



Possibilities Of Using Turkish Thinkers' Heritage In Formation Of Future Teachers' Professional Identity

Atemova K^{1*}, Mendikulova Zh², Takibayev M³, Issabekova G.⁴

¹ Professor, Doctor Pedagogical Science, International Kazakh-Turkish University Names After Kh. A.Yassawi, Kazakhstan

² Senior Teacher of Silk Way International University, Kazakhstan

³ Candidate of Philosophy, Silk Way International University, Kazakhstan

⁴ PhD, Taraz State Pedagogical University, Kazakhstan.

ABSTRACT

Before declaring independence by the Republic of Kazakhstan, the educational system had been adhering to common traditions of upbringing. In the system of specialists' training, common ideas and sources of knowledge had also been using.

Today, considering the fact of obtaining the independence by this country, using the national values and admonitions of great educators in generations' upbringing has been regarded necessary. Therefore, in line with supporting the opinions of the Soviet teachers related to the specialists' training, there is a need to complete and update the contents by the national education. As the heritage of Turkish enlighteners such as Al-Farabi, M.Kashkari, Zh. Balasagun and others, valuable opinions on human personality and professional qualities of teachers have been met frequently. The viewpoints of these thinkers on the personality entity of teachers have been fully corresponded to the requirements of the nowadays' competitive specialist training, and the social demand has also been greatedened.

This article has proven that along with the application of global processes in nowadays training of specialists, the national ideas must be taken into account in accordance with today's requirements, and for this issue the heritage of Turkish thinkers would be useful. Methods and various forms of the usage of Turkish scientists' heritage in the course of the pedagogical direction for training the specialists at Universities have been described.

In addition to this, the effectiveness of future teachers training at Universities using national qualities and considering the heritage of Turkish thinkers has been proven on the basis of experimental works, and the results have been provided.

Keywords: Education, Turkish enlighteners, National Values

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Corresponding author: Atemova K

E-mail ✉ Gulia08@mail.ru

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INTRODUCTION

The most important role of education at the present stage is the transformation of process of future specialists training into the most significant sphere of human activities. In this case, in order to be active in this competitive professional environment, the specialists must obtain new technologies, adapt quickly to the changeable living conditions, and be competent from the point of professional, personal and social competencies. That is why, nowadays, the issue of competent specialist training in connection with its implementation in the educational space has become especially urgent. The pedagogical specialty carries out reformative and at the same time managerial

roles. For managing the development of the personalities, the teachers' moral and personal qualities are required. Personal qualities of the teachers or their personal competences as a component of their general professional training are needed to show their personal readiness to the pedagogical activities.

The realization of these ideas should be undergone not through the achievements of the plans in present days, it is needed to start from the bottom and get to the root. The academician and philosopher Abdimalik Nysanbayev, who studied centuries-old history of Kazakh people said that it is impossible to study historical formation and development of Kazakh people ignoring the Turkish period, and for this reason we fully need to take into consideration the

language and religion, world view and experience of ruling the world from the philosophical viewpoint of this country's ancestors, that is, Turkish people, on the way of its nowadays development, prosperity and reinforcement of its independence [1]. In this way, considering the process of specialists' training along with using the world ideas, it is very important to simultaneously use the advanced ideas of Turkish world that exist in the deep root of this country's history. There is a necessity to conduct integrated research studies on the worldwide level of culture in comparison with the peculiarities of Turkish historical background and civilization that comes from the obligations of Kazakh people in terms of self-consciousness renewal in social-humanitarian sciences, especially in the field of Pedagogy. For this point, first of all, it is needed to comprehensively study the history of pedagogical thoughts in the works of Turkish thinkers, in order to define the root meanings, analyze their research system, make theoretical conclusions, and define the methods of upbringing. Furthermore, some written sources and monuments, and literary works that date back to the early epoch have been the common heritage of the Turkish speaking countries. In correspondence with nowadays' requirements, it is needed to train the youth by the national, ancestral and educational opinions of Turkish thinkers in the pedagogical science and take into young generation as of much importance. In these conditions, the development of this society and the level of future generation formation have been directly connected to the point of refreshing and using the pedagogical valuable heritage in this country's historical experience. As only by defining the cultural knowledge particularly in the humanity development and through its reviewing, nowadays public culture can be formed [2].

Considering the history of pedagogy, it has been known that in the formation of the personality education that is inherent in the Kazakh people, ancient Turkish culture plays a big role. Regarding this issue, today's conscious updating that is undergoing in the spiritual sphere, as a result of the human values revaluation processes, the use of the extensive heritage of the ancestors which have guided us through centuries in educating future generations has been required to be currently considered. In this study, it has been thought that the actual problems include a comprehensive investigation of the ideas, the

essence of the personality education of the ancient Turkish people, and the peculiarities of their use in today's practice, and additionally, the scientific studying of the succession of ideas which is urgent.

