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USE OF ETHNOPSYCHOLOGICAL FEATURES AND ETHNOPEDAGOGICAL TRADITIONS OF KAZAKHS IN THE PROFESSIONAL TRAINING OF FUTURE PRIMARY CLASS TEACHERS

The article examines the application of ethnopedagogical and ethnopsychological foundations in the preparation of primary school teachers. The authors postulate ethnopedagogical values and principles in the upbringing of the new generation of children as well as future educators. The utilization of national peculiarities in the process of professional training of future elementary school teachers is linked to teaching national-cultural values to children. Future teachers of elementary classes are professionals who will first impart national-cultural knowledge to first graders. Therefore, the aim of the research was to summarize the methods of developing ethnopsychological and ethnopedagogical traditions of the Kazakh people in the professional training of future elementary school teachers. The research results can be applied in pedagogical education. The novelty of the study lies in proposing 10 conditions for improving the preparation of future elementary school teachers based on ethnopsychological and ethnopedagogical foundations, as well as traditions of the Kazakh people. A program for an elective course «Ethnopedagogy and Ethnopsychology for Personality Development» is suggested. The empirical part of the study included surveying students and conducting interviews with 23 students from Kyzylorda Korkyt Ata University about the possibilities of applying ethnopedagogical knowledge in the professional activities of elementary school teachers in national schools.

Key words: primary school teachers, professional training, primary education, ethnopsychological characteristics, ethnopedagogical characteristics, personality, national pedagogy.

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Болашақ бастауыш сынып мұғалімдерін кәсіби даярлауда қазақтың этнопсихологиялық ерекшеліктері мен этнопедагогикалық дәстүрлерін қолдану

Мақалада бастауыш сынып мұғалімдерін даярлауда этнопедагогикалық және этнопсихологиялық негіздерді қолдану мәселелері қарастырылған. Авторлар зерттеу барысында балалардың, сондай-ақ болашақ мұғалімдердің жаңа ұрпағын тәрбиелеудегі этнопедагогикалық құндылықтар мен принциптерді алға тартады. Болашақ бастауыш сынып мұғалімдерін кәсіби даярлау процесінде ұлттық қасиеттерді пайдалану балаларға еліміздің ұлттық-мәдени құндылықтарын үйретумен байланысты. Болашақ бастауыш сынып мұғалімдері – бірінші сынып оқушыларына ұлттық-мәдени білімдерді бірінші болып үйрететін кәсіби мамандар. Сондықтан болашақ бастауыш сынып мұғалімдерін кәсіби даярлауда қазақ халқының этнопсихологиялық ерекшеліктері және этнопедагогикалық дәстүрлерін дамыту әдістемесін жалпылау зерттеу жұмысының негізгі мақсаты болды. Зерттеу нәтижелерін кез-келген педагогикалық білім беруде қолдануға болады. Зерттеудің жаңалығы – қазақ халқының этнопсихологиялық ерекшеліктері және этнопедагогикалық дәстүрлері негіздері мен салт-дәстүрлеріне сүйене отырып, болашақ бастауыш сынып мұғалімдерін кәсіби дайындауды жетілдірудің маңызды 10 шартын ұсынуында. «Тұлға дамуының этнопедагогика және этнопсихологиясы» атты элективті курсының бағдарламасы ұсынылды. Зерттеудің эмпирикалық бөлігіне ұлттық мектепте бастауыш сынып мұғалімдерінің кәсіби іс-әрекетінде этнопедагогикалық білімдерді қолдану мүмкіндіктері туралы Қорқыт Ата атындағы Қызылорда университетінде оқитын студенттерінен арнайы сауалнама және 23 студенттен сұхбат алынды.

Түйін сөздер: бастауыш сынып мұғалімдері, кәсіби даярлау, бастауыш білім беру, этнопсихологиялық ерекшеліктер, этнопедагогикалық ерекшеліктер, жеке тұлға, ұлттық педагогика.

