

Criteria of subjectivity of master's students instructional technology and education degree program

Sovetkanova Damira Maratovna *, 2nd year doctoral student of the Department of pedagogy and psychology, KazNPU named after Abai, Dostyk ave., Almaty, Kazakhstan

Umirbekova Akerke Nurlanbekovna, PhD doctor, senior lecturer Institute of Pedagogy and Psychology, Department of Pedagogy and Methods of primary education, KazNPU named after Abai, Dostyk ave., Almaty, Kazakhstan

Shalabayeva Laura Ismailbekovna, PhD doctor, acting associate professor of the Department of Theoretical Foundations of Physical Culture and Sports, KazAST, prospect Abai., Almaty, Kazakhstan

Butabayeva Laura Askarovna, PhD doctor, senior lecturer Institute of Pedagogy and Psychology, Department of special education, KazNPU named after Abai, Dostyk ave., Almaty, Kazakhstan

Kulmysheva Nazym Armysovna, candidate of pedagogical Sciences, Acting associate Professor of the Department of pedagogy, Shakarim state university of Semey, Tanirbergenova ave., Semey, Kazakhstan

Sarsembayeva Ella Yuryevna, Ph. D. in Psychology, senior lecturer at the higher school of pedagogy, Pavlodar state pedagogical University, Pavlodar, Kazakhstan

Suggested Citation:

Sovetkanova D.M, Umirbekova Akerke Nurlanbekovna, Shalabayeva L.I, Ageleuova A.T, Safargaliyeva A.Y., & Sarsembayeva E (2021). Criteria of subjectivity of master's student's instructional technology and education degree program. *World Journal on Educational Technology: Current Issues*. 13(3),419-427. <https://doi.org/10.18844/wjet.v13i3.5950>

Received from March 15, 2021; revised from May10, 2021 ; accepted from June 20, 2021

Selection and peer review under responsibility of Prof. Dr. Servet Bayram, Yeditepe University, Turkey.

©2021 Birlesik Dunya Yenilik Arastirma ve Yayıncılık Merkezi. All rights reserved.

Abstract

The source of the prospects for the development of an independent state is the education of younger generation. The globalizing world requires particular attention and responsibility in nurture the young generation. That is why the secularism of the education system is a blessing and a necessity. This article discusses the achievements and new challenges in the field of education over the years of independence of the Republic of Kazakhstan. The article presents questions of the criteria and indicators for identifying and studying the subjectivity of future masters. The article analyzes the diversity and multifunctionality of the phenomenon of subjectivity in the context of an interdisciplinary approach. The strategic and practical directions for the development of the student's subjectivity in the educational process of the university are characterized on the basis of highlighting plans for the social and professional life of a future specialist in an education situation.

Keywords: subject, subjectivity, subject-oriented approach, Master's degree program, Master's degree student, criteria, indicators;

* Address of correspondence: Sovetkanova Damira Maratovna, 2nd year doctoral student of the Department of pedagogy and psychology, KazNPU named after Abai, Dostyk ave., Almaty, Kazakhstan
email address: dami_88@mail.ru

1. Introduction

Gaining independence has set new challenges and benchmarks for Kazakhstan, aimed at enhancing national competitiveness (Zhumabayeva et al., 2019). Education is defined as one of the priorities of the state policy of social-economic development of the country. During the years of the sovereignty there was a reformation of all levels of education system, its organizational, legal, economic and substantive foundations (Mikhailova et al., 2021). Education in Kazakhstan is moving along the path of confident stable development, the course of which is set by the Head of State. Consistently implemented Presidential initiatives involve all levels of education: from preschool to higher education, all stages of the formation of the younger generation of Kazakhstan.

At the present stage of development of higher education in Kazakhstan, we can talk about a new phenomenon - the master's degree program. Its main difference from the bachelor's degree is the science-oriented approach to learning. We are founded on the idea that training students of the master's degree program involves the application of a subject-oriented approach. This is explained by the fact that the training of students in the master's degree program is a step towards new types of professional activity - teaching and research. Master's degree is not just a continuation of a bachelor's degree. Master's degree is a postgraduate level of training with the elements of science-oriented practice and development of students included in the educational process as subjects of educational and professional activities (Zhumabayeva et al.,2020; Slobodchikov et al., 2018).

