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Methodological Framework for Training Future Primary School Teachers Using Art Technologies

A. Sikhayeva*[1], G. Saduakas[2], A.C. Mehmet[3]

[1,2]Kazakh National Pedagogical University named after Abai, Almaty, Kazakhstan
[3]Gazi University, Ankara, Turkey

*(E-mail: *[1]akgul.sikhayeva@mail.ru, [2]gulbanu_sadvakasova@mail.ru, [3]akif@gazi.edu.tr)*

Abstract. This article examines the issue of professional training of future primary education teachers based on art technologies. To this end, the concepts of "professional training" and "art technologies" are clarified, and a content analysis of the concept of art technologies is conducted. Based on an analysis of scientific, pedagogical, and psychological literature, the main directions of professional training of future primary education teachers through art technologies are identified. In accordance with these directions, the components, criteria, and indicators of professional training, as well as the characteristics of training levels of future primary education teachers based on art technologies, are defined. The effectiveness of art technologies in the professional training of future primary education teachers is theoretically substantiated, and on this basis, a pedagogical experiment plan is developed, including diagnostic and formative stages. The experiment involved graduating students. At the diagnostic stage, a diagnostic questionnaire, practical situations, and practical tasks were developed. The quantitative data obtained at this stage were systematized, leading to the conclusion that the participants' levels were comparable and required improvement. To improve the results, an "ART" student club program was designed and implemented during the formative experimental stage. The program included various forms of activities, such as competitions and seminars; role-playing, verbal, and creative exercises aimed at releasing creative energy; content-related tasks; speech development contests; the use of show technologies; and the creation of a YouTube channel. As a result, the study concludes that the use of art technologies is effective in the professional training of future primary education teachers.

Keywords: primary education teacher, professional training, art technologies, visual arts, music, art, creativity, student club.

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***corresponding author**

Introduction

At the present stage, characterized by significant changes, such as the renewal of educational content, the competence-based approach, and the active integration of digital education into the learning process, the requirements for the level of professional training of future primary education teachers are increasing. The relevance of this study is determined in accordance with the Address of the President of the Republic of Kazakhstan, K. Tokayev (2025), as well as the national concepts for the development of education and science in the Republic of Kazakhstan. In his Address to the People of Kazakhstan entitled "Kazakhstan in the Era of Artificial Intelligence: Key Challenges and Their Resolution through Fundamental Digital Transformation", President K. Tokayev emphasized that "high-quality human resources are essential, as competent and conscientious individuals form the backbone of the national economy and guarantee the country's future. Our nation has an urgent need for highly professionally trained and skilled workers." Highly qualified and professionally trained specialists also include future pedagogical professionals, as today's learners—tomorrow's professionals—are the ones who will shape the country's "high-quality" human resources in the future.

A future primary education teacher should be a competent user of educational technologies, a flexible guide, a motivator, open to innovation, a researcher, a humane mentor, and a person committed to lifelong learning. Having completed professional training, a future primary education teacher carries out comprehensive work aimed at developing well-rounded and competitive individuals who meet the demands of a rapidly changing society. This is achieved through the application of new technologies and adherence to methodological approaches, as well as through continuous professional development and reflective practice. This perspective is reflected in the Concept for the Development of Preschool, General Secondary, Technical and Vocational Education in the Republic of Kazakhstan for 2023–2029 (Government of the Republic of Kazakhstan, 2023). In Direction 6, entitled "Enhancing Teachers' Professional and Cultural Capital," it is stated that "the professional role of teachers who educate children is deepened through the organization of learning, design, and research activities. At the same time, teachers assume the roles of consultants, researchers, project leaders, and 'facilitators' within the educational process, including in digital environments. Teachers are encouraged to engage in self-development aimed at the continuous improvement and renewal of their pedagogical and methodological practices."

The Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023–2029 (Government of the Republic of Kazakhstan, 2023) states that, to successfully implement the digital transformation of higher education, a transition from traditional learning models to active learning methods with an emphasis on project-based activities will be undertaken. This transition enables students to apply acquired knowledge in practice and promotes the development of creative thinking, teamwork skills, and the ability to solve complex problems. In this context, art technologies occupy a special place in the professional training of future primary education teachers as creative and emotional–aesthetic instructional tools.

S.I. Arkhangelsky (1980) explained a teacher's readiness for professional activity as the ability to masterfully teach one's subject, clearly present educational material, engage students'

interest in learning, demonstrate diligence and perseverance, and effectively solve pedagogical problems. M.N. Ospanbekova (2023) wrote that "the content of professional readiness should include the following components: a positive attitude toward the profession, stable professional interest, sustained motivation for pedagogical activity, a sense of responsibility for its outcomes; adequate requirements for professional activity; personal qualities and character traits, professionally significant knowledge, skills, and competencies; and stable professional characteristics of thinking."