MATERIALS AND METHODS

In this article, before describing the possibilities of using the heritage of Turkish educators in the formation of the professional competence of future teachers, it was first decided to define the meaning of the notion of "personality" from the point of philosophy, pedagogy and psychology. For this, it was tried to make a comparative analysis of its definition and the opinions on it by different fields of science.

Philosophy considers the personality as the subject of cognition and creativity; psychology regards it as a complex of psychological qualities and processes including character, temperament, capacity and other features [3]. Social sciences consider personality as a subject of social relations which actively interact with social life [4].

Personality is one of the actual issues of socialization as social phenomena and processes that exist in the society, as well, the reasons and essence of people and social groups' actions can be understood through the considerable descriptive signs. In other words, considering the character of a person, the life of the whole group and even society can be realized.

Therefore, personality is not only a natural-biological quality of a person, but also the notion of the people which is formed on the basis of the mutual interactions with the society and the other lives. This has been called as the origins of the social description of the people. To be precise, personality is the quality that describes the meaningful aspects of an individual's social life and their personal quality [5].

Concerning the methodological issues of the people and the interrelations which have been stated by the Russian scientist, psychologist L.I. Antsyferova judgements who declared: "The principal that a person is developed through the taken actions does not mean that each action contributes to the development of the person. In this case, the open thesis principal is fulfilled for the system of person's development relating to the action" [6]. Meanwhile, the notable scientist V.G. Aseyev stated that: "The purport of a person's life is not only in satisfying the needs, it is in the action itself". He combined it with his philosophical opinion, and declared that: "It is

possible to meet fully pure people in our society that is far from the perfection, they are not fully ideal, but at the same time, so attractive. Perhaps we have not yet known how far a person will be pure in our time and culture" [7].

DISCUSSION AND RESULTS

In the direction for the clarification of using the great scientists' heritage, in the course of teachers' training in the higher educational institutions, some experimental works have been done. In these works, a lot attention has been paid to the opportunities of specialists' professional identity which have been included in the heritage of the great scientists and their ideas; the models of the professional identity of the specialists provided in their works have been discussed from the theoretical viewpoint; and the moments of an effective combination of the world's tendencies to the elements of the national life in the professional formation of the students' identity have been revealed. It was tried to reveal the level of the students' knowledge of the national ideas in the content of the subject matters, and also their use of them in practice.

While carrying out the experiments with the students regarding this subject, such methods as designing technologies for conducting training were used. The application of such methods included: group works with students, role plays which have been the effective elements of research work in solving problems.

For carrying out the experimental works, the students of International Kazakh-Turkish University named after H.A. Yassawi and South Kazakhstan Pedagogical University, in the field of pedagogy and psychology have been chosen. The students of the experimental group were fully provided with the themes, which were given in the content of the subject, that is, the history of pedagogy. Additionally, according to the purpose of this research, the ideas concerning the professional identity formation of the specialists were widened and added.

While for students of the control group, the classes were conducted without any changes in the training program. The information concerning the professional identity formation of the specialists was obtained by means of the students' individual work under the teacher's control.

The issue of the formation of the human's good qualities that belong to Turkish enlighteners in the students was evaluated by examining their compositions. Before analyzing their personal

qualities, they were asked the questions of "Who is a personality?", "What are the personal qualities of you?", and also, discussions were conducted on the heritage of Turkish educators, personality of the commander who governs the country, the personality of teachers, the personality of the queen, and the personality of an ideal person; and they were asked to write abstracts as the measures of the organization were held. Furthermore, the compositions of such Turkish thinkers as Al-Farabi, Zh. Balasagun, M. Kashkari and other works, were deeply studied and the human qualities which were mentioned by them, were cited to the students as an example. Short compositions and essays were written by the students on the theme of the professional identity of the specialist "teacher-psychologist".

Reforms in the system of education and personality-oriented approach that has been used in today schools, demand new requirements to the process of future specialists' readiness. The modern period of the development of the system of education has been searching for the ways to transfer into a new paradigm, which would be connected to the achievements of new goals in education. The technologic method that has been oriented to the personality expands the cognitive qualities of students, their intellectual and emotional development, professional mobility and diligence, and valuable qualities to the pedagogical activities. Taking this into account, in order to fulfill the individually creative ability of the personality and improve the actions, appropriate conditions have been made at Universities. At first, students were given the option of educational programs, and the opportunities to choose an individual trajectory of training. Hereafter, there was a particular interest of the experimental group students in the content of the practical class titled as "The viewpoints on the culture of the specialists' interrelation in the heritage of great scientists". In the process of this practical class, the following questions were discussed: "What should be the relations between the teacher and students?" During the discussion of this matter it was revealed that students adhere to two various line items. In particular most of the students supported that the teacher should be strict, and other part recognized the efficiency of softness in the communication between the teachers and the students. As they were guided by the principal of avoidance to follow strict requirements in XXI century. When the students