Professional training means any systematic actions that are taken by people who have completed the initial course of continuing education, with the aim to change their knowledge, skills, assessments and to develop relationships with others, in order to adequately perform professional tasks (Omarova et al.,2018). The process of education should continue throughout life, in this case a person will not lag behind technical and social changes and be able to prepare himself for changes in life and fully realize the potential of his personality.

Differences between adult students and pupils-children were gradually realized by science. In pedagogy, there was even a special section of didactics, called andragogy (Bagila et al., 2019). An andragogical model of organization of studies was proposed within the framework of which the student is responsible for defining the field of study, choosing methods, planning timelines as well as evaluating results. It acts as the main "driving force" of learning, while the teacher plays the role of process coordinator, an "architect", who is creating new forms, methods and opportunities.

When organizing training, the following features of adults must be taken into account:

- conscious attitude to the process of their learning.
- the need for independence.
- the need for a meaningful learning (to solve an important problem and achieve a specific goal), which provides motivation.
- practical orientation in relation to training, the desire to apply the acquired knowledge and skills.
- having life experience - an important source of knowledge.
- influence on the learning process of professional, social, domestic and temporary factors.

As a rule, adults want to learn if they understand the need for learning and can see opportunities to apply its results for improvement of their activity. Moreover, adult people strive to actively participate in learning, bring their own experiences and life values into learning situations, try to relate the

learning situation to their goals and objectives (Sartayeva et al.,2018). An adult person, as a rule, has many family and social responsibilities, so he studies without separation from the main professional activity. Adults gain new knowledge and skills at different speeds, so when working with them it is necessary to pay special attention to the individualization of education, to increase self-esteem of each person.

From the standpoint of the formation of a competitive specialist and a comprehensively developed personality, one of the most important aspects of studying the problems of quality of higher education is the assessment of postgraduates by the criterion of "Subjectivity" (Turalbayeva et al., 2017). The master student acts as both an object and a subject of the educational process. As an object of the educational process, he is formed by the impact of a complex of external factors that make up the internal environment of the university. As a subject, he is an active participant, actor or author of the educational process, who independently shapes the internal environment of the university and contributes to the productive flow of the educational process.

2. Materials and criteria

This article is a discussion paper. It discusses the achievements and new challenges in the field of education over the years after the independence of the Republic of Kazakhstan. The article presents questions of the criteria and indicators for identifying and studying the subjectivity of future masters' students. The article analyzes the diversity and multifunctionality of the phenomenon of subjectivity in the context of an interdisciplinary approach. The discussion is based on previous findings from past researchers. The research papers were carefully selected to cover the topic under study.

3. Findings

So, when characterizing a master student as a subject of the educational process, hereinafter we will use the category of "subjectivity", the foundations of which are laid in the social sciences by scientists Ananyev (2007), Abulkhanova (2005), Brushlinsky (1999), etc. It is known that a "subject" means an individual or a group as a bearer of conscious activity in the knowledge and transformation of reality. We believe that the subjectivity of master student presents itself in a variety of parameters and is realized through various forms of activity (Yerlan et al., 2014; Agranovich et al, 2019)

Relatively, the subjectivity of the students training in the master's degree program (subjectivity of the master's degree program) is characterized by the following main aspects as indicators:

- the share of undergraduates who are actively participating in preparation for training sessions and who are active during the class.
- the share of undergraduates who show creativity in preparation for training sessions.
- the share of undergraduates participating in the research activities of the university.
- the share of undergraduates participating in competitions of scientific and project works for young scientists.

- the share of undergraduates participating in inter-university cultural, entertainment, amateur and sporting events for students.
- the share of undergraduates participating in public and voluntary activities.
- the share of undergraduates participating in student self-government.
- the share of undergraduates participating to work out a solution to improve the quality of educational activities of the university.

As a result of aggregation of all criteria mentioned above, we get a certain integral indicator of the undergraduate's subjectivity, characterizing that among the many qualities of the undergraduate as a subject of activity and communication, we can distinguish qualities such as self-dependence, activity, freedom of choice, consistency, integrity, spontaneity, initiative, harmony.

Modern science explores person as a world of thoughts, feelings, experiences (Gurevich, 2013); as a subject in the pedagogical dialogue (Gruzdev et al., 2018); studies its potential forces in the manifestation of independence and in their highest manifestations - creative activity (Smolyaninova et al., 2017) and self-development (Tolstykh et al., 2020); studies its problems in its axiological content (Hoian & Budz, 2020) and in the system of sciences (Shaykhislamov & Makhmudov, 2020); the problem of a person is considered as a subject. Modern scientific searches for human cognition in the system of sciences determine the need for systematization of human study and for reaching a higher level of insight human understanding and the process of his self-improvement in all modes of being.