The age-specific characteristics and psychological development of primary school students require future teachers to effectively use artistic, emotional, and aesthetic visual tools. By applying art technologies, future primary education teachers gain extensive opportunities to stimulate students' interests, foster their creative activity, and organize and conduct the learning process effectively. In the context of ongoing digitalization in education, the digital learning environment, interactive art tools, and creative pedagogical approaches require future primary education teachers to be prepared with a multi-methodological skill set. However, current observations and research indicate that in the professional training of future teachers, priority is often given to deepening theoretical knowledge, while tools that develop creativity and contribute to personal growth are frequently overlooked. In this regard, we consider the integration of art technologies in the professional training of future primary education teachers as one of the innovative approaches aligned with the renewed educational content. Based on the aforementioned documents, we recognize this as a relevant issue and aim to address the problem of professional training of future primary education teachers through the use of art technologies.

The aim of the study is to theoretically substantiate the professional training of future primary education teachers based on art technologies, to develop a methodology, and to verify its effectiveness through an experiment.

To achieve this aim, the following tasks were set: to clarify the concept of "art technologies"; to identify the directions for applying art technologies in the professional training of future primary education teachers; and to design a methodology for professional training based on art technologies and test its effectiveness through experimental work. The course of the research is presented in the following section of the article.

Materials and Methods

The study of the research topic involves the use of both theoretical and empirical research methods. Using theoretical methods, the meanings of key concepts and the scope of the study were analyzed, and definitions of the core terms were clarified. For this purpose, domestic and international studies, scientific works on the topic, and articles published in Scopus-indexed journals related to the concept of "art technologies" were reviewed and analyzed.

Kozhagulov et al. (2024) examined the development of professional competencies of future preschool educators through art technologies and defined art technologies as a set of forms, methods, and tools of the visual arts aimed at developing professional skills. The main advantage of art technologies compared to other teaching methods was identified. A methodological framework was developed to strengthen the professional competencies of future preschool

educators by addressing weaknesses and enhancing strengths, achieved through artistic and creative activities. The study theoretically substantiated the role and significance of art technologies in the modern educational environment, developed a methodology, and empirically validated its effectiveness through an experiment.

A.K. Mynbayeva and A. Smailova (2015) examined the use of art technologies as a tool for forming students' self-assessment during the adaptation period. By linking art technologies with art therapy, they developed a program aimed at facilitating first-year students' adaptation and building their self-confidence.

S.Zh. Turikpenova et al. (2023) explored the issue of preparing future specialists to develop students' creative abilities based on art technologies. Through art technologies, they identified each student's ability to work with artistic materials, master technologies using artistic methods, conduct material research, achieve social and psychological professional adaptation, and realize their creative potential.

S.A. Zholdasbekova et al. (2022) developed a structural-content model for forming future teachers' art-technological activity. The model focused on forming value-semantic relationships toward others, fostering personal development, and understanding the significance of art-technological activity.

Corbisiero-Drakos et al. (2021) conducted a study involving both students and teachers with the aim of identifying the significance of integrating the arts with 21st-century skills. The findings revealed that the integration of four key skill domains characteristic of both arts education and 21st-century learning demonstrates a strong and intrinsic interconnection between them.

Emphasizing the particular importance of the arts for individuals with disabilities, the authors highlighted that art-based technologies – through music, dance, drama, literature, and visual arts – facilitate a deeper understanding of the world, contribute to the formation of learners' worldviews, and enhance their academic performance. The study further concludes that it is essential for teachers to effectively incorporate these approaches into the organization of the educational process in order to maximize their pedagogical potential.

Møller-Skau and Lindstøl (2022) addressed the issue of organizing pedagogical training through art-based education. They analyzed students' outcomes in subjects conducted using art technologies and, through a literature review, clarified and specified the concept. They also identified the epistemological possibilities of pedagogical training through art technologies.

Based on these scientific studies, a content analysis of the concept of "art technologies" is presented in Table 1, illustrating the core elements, applications, and pedagogical significance of this approach.

Table 1. Content Analysis of the Concept "Art Technologies"