were asked to explain the reasons of two various points of view, most of them told that today's students have been psychologically weak, and as a result they have not been able to freely express their opinions and thoughts, and for this reason, they declared that the students are needed to be in friendly relations. In contrary the opposition said that "the students should be disciplined strictly", they pointed to the statement by B. Momysuly that declared "who obeys the discipline will not be a slave" [8]. At this point, the teacher, asked about what they think of the words of Al-Farabi, and gave the views of the Turkish scientist on the moral aspects of the relations between the teacher and students [9]. If the teacher wants to see such qualities as honesty, politeness, virtue, justice in his students, so they shall also exist in him. Al-Farabi in the work: "What is necessary to know for studying the philosophy" wrote, that the person who is engaged in teaching should be neither too sensitive, nor too flabby. If he is too strict, students will dislike him. If he is too soft, there will be a risk of the underestimation of the teachers, and the teachers would be understood by the students as if he does not appreciate his subject. After that, there were certain changes in the views of the students. By continuing the discussion, they came to the common opinion to replace the severity by discipline, and the softness by the democratic style. At this moment, the second question was asked: "Which of the offered methods by great educators are effective now?" The asked question caused some lapses among students as they couldn't tell that there can be middle methods between the strict and soft ones. Therefore, students were given a help to answer the leading questions. To the question: "How can we understand the middle method given in the works of great scientists?" students gave the following answers: "The middle method shall reveal the closed students, and call the hasty students for patience". The teacher asked the third question: "What traditional methods can lead to attain these results?". Students thought again. Again they were given help, namely: for active students through using the methods of question-answer, brainstorming, and teacher added some more information on it, and they gave more tasks to do exercises. For reserved students in the purpose of strengthening their self-confidence, short-term tasks were given, and they were motivated by using methods which facilitate getting quick results. All this showed that students had not read the work of Al-Farabi

in which didactic problems of the relations between the teacher and students have been considered. That is why, the themes of this elective course were of especial interest for the students. Before finishing the seminar, it was found reasonable to provide a training.

In order to sharp the relations between students the game of "Valid Word" was held. The objectives of the exercise were to increase the level of the participants' empathy to each other, and develop the communication skills, and more complete knowledge about each other. The participants of the training stayed in a circle. One of the participants said a positive valid word. And, the other participants should have found to whom it was devoted. The positive valid words said to each other were as the followings: responsible, quick, understanding, modest, fair, truthful, etc. The player who received the valid word continued the game further. The game did not end until all the participants received the emotions. Through this exercise, the interest of the participants while performing the tasks was maintained. In the final stage of training the students, they shared their opinion on the question: "What did the training give to you?" Also, the authors would like to highlight that not always the students spoke about their good qualities of each other, and during this training they learned that their good sides estimated by their group mates. As a result of the training, it was noticed that the joint activities not only improved the relations between each other, but also it directly impacted on the development of the personality.

After the training, in cooperation with students, the authors described the characteristics that each student got by his group mates from the professional viewpoint, and compared them on compliance with the views of great Turkish scientists. In addition to this, it was revealed what qualities were needed to be developed to meet the requirements set for this profession. Thus, the plan of the formation of the professional identity of the future teachers was drafted.

After the lecture, a task was given to the students of the experimental groups to systematize the views of the great Turkish thinkers on the formation of the professional identity of the specialists by their own for gathering more complete information. At that time, the students of the control groups studied within the training program, were limited to the task performance on the subjects specified in the syllabus.

The students of the experimental group

discussed the collected information together at seminars and during the independent works under the teacher control that gave the chance to make the system analysis concerning the model of the formation of the professional identity of the specialists during the lessons. The advantages of the group works were that the students of each group could exchange the opinions between each other, and can come to the general decision concerning the formation of the professional identity of the specialists, can define the tasks among themselves and take steps towards the achievement of a common goal. The explanation to each other, the discussion, and the exchange of information – all this gave an impetus for the professional enhancement of the students. The actions acquired, mastered and turned into the skills on each subject were estimated by the results of the given lectures, practical classes, and the accomplishment of SIW and SIWT.

In the course of the case technologies application, the students were provided with the term paper – so with the complex of the educational and methodical materials which gave the chance to master the materials independently. Here, the main responsibility of the teacher was to create proper conditions for the independent gain of the knowledge by the students, for this the teacher must have provided with the required thematic consultations, self-control, and work with the multimedia installations. In the course case, the lecture materials were given for holding the contact and virtual classes. During the contact classes, the traditional methodology of the disciplined studying was used [10].

