affect the versatility of the development of human's vital forces and provide opportunities for professional and social self-determination, adaptation, and enhancement of creative potential in the process of communication. [4]

Along with multilingualism, integration is important not only at the level of plurilingualism but also of emerging interest in the people of other cultures, their customs, beliefs and language.

The development of morality, spirituality and other human values as the main characteristics is proclaimed in all statutory documents as a state order. It is reflected in the 'Concept of education of the Republic of Kazakhstan', 'State Program of language development and functioning for 2011-2020 years' and in other official documents.

Notably, modern development and upgrading of the moral qualities of the new generation are realized in the conditions which are created spontaneously, fragmentarily and without any system. The pressure of time, additional learning hours, and full occupancy in different activities do not provide an opportunity for a student's self-development and moral education.

The linguistic situation usually reflects the existing social, economic and multicultural conditions of the society. The linguistic situation and communicative relationships connected with it are historically conditioned; they are the results of the situations and interrelations of the previous times and contain the elements of future development.

Linguistic situation usually reflects substantial social, economic and polycultural conditions of the society.

The fact that Kazakhstan joined the Bologna process played a significant role in trilingualism development in Kazakhstan. According to the principles of the Bologna Declaration, a system of multilingual education should be implemented in Kazakhstan, in which the English language should be used along with Kazakh and Russian languages. The goal of the Bologna process is to create an effective competitive education system in the world.

The need for mastering Kazakh, Russian and English creates a basis for trilingualism development. However, with linguistic planning, one should take into account that bilingualism in the Republic of Kazakhstan is a natural process taking place among the entire population of the republic, regardless of age and nationality, while trilingualism is an adjustable and 'top-down' process.

Trilingualism as a modern socio-cultural phenomenon is developed under the following factors: strengthened role of the socio-

cultural component; a single educational space; multilingual education; developed global information space [5].

Thus, the goal of the transition from bilingualism to trilingualism is to provide the insight into the idea of mastering three languages by each Kazakhstani citizen, because school and university education system has already created real conditions for this. The ultimate goal is to contribute to Kazakhstan economy breakthrough, ensuring its competitiveness and successful entering into the world space.

### **Literature review**

Scientific literature clearly demonstrates that the issue of the moral qualities development was studied from various points of view: philosophical, psychological, pedagogical, historical, literary, artistic, etc. The theoretical stage is connected with the practical one and characterizes the developed theory which is reflected in the educational paradigm and shows the change of traditional views on morality development.

The development of moral qualities was regarded in the works by YA Komensky [6], Sandeep Kaur [7], Kohlberg, Lawrence [8], Bodalev A.A. [9], John Dewey [10], etc. Today, the studies are expanded taking into account the modern times. The doctrine of moral education (the priority of which is a common education goal) is expressed in the word 'morality'. According to K.D. Ushinsky, [11] morality is the main

goal of education and is much more important 'than developing the mind or stuffing the head with knowledge'.

The practical studies of moral development allowed implementing the theory in teaching practice through numerous methods, technologies and ways of improving psychological and pedagogical conditions, etc., based on various methodological approaches, concepts and research principles (D. Dewey [10], A. Maslow [12], Z. Freud [13], K.D. Ushinsky [11], Sukhomlinsky V. [14], L.S. Vygotsky, M. Jalil, G. Volkov, A. A. Bodalev [9] et.al).

The progress of society and pedagogical thought urged the following authors to continue studying morality, spirituality and other panhuman values as the most important personality characteristics: Jambon M. and Smetana J.J. [15], Brown-Rice K.A. and Furr S. [16], Narvaez D. [17], Garrigan B., Ma H. K. [18], Bulankina N.E.[19] etc.

Theoretical studies deal with the development of the moral ideal model, the definition of its essence and content, identification of the basic properties and with theoretical understanding of the concepts of morality and moral education. Development of the ideology changed from the theocentric to the anthropocentric and, further, to the socio-centric. The above theories and concepts were created within the paradigm of spiritual stability and harmonic balance, revealing the problem of human morality development from the standpoint of the development of moral qualities,

properties, behavior, along with spirituality, humanity, tolerance, and aesthetics.

