Essay

$$$001
Why do I want to study the scientific field?
$$$002
My chosen specialty is «Teacher training of Pedagogy and methods of primary education». How do I see my professional future?
$$$003
How will my research affect the future of humanity?
$$$004
What are the prospects for the development of research in the field of primary education?
$$$005
The importance of the subject «Alphabet» in the modern system of primary education.
$$$006
What, from your point of view, are the most pressing problems of the modern sphere of primary education?
$$$007
My talents and career goals in general.
$$$008
The problem of developing the content and structure of primary education at school.
$$$009
Improving the readiness of modern primary school teachers to conduct research work at school
$$$0010
The image of a modern primary school teacher.
$$$0011
Actual problems of methodological training of the future primary school teacher.
$$$0012
Personal development plan of a primary school teacher.
$$$0013
Being a good teacher is a profession or a life principle?
$$$0014
Problems of modernization of primary education programs and training of Primary School Specialists.
$$$0015
My scientific work: its relevance and value for science.
$$$0016
Problems of professional training of future primary school teachers in pedagogical universities.
$$$0017
Problems and prospects of teaching the subject «digital literacy» in primary school.
$$$0018
Development of Higher Education in Kazakhstan in the context of the Bologna Process (on the example of training primary education teachers)
$$$0019
The role and functions of a primary school teacher in the process of digital education.
$$$0020
The problem of educational standards: the state and ways to solve them.

Questions

###001
The need for a new teaching
###002
Methodology of scientific creativity
###003

Theory and method
###004
Historical development of the Kazakh language teaching methodology
###005
Empirical methods of pedagogical research
###006
The founders of the methodology of teaching the Kazakh language
###007
Research methods of teaching the Kazakh language
###008
Teaching writing based on the development of critical thinking
###009
Requirements for written works
###0010
Pedagogical technologies
###0011
Innovative technologies used in the process of knowledge acquisition
###0012
Learning to read through the development of critical thinking
###0013
Technology of problem-based learning
###0014
Level-based differentiated training
###0015
Technology of training module preparation
###0016
Features of phonetic exercises
###0017
Question text: Lesson plan for mastering the phonetic system of the language
###0018
Ways of conducting lessons in the development of writing in the first grade
###0019
Conducting dictation in the letter period
###0020
Characteristics of the teaching types of dictation conducted during the letter period
###0021
Methods of literary training
###0022
Four levels allocated according to the content of education in the textbook
###0023
Types and qualities of training
###0024
Types of work on the assimilation of the content of the text
###0025
Norms of evaluation of written works in primary grades
###0026
Methodological and didactic issues of teaching spelling
###0027
One of the skills formed by students in the framework of the updated primary school program
###0028
Teaching methods based on the concept of students gaining new knowledge in combination with previous ones

###0029
The process of selecting instructions, tasks, materials, methods in accordance with the individual abilities of an individual student
###0030
A form of assessment that allows you to adjust the learning process
###0031
The process of developing scientific knowledge, a type of knowledge of science
###0032
Ways to correct mistakes made by students in summaries and works
###0033
A pedagogical tool that helps to develop joint interpersonal interaction when analyzing and discussing information and presenting their results
###0034
A point of view that assumes that knowledge is formed in the process of argumentation, discussion and negotiation
###0035
A method of teaching and learning based on research in which students use in their work a certain structure proposed by the teacher
###0036
One of the methods of teaching and learning, which involves students' independent choice of a research question and the way to answer it
###0037
One of the key components of effective learning
###0038
One of the elements contributing to the improvement of the academic performance of each student and making the training process more successful
###0039
Language development work carried out during literacy
###0040
A teaching method that provides for ensuring that students, through joint activities, realize the essence of information, memorize the knowledge they have gained and use it
###0041
Laws and methodological principles of the Kazakh language
###0042
The first step when planning a lesson by a teacher
###0043
A method (technique) that includes the stages of imagination, comparison, explanation and citation, statements
###0044
A formulation that reflects the knowledge, skills, understanding and competencies expected of students within a particular subject in accordance with the curriculum
###0045
One of the principles taken into account by the teacher when integrating formative assessment into the lesson plan
###0046
Feedback between the teacher and the students, which directly contributes to the achievement of students' academic success
###0047
One of the recommendations of Jimenez-Alejandra on the optimal collection of evidence in the learning process
###0048
Language development methodology

###0049
Conditions for problem-based Natural Science Learning
###0050
Skills that improve relationships when performing tasks using audio texts
###001
The subject of the curriculum, in which special attention is paid to the skills of scientific research of the surrounding world
###002
A long-term strategy that ensures the competitiveness of countries
###003
The educational process is an integral part of the holistic pedagogical process
###004
The main patterns of learning
###005
Technology of pedagogical interaction of students with parents
###006
Educational work in the development of motivation of children and youth
###007
Science and academic discipline, their interrelation and features
###008
General characteristics of the content of the pedagogy course
###009
Credit system of training: essence, content, tasks
###0010
Methodological culture of the teacher
###0011
Philosophical, psychological foundations of the process of cognition in science
###0012
Levels of pedagogical research: methodical, creative, empirical
###0013
Levels of scientific pedagogical research
###0014
Work with scientific literature. Types of literature sources
###0015
The origins of comparative pedagogy
###0016
Three-stage lesson structure in innovative educational projects
###0017
Conditions for the implementation of interactive learning
###0018
Characteristics of cognitive levels of Bloom's taxonomy
###0019
Show and compare the differences between traditional and interactive learning
###0020
Problems of the content of the modern education system in schools in Kazakhstan
###0021
Form of education in improving the artistic and literary taste of students
###0022
Taxonomies of education system analysis
###0023
Linguistic basics of text composition training
###0024