Virtual lectures were given in the form of the consultations. The consultation lectures did not repeat the content of the course case; however the teacher during these lectures made references to it. The students had to know the subject of the consultation lecture beforehand, and got prepared on the basis of the case materials for the virtual lecture. The subject of the consultation lectures was informed to the

students by means of the virtual classes' schedule, email, and dashboards. The teacher listened to the students' questions, and answered on the basis of the basic books, and main and additional references.

While carrying out the examination with the students of pedagogy and psychology, the theme of the practical classes of the group work was: "the model of the professional identity in the heritage of the great Turkish thinkers". It was found that the application of Turkish thinkers' heritage was effective.

The goal of the class was set as by the study in the heritage of Turkish thinkers. And, the model of the professional identity of the specialists must have been defined according to the viewpoints of the future teachers and psychologists.

The students' group were divided into 4 small groups, the names like "Al-Farabi", "Zh. Balasaguni", "M. Kashgari", "H. A. Yassawi" were given to them.

The aim of the first stage was dividing the students into groups to make a model of the professional identity of the future teachers and psychologists by revealing and systematizing the inherent qualities of the professional identity of the teachers or specialists in general relying on the pedagogical ideas and thoughts of the thinkers' heritage in each group.

A certain time was given for thinking, advising and discussion among the groups. Moreover, the students were needed to share their thoughts, express their opinions, come to the common decision, choose one leader in behalf of the group or interchange among the members of the group and finally protect the model of the professional identity in the heritage of their Turkish thinker according to the names of the groups. The students of the all four groups expressed their opinions. Summing up the results, the views of the Turkish thinkers relating to the professional identity of the specialists, and the common qualities pointed out in the students' works, were considered. The structure was as following:

Al-Farabi	Zhusip Balasaguni	Hoja Akhmet Yassawi	Makhmud Kashgari
<ul style="list-style-type: none"> - Healthy person - Intellectual person - Person with good character - Hardworking person - Judicious person 	<ul style="list-style-type: none"> - Fair person - Morally rich person - Speaker - Reasonable person - Satisfying person - Spiritually healthy 	<ul style="list-style-type: none"> - Modest person - Believer - Patient person - Seeker - Hardworking person - Person with 	<ul style="list-style-type: none"> - Honest person - Person of science - Fair person - Creative person - Person who always strives for knowledge - Courageous person

Figure 1. Qualities that are inherent to the professional identity of the specialists in the heritage of Turkish thinkers.

The students of each group according to their own analysis of the heritage of the Turkish thinkers not only defined the qualities that were proper to the professional identity of the future specialists, but also thought over the measures to be considered for the implementation in the educational processes at Universities.

The evaluation criteria were considered in connection with the level of the requirements

according to the views of the great Turkish thinkers on the professional identity of the students. After carrying out the number of lectures, and practical classes and trainings, it was found out that in comparison with the data of the previous questioning, there were some changes in the professional formation of future specialists, so a good progress was noticed. Its results have been shown in the below table:

Table 1. Results of skilled experimental works on formation of the professional identity of future specialist at the stage of forming experiment:

Indicators of professional formation of students	Experimental groups				Control groups			
	Number	High level	Middle	Low	Number	High level	Middle	Low
Existence of comprehensive knowledge about personal qualities in professional activity of the specialist	116	-	61 (53%)	55 (47%)	108	-	60 (55%)	48 (45%)
Compliance of professional activity of the specialist to qualities which are in heritage of great thinkers	116	5 (4%)	53 (46%)	58 (50%)	108	-	52 (48%)	56 (52%)

Aspiration of the specialist to master the personal qualities for professional activity	116	7 (6%)	42 (36%)	67 (58%)	108	5 (5%)	40 (37%)	63 (58%)
Total	116				108			

According to these data, it can be stated that a sense of the scientific information used for the personal formation in the professional activity leads to the professional growth, and finally to the personal development.

Comparing the data of the questioning which was carried out at the initial stage with the works which were carried out on the basis of the elective course program on the ideas about the formation of the professional identity of the specialists in the heritage of the Turkish thinkers at the final stage, the results have shown positive changes. In particular, to the first question from the students which was "Do you know about the viewpoints of Turkish thinkers in their heritage concerning the formation of the professional identity of the specialists? Whose viewpoints you can analyze and tell?"; 26% of the respondents gave the following answer: "I know the ideas of Turkish thinkers relating to the formation of the professional identity of the specialists and can prove them in connection with the nowadays requirements". In addition, many students supported studying the heritage of Turkish thinkers at Universities, and by means of reading their works it became easier to acquire the content of the historical and pedagogical disciplines, and this kind of information undoubtedly would be of the professional interest for the future specialists.