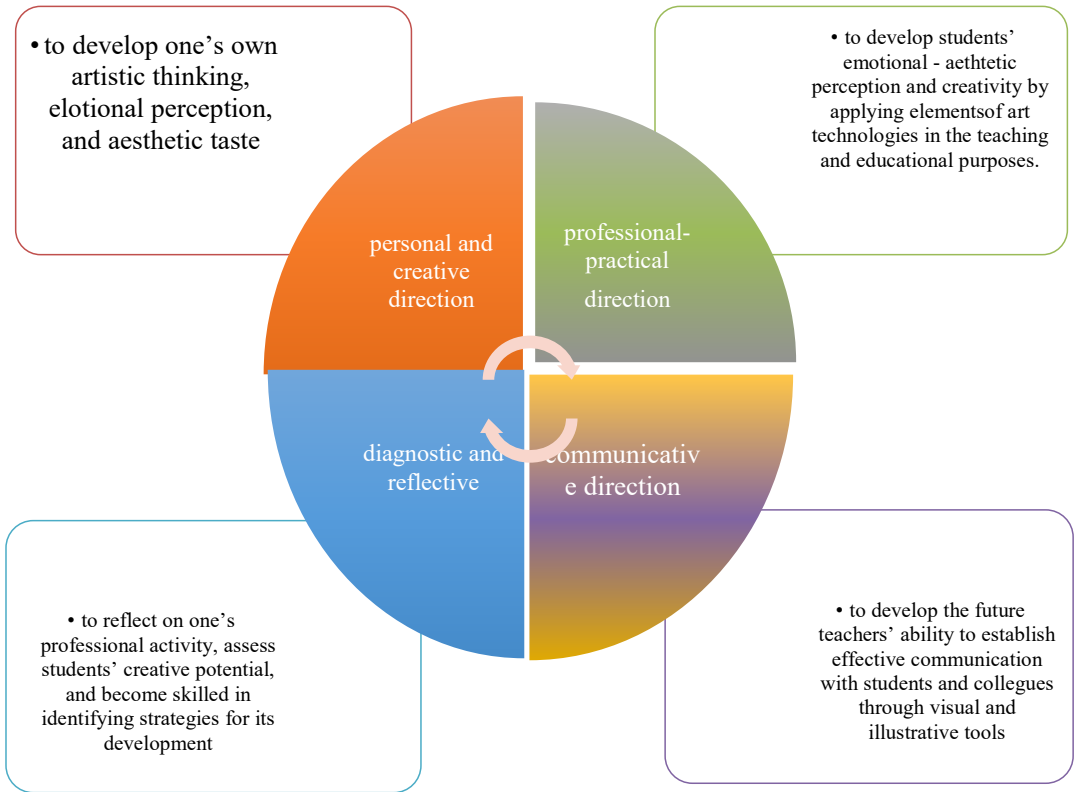
Scientist	Explanation
S.V. Starikova (2008)	Art technologies are a set of artistic tools and methods, representing artistic and creative activities aimed at achieving pedagogical objectives.
A.K. Mynbayeva and A. Smailova (2015)	Art technologies are a system of methods, approaches, and techniques of artistic creativity that contribute to the development of the individual and the ability to express one's thoughts.
S.A. Zholdasbekova et al. (2022)	Art technologies are a set of forms, methods, and tools of various types of art in the educational process, aimed at developing the creative potential of the individual.
S.Zh. Turikpenova et al. (2023)	Art technologies are the oldest natural form of altering emotional states, used (consciously or unconsciously) to relieve psychological tension, calm the mind, and improve concentration.
A.T. Kozhagulov (2024)	Art technology is a set of forms, methods, and tools of various types of art in the educational process, aimed at developing the creative skills of the individual. Art technology is also referred to as artistic and creative technology, which encompasses the teacher's knowledge, skills, and professional activities.

One of the most important features of art technology identified in current research is that it not only develops the drawing or visual skills of individuals of any age and profession, but also fosters the foundations of artistic culture and contributes to the professional and social adaptation of the individual through art. Since art technology encompasses tools and methods that promote high-quality and effective teaching and education, its objectives include creating a positive and evidence-based process of teaching and upbringing, as well as conditions for personal development. These objectives can be achieved through the implementation and activation of life resources, the development and enhancement of creative potential, training in self-regulation skills, instruction in communication skills, and the development of perceptual abilities (Sikhaeva, Saduakas, and Shyntaeva, 2025).

The studies reviewed above indicate that the use of art technologies in education has been widely applied in professional training for developing creative skills, fostering creative abilities, adapting students to learning, providing psychological support, and engaging in artistic activities. However, we conclude that the professional training of future primary education teachers specifically based on art technologies has not been sufficiently studied. This highlights the relevance of our research.

Based on the analysis of scientific, pedagogical, and psychological literature on this topic, we concluded that the professional training of future primary education teachers on the basis of art technologies can be organized along the directions shown in Figure 1.

Figure 1. Directions of Professional Training of Future Primary Education Teachers Based on Art Technologies



We considered it appropriate to define the components, criteria, and indicators of each direction of professional training of future primary education teachers based on art technologies, as presented in Table 2.

Table 2. Components, Criteria, and Indicators of Professional Training of Future Primary Education Teachers

Componenets	Criterias	Indicators
Creativity	Creative- thinking ability	- Proposing ideas using art technology methods - Ability to utilize tools such as painting, sculpture, and theater -Development of artistic thinking
Emotional-communicative	Emotional influence and interaction	-Establishing emotional connections with students -Conducting collaborative work through art technology -Eliciting and influencing emotions in others
Pedagogical-reflexive	Integrating art technology into the learning process and the ability to conduct analysis	-Adapting art projects to the educational content -Analyzing one's own work conducted through art technology -Identifying development strategies

We propose the following levels for assessing the professional readiness of future primary education teachers based on art technology:

High level – A future primary education teacher applies art technologies freely and appropriately; establishes confident communication; systematically integrates art technologies into the teaching-learning process and evaluates the outcomes.

