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Enhancing students' pedagogical potential with practice-oriented courses in teacher education universities

Kalibek Ybyraimzhanov[1]
Kulyay Zhaxylikova[2]
Makhambetzhan Koishibaev[3]
Alfiya Omurzakova[4]
Gulsum Ayapbergenova[5]✉


(✉ Corresponding Author)

[1]*NJSC «Zhetysu University named after I. Zhansugurov», Taldykorgan, Kazakhstan.*
[1]*Email: tarmpi_school@mail.ru*
[2,4]*Satpayev University, Almaty, Kazakhstan.*
[2]*Email: kulyai@inbox.ru*
[4]*Email: alfiyaomirzak@gmail.com*
[3]*Korkyt Ata Kyzylorda University, Kyzylorda, Kazakhstan.*
[3]*Email: Mahat75.62@mail.ru*
[5]*Pavlodar Pedagogical University, Pavlodar, Kazakhstan.*
[5]*Email: gulsumas@mail.ru*

Abstract

The main aim of this study is to evaluate the effectiveness of the course designed by the author, which focuses on practical application, in improving students' pedagogical skills. Furthermore, the research aims to identify the challenges faced by teacher education institutions in this context and examine the mechanisms involved in improving pedagogical capabilities. The evaluation of students' instructional capacity is conducted through the utilization of both quantitative and qualitative methodologies. The Mann-Whitney U-test statistical test was used to confirm that the data conformed to the normal distribution law. The research encompassed a sample of 51 students from Zhetysu University, specifically named after I. Zhansugurov, located in Kazakhstan. The results showed that the conditions for supporting the pedagogical potential of students are not sufficiently created at the university. This demonstrated the necessity of the upcoming tasks, which included the introduction of the author's practice-oriented course and the development of pedagogical environments for the preparation of future educators to enhance their pedagogical potential. Finally, higher education policy experts in Kazakhstan might employ "practice-oriented courses" and pedagogical settings to improve the pedagogical expertise of future educators in pedagogical universities.

Keywords: Effectiveness, Enhancing, Future teachers, Pedagogical potential, Pedagogical university, Training.

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Contents

Contribution of this paper to the literature

This study contributes to the existing literature by determining the effectiveness of the author's practice-oriented course in enhancing students' pedagogical potential, the challenges the teacher education universities face, and how the entire process of enhancing pedagogical potential works.

1. Introduction

Currently, there is ongoing progress in the advancement of higher professional education in Kazakhstan. However, the majority of challenges related to its growth are in the realm of scientific research and innovation. The significance of professional development for those specializing in the realm of education, particularly educators, is progressively gaining prominence. At the same time, the educational activities of pedagogical universities, both public and private, carry out training without taking into account the interests of the state or the needs of the region in personnel, without sufficient educational and material support, and without proper professional and teaching staff, which leads to undesirable consequences. Teachers have not fully formed the basic scientific and methodological foundations for translating knowledge and skills into school practice.

The current stage of Kazakh educational content necessitates higher levels of expertise from graduates of education universities due to current improvements and revisions. The societal structure directs the professional training system towards equipping individuals with the necessary skills and knowledge to exhibit competent behavior in a competitive setting, hence preparing them for a bachelor's degree. The outcomes of higher education are expressed as a set of competencies that are a complex of personal qualities necessary and sufficient for the effective performance of a professional activity in a given situation and with a given standard of quality (Tajibayeva et al., 2023; Zhumash et al., 2021).

However, an analysis of practice shows that the modern system of teacher training in pedagogical educational institutions does not meet the requirements in many respects: in terms of subject content, organization, and methodological implementation. At present, universities are not sufficiently adapted to the ongoing reorganization of teacher education, which is focused on the convergence of the domestic system of teacher education with world pedagogical practices. This negatively affects the training of teachers and their pedagogical potential.

The qualification characteristics of teachers take into account their preparation for organizational, administrative, research, and teaching activities. According to the requirements of modern society, teachers must have high-level professional training and democratic and humanistic beliefs that focus on the universal value of human beings. Teachers must combine extensive basic knowledge and practical training, constantly supplement their knowledge, be able to put the principles of organizing activities into practice, and master tools and professional methods.