The papers of Kazakhstan researchers also consider the problem of the development of various personal qualities of the younger generation in the context of plurilingual education and upbringing: [20], [21] (development of communicative skills of preschool children), [22] (preparing preschoolers for life in a multicultural society), [23] (intercultural competence development of multilingual specialists in the conditions of multilingual education), [24] (development of the interethnic communication culture of moral education in schoolchildren), [25] (multicultural literacy development of students), and others.

Works by [21], [24], [20], [25] and other authors are of great value for the research undertaken in Kazakhstan.

### **Methodology**

Teaching Kazakh (as a state language), the native Russian language and others changed significantly during the last decade; in particular, the function of the language which develops personality has intensified; communicative, spiritual and moral orientations are developing, realization of the language education and the speech development of the students merge into a single process; therefore the category 'language education' is expanding its content and requires specification.

The language education of schoolchildren as a linguistic and methodical category is the process and the result of cognitive activity aimed at mastering the foundations of the language theory for being able to communicate, and also for the development of speech, morality, mentality and aesthetics. Along with the multilingualism, integration is important not only at the level of plurilingualism but also at the level of being interested in other people's cultures, customs, their beliefs and their languages [26].

Multilingualism is a tool which broadens various possibilities of a person, including the development of moral qualities [28]. Philanthropy, politeness, disinterestedness, tolerance, tactfulness, diligence, loyalty, careful attitude to the nature, constant cultural development and observance of moral rules – all these are considered to be the moral qualities of a person.

The authors of the present research identified modern trends in the formation of moral qualities:

- leading tasks at all the levels of the educational system are the education of morality, spirituality, tolerance, peaceable disposition and peaceful cooperation;
- morality development is carried out on the basis of humanity and ethics;
- implementing the educational system based on national and cultural traditions;
- introducing (in teaching practice and education) fundamentals of multiculturalism which is realized

taking into account the principles of integration and humane attitude to people.

The main objectives of multilingual (plurilingual) education are:

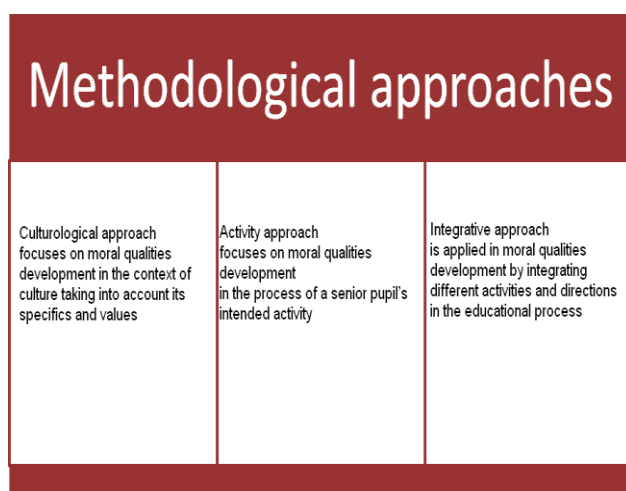
- modernity, multidimensionality;
- favorable language environment;
- realization of plurilingual education the concept of which is the development of a multilingual personality with all the moral qualities.

Notably, the personality-oriented paradigm reveals the issue of establishing a valuable relations system between the individual and the reality, which allowed the authors of the present research to determine the set of different approaches to the moral qualities formation in high school students in plurilingual education.

These approaches are culturological, activity and integrative [29-31]; they complement each other and determine the choice of the tactics for subsequent research activities to understand the essence of developing moral qualities of high school students in plurilingual education and to create the methods for developing moral qualities of high school students [32].

These approaches (Fig. 1) are the methodological basis of the present research. They are built on the priorities of the corresponding theories and are called upon to realize the tasks set by the authors as initial.





**Figure 1. Projection of methodological approaches on the research object**

As a result of the transformation of pedagogical approaches, which takes place while entering the world educational space, training of schoolchildren also changes.

The goals of teaching languages are the formation of a spiritually rich, highly moral, educated person directed toward the priorities of national values, while respecting the values of other civilizations; a person conscious of their responsibility to the society as a whole and to each of its members, a person being able to adapt to changing living conditions and actively ready to influence them to achieve the social progress.

Importantly, modern development and improvement of high school students' moral qualities are realized in the conditions which are created spontaneously, haphazardly and fragmentarily [33-36].