As can be seen in the above provided tables, the program of the elective course that offered by this study included the ideas about the formation of the professional identity of the specialists in the heritage of Turkish thinkers which had a positive impact on the professional formation of the specialists. In this study, it was noticed that the inclusion of the ideas of the great Turkish thinkers concerning the formation of the professional identity of the specialists in the content of teaching and educational processes at Universities would attract interest and develop cognitive abilities of the students.

At the beginning of the research, in order to define the role and place of the heritage of Turkish thinkers in the formation of the professional identity of the future teachers and psychologists, the authors carried out the repeated questioning by the same questionnaires used for forming the experiment. The goal of the recurrent interview according to

the same questionnaire was to check out the efficiency of the measures taken according to the elective course program offered by the authors. In the current study, it was noticed that the answers of the students to the repeated questions changed. To the question: "How important is the essence of the Turkish thinkers' ideas relating to the formation of the professional identity of the specialists to you? What do their ideas give to you?", 36.2% of the respondents (42 students) gave the following answer: "The ideas given in heritage of Turkish thinkers about the appearance of the specialists have not yet lost the vitality, even the demand is growing. These ideas would lead to the formation of a quite competitive personality in the specialists. Their guiding role in the system of the specialists' training would promote the formation of their national appearance". And 44.8% (52 students) answered that today the necessity of Turkish thinkers' ideas concerning the formation of the professional identity of the specialists has increased, and their use has been effective. And the rest including 19% (22 students) gave indistinct answers, thereby having shown the abstractness of the thoughts.

To the question concerning studying the heritage of Turkish thinkers at Universities, 62% (72 students) shared their knowledge and opinions on it pointing out the efficiency of studying the heritage of Turkish thinkers at Universities as the teaching and educational processes that have been organized at Universities which have been the most appropriate means for obtaining the knowledge by the students as well as having good influence on the formation of the character and professional ethics of the students in the national style. In addition to this, a large number of future specialists in the sphere of the pedagogy and psychology would recognize and support the efficiency of studying the works of Turkish thinkers as separate disciplines.

The works which have been carried out on the specified subjects showed the increase of the students' interest and opportunities for studying the heritage of Turkish thinkers. In comparison with the data of the previous questioning, the number of the readers increased. For example, 26.7% (31 students) mastered the pedagogical ideas that have been in the works of Turkish thinkers by means of the monographic research studies, 31.9% (37 students) - by means of the

mass media, 41.4% (48 students) - by means of the classes in special courses and specially organized seminars and interviews, by means of the self-education, and also as a result of the discussions and the exchange of the opinions during the classes, and having additional information. From the above stated opinions, it could be seen that the understanding of the heritage of Turkish scientists by the future specialists has been increased.

To the question "What factors impede the enrichment of your professional and personal qualities and professional knowledge?" most of the students, exactly 50% (58 students) told that there have been no obstacles, all the information can be found if you look for this with interest and effort, and that they always could find the searched materials. 26.7% of the respondents (31 students) stated that it was impossible to find works of all the Turkish scientists in libraries and they would like to obtain original information. 23.3% (27 students) of the respondents gave indistinct answers. Along with it, the number of the students who thought that the use of the heritage of the Turkish scientists in the educational process would have big educational force, has been increased. For example, 63% of the students considered that the heritage of Turkish scientists plays a positive role in forming such personality qualities as the love of the country, civic consciousness, patriotism, morality, and 37% of the students expressed their opinions that the possibilities of the formation of the positive moral and virtuous qualities on the basis of the ideas of Turkish scientists have been high. 61.2% of the respondents (71 students) declared that when studying the pedagogical disciplines, the succession between the theories of forming the professional personal qualities of the future specialists and the views on the Turkish scientists on the life and the moral of the specialists has shown that it would be effective to consider the system of training of the specialists in the higher educational institutions in connection with the views of the Turkish scientists. Therefore, supporting the efficiency of studying by using the integration of sciences, 28.4% (33 students) of the respondents related the content of discipline to the "Philosophy" described by the content of the works of Turkish thinkers for the philosophical character. 10.4% (12 students) of the respondents considered it in connection with the content of humanitarian and partly natural disciplines, and they thought the knowledge would be comprehensively acquired and it would exert a positive impact on the intellectual opportunities of the professional identity of the specialists.