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Использование этнопсихологических особенностей и этнопедагогических традиций казахов в профессиональной подготовке будущих учителей начальных классов

В статье рассматриваются вопросы применения этнопедагогических и этнопсихологических основ в подготовке педагога начальной школы. Авторы постулируют этнопедагогические ценности и принципы в воспитании нового поколения детей, а также будущих педагогов. Использование национальных особенностей в процессе профессиональной подготовки будущих учителей начальных классов связано с преподаванием для детей национально-культурных ценностей страны. Будущие учителя начальных классов – профессионалы, которые первыми будут обучать первоклассников национально-культурным знаниям. Поэтому целью исследования стало обобщение методов развития этнопсихологических и этнопедагогических традиций казахского народа в профессиональной подготовке будущих учителей начальных классов. Результаты исследования могут быть применены в педагогическом образовании. Новизна исследования заключается в предложении 10 условий для совершенствования подготовки будущих учителей начальных классов на основе этнопсихологических и этнопедагогических основ, традиций казахского народа. Предложена программа элективного курса «Этнопедагогика и этнопсихология для развития личности». Эмпирическая часть исследования включала опрос студентов и проведение интервьюирования с 23 студентами Кызылординского университета им. Коркыт Ата об возможностях применения этнопедагогических знаний в профессиональной деятельности учителей начальных классов в национальной школе.

Ключевые слова: учитель начальных классов, профессиональная подготовка, начальное образование, этнопсихологические особенности, этнопедагогические особенности, личность, национальная педагогика.

Introduction

The more diverse and richer people's work experience became, the more difficult it became to transfer this experience to new generations. The predominance of progressive ideas in national pedagogy predetermined its humanistic character. Careful attitude to the surrounding world, love to the personality, concern for the upbringing of a well-bred, honest, courageous, hard-working personality, make up the general, universal content of any national pedagogy. Raising children was perceived by people as a task necessary not only for self-preservation, but also for improving living conditions. The study of literature and the state of practice indicates that there is a contradiction between the objective need to improve the education of students using national pedagogy and the lack of an appropriate system of theoretical and practical preparation of teachers for this aspect of professional activity during their studies at a pedagogical university. The centuries-old experience of public education was one of the sources for the development of progressive pedagogical systems and was further developed in the pedagogical activity of Ya.A. Komensky, K.D. Ushinsky, I. Altynsarin, K. Nasyri, I. Yakovlev and others. Scientists of the Republic of Kazakhstan made an invaluable contribution to the development

of national pedagogy issues. The scientific study of Kazakh pedagogy was founded by outstanding thinkers and scientists of the 19th century, such as: Ch. Valikhanov, I. Altynsarin, A. Kunanbaev, Sh. Kudaiberdiev and many others. A huge contribution to the development of Kazakh national pedagogy was made by repressed teachers of the 20-30s of XIX century, like: A. Baitursynov, M. Zhumabaev and Zh. Aymautov.

First of all, one of the main objectives of primary school teachers is to develop a sense of national wisdom and personal well-being of the children. The primary school teacher pays a lot of attention to the problems of family relations, instilling in youth a sense of respect for elders, preserving their traditions and customs and caring for the Land of their ancestors. Particularly, a new attitude towards the family, towards the parental home, towards women and etc. accumulated through centuries (Ushinskiy, 1948).

Famous Kazakh philosopher, poet and writer Abay glorifies the Kazakh mother as the support of a reasonable family, glorifies her wisdom, spiritual beauty, and kindness. Considering the colossal influence of the family on the formation of the worldview of the character of children. The poet demands from parents that they themselves be well-mannered and honest. The thinker considers labor and educa-

tion of the people to be the main means of education. Abay also points out that only work can bring honor and honor to a personality. Today, these functions are carried out by primary school teachers in primary schools (Abdullina, 1984).