Conditions for the implementation of interdisciplinary and intra-subject communication in natural science
###0025
One of the elements contributing to the improvement of the academic performance of each student and making the training process more successful_
###0026
The principle that the teacher uses when teaching students first colloquial speech, and then a technical language related to the concept.
###0027
Skills that allow you to make predictions, explore models on a given topic (Fields)
###0028
A concept defined as a component of practical activity observed in the performance of necessary actions and reached a perfect level as a result of repeated use
###0029
The relationship between learning and education.
###0030
Fundamentals of psychological research
###0031
Neurophysiological problems of learning.
###0032
Actual problems of learning theory.
###0033
Educational approaches.
###0034
Educational programs.
###0035
Professional values inherent in the teacher.
###0036
Development of effective digital pedagogy.
###0037
Social views on the goals of Education.
###0038
Organization of education and training.
###0039
Conditions for using project tasks in the lessons of the disciplines of the scientific and Natural Science cycle
###0040
The system of passing materials in the program
###0041
Theoretical and methodological foundations of the updated content of Education
###0042
Content features of updated training programs
###0043
Prerequisites for updating the content of education in Kazakhstan
###0044
The cognitive approach to learning (J. Piaget, M. Montessori, L. S. Vygotsky).
###0045
Structural features of the implementation of project tasks
###0046
Conditions for activating the educational process in natural sciences
###0047

Pedagogical conditions for teaching the subject of World Studies in interdisciplinary communication
###0048
Founders of the natural science teaching methodology
###0049
Research methods of teaching methods of Natural Science.
###0050
Pedagogical conditions for the development of scientific research skills of students
###001
Principles of environmental education and education development in primary school
###002
Creative learning and creative learning
###003
Principles of developing students ' thinking skills
###004
Effectiveness of active learning strategies
###005
Gain knowledge by controlling others and acting by yourself.
###006
The difference between an experienced specialist and a young specialist in science
###007
Computer-based educational environment.
###008
The humanistic approach to teaching (J.Dewey, A. Maslow, K. Rogers).
###009
Learning styles, strategies, approaches, and benefits.
###0010
Globalization and Comparative Education
###0011
Competence approach in teaching (John Raven, A. Shelten, E. F. Zeer, I. A. Zimnyaya, V. A. Slastenin)
###0012
Pedagogical principles in teaching Natural Sciences
###0013
Scientific and cognitive aspect of nature management
###0014
Factors determining the theoretical level of natural science knowledge
###0015
Categories and patterns of objects and phenomena of the natural world
###0016
Socio-situational approach to learning (A. Bandura).
###0017
Review of advanced educational concepts (John Biggs and Kevin, COLlive's taxonomy of educational outcomes)
###0018
The most important components of the content of Natural Science Education
###0019
Principles of orientation to the formation of functional literacy of the student's personality in teaching subjects of the field of Natural Science Education
###0020
Kolb Model-step-by-step formation of mental activity, "the exchange of paradigms"by Ken Robinson)

###0021
Interactive teaching methods
###0022
Induction-deduction method
###0023
Principles of organizing group walks in elementary school science
###0024
Using the method of recognizing and identifying signs
###0025
Analysis-synthesis method and its application in teaching the Kazakh language
###0026
Ways to use textbooks and teaching aids
###0027
Principles of teaching the subject of world studies with a focus on national values
###0028
Problem-oriented learning. The history of the emergence and development of the "Case-study" method
###0029
The subject of the curriculum, in which special attention is paid to the skills of scientific research of the surrounding world_
###0030
Reasons for the importance of case technology
###0031
Educational program for children from an early age: preparatory stage.
###0032
Social views on the goals of Education_
###0033
Technology of pedagogical interaction of students with parents_
###0034
Training based on math and self-management
###0035
Interaction between teacher and student.
###0036
Metatrames during training.
###0037
Stages of the project method in teaching Natural Science
###0038
Thinking operations in the educational process
###0039
Conditions for using SMART criteria in setting competence-oriented goals
###0040
Ways to provide effective feedback
###0041
Principles of development of logical thinking of students
###0042
The technology of personality-oriented learning (theories of N. A. Alekseev,I. A. Yakimanskaya, V. V. Serikov, etc.)
###0043
Possibilities of using graphic organizers in science lessons
###0044
The principle of consistency in teaching Natural Science
###0045

Ways to form reading skills in primary school students
###0046
General characteristics of didactic technologies
###0047
Method JIGSAW
###0048
Quality of education and assessment of students' knowledge
###0049
Methodology and methods of comparative pedagogy
###0050
Description of the concepts of "diagnostics", "educational diagnostics"