To the question "What is your opinion on the role and place of the social organizations in this direction?", 26.7% (31 students) of the respondents were satisfied with the activity of the teachers of the pedagogical disciplines on the way of the formation of the professional and personal qualities of the students, 47.4% (55 students) were satisfied partially, and 25.9% (30 students) were not satisfied at all. Such unilateral assessment of the activity of the most part of the students by the teachers of the pedagogical disciplines has been explained by the following reasons: first, the insufficient use of the works of the Turkish scientists in the formation of the professional identity, secondly, the lack of the continuity of the pedagogical education with the features of the national education, that has low level of the experience of combining the views of Turkish scientists with the modern ideas of the specialists' training. To the question of the role of the mass media in the promotion of the heritage of Turkish scientists among the population of the students, their positive influence on the education of the young generation if it is shown in the TV programs, news and shows, has been pointed out. If 82.7% (96 students) of the respondents saw the positive role of training the specialists in the transfers corresponding to the national mentality, then 17.3% (20 students) considered the insignificant impact of printing media and periodicals on the professional identity of the specialists and the standard works, they connected them with the human qualities of the specialists. The role of the social organizations in the promotion of the heritage of Turkish thinkers was estimated by the students as "well" by 21.5% (25 students), "satisfactory" by 43% (50 students), and "unsatisfactory" by 35.5% (41 students).

Most of the students told that the activities of the social organizations in this direction have been limited only by the cultural and entertainment events, in nowadays conditions of the globalization when there has been a depreciation of the spiritual and moral values, the actions of glorifying the cultural wealth before the material values have not been organized, that in comparison with the national values, the impact of the traditions of the West has been stronger. 54.3% (63 students) of the participants in the experiment adhered to the opinion that for the purpose of deeper mastering of the Turkish scientist's heritage it was needed to fulfill the contents of the educational programs with the national ideas and materials which would be the basis for the formation of the professional identity of the specialists. Other 45.7% (53 students) of the respondents took the view of the

fulfillment of the content of the disciplines by the heritage of Turkish thinkers and similarly it has been important for them to be guided by the national ideas and peculiarities in the organization of the educational process.

As the initial state experiment was compared with the forming experiment, the revealed distinctions have been shown, and the information has been shown in the table by means of the following diagram:

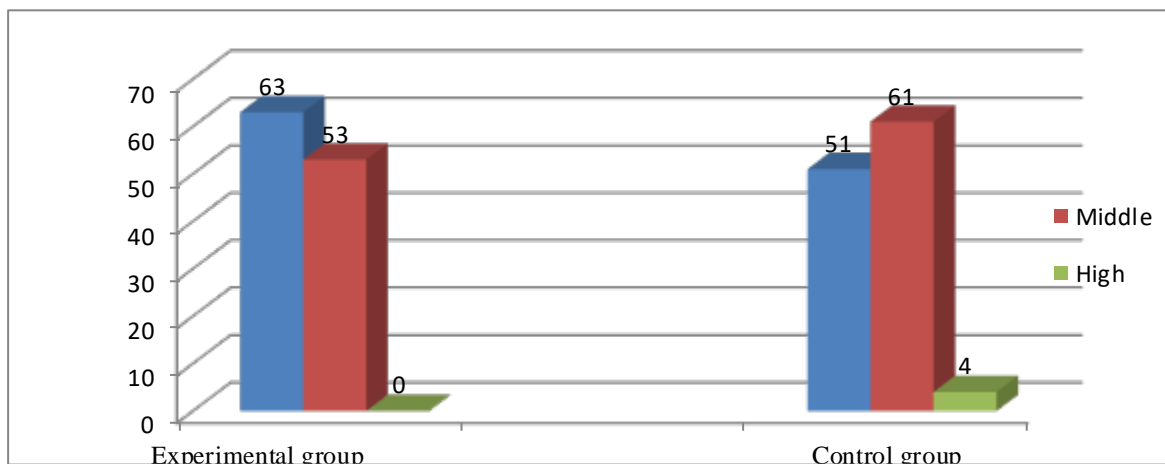


Figure 2. Diagram defining the indicators of knowledge in formation of the professional identity of the future teachers and psychologists.

In the above shown diagram, the necessity of the existence of the comprehensive knowledge about the personal qualities of the future specialists has been shown in accordance with

the indicators of the experimental group students in the formation of the professional identity.