Thus, the methodological approach to issues related to the creative attitude and development of the cultural heritage of the past, based on a deep understanding of the dialectics of the cultural-historical process. It allowed us to identify the essence of national pedagogy, which is as follows:

- firstly, national pedagogy is a complex social and pedagogical phenomenon, which is an integral component of universal human culture; secondly, the core problem of national pedagogy is preparing the younger generation for work.

The activity-based approach to the process of personality formation is the basis and leading idea of national pedagogy;

- secondly, national pedagogy is an integral empirical system characterized by a number of features and characteristics;

- thirdly, national pedagogy is a historical phenomenon, determined by socio-economic conditions of social development. Over the course of many centuries, each nation has developed a unique, specific, integral system of education and training of the younger generation, aimed at their versatile preparation for life;

- fourthly, the originality of the national pedagogy of a particular people is explained by the peculiarities of historical, socio-economic, cultural development of this people. The above provisions allowed us to study and clarify the essence of Kazakh national pedagogy as a component of the national culture of the Kazakh people, which is the subject of the next aspect of this study.

Thus, based on the available research data on the problems of national pedagogy. The authors of this work made an attempt from a cultural perspective to substantiate the essence of national pedagogy as a socio-pedagogical phenomenon that arose due to the needs of practice. Its main task is transferring the social experience accumulated by previous generations to the younger generation. In this regard, the peculiarity of the research is that methodological principles are based on the development of ethnic components and ethnopedagogical positions of the content of the primary education system. A feature of ethno pedagogy is the close connection between education and life, with the work of people, its humanistic, empirical character.

In conclusion, educating the younger generation on the progressive traditions of ethno pedagogy is one of the pressing problems of our time and acts as a social order of society for pedagogical science and practice. The need to use progressive traditions of national pedagogy in modern conditions is explained by the fact that they perform an important function in the formation of personality, the transfer of social experience and the communication of the younger generation with the cultural heritage of the past.

Methods and materials

The study contains materials that reveal methodological and theoretical issues of the establishment of ethnopedagogy as a science and the essence of national pedagogy. A study of the literature has shown that in pedagogical science there have been several different approaches to clarifying the essence of national pedagogy: social, ethnographic, ethno-psychological and cultural. The methodological approach to issues related to the creative attitude and development of the cultural heritage of Kazakh nation allowed us to identify the essence of ethno-pedagogy and ethno-psychology as a socio-pedagogical phenomenon. By national pedagogy we mean the experience of education accumulated and tested by many previous generations, preserved in traditions, customs and used in the practical activities of scholars, aimed at the versatile preparation of the younger generation at primary school.

The main tasks of the first stage of experimental pedagogical work was the use of the capabilities of the ethno psychological and ethno pedagogical courses. The experiment involved 3rd year students (2 groups, 28 students) of a pedagogical university. The acquisition by students of the necessary knowledge and skills in using progressive traditions of national pedagogy was ensured through the study of "Developmental and pedagogical psychology".

Literature review

The insufficient preparedness of the future teacher to use the progressive traditions of national pedagogy in the teaching and educational process of a primary school, as well as the lack of a developed system for preparing pedagogical university students for this aspect of pedagogical activity. It was determined the need to carry out special work at the university to prepare the future teacher using pro-

gressive traditions of national pedagogy in the educational process of primary school. Revealing the potential capabilities of the teaching and educational process of a pedagogical university in developing the readiness of a future primary school teacher to use the progressive traditions of national pedagogy in educational process. Developing the content and methodology of experimental pedagogical work on the formation of the quality under study are the main objectives of this article.