Medium level – A future primary education teacher experiences some difficulty in using art tools; relies on the guidance of a mentor for establishing communication; can apply basic elements of art technology in the teaching-learning process.

Low level - A future primary education teacher is unfamiliar with art tools; has not developed communication skills; and cannot apply elements of art technology in organizing the teaching-learning process.

Using theoretical methods, we collected and analyzed theoretical information related to our research topic and determined these levels. Using empirical methods, we present the experimental work conducted with future primary education teachers and their results. The research consisted of three stages: the diagnostic (ascertaining), formative, and final stages.

At the diagnostic stage of the experiment, in order to determine the levels of professional readiness of future primary education teachers, the following activities were carried out in accordance with the previously identified components of readiness:

1) -a diagnostic questionnaire (corresponding to the -creative component);
2) practical situations (corresponding to the emotional-communicative component);
3) -a creative task (corresponding to the pedagogical-reflective component).

The diagnostic survey was conducted to determine future primary education teachers' attitudes toward art technology, their creative orientation, and artistic thinking. Students were required to select responses of "yes," "no," or "not completely sure."

Practical situations were conducted to determine the level of communication and emotional influence of future primary education teachers through art technology. Various scenarios were presented to the participants, and their responses were evaluated according to established criteria, including accuracy, distinctiveness, and creativity.

As a practical task, future primary education teachers were assigned to design an integrated lesson plan and compile an art portfolio in order to determine the level of their professional readiness. At the final stage, concluding diagnostic data were collected, and a comparative analysis of the quantitative and qualitative indicators obtained during the two stages was conducted.

Results and Discussions

In accordance with the research objectives, the experimental work was conducted with students of the Department of Primary Education at Abai Kazakh National Pedagogical University, that is, with future primary education teachers. Students from the graduating groups participated. Selection of participants for the experiment was based on the fact that these students had mastered a large part of the curriculum, acquired theoretical knowledge, and were combining it with practical experience, in general, being as close as possible to becoming primary education teachers. They were divided into control and experimental groups, with a total of 76 students. During the identifying experimental phase, in order to determine the levels

of professional readiness of future primary education teachers, the following activities were conducted in accordance with the preparation components mentioned above:

- Diagnostic survey (corresponding to the creative component);
-Practical situations (corresponding to the emotional-communicative component);
-Creative task (corresponding to the pedagogical-reflexive component).

Now, let us analyze the implementation process of these methods and the results obtained.

The diagnostic survey consisted of the following questions:

1) Do you think art technologies are effective in education?
2) Do you believe that using art tools in lessons increases students' interest?
3) How do you perceive the inclusion of art elements (painting, music, theater) in lessons?
4) Do you consider yourself fully prepared to master art technology?
5) Can you express your ideas creatively during lessons?
6) Have you created visual aids for your lessons by yourself?
7) Can art technology have a positive impact on a person's emotions?
8) Is it easy for you to convey your ideas through various visual forms? Download you use art
9) Do you use technology tools in your lessons?
10) Do you think art technology can help reveal other aspects of a student's abilities?

When compiling the responses of the participants to these questions, the following quantitative data were obtained: 15 students in the control group and 16 students in the experimental group assessed their professional readiness to conduct teaching and educational activities using art technology at a high level. In both groups, 15 students responded with some difficulty to certain questions, for example, questions 8 and 9, providing answers after some reflection. Additionally, 8 students in the control group and 7 students in the experimental group indicated that they had not created visual aids independently and did not consider art technology important in education.

Thus, we cannot claim that future specialists have a fully positive attitude toward art technology or a high level of artistic thinking. This indicates the need for additional work aimed at fostering a positive attitude, understanding the value of art, and directing students toward creative activities.

In practical situations, the following scenario was presented. For example, one scenario asked: "Which art technology methods do you consider effective for regulating a student's emotional state?" In solving the practical situations, only 16 students in the control group and 15 students in the experimental group performed the tasks at a high level. Meanwhile, 14 students in the control group and 15 students in the experimental group demonstrated a medium level of performance. The remaining 8 students in both groups made multiple errors in completing the tasks, indicating a low level of readiness in the emotional-communicative component.

Completing the practical task did not pose difficulties for 13 students in each group. Meanwhile, 17 students in the control group and 16 students in the experimental group performed the task at a medium level, and the remaining 8–9 students in each group demonstrated a low level of performance.

Thus, if we combine the quantitative data obtained during the identifying experimental phase, we can present the results as shown in Table 4.

Table 3. Results of the identifying experimental phase (approximated as percentages)

Levels	Control group	Experimental group
Diagnostic survey		
High	40%	43%
Medium	40%	38%
Low	20%	19%
Practical situation		
High	42%	39%
Medium	37%	39%
Low	21%	22%
Practical task		
High	34%	34%
Medium	44%	42%
Low	22%	24%

To ensure that the results of the identifying experiment are presented more clearly in a comparative manner, the data from the table are illustrated in the form of a diagram (Figure 2).