For further clarification of such

notions as 'morality' and 'quality' and the construction of a 'model' of the moral qualities of high school students, the authors of the present research used the citation method which, as a result of a meaningful analysis, allowed selecting the most high-priority interpretations in the study and formulating the following:

Morality is the set of internal (spiritual and mental) qualities of a person, based on the ideals of goodness, justice, duty, honor which are manifested in the relation to people and nature [37].

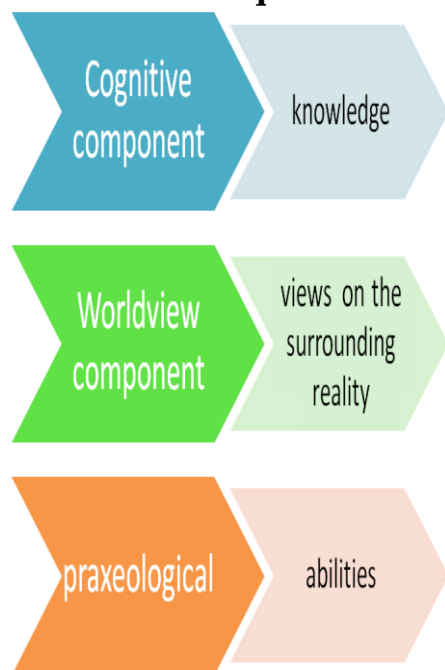
The qualities of a person are the sum of all the socially and biologically conditioned components of a person which predetermine their stable behavior in the process of interpersonal interaction and communication.

Moral qualities are a set of knowledge, skills, experience and abilities of a person based on the ideas of goodness, justice, duty, honor, manifested in the positive and active behavior, interpersonal interaction and communication with other people [38-43].

To build a model of high school students' moral qualities, the authors used the modeling method (creating, researching and using models). As a result, the authors developed a model of high school students' moral qualities (see Figure 2). Efficient formation of high school students' moral qualities depends on various factors, external as well as internal. The teacher cannot use all the factors, but using resources of educational

activities will have a significant impact on the process.

**Fig. 2 Model of high school students' moral qualities. Components of moral qualities**



Development of the moral qualities of high school students in the conditions of plurilingual education is based in the present study on the methodology developed by the authors (a set of methods and ways of expedient conducting of any work).

In the study, the method of developing the moral qualities of high school students consists of 4 stages:

The first stage is prognosis. Using such methods as extrapolation, expert evaluation and citing, the authors determined the content of the moral qualities of high school students and structured them according to three components: cognitive, ideological, praxeological. Each of the components can be seen in different ways: in knowledge, in

views, in understanding of the environment, in abilities, skills and experience. Therefore, the authors obtained a list of moral qualities.

To determine the initial state of knowledge, views, understanding of the environment, abilities, skills and experience, the authors developed a diagnostic instrument (presented in Chapter 3) which helped identify the formation levels of high school students' moral qualities. The results obtained allowed predicting the possible states of the studied phenomenon under the conditions created by the authors.

**Table 1. Initial level of development of high school students' moral qualities at the stage of the ascertaining experiment**

Level of completeness	Ascertaining experiment			Average
	K-1	L-1	L-2	
High	18.5	19.3	16.8	18.5
Medium	50.6	49.7	47.9	48.8
Low	30.9	31	35.3	33.15

Completeness of moral qualities of high school students was identified during ascertaining experiment using different methods and techniques such as questioning, surveying, testing, psychological and pedagogical case studies, conversations, observations, content analysis of written works, shorter

essays and longer papers, analysis of peer's presentations, portfolios and interviews. Analysis was carried out according to the program developed by the authors and showed that the level of the completeness of moral qualities is rather low.

The second stage is organization. Documents regulating the educational activity of high school students (the state educational standard, curricula, work programs, calendar-thematic plans, teaching and methodological complexes of teachers who carry out activities in plurilingual education) were studied.

The authors developed a training seminar 'Formation of the moral qualities of a high school student in conditions of plurilingual education' for high school teachers.

**Table 2. Seminar-training program for teachers**

No.	Topic	Lecture	Training
1	Leading tendencies of modern education in the development of key competencies of high school students	2	2
2	Moral qualities: essence, structure, content	2	2
3	Modern methods, technologies, means of development of moral qualities of high school students.	2	2

4	Opportunities of educational and extra-curricular activities in the development of moral qualities of high school students	2	2
5	Plurilingual training: features and opportunities	2	2
6	Prediction and elaboration of educational process in integrated subject-language related lessons	2	2
7	Method of moral qualities development in high school students	2	4
8	Diagnostics of the completeness level of moral qualities of high school students	2	4
	<b>Total hours:</b>	<b>16</b>	<b>20</b>

The training sessions cover some basic methodological and theoretical issues of moral qualities formation in the individual.