The pedagogical interpretation of the subject's theory consists of shifting the emphasis from the assimilation and transmission of social experience to the study of the situation of human-made new reality, which has a significant heuristic potential for describing pedagogical phenomena. The theory of the subject properly represents the laws of being, describing what is, and the laws of obligation, prescribing exactly how certain events and phenomena should occur in the human world (Devedzic & Devedzic, 2019; Carraro & Trinder, 2021).

While determining the principles of diagnosis of the development of subjectivity, the following essential characteristics of the phenomenon of subjectivity were taken into account:

Subjectivity is a leveled characteristics of a person; subjective qualities appear only at a certain level of development and are determined by the balance of the processes of exteriorization and interiorization and by the continuum of external and internal. Studies on the development of subjectivity in ontogenesis (Melo, 2017) show that human development occurs along the way with age of subjectivity and overcoming "objectivity", i.e., total dependence of a person from external conditions.

- subjectivity is apparent not only in the cognitive attitude to the world, but also in relation to people (SL Rubinstein).
- subjectivity is the highest level of activity, integrality, self-dependence of a person; the integrality of the subject means the unity and integrity not only of its profession, but of all types of activity in general (Brushlinsky, 1999).

- the nature of subjectivity reveals through set of relations towards the world and the life strategy (Abulkhanova-Slavskaya, 2005).

Subjectivity is reflected in a person's ability to produce interdependent changes in the external world and in himself. The term "subjectivity" emphasizes the actively transforming essence of a person as a subject of life; a person's subjectivity means that he is inseparable from the world and included in it, but at the same time consciously opposes himself as a soulless thing - an object of manipulation.

- the functions of the subject in person are inextricably bounded up with the productivity of activity performed by him; moreover, not every attitude towards activity reveals the subjective qualities in a person: the activity of a subject is characterized not only by productivity, but also has a transformative character, that is, one of the functions of subjectivity is congruent to human creativity (Ananyev,2009).

- in pedagogical terms, it is important not only person's involvement in activity, but also value-based aspect of this activity, since subjectivity can be defined as a quality of an individual not only to appropriate, transmit, but also to generate meanings of activity as actual values. "Education is a universal form of formation and development of subjective (subject) reality in the time of history and in the culture space" (Rybakov & Korotkikh, 2018). You can concretize education is the possibility and reality of the subjective development of a person.

- subjectivity is a quality that determines the measure of individual freedom, its humanity, spirituality, and life-creation (Alexander, 2019).

The abovementioned theoretical provisions are reflected in the principles of construction and conduction of development and preliminary research and experimental work aimed at identifying development patterns of subjectivity of master's degree students at the university.

4. Discussion

The principle of valued orientation. Since subjectiveness is a structure of an axiological order, there is a necessity of disclosing of students' value-based orientations as a leading component in the development of this personal phenomenon. We took into account that value-based orientations are quite complex formations. They have absorbed various levels and forms of interaction between the public and the individual in a person (Statnicke, Savaneviciene & Sakys, 2019), certain forms of interaction between the internal and the external for the person, specific forms of awareness of their past, present, and future, as well as the essence of their own "I". Value-based orientations fix the attitude of students towards the outside world, professional reality and to themselves as a subject of personal-professional development.

The principle of synergy. Self-organization as a process during of which a complex dynamic system of subjectivity is created, reproduced, or improved, finds its manifestation primarily in the multilevel system, which includes subjective (sense-forming) activity, subjective position, valuable self-determination, subjective experience, and plan. If one looks from the perspective of synergetics on an individual as an open self-organizing system, then its essential characteristic is the desire to go beyond one's own limits, to act beyond the present, to be in a constant movement of development. At the

same time, it is stable, has a dominant system of motives, interests, and values, in which the basic needs of survival, security, communication, recognition and self-actualization (self-realization) are manifested. Possessing the ability to recognize the world and oneself in it, the personality self-organizes the processes occurring in the inner spiritual world and its external activity (DurmuÅŸelebi & KuÅŸuran, 2018; Keser & Semerci, 2019). Subjectivity allows you to realize choices, make decisions, changing yourself and changing the circumstances of your own life.