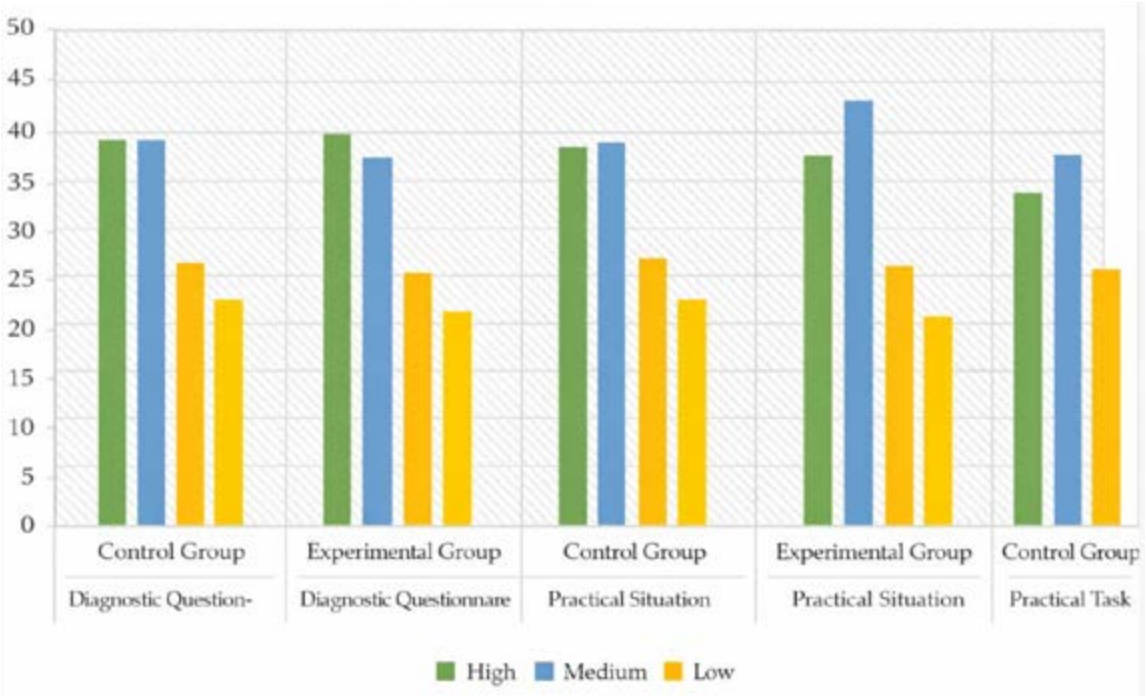


Figure 2. Results obtained for each component during the identifying experimental phase

Based on the results obtained from the activities conducted during the initial stage of the experiment, it can be concluded that the professional readiness of future primary education teachers is at an average level. This is considered an indicator that requires improvement. This is because, in order to educate a well-rounded and competitive individual in accordance with

societal demands, a teacher must be a highly professionally prepared specialist who meets the requirements imposed on the pedagogical profession and professional competence.

Therefore, a plan for the formative stage was developed. The activities of the formative stage were planned to be carried out only with students of the experimental group, that is, with 38 students, and to be implemented through the development and introduction of the "ART" student club program.

The purpose of the "ART" student club is to reveal the creative abilities of future primary school teachers based on art technologies; to overcome problems caused by excessive emotional states through art and support the release of creative energy; and to develop pedagogical mastery and speech culture.

Objectives:

-To conduct research activities with future primary school teachers based on the directions of art technology (drawing, music listening, puppet therapy, speech);

-To prepare future primary school teachers to work with effective methods of the directions of art technology (drawing, music listening, puppet therapy, speech).

Expected outcomes:

-Future primary school teachers will be professionally trained based on the directions of art technology (drawing, music listening, puppet therapy, and speech).

-Future primary school teachers will learn to work with effective methods of the directions of art technology (drawing, music listening, puppet therapy, and speech).

-In implementing the club program, methodological tools (digital content) will be provided.

-The club activities will be conducted in both online and offline formats using the following forms and methods:

-Competitions and seminars;

-Role-playing, verbal, and exercises to facilitate the release of creative energy;

-Exercises related to the educational content;

-Contests aimed at developing speech skills;

-Use of show technologies (for example, the "Smartest" game), etc.;

-Launching a YouTube channel.