During the training sessions, the teachers develop practical skills and abilities to implement the methodology of moral qualities development and to determine their level.



Additions to the sections on the goal-setting of key competencies, educational and developmental goals in the teacher's manual were made. A system of extracurricular activities was developed that contribute to moral qualities formation in a high school student.

The third stage is implementation. The training seminar 'Formation of the moral qualities of a high school student in conditions of plurilingual education' was held, and educational and methodological projects for the effective formation of the high school students' moral qualities were implemented. The authors designed activities aimed at improving the moral qualities level in high school students and applied them to the system of educational events.

The fourth stage is assessment. The diagnostic tools designed by the authors helped reveal the final state of the level of moral qualities development; the data was analyzed and recommendations made.

The descriptive process involved the development of diagnostic tools, a training seminar for teachers, the content of educational activities for high school students, and content levels for further assessment [44].

The procedural process presumed four stages: prognosis (identifying the initial state of moral qualities formation in high school students, analysis and data interpretation, elaboration and predication of moral qualities development in plurilingual education), organization (introducing

the methodological developments into the content of the educational process, the rulemaking of the processes on developing moral qualities of high school students), performance (realization of approaches, methods, developments, tools, organizational forms of developing moral qualities of high school students) and assessment (data diagnosis, analysis and summing up).

Table 3 shows the ratio of diagnostic tools related to the knowledge, skills, experience and abilities of a high school student.

**Table 3. Ratio of diagnostic tools to the evaluated criteria**

№	Expression of moral qualities characteristics	Assessment tools
1	KNOWLEDGE	Tests, terminological dictation, creation of clusters, cinquain, two-part diary, portfolio.
2	ESSENTIALS, VIEWS	Essay, interview-conversation, presentation, observation of behavior, analysis of non-verbal elements of communication, portfolio.
3	ABILITIES	Projects, presentation,

		observation of behavior, indicators of achievements in educational and extracurricular activities, portfolio.
--	--	---

## Results

Thus, the methodology developed by the authors includes various activities (teaching, work, communication) performed by high school students, as well as extra-curricular and educational (integrated lessons) activities, and contributes to moral qualities development of high school students.

The program of experimental-pedagogical work was aimed at experimental research; principles of experimental work organization; and criteria and indicators which determine the level of moral qualities development in high school students.

The participants of the experimental work were teachers of the subject-lingual integrated training of Gymnasium No. 1 in Taraz (a specialized educational institution with training in three languages) and students of Classes 10 A, 10 B, 10 V, 10 G.

The first stage (the ascertaining experiment) involved analyzing the experience of schools in the republic in moral qualities development of high school students in plurilingual education; developing a moral qualities model of a high school student; designing and implementing tools to identify the development level

of moral qualities of high school students; determining the initial level of moral qualities development in high school students; and systemizing the initial results.

The second stage (the educational experiment) was aimed at testing the effectiveness of the methods for developing high school students' moral qualities; determining the development level of moral qualities of high school students; analyzing the effectiveness of the methodology; and summarizing and developing recommendations.

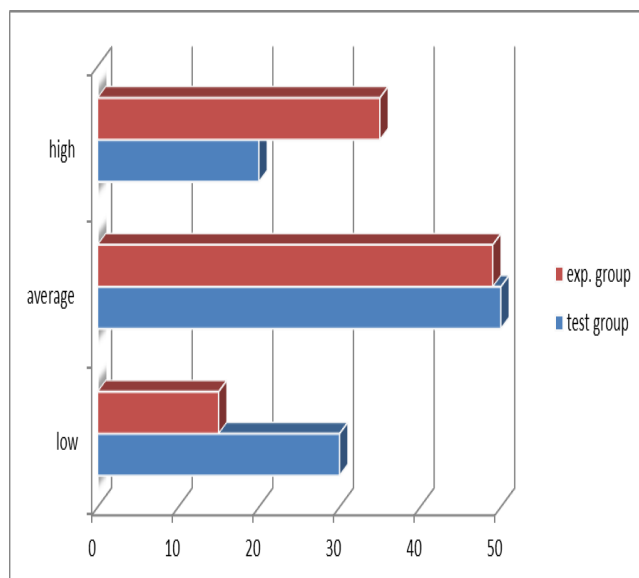
The research demonstrated that the morality development level of high school students is mainly low or average; there were no significant differences in the development.