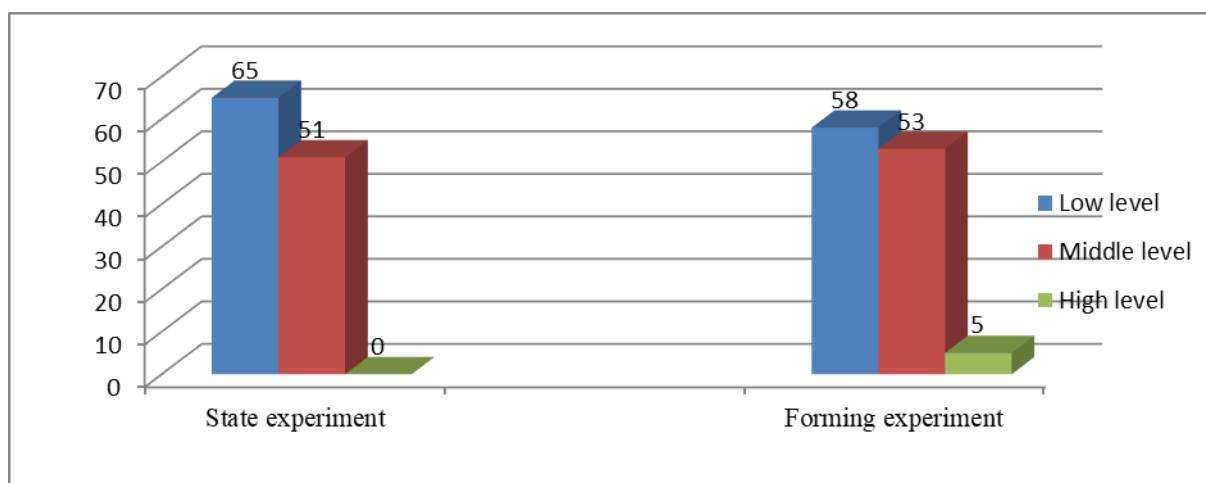


Figure 3. The compliance of the future teachers and psychologists' activity in the professional works with the qualities given in the heritage of the great educators.

Experimental groups

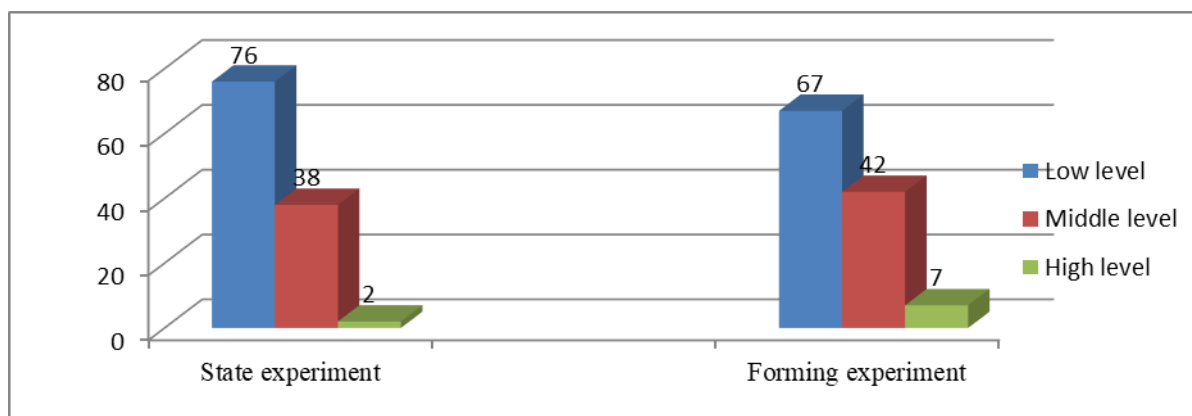


Figure 4. The diligence in the formation of the qualities of the professional identity in the activity of the future teachers and psychologists.

Control groups

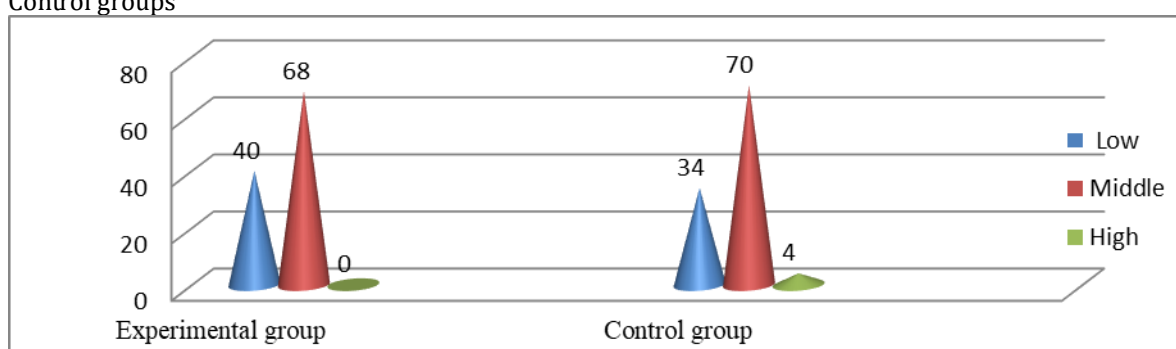


Figure 5. Diagram defining the indicators of knowledge in the formation of the professional identity of the future teachers and psychologists.