Table 4. Work Plan of the "ART" Student Club

№	Theme	Competencies	Hours	Form of organization
1	«ART- technology»	Applies the directions of Art technologies in their lessons	1	Lead the seminar
2	«Skilled person-intelligent person»	Students develop visual perception (black-and-white and color) and fine motor skills through non-traditional technologies	1	Workshop Classroom
3	«Frottage»	Mastering non-traditional art technology and expanding perspective	1	Workshop Classroom
4	Are you cultured	Develops future teachers' speech techniques and speech culture	1	Roundtable
5	«Confidential-conversation»	Distinguishes the features of ideas in folk pedagogy	1	Roundtable
6	«Puppet therapy»	Enhances students' social adaptability and self-awareness	1	Workshop Classroom

7	«Using clay and plasticine»	Develops emotional intelligence through working with malleable materials	1	
8	«Once upon a time...»	Teaches moral and life experiences through storytelling	1	Lead the seminar
9	"Face make up Painting"	Creates a beautiful image, embodies a role, and expresses inner emotions through movements	1	Workshop Classroom
10	«Photography»	Develop students' creativity by mastering various photography techniques	2	Memory/Retention activity
11	«Dramatic art»	Expressive reading of selected works of fiction, reading excerpts from dramatic works, and performing roles in short theatrical performances	1	Seminar-training
12	«Relaxation exercises»	Game - based activities that involve movement to music, breathing exercises, and the performance of short dance fragments incorporating finger movements	1	training

To determine the effectiveness of the activities carried out during the formative stage of the experiment, final diagnostic data were collected at the concluding stage of the study. The results achieved by the control and experimental groups after the formative stage of the experiment are presented in Table 5.

Table 5 – Results of the Formative Experimental Stage (Approximate Percentage Values)

levels	Control group	Experimental Group
Diagnostic questionnaire		
High	44%	59%
Medium	39%	31%
low	17%	10%
Practical situation		
High	44%	55%
Medium	34%	33%
low	22%	12%
Practical task		
High	34%	52%
Medium	48%	37%
low	18%	11%

As can be seen from the table, positive changes were observed in both groups; however, the changes in the control group were relatively minimal. In contrast, the results of the experimental group showed a significant improvement across all diagnostic methods. The comparative results of the two stages are illustrated in Figure 3.