The teaching experiment aimed mainly at testing the methodology developed, particularly, its efficiency in practice, through the lens of cultural- activity – the integration approach.

**Table 4. Results of the educational experiment on moral qualities development of high school students**

Development levels	Number of learners (%)			
	Experimental group		Test group	
	At the beginning of the experiment	At the end of the experiment	At the beginning of the experiment	At the end of the experiment
High	18.05	35.8	18.5	20.8
Average	48.8	49.4	50.6	49.7
Low	33.15	14.8	30.9	29.5

The data demonstrate that the level of high school students' moral development in the experimental group increased by 17.3 % at the high level, and decreased by 18.35% at the average level with regard to the decrease of students with a low level of moral development compared with the test groups which did not undergo significant changes. The high level increased only by 2.3 %, and the low level decreased by 1.4 %. The students of the test group did not show any changes of moral development at the corresponding levels, which proves that teaching without a specifically designed methodology is not sufficiently focused on moral development.



**Figure 3. Levels of moral qualities development following the educational experiment**

The teaching experiment demonstrated the positive dynamics of moral development levels in high school students in the experimental group; the resulting figure was 17.3

%. Therefore, the methodology developed by the authors proves to be efficient.

### Discussion

In the last decade, school teaching of the state (Kazakh) and native (Russian and others) languages changed significantly. Particularly, the person-developing function of the language increased, the communicative-developing, spiritual and moral orientation became more pronounced, and language education and speech development of a schoolchild merged. Therefore, the category 'language education' expands and requires clarification [45-46]. There grounds for considering it as a linguistic-methodological category with inherent didactic features on the one hand, and for approaching it in the context of interpreting the spiritual and moral language personality and for considering language education in terms of student's readiness for full-fledged speech activity in plurilingual space on the other.

The concept of multilingual moral personality includes obligatory knowledge of the speech culture and implementation of the following education objectives:

- educating a spiritually rich and highly moral person, a true citizen and patriot of Kazakhstan who loves its people, language and culture, and respects the traditions and national cultures of other peoples as well;

- integrating an individual into the national and world artistic culture;
- educating a sense of responsibility in relation to the native word, and sensitivity to beauty and expressiveness of the native speech;
- developing the readiness of a high school student for further education, self-education and active participation in the productive, cultural and public life of the state;
- developing the language instinct, outlook, intellect and creative abilities of students;
- inculcating skills to perceive language as a special national and universal value.

With the change in the purpose, content and organization of language learning, the programs of the humanitarian cycle are being revised: they are filled with spiritually-moral, communicative-developing, and culturological content.

Thus, a multicultural environment is the main factor of the state integration policy the leading target of which is free communication in different languages. Along with multilingualism, integration is important not only at the level of plurilingualism but also at the level of interest and respect for people of other cultures, their customs, beliefs and language.

### Conclusions

The modern tendencies on forming moral qualities of high school students are revealed and proved;

ways of using them in the education process are defined.

A methodology for moral qualities formation in high school students is developed for plurilingual education.

The list of moral qualities of high school students is formulated, and the model of moral qualities which can be considered in planning and goal setting by the teacher is developed.

The diagnostics of the level of moral qualities formation in high school students is developed which can be used in plurilingual education.

A program of a training seminar for teachers 'Formation of the moral qualities of a high school student in conditions of plurilingual education' is developed for facilitating the planning and management of spiritual and moral development of high school students (taking into account their age and individual characteristics) and for improving the knowledge, skills, and abilities to implement this process in the school environment.

### REFERENCES

1. Aleinikov, A. (2013). Creative Pedagogy: Encyclopedia of Creativity, Invention, Innovation, and Entrepreneurship. New-York: Springer, 339 p.
2. Arsamerzaev, G.A., Dauletova, I.G., Sakenov, J.Z., Toktarbayev, G.-S.D. (2014). Formation of professional competence in students (on the example of creative pedagogical specialties).