Zhaylauova M.K., Zhyzeev S.E. (2019) *Bolashaq bastawish sınıp mugalimderin käsibi dayarlawda etnopedagogikalıq salt-dästürlerdi paydalanwdın erekshelikleri* [Features of the use of ethnopedagogical traditions in the professional training of future primary school teachers] (21-24) // *The Eurasian Union of Scientists — publication of scientific articles in a monthly scientific journal* – <https://euroasia-science.ru/pdf-arxiv/21-24-zhaylauova-m-k-zhyzeev-s-e/> (in Kazakh)

In pedagogical literature we come across various concepts: “traditions of national pedagogy”, “traditions of national education”, “national educational traditions”, “school traditions” and others. In the context of our research, the greatest interest is in revealing the essence of the concept of “traditions of national pedagogics”. Here, the researchers mean: a set of moral customs and norms, discipline requirements, ideas and views on social life that have been established in everyday life (Assanov, 1999), historically established traditions, customs, views, ideas and beliefs of the masses in the field of raising and preparing children for life (Zharikbayev, 1983); teaching traditions in the form of rituals associated with events occurring in family and everyday life (Khmel, 1984) humanity, customs, morals associated with the birth of children, caring for them, with their upbringing, certain generally accepted practical recommendations and rules, techniques, means, methods that were used in raising children (Nugmanova, 1998).

To reveal the essence of traditions in the psychological and pedagogical aspect, works in which various aspects of the problem of personality formation received wide coverage are important. Based on the methodological position about the active essence of man, scientists came to the conclusion that traditions should be included among the factors that actively influence the process of personality formation. Thus, the influence of traditions on the process of personality formation is considered by researchers from different positions. the role of tradition in

the assimilation of social experience by the younger generation (Zharikbaev, Kaliyev, Abilova, 1993 and others), traditions as one of the social factors (B.Z. Vulfov, V. S. Ilyin and others); the role of team traditions in the formation of personality (Makarenko, Stukalenko, 2018 and others); traditions as a component of the family educational process (Magauova, 2020 and etc.). A primary study of the above approaches allows us to identify the importance of a teacher’s knowledge of the essence of traditions for effectively managing the process of forming a student’s personality.

The ethnopedagogical approach to professional training of the teacher in higher education institution has to be implemented with a support on historically developed system of national education, unity of national and professional culture, education of the valuable relation to national culture and ethnopedagogics” (Stukalenko, 2018).

Considering that providing national education to the entire Kazakh people, especially the younger generation, is the basis of the country’s future, there is a need to provide general (basic) ethno-pedagogical education to future teachers, regardless of their specialty profile. Exploring the formation of personality in the social aspect, notes that in the process of activity and communication, the child learns social experience expressed in traditions, customs, and forms of human behavior (Magauova, 2020 & Boleev, 2004).

This provision allows us to assert that the teacher’s organization of various forms of activity for children to introduce them to traditions can contribute to their acquisition of social experience and skills of social behavior. Studying personality from the position of the activity approach, Akhmetova (2014) proves that modern man is simultaneously a being of a biological and social order. “The natural environment becomes a factor in the development of the child, acting, however, through the social environment, through the social and labor activities of people. For example, the children of fishermen know and are interested in those aspects of life that are completely unfamiliar to the children of factory workers living in a big city. The range of their knowledge, habits, the direction of their interests, traditions, customs are different, since they reflect the life that the people around them lead in specific environmental condition.

Hellmich, Loper, Gorel (2019) emphasized that ‘National education of knowledge and experience of

young people should develop a conscious attitude of every citizen to his homeland, to the development of state language, national culture forming state of the nation, understanding the need the development of consciousness of unity'. In this case, the dependence of traditions and customs on the nature of people's work activity is noted.

Results and Discussion

The focus of the progressive traditions of national pedagogy is on man and the complex system of his relationships: "Personality- Personality", " Personality -Nature", " Personality -Labour", " Personality -Art". These relationships help to build up personal characteristics of each child from an early age.