Control groups

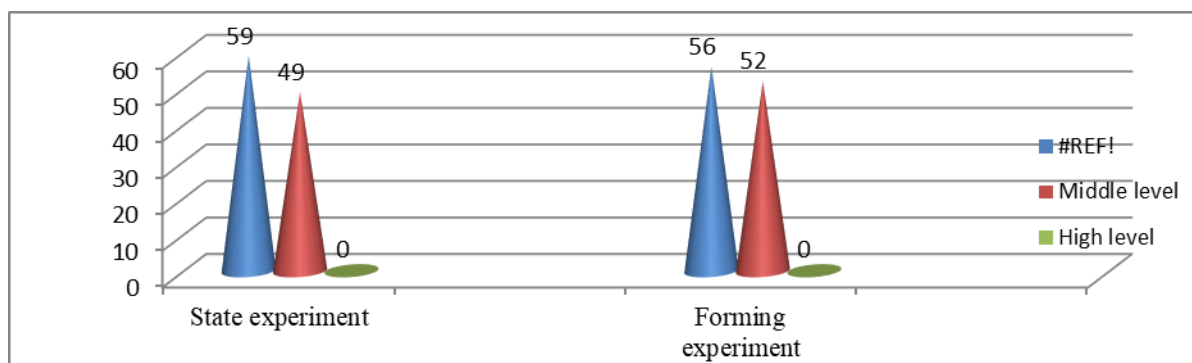


Figure 6. The compliance of the future teachers and psychologists' activity in professional work with the qualities given in the heritage of the great educators.

Control groups

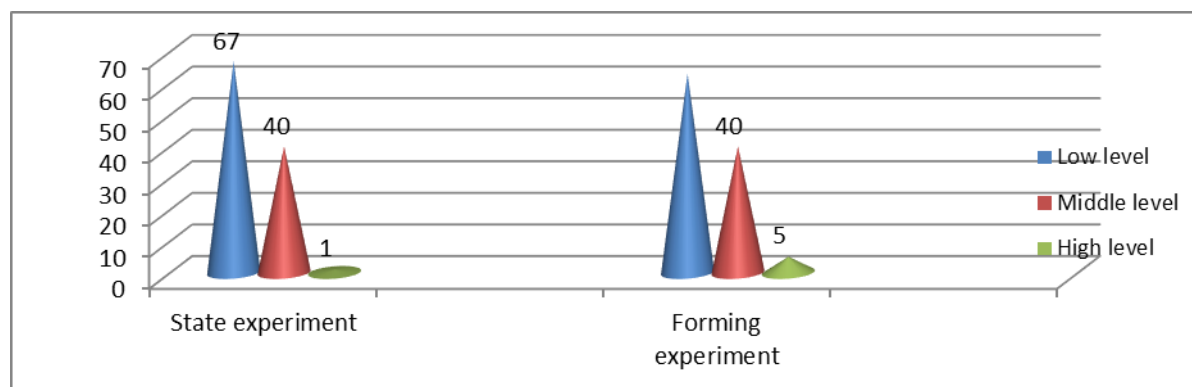


Figure 7. The diligence in the formation of the qualities of the professional identity in the activity of the future teachers and psychologists.

The stated above diagrams have shown the efficiency of using the heritage of the Turkish thinkers in the formation of the professional identity of the future teachers and psychologists in the particular quantitative distinctions in the experimental and control groups, in addition to this, the scientific hypothesis that was made at the beginning of this scientific research was proved during the experimental works.

CONCLUSION

In this research, we have shown the possibilities to use pedagogical-psychological heritage of Turkish thinkers in the formation of nowadays specialists' professional identity in the field of upbringing the new generation which is a social necessity and a demand of life. Taking the demands of nowadays life into account, the ideas and thoughts that can be found in the ancestors' admonitions and the heritage of great thinkers – are of great importance today, as well. Deriving from this, in the current study, the formation of the professional identity of the specialists in the pedagogical and psychological heritage of great educators has been considered urgently necessary. In the content of the educational process in the application of the materials of research work, the following scientific-methodical recommendations can be suggested:

1. The usage of Turkish educators' heritage in nowadays system of specialists' training can be the basis for attaining the competitive capacities by future specialists and the formation of national patterns.
2. The usage of ideas for forming the professional identity in the pedagogical heritage of Turkish educators has raised the interest in the formation of the personality of the students of pedagogy and psychology.
3. The ideas about the formation of the professional identity of the specialists in the pedagogical heritage of Turkish educators can

have a good influence on the development of the pedagogical science in the national direction.

4. The works of Turkish enlighteners concerning to the issues of profession, personal peculiarities and life experience have been analyzed from the pedagogical and historical points of view because of the request related to the changeable intensive development of the society, and it can be the basis for the national system construction for the specialists' training.

To sum up the article, we would like to remember one of the words of the first President of Republic of Kazakhstan N.A. Nazarbayev who stated: "Education and upbringing should be in line in the formation of the human personality. Education is universal, upbringing is national" [11]. Therefore, in the future, along with training the teachers in the field of global education and technologies, it would be needed to realize the formation of their professional identity in the national direction.

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