- Life Science Journal, 11(6), 97-101.
3. Asenova, N.S., Zhumabaeva, Z.E., Kenenbaeva, M.A., Sakenov, D.Zh., Toktarbaev D.G. (2013). Preparing students of higher education institutions for professional activity in the course of studying elective disciplines. Life Science Journal, 10(10), 96-100.
4. Avdeev, V.M. Pedagogical system of formation of key educational competencies of high school students. PhD thesis, Tambov, 2007. 225 p.
5. Baigozhina, Z., Zhakibayeva, G., Sakenov, J.Z., Zavalko, N., Nurtayeva, Z.Z., Tasbulatova, G.T. (2014). Increasing the efficiency of vocational training of students. Life Science Journal, 11(5), 259-262.
6. Komensky Y.A. The Great Didactics. // [http://jorigami.ru/PP\\_corner/Classics/Komensky/Komensky\\_Yan\\_A\\_mos\\_Velikaya\\_didact\\_izbr.htm](http://jorigami.ru/PP_corner/Classics/Komensky/Komensky_Yan_A_mos_Velikaya_didact_izbr.htm)
7. Kaur S. Moral values in Education. // <https://pdfs.semanticscholar.org/a180/cb513943ddf674c1b86ba2ac81b07de09cd3.pdf>
8. Kohlberg, L. (1973). The claim to moral adequacy of a highest stage of moral judgment. Journal of Philosophy. **70**(18): 630-646. [doi:10.2307/2025030](https://doi.org/10.2307/2025030). *JSTOR 2025030*.
9. Bodalev, A.A. Psychology of communication. – M.: Nauka, 1997. – 364 p.
10. John Dewey. The child and the curriculum. // <https://www.gutenberg.org/files/29259/29259-h/29259-h.htm>.
11. K.D. Ushinsky. Complete works. // [https://imwerden.de/pdf/ushinsky\\_sobranie\\_sochineny\\_tom08\\_1950\\_text.pdf](https://imwerden.de/pdf/ushinsky_sobranie_sochineny_tom08_1950_text.pdf)
12. Maslow A. Motivation and personality. // <https://hollybooks-lichtenbergpress.netdna-ssl.com/wp-content/uploads/Motivation-and-Personality-Maslow.pdf>
13. Z. Freud Group psychology and the analysis of ego. // <https://www.bartleby.com/290/>
14. Sukhomlinsky V. To children I give my heart// <http://www.arvindguptatoys.com/arvindgupta/Vasily.pdf>
15. Jambon M., Smetana J.G. Theories of moral development. // [https://www.researchgate.net/publication/304183544\\_Moral\\_Development\\_Theories\\_of](https://www.researchgate.net/publication/304183544_Moral_Development_Theories_of)
16. Brown-Rice, K.A., Furr, S. (2013). Pre-service counselors' knowledge of classmates' problems of professional competency. Journal of Counseling & Development, 91(2), 224-233.
17. Darica Narvaez. The future research in moral development and education. // <https://www.psychologytoday.com/sites/default/files/attachments/33186/narvaez-future-research-2013.pdf>
18. Ma H.K. The moral development of the child: the integrated model.