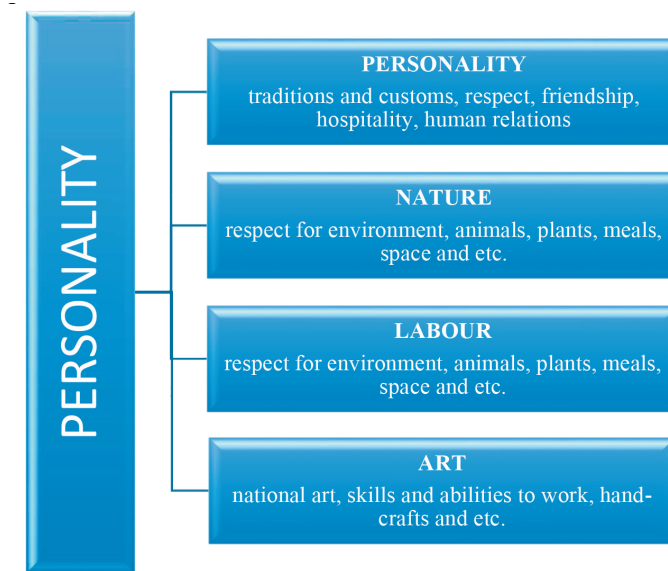


Figure 1 – Interconnections of a personality to the surrounding world

Based on the above, we tried to graphically depict "The place of traditions in the system of human relations to the surrounding world" (Figure 1). The most important traditions of humanity are located in the sphere of labor, labor activity, labor education, therefore we considered it necessary to reveal the essence, first of all, of the progressive labor traditions of national pedagogy. The presented picture clearly shows the relationship between traditions and various aspects of human activity, aimed at transforming the surrounding reality. Using the diagram, we will consider the features of the system of relationships reflected in traditions. However, without being able to consider the variety of human relationships to the surrounding reality, we will try to consider only the main ones.

The process of teaching connects the process of effectively organizing the professional training of future primary school teachers with the following 10 basic conditions:

1) ethnopedagogical traditions and laws based on the customs of that people;

2) the quality of mastering the ethnic culture of the nation;

3) target relationship between teacher and future teacher;

4) development of ethnopedagogical thinking;

5) independent ethnopedagogical activity of the future teacher;

6) level of acquisition of general ethno-pedagogical knowledge and skills;

7) mastering of new technologies by specialists in studying individual ethno-pedagogical traditions, subjects of curricula and elective courses;

8) didactic-technological conditions (step-by-step mastering of the values of folk culture, introduction of ethno-cultural education technology, mastery of the archetypal and typical folk image in the folklore and family culture of the nation);

9) psychological and pedagogical (motivation and activity in professional education, etc.);

10) organizational and managerial ability (Zhaylauova, Zhyzeev, 2019) .

However, as the analysis of psychological-pedagogical cycle programs has shown, they are not focused on the theoretical and practical preparation of future teachers for this aspect of teaching activity, while they contain potential opportunities in the formation of the quality under study. So, it is precisely this holistic approach to the organization of the educational process that contributes to using opportunities not only for extracurricular educational work of the teacher. But, using the opportunities of the learning process in familiarizing students with the progressive traditions of national pedagogy is necessary from the very beginning. It is necessary to take into account that educational traditions, like traditions in general, along with progressive ideas and useful experience. Primary school teachers retain remnants of outdated ideas and superstitions, elements of an authoritarian style of education, national limitations, therefore they require a differentiated approach .

Developing the content of a special course on ethnopedagogy and pedagogical psychology, determining its place and role in the system of professional future primary teacher training, and testing this special course in practice were the main tasks of the integrating stage of experimental pedagogical work (Khrapchenkov, 1993) .

At the stage of the formative experiment, we set ourselves the goal of developing and testing a methodology for developing the readiness of a future teacher to use the progressive traditions of national pedagogy in the teaching and educational process of school, and testing its effectiveness in practice. We associated the achievement of this goal with the solution of the following tasks:

– to use the potential capabilities of educational disciplines of the psychological and pedagogical cycle, all types of pedagogical practices in the formation of the components of the preparedness under study;

– to develop and test a special course in ethnopedagogy;

– to identify pedagogical conditions that contribute to the formation of the readiness of the future teacher to this aspect of activity (Khimmatiev, Khakimov, Daminov & Rakhmatova, 2020) .