In the process of organizing and conducting a diagnostic procedure, it is necessary to implement the principle of dialogue, based on the notion that dialogue is possible with a person only as a free individual, who are able to evaluate himself, his life, and the circumstances of this life. The principle implies equal interaction of participants in the diagnostic process (Yildiz, Alkan & Cengel, 2020). It implies the possibility of obtaining timely feedback and making corrections in the interpretation of results.

A distinctive feature of the subject is his ability to construct the space for personal change. Despite the fact that the results of changes in the inner world are not always distinct and obvious. And exactly here numerous experiments and self-experiments unfold, with the help of which self-knowledge takes place (Alonso et al.,2018).

Based on the above principles and methods, it should be noted that the diagnosis should be not only stating, but also heuristic, that means it must be able to give and expand the possibility of understanding the phenomenon of subjectivity not only for the researcher, but also for the participants of the experiment, here – for master students at the university (Isik & Jallad, 2019). In the process of stating experiment, we designed the possibility of manifestation of the semantic educational space in which the master's student must independently "place" himself as a subject of educational and upcoming professional activity.

5. Conclusion

The identified methodological principles allowed us to consider the formation of the subjectivity of a student as a structural program, including a system of monitoring and self-organization based on the actualization of two components of this phenomenon: the identity of the master's student and the educational space of the university.

Some final general provisions of the development of the subjectivity of Master's students in the educational process of a university can be formulated as follows: installation on humanistic values - personal orientation of the educational process at the university; openness to the new, ability to overcome existing stereotypes and see alternative solutions; an organic combination of various methods, forms, means of training for use in the form of a multifunctional system of didactic support of the educational process in higher vocational school; strengthening personal empathic interaction of subjects of the educational process. Systematic organization of the process of formation of subjectivity of Master's students in the educational process of a higher education institution is able to ensure on the one hand, achieving an organic combination of development processes as self-movement based on initiative, student's activity, and on the other hand, education and nurture as a purposeful management of a student's personal development; the adequacy of the educational impact of the identified individual characteristics of each undergraduate. It will assist transform the intrapersonal potential into real professionally significant qualities of graduates.

References

- Abulkhanova-Slavskaya, K.A (2005). Principle subject to the national psychology. *Psychology. Journal of Higher School of Economics*,
- Agranovich, Y., Amirova, A., Ageyeva, L., Lebedeva, L., Aldibekova, S., Uaidullakzy, E. [2019] The formation of self-organizational skills of student's academic activity on the basis of 'time management' technology: Teaching primary school pupils through audio-visual means: *International Journal of Emerging Technologies in Learning* Volume 14, Issue 22, 2019, Pages 95-11. <https://www.learntechlib.org/p/217144/>
- Alexander, B. (2019). EV Bondarevskaya (2017): experiments of reconstruction of biography. Научный альманах стран Причерноморья, (4 (20)). <https://cyberleninka.ru/article/n/e-v-bondarevskaya-01-01-1931-28-05-2017-experiments-of-reconstruction-of-biography>
- Alonso, A. A., Arcos-Alonso, A., Papa, E., & Alonso-Olea, M. J. (2018). Education in the values of a social and solidarity-based economy for improving the conditions and the capabilities of women miners in Colombia. *Global Journal of Sociology: Current Issues*, 8(2), 43–51. <https://doi.org/10.18844/gjs.v8i2.3774>
- Ananyev, B. G. (2007). Selected works on psychology, Vol. 2 Personal development and education, publishing house St. Petersburg State University, St. Petersburg.
- Bagila, S., Kok, A., Zhumabaeva, A., Suleimenova, Z., Riskulbekova, A., Elmira, U. [2019] Teaching primary school pupils through audio-visual means: *International Journal of Emerging Technologies in Learning* Volume 14, Issue 22, 2019, Pages 122-140
- Brushlinsky, A. V. (1999). Subjective-activity concept and functional system theory. *Voprosy psikhologii*, 110-121. http://www.voppsy.ru/journals_all/resume/1999/995/e995110.htm
- Carraro, K., & Trinder, R. (2021). Technology in formal and informal learning environments: Student perspectives. *Global Journal of Foreign Language Teaching*, 1 1(1), 39–50. <https://doi.org/10.18844/gjflt.v11i1.5219>
- Devedzic, V., & Devedzic, M. (2019). Technology-Enhanced Assessment at universities and in schools: An initiative. *International Journal of Learning and Teaching*, 11(3), 89–98. <https://doi.org/10.18844/ijlt.v11i3.4319>
- DurmuÅŸlebi, M., & KuÅŸuran, B. N. (2018). Students' Cognitive Awareness and Investigation of Critical Thinking Levels. *International Journal of Innovative Research in Education*, 5(4), 129–144. <https://doi.org/10.18844/ijire.v5i4.3975>
- Gruzdev, M. V., Kuznetsova, I. V., Tarkhanova, I. Y., & Kazakova, E. I. (2018). University Graduates' Soft Skills: The Employers' Opinion. *European journal of contemporary education*, 7(4), 690-698. <https://eric.ed.gov/?id=EJ1200952>
- Gurevich, P. S. (2013). The phenomenon of spirit in philosophical understanding of man. *SENTENTIA. European Journal of Humanities and Social Sciences*, (1), 4-842. <https://www.elibrary.ru/item.asp?id=20286107>
- Hoian, I. M., & Budz, V. P. (2020). Anthropological and axiological dimensions of social expectations and their influence on society's self-organization. *Anthropological Measurements of Philosophical Research*, (18), 76-86. <https://doi.org/10.15802/ampr.v0i18.221379>