- //  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3860007/>
19. Bulankina N.E. Problem of effective cultural self-determination of a person in a multilingual educational space. – Moscow: APKiPRO, 2002.
  20. Ayazbayeva N. Language-in-education policy in multilingual education. // <https://nugserie.nu.edu.kz/index.php/NUGSERIE/article/view/12/9>
  21. Gerfanova E. Foreign language education of Kazakhstan: Current trends and future perspectives. // [https://www.researchgate.net/publication/329784312\\_FOREIGN\\_LANGUAGE\\_EDUCATION\\_OF\\_KAZAKHSTAN\\_CURRENT\\_TRENDS\\_AND\\_FUTURE\\_PERSPECTIVES](https://www.researchgate.net/publication/329784312_FOREIGN_LANGUAGE_EDUCATION_OF_KAZAKHSTAN_CURRENT_TRENDS_AND_FUTURE_PERSPECTIVES)
  22. Iskakova A., Iskakova A., Tajiyeva M.. Trilingual education: an effective of providing inclusion.// <http://eujournal.org/index.php/esj/article/viewFile/9245/8784>
  23. Seitzhanova A., Plokhikh R., Baiburiev R., Tsaregorotseva A. New trend of education in Kazakhstan – English as the medium of instruction. [https://www.researchgate.net/publication/307819672\\_New\\_trend\\_of\\_education\\_in\\_Kazakhstan\\_English\\_as\\_the\\_medium\\_of\\_instruction](https://www.researchgate.net/publication/307819672_New_trend_of_education_in_Kazakhstan_English_as_the_medium_of_instruction)
  24. Smagulova J. Language, identity and conflict. // [https://www.researchgate.net/publication/233300814\\_KAZAKHSTAN](https://www.researchgate.net/publication/233300814_KAZAKHSTAN)
  25. Loginova O.K., Ivanova G.P., Shakirtova A.T. Multicultural education in the russian federation and the republic of Kazakhstan: general trends and national peculiarities. // <https://www.iejme.com/download/multicultural-education-in-the-russian-federation-and-the-republic-of-kazakhstan-general-trends-and.pdf>
  26. Bukharova, G.D., Mazaeva L.N., Polyakova M.V. General and professional pedagogy. Ekaterinburg, 2003. 296 p.
  27. Carr, D., Skinner, D. (2009). The cultural roots of professional wisdom: Towards a broader view of teacher expertise. *Educational Philosophy and Theory*, 41(2), 141-154.
  28. Clarke, A., Budge, K. (2010). Listening for creative voices amid the cacophony of fiscal complaint about art and design education. *International Journal of Art & Design Education*, 29(2), 153-162.
  29. Cremin, T., Maybin, J. (2013). Children's and teachers' creativity in and through language. *International Handbook of Research on Children's Literacy, Learning and Culture*, 1, 275-290.
  30. Fernandez, N., Dory, V., Ste-Marie, L.-G., Chaput, M., Charlin, B., Boucher, A. (2012). Varying conceptions of competence: an analysis of how health sciences educators define competence. *Medical Education*, 46(4), 357-365.
  31. Gavrilova, O.V. On the development of the communicative competence of future teachers.

- Higher education in Russia. – 2008. 7: 167-169.
32. Gaibova, E.V. To the definition of general educational competence of high school students. Innovation in education. – 2006. –5. – p. 28-39.
33. Harash, A.U. Personality, consciousness and communication: to the substantiation of the intersubjective approach in the study of communicative influences: Chrestomathy on educational psychology. – M., 1995. 216-227.
34. Kamak, A.O., Rakhmetova, N.B., Imankulova, L. (2016). The requirements for the formation of future fine art teacher`s pedagogical competence. Indian Journal of Science and Technology, 9(22), 1-7.
35. Kharlamov, I.F. Pedagogy. – M.: Nauka, 1998
36. Philosophical dictionary. – M.: Politizdat, 1986. – 590 p
37. Kodzhaspirova, G.M., Kodzhaspirov A.Y. Pedagogical dictionary. M.: Academia, 2001. – 176 p.
38. Kramsch, C. (2006). From communicative competence to symbolic competence. Modern Language
39. Nazarbayev, N.A. Message of the President of the Republic of Kazakhstan to the people of Kazakhstan: Strategy 'Kazakhstan-2050'. 2012.
40. Podlasy I.P. Pedagogy. M.: Pedagogical Society of Russia, 2006. – 608 p.
41. Slastenin, V.A., Isaev I.F., Shiyanov E.N. Pedagogy: Textbook on teaching specialties. M.: Academia, 2004.
42. Johnson, M., Cowin, L.S., Wilson, I., Young, H. (2012). Professional identity and nursing: contemporary theoretical developments and future research challenges. International Nursing Review, 59(4), 562-569.
43. Volkov, B.S. Psychology of early adolescence: Work book. – M.: Nauka, 2001. – 96 p.
44. Vorovshchikov, S.G. Development of educational and cognitive competence of high school students: management aspect. – M., 2006. – 232 p.– 566 p.
45. Johnson, M., Cowin, L.S., Wilson, I., Young, H. (2012). Professional identity and nursing: contemporary theoretical developments and future research challenges. International Nursing Review, 59(4), 562-569.
46. Oreck, B. (2004). The artistic and professional development of teachers: A study of teachers' attitudes toward and use of the arts in teaching. Journal of Teacher Education, 55(1), 55-69.
47. Schantz, E.A. (2012). Professional training of university students as a holistic educational system. Theory and Practice of Education in the Modern World, 1, 383-386.