When developing the problem of standardizing the readiness of a future teacher to use the progressive traditions of national pedagogy, we proceeded from the fact that the structural components of any readiness are motivational, content and operational components.

The motivational component of the readiness under study is expressed in the presence of a positive attitude towards the use of progressive traditions of national pedagogy in the primary school teacher's pedagogical activities.

The content component is characterized by the presence of a certain system of theoretical knowledge for understanding the essence of the pedagogical process and the progressive traditions of national pedagogy.

The procedural component includes a set of practical skills in using the progressive traditions of national pedagogy in the educational process of the primary school (Khimmatiev and et al. 2020, Nagimzhanova and et al. 2019).

The special course we developed was based on the following leading ideas:

– ideas of a creative attitude towards the pedagogical heritage of the past, where the progressive traditions of folk pedagogy occupy an important place;

– ideas of an activity-based approach to the process of personality formation;

– ideas of humanization and democratization of the educational process of a primary school.

The content of the course for students contains 8 major topics for discussion planned for lecture, seminar classes and independent work of students (Table 1).

Table 1 – Program for the course “Ethnopedagogy and ethnopsychology for personal development of child”

	Content of the course	Lectures	Seminar	Independent work
1	Main trends in the study of problems of national pedagogy in modern science	2	4	4
2	The essence of progressive traditions of national pedagogy and their place in the pedagogical activity of a primary teacher	2	4	4
3	Main trends in the study of problems of national pedagogy in modern science	2	4	4
4	The role of psychological and pedagogical disciplines in preparing the future primary teacher	2	4	4

Continuation of Table 1

5	The educational mechanisms of the educational process in primary school	2	4	4
6	Methods and techniques apply the progressive traditions of national pedagogy in the teaching and educational process of primary school	2	4	4
7	Forms of organizing various types of activities of students with progress traditions	2	4	4
8	Assessment of national pedagogy	1	3	3
	Total – 75 hours	15	30	30

Considering that the preparedness of students to use the progressive traditions of national pedagogy largely depends on the teachers of the pedagogical university, their ability to use materials of national pedagogy in the content of the subjects they teach, we considered it necessary to carry out special work among teachers of the department of pedagogy and psychology. For this purpose we organized a special seminar classes. During the seminars it was supposed to reveal some theoretical and methodological issues relating to various aspects of the problems of national pedagogy. At the seminar classes, special attention was paid to discussing the role of individual disciplines in the formation of the studied quality in students.

Based on the developed model of the future teacher's readiness and the course 'Developmental

and pedagogical psychology' to use the progressive traditions of national pedagogy we organized a survey for students. The survey was carried out for 3rd year students of pedagogical faculty. 28 students were involved in the survey. Identification of students' (future primary school teachers) knowledge of the essence of progressive traditions of national pedagogy was carried out through questionnaires, conversations, interviews, and testing (Table 2). Analysis of the survey (10 questions) showed that students correctly connect the issues of national pedagogy with the problems of the revival of culture, spirituality, language and morality. The levels of formation of the quality of student knowledge were determined, reflecting different degrees of correlation between criteria and indicators of readiness: low, average, high.

Table 2 – Reflection of the components of the future teacher's readiness to use the progressive traditions of national pedagogy in readiness levels

	Criteria	high	average	Low
1	Interest in progress traditions: language, traditions, culture	+	+	+
2	Knowledge of the technology of preparation, conduct and analysis of national pedagogy in classrooms	-	+	+
3	Awareness of the importance of educating schoolchildren on progressive traditions	+	+	+
4	Systematic vision of all components of the pedagogical process	-	+	+
5	Knowledge of the essence of national pedagogy	+	+	+
6	Knowledge of educational mechanisms of the educational process	+	-	-
7	Knowledge of the psychological and pedagogical conditions for their use in school education	+	+	-
8	Knowledge of selection criteria for progressive traditions of national pedagogy	+	-	+
9	Ability to organize various types of activities of students with progress traditions	+	+	-
10	The ability to ensure joint activities of school and family to educate students in the progressive traditions of national pedagogy	+	-	-
	Total	80%	70%	60%