- Sovetkanova D.M, Umirbekova Akerke Nurlanbekovna, Shalabayeva L.I, Ageleuova A.T, Safargaliyeva A.Y., & Sarsembayeva E (2021). Criteria of subjectivity of master's student's instructional technology and education degree program. *World Journal on Educational Technology: Current Issues*. 13(3),419-427. <https://doi.org/10.18844/wjet.v13i3.5950>
- Isik, B., & Jallad, S. T. (2019). The potential of social media and nursing education: E-professionalism, nurse educatorâ€™ learner role, benefits and risks. *New Trends and Issues Proceedings on Advances in Pure and Applied Sciences*, (11), 30–38. <https://doi.org/10.18844/gjpaas.v0i11.4310>
- Jahangard, A., Rahimi, A., & Norouzizadeh, M. (2020). Student attitudes towards computer-assisted language learning and its effect on their EFL writing. *International Journal of New Trends in Social Sciences*, 4(1), 01–09. <https://doi.org/10.18844/ijntss.v4i1.4785>
- Keser, H., & Semerci, A. (2019). Technology trends, Education 4.0 and beyond. *Contemporary Educational Research Journal*, 9(3), 39–49. <https://doi.org/10.18844/cej.v9i3.4269>
- Melo, D. (2017). Perception and Ontogenesis: transdisciplinary modulations of subjectivity. *Fractal: Revista de Psicologia*, 29(2), 103-109. <https://doi.org/10.22409/1984-0292/v29i2/2159>
- Mikhailova, T., Duisekova, K., Orazakynkyzy, F., Beysembaeva, G., & Issabekova, S. (2021). The evaluation of intercultural professional technology-based communicative competence formation for students. *World Journal on Educational Technology: Current Issues*, 13(2), 272–287. <https://doi.org/10.18844/wjet.v13i2.5700>
- Omarova, G., Zhumabayeva, A., Uaisova, G., Saduakas, G., Akzholova, A., & Zhailauova, M. (2018). Formation of skills to work with sources in primary school students. *Revista ESPACIOS*. ISSN, 798, 1015-2018. <http://www.revistaespacios.com/a18v39n38/a18v39n38p31.pdf>
- Keser, H., & Semerci, A. (2019). Technology trends, Education 4.0 and beyond. *Contemporary Educational Research Journal*, 9(3), 39–49. <https://doi.org/10.18844/cej.v9i3.4269>
- Melo, D. (2017). Perception and Ontogenesis: transdisciplinary modulations of subjectivity. *Fractal: Revista de Psicologia*, 29(2), 103-109. <https://doi.org/10.22409/1984-0292/v29i2/2159>
- Mikhailova, T., Duisekova, K., Orazakynkyzy, F., Beysembaeva, G., & Issabekova, S. (2021). The evaluation of intercultural professional technology-based communicative competence formation for students. *World Journal on Educational Technology: Current Issues*, 13(2), 272–287. <https://doi.org/10.18844/wjet.v13i2.5700>
- Omarova, G., Zhumabayeva, A., Uaisova, G., Saduakas, G., Akzholova, A., & Zhailauova, M. (2018). Formation of skills to work with sources in primary school students. *Revista ESPACIOS*. ISSN, 798, 1015-2018. <http://www.revistaespacios.com/a18v39n38/a18v39n38p31.pdf>
- Sartayeva, N. T., Kenesbaev, S. M., Zhailauova, M. K., Uaidullakzy, E., Nurzhanova, S. A., & Stambekova, A. S. (2018). Possibilities of the Subject 'Information and Communication Technologies' in Accustoming Primary School Students to Research Activities. *International Journal of Interactive Mobile Technologies*, 12(6). <https://doi.org/10.3991/ijim.v12i6.9622>
- Shaykhislamov, N. Z. U., & Makhmudov, K. S. U. (2020). Linguistics and Its Modern Types. *Academic Research in Educational Sciences*, (1). <https://cyberleninka.ru/article/n/linguistics-and-its-modern-types>
- Slobodchikov, V. I., Korolkova, I. V., Ostapenko, A. A., Zakharchenko, M. V., Shestun, Y. V., Rybakov, S. Y., ... & Korotkikh, S. N. (2018). The systemic crisis in education as a threat to Russia's national security. *Russian Education & Society*, 60(5), 439-462. <https://doi.org/10.1080/10609393.2018.1495022>
- Smolyaninova, N. F., Tryapitsyna, A. P., Frumin, I. D., Khutorsky, A. V., Shadrikov, V. D., Shakurov, R. K., & Shishov, S. E. (2017) The question of integration of competence and meta-competence of primary school teacher). http://www.magnanimitas.cz/ADALTA/090107/papers/A_18.pdf
- Statnicke, G., Savaneviciene, A., & Sakys, I. (2019). Career engagement of different generations: A case study in the information and communication technology (ICT) sector in Lithuania. *New Trends and Issues Proceedings on Humanities and Social Sciences*, 6(3), 37–49. <https://doi.org/10.18844/prosoc.v6i3.4334>