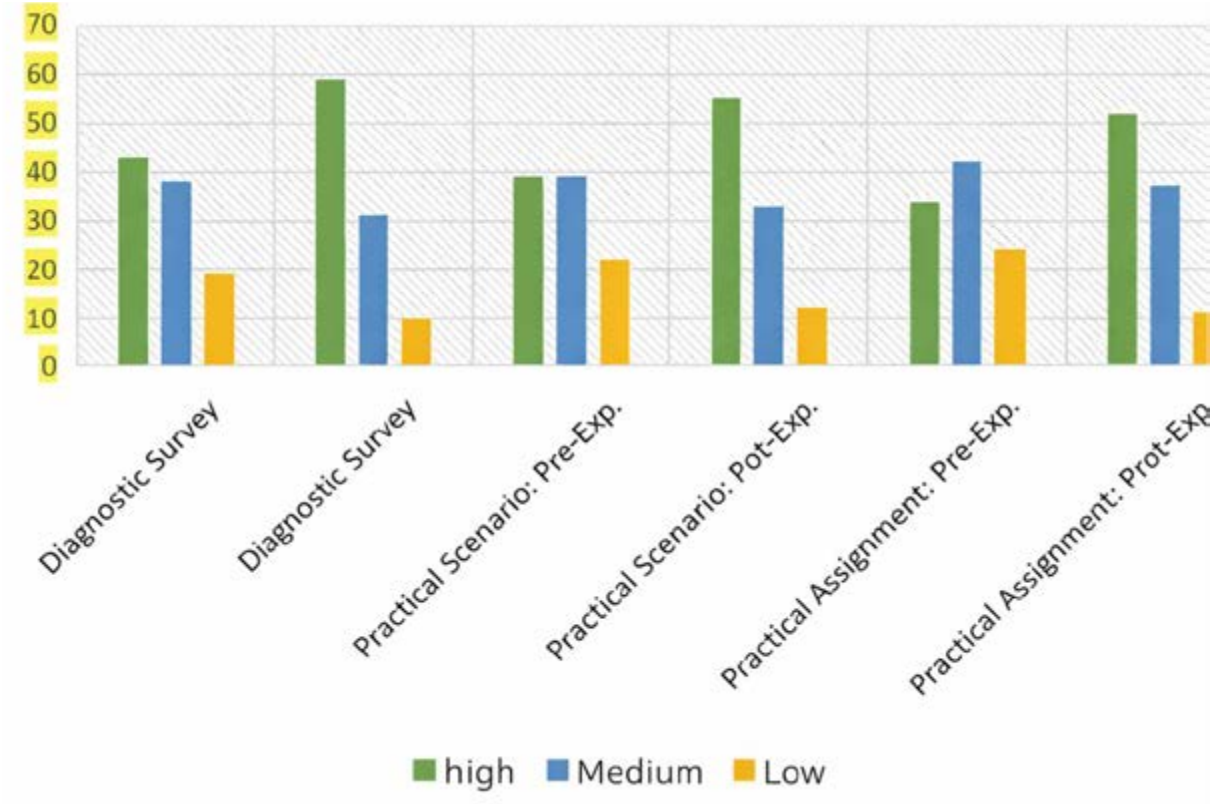


Figure 3. Results of the Experimental Group for Each Component Across Two Stages

The results of the pedagogical study demonstrated that activities specifically designed with art technologies as a foundation provide ample opportunities to develop artistic thinking, enhance creativity, improve practical skills, and strengthen the reflective abilities of future primary education teachers. These findings are consistent with the conclusions of previous research in this area, which supports the validity and reliability of the results. Specifically, Nella et al. (2025) examined the integration of digital tools with art in primary education, focusing on innovative pedagogical practices implemented in Catalonia. The study revealed that the research sites shared several key characteristics. These included the adoption of project-based and interdisciplinary methodologies, the development of students' digital literacy and 21st-century competencies, and the establishment of active collaboration with cultural organizations to obtain approval and support for initiatives aligned with sustainable development goals. The authors emphasized that systematic documentation of these practices ensures the consistency and sustainability of art-based digital approaches across various educational contexts, providing a model for their effective implementation in primary education. Our study shares common features with the aforementioned key findings, particularly in terms of developing digital and 21st-century skills. Moreover, the effective implementation of the study demonstrates the validity of the obtained results.

Furthermore, we are confident that a specialist who is capable of personal and creative self-development and is prepared to professionally apply acquired art technology tools in practical activities will demonstrate a high level of overall professional competence.

Conclusion

Art technologies play a significant role in the professional training of future primary education teachers, as they create opportunities to enhance and diversify the teaching and educational process, influence students' emotions, and foster the foundations of aesthetic education. A primary education teacher is a well-rounded individual whose knowledge alone is not sufficient; their appearance, speech, and movements all serve as models for learners. Therefore, if a teacher is able to develop themselves in an aesthetic and emotional dimension and to realize their creative and pedagogical potential, their pedagogical practice in subsequent professional activities will undoubtedly be effective.

During the study, key concepts related to the research topic were analyzed, and a review of their treatment in scholarly pedagogical literature was conducted. The directions for applying art technologies in the professional training of future primary education teachers were identified, and accordingly, the components, criteria, indicators, and levels of readiness were defined. The experimental work allowed for determining the level of professional readiness of future primary education teachers. To enhance this readiness, a student club program based on art technologies was implemented, and its effectiveness was confirmed through the collection of final diagnostic data and their comparison with the initial baseline data.

Based on the results obtained during the pedagogical and practical work, the following scientific and methodological recommendations were proposed:

– the introduction of an elective course into higher education curricula that integrates elements of visual arts, music, drama, and creative writing;

– the development of a methodological guide for primary education teachers based on art technologies.

The theoretical analyses and experimental data of the present study, as well as the club program aimed at professionally preparing future primary education teachers through art technologies, can be applied in the training of prospective primary school teachers, in organizing the primary education process, and in professional development programs for pedagogical staff.

Considering the broad scope of the research problem, it is assumed that further comprehensive studies involving school teachers may be conducted in the future.

Contribution of the authors:

In writing this article, the authors' contributions are equally distributed and divided among themselves according to the following criteria:

Sikhayeva A. – data collection, analysis and processing, drafting the initial version of the manuscript, and editing.

Saduakas G. – development of the research methodology, editing, and critical review.

Mehmet A.C. – conceptualization of the study, editing, and critical review.

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А. Сихаева[1], Г. Садуакас[2], А.С. Мехмет[3]
[1,2]Казахский национальный педагогический университет имени Абая,
Алматы, Казахстан
[3]Университет Гази, Анкара, Турция

Методическая основа подготовки будущих учителей начальных классов с использованием арт-технологий

Аннотация. В данной статье рассматривается вопрос профессиональной подготовки будущих учителей начальных классов на основе арт-технологий. С этой целью уточняются понятия «профессиональная подготовка» и «арт-технологии», а также проводится контент-анализ понятия «арт-технологии». На основе анализа научной, педагогической и психологической литературы определены основные направления профессиональной подготовки будущих учителей начальных классов с использованием арт-технологий. В соответствии с этими направлениями определены компоненты, критерии и показатели профессиональной подготовки, а также характеристики уровней подготовки будущих учителей начальных классов на основе арт-технологий. Теоретически обоснована эффективность арт-технологий в профессиональной подготовке будущих учителей начальных классов, и на этой основе разработан план педагогического эксперимента, включающий диагностический и формирующий этапы. В эксперименте приняли участие студенты выпускных курсов. На этапе диагностики была разработана диагностическая анкета, практические ситуации и задания. Количественные данные, полученные на этом этапе, были систематизированы, что позволило сделать вывод о том, что уровни участников были сопоставимы и требовали улучшения. Для повышения результатов, на этапе формирующего эксперимента была разработана и внедрена программа студенческого клуба «ИСКУССТВО». Программа включала различные формы деятельности, такие как конкурсы и семинары, ролевые игры, вербальные и творческие упражнения, направленные на высвобождение творческой энергии; задания, связанные с содержанием; конкурсы по развитию речи; использование шоу-технологий; создание канала на YouTube. В результате исследования сделан вывод о том, что использование арт-технологий эффективно в профессиональной подготовке будущих учителей начальных классов.