As, we see from the results of survey (Table 2), we need to develop teaching technologies and methodology of the pedagogical-psychological aspect of the essence of Kazakh traditions. The results of survey revealed that future primary school teachers understanding of ethnopedagogical and ethcopsychological peculiarities reanged to 'high' level– 80%, average level -70% and low level reached to – 60%. In this connection, we can sat that the future primary school teachers need the support on ethnopedagogical and ethcopsychological peculiarities of teaching children. They need the special knowledge of educational mechanisms of the educational process and tThe ability to ensure joint activities of school and family to educate students in the progressive traditions of national pedagogy.

The results of the experimental research give reason to believe that the content and methodology of gradually developing future primary school teachers readiness to use the progressive traditions of national pedagogy are effective. Thus, based on the analysis of the pedagogical-psychological aspect of the essence of Kazakh traditions, we considered it necessary to draw the following main conclusions:

- traditions are the most important component of universal human culture, representing one of the social phenomena of social development that arose at the dawn of humaity; the fundamental basis of their emergence and developing the conditions of people's material lifves, their production activities;
- traditions should be considered as:

- a) the most important component of universal human culture;

- b) as the most generalized norms and principles of social relations, passed on from generation to generation;

- c) historically established forms of human behavior;

- d) category of social consciousness;

- e) the form of transferring to new generations ways of implementing relationships that have developed in the most diverse spheres of human life;

- the essence and content of traditions are determined by the characteristics of the life, way of life, and culture of a particular people.

Any tradition is formed on the basis of certain historical conditions of socio-economic life and, depending on the cultural, socio-economic, geographical conditions of life of the people, they are filled with new content, enriched in form;

- traditions reflect the worldview of the people, rules passed down from generation to generation labor and life, a certain type of social behavior, moral

norms, national characteristics of the people at certain historical stages of its development;

- representing forms, elements of social and cultural life, traditions are aimed, first of all, at the formation of personal qualities of a person and are a means stabilization of relationships that have developed in the most diverse spheres of human activity: in labor, language, art, morality, science, etc.;

- the main features of traditions are continuity, stability, repetition, historical character, develop and change in the process of social development .

Like any social phenomenon, traditions can be progressive and reactionary. The emergence and development of traditions depends on social needs, people's interests, and the nature of their production activities.

Conclusion

The problem of national pedagogy is considered as one of the most leading at all stages of the development of pedagogical science and practice. The centuries-old experience of public education has been remained as one of the sources for the development of progressive ethnopedagogical systems and was further developed in the pedagogical and psychological activities of outstanding teachers of the past and present.

The study and use of the experience and traditions of national pedagogy in the educational process of a primary school will create favorable opportunities for the purposeful process of personality formation and its development from national-cultural identity to universal culture. An integral component of national pedagogy is progressive traditions. Revealing the essence of the progressive traditions of national pedagogy are historically established forms of human activity in the field of training and education, aimed at developing a personality attitude towards the world around us in the younger generation. The most important integrations of a personality is related to labour, nature, art and a personality. The study of psychological and pedagogical research into the problems of readiness based on the activity approach to personality formation. It led us to the understanding that the readiness of the future primary school teacher.

The results can be recommended for implementation in the system of professional training of future primary teachers. However, the study showed that the effectiveness of organizing the professional training primary school teachers using national pedagogy. It depends on the teacher's readiness for this aspect of

joint pedagogical and psychological activity. To identify the initial state of readiness of the future teacher to use the progressive traditions of national pedagogy in the educational process of a primary school.

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