- Sovetkanova D.M, Umirbekova Akerke Nurlanbekovna, Shalabayeva L.I, Ageleuova A.T, Safargaliyeva A.Y., & Sarsembayeva E (2021). Criteria of subjectivity of master's student's instructional technology and education degree program. *World Journal on Educational Technology: Current Issues*. 13(3),419-427. <https://doi.org/10.18844/wjet.v13i3.5950>
- Tolstykh, T., Gamidullaeva, L., Shmeleva, N., & Lapygin, Y. (2020). Regional development in Russia: An ecosystem approach to territorial sustainability assessment. *Sustainability*, 12(16), 6424. <https://doi.org/10.3390/su12166424>
- Turalbayeva, A. T., Sultanbek, M., Utyupova, C. E., Aidarov, B. Z., Uaidullakzy, E., Zhumash, Z., & Uzunboylu, H. (2017). The general preparation of the training of elementary school and the family and the education of gifted children school in cooperation principles. *Ponte*, 73(4), 239-251. <https://tinyurl.com/yekydz6g>
- Yerlan, U., Ulmeken, A., Kanat, K., Elmira, U., Baktiyar, M., Ermek, D. [2014] Formation of information and professional competence of primary school teachers: *Life Science Journal* Volume 11, Issue 10 SPEC. ISSUE, 2014, Pages 133-140
- Yildiz, E. P., Alkan, A., & Cengel, M. (2020). Current trends in education technologies research worldwide: Meta-analysis of studies between 2015 and 2020. *New Trends and Issues Proceedings on Humanities and Social Sciences*, 7(1), 47–62. <https://doi.org/10.18844/prosoc.v7i1.4867>
- Zhumabayeva, E., Kdyrbaeva, A. A., Nurzhanova, S. A., Stambekova, S., & Uaidullakzy, E. (2020). Implementing polylingual space into the process of training future primary school teachers.. <https://doi.org/10.17398/1988-8430.31.307>
- Zhumabayeva, Z., Uaisova, G., Zhumabaeva, A., Uaidullakzy, E., Karimova, R., Hamza [2019] .Issues of Kazakh language teaching in elementary classes in terms of the meta-subject approach: [Cypriot Journal of Educational Sciences](#) Volume 14, Issue 1, 2019, Pages 158-170