Ключевые слова: учитель начальных классов, профессиональная подготовка, арт-технологии, изобразительное искусство, музыка, арт, творчество, студенческий клуб.

Сихаева А.[1], Садуакас Г.[2], Мехмет А.С.[3]
[1,2]Абай атындағы Қазақ ұлттық педагогикалық университеті,
Алматы, Қазақстан
[3]Гази университеті, Анкара, Түркия

Арт технологиялар негізінде болашақ бастауыш білім педагогтерін кәсіби даярлау әдістемесі

Аңдатпа. Бұл мақалада арт технологиялар негізінде болашақ бастауыш білім педагогтерін кәсіби даярлау мәселесі қарастырылған. Ол үшін «кәсіби даярлық», «арт технология» ұғымдарына берілген түсініктер қарастырылып, арт технология ұғымына контенттік талдау жасалған. Ғылыми-педагогикалық, психологиялық еңбектерге жасалған талдаулар нәтижесінде арт технология негізінде болашақ бастауыш білім педагогтерін кәсіби даярлаудың негізгі бағыттары анықталған. Бұл бағыттарға сай арт технология негізінде болашақ бастауыш

білім педагогтерінің кәсіби даярлығының компоненттері, өлшемдері мен көрсеткіштері, конкурс,семинар анықталған. Болашақ бастауыш білім педагогтерін кәсіби даярлаудағы арт технологияның тиімділігі теориялық материалдар негізінде анықталып, соған сай педагогикалық эксперимент жоспары құрылған, ол анықтаушы және қалыптастырушы кезеңдерді қамтыған. Экспериментке бітіруші топ білім алушылары қамтылған. Анықтаушы кезеңде диагностикалық сауалнама, практикалық жағдаят және практикалық тапсырма әзірленген. Анықтаушы кезеңде алынған сандық мәліметтер жинақталып, экспериментке қатысушылардың деңгейлері шамалас және ол жақсартуды қажет ететіні жөнінде шешім шығарылған. Нәтижені жақсарту мақсатында қалыптастырушы эксперименттік кезеңде «ART» студенттік клуб бағдарламасы жасалып, тәжірибеде қолданылды. Ол түрлі жұмыс формаларын қамтыды: конкурс, семинар; рөлдік, сөздік, шығармашылық энергияның шығуына көмектесетін жаттығулар; білім мазмұнына байланысты жаттығулар; сөйлеу қабілетін дамытуға арналған сайыстар; шоу-технологияларды қолдану; YouTube каналын ашу. Осылайша, болашақ бастауыш білім педагогтерін кәсіби даярлаудағы арт технологияның тиімді екендігі туралы қорытынды жасалды.

Түйін сөздер: бастауыш білім педагогі, кәсіби даярлау, арт технология, бейнелеу, музыка, өнер, шығармашылық, студенттік клуб.

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Авторлар туралы мәліметтер:

Сихаева Акгуль Мейрхановна – хат-хабар авторы, Абай атындағы ҚазҰПУ, «Бастауыш білім беру» кафедрасының докторанты, Алматы, Қазақстан

Сәдуақас Гүлбану Темiриязқызы – педагогика ғылымдарының кандидаты, Абай атындағы ҚазҰПУ, «Бастауыш білім беру» кафедрасының қауымдастырылған профессоры, Алматы, Қазақстан

Мехмет Акиф Сөзер – Гази университеті, Бастауыш білім беру кафедрасының профессоры, Анкара, Түркия

Сведения об авторах:

Сихаева Акгуль Мейрхановна – автор для корреспонденции, докторант кафедры «Начального образования», Казахский национальный университет имени Абая, Алматы, Казахстан

Садуакас Гульбану Темириязкызы – кандидат педагогических наук, ассоциированный профессор кафедры «Начального образования», Казахского национального университета имени Абая, Алматы, Казахстан

Мехмета Акифа Созер – университет Гази, профессор кафедры «Начального образования», Анкара, Турция

Information about the authors:

Sikhayeva Akgul Meirkhanovna – author-corresponding letter, Kazakh National University named after Abai, doctoral student of the Department of "Primary Education", Almaty, Kazakhstan

Saduakas Gulbanu Temiriyazkyzy – Candidate of Pedagogical Sciences, Associate Professor, Department of "Primary Education", Kazakh National University named after Abai, Almaty, Kazakhstan

Mehmet Akifah Sozer – Gazi University, Professor, Department of Basic Education, Ankara, Turkey