The new teacher requirements aim to change how Kazakhstanis view the fundamentals of teacher education. However, the need of Kazakh society for a professional teacher with a developed pedagogical potential is contradictory to the established mass-reproductive system of teacher training. The pedagogical potential of the students involves enhancing the totality of their knowledge, skills, and professional and personal qualities in a certain system and sequence. Therefore, pedagogical universities now place a lot of emphasis on the need to develop the pedagogical potential of aspiring teachers during the training process (Altinyelken & Hoeksma, 2021; Aslam et al., 2019; Schweisfurth & Elliott, 2019; Seidman, Kim, Raza, Ishihara, & Halpin, 2018). Thoughts on new methodological and theoretical approaches to new educational paradigms have not yet been taken into consideration when examining the teaching ability of instructors (Sakata, 2022; Shertaylakova, 2022; Shkabarina, Melnychuk, Koval, & Stupnitska, 2020).

Thus, in general, the problem of professional training of a teacher's pedagogical potential has an important place in the theory and practice of pedagogy. Optimizing teaching activities is not only in the interests of practicing teachers in our country but also in the interests of teachers in our schools, universities, and other educational institutions.

The issue of the formation and growth of a teacher's pedagogical potential as a creative person holds a special place among them. We believe this is due to the many contradictions, in particular:

- Between the recognition of the need to promote the formation of a creative, ready-for-self-improvement personality and the absence in the education practice of modern methods of training oriented towards the development of a teacher's pedagogical potential in these universities.
- Between the desire for their pedagogical potential and the lack of necessary conditions for this at teacher education universities.

To overcome these contradictions, it is necessary, based on deep scientific analysis and data from practice at teacher education universities in our country, to revise the educational policy, design and create content and modern methods of studying, and improve conditions of teaching for the development of a teacher's pedagogical potential.

RQ. How effective are the content and methods of studying the author's practice-oriented course in enhancing pedagogical potential and creating the conditions for the learning of students in teacher universities?

The hypothesis is that using the author's teaching methods in the study of "Practice-Oriented Course" is supposed to enhance pedagogical potential and set up favorable conditions for the learning of students in teacher universities.

2. Literature Review

Recently, there has been an increased interest in the study of the enhancement of the potential of the teacher's personality (Baier et al., 2019; Cornejo-Araya & Kronborg, 2021; Derounian, 2017; Lukman et al., 2021; Marschall & Watson, 2022; Pellikka, Lutovac, & Kaasila, 2022).

The psychologist A. Bodnar first proposed the idea of "pedagogical potential." According to him, the capability and synthesis of specific personnel qualities and properties of a person that guarantee the efficacy of pedagogical activity constitute the complex concept of pedagogical potential. In this sense, pedagogical potential correlates with

personal (human) potential, determining the success (or potential success) of an individual in various areas of activity that are carried out or may be carried out in the context of life in general (Bodnar, Bodnar, & Makerova, 2018; Hunt-Gómez, Moreno_Fernández, Moreno-Crespo, & Ferreras-Listán, 2020).

At the same time, with all the initial semantic similarities, the concepts of "personal potential of a teacher" and "pedagogical potential" cannot be considered identical (Geng, Chai, Jong, & Luk, 2021; Rysbek et al., 2022; Vykhrushch, Romanyshyna, Pehota, Shorobura, & Kravets, 2020; Yorgancıoğlu, Tunalı, & Çetinel, 2022). If the personal potential of a teacher remains a psychological construct, then the concept of "pedagogical potential" is considered mainly from scientific and pedagogical positions (Tan, Rajendran, Muslim, Alias, & Yusof, 2022). In particular, the pedagogical potential as a category can be used to characterize processes and phenomena of various kinds: the pedagogical potential of culture (Winman, 2019), the pedagogical potential of the media (Kazak et al., 2017), the pedagogical potential of children's leisure (Lager, 2019), and so on.

The pedagogical potential of a teacher as an independent phenomenon is increasingly attracting the attention of researchers, acquiring theoretical, methodological, scientific, and practical significance, and the concept of "pedagogical potential" itself is thus filled with scientific meanings, acquiring a terminological status in the conceptual apparatus of pedagogy. However, analysis shows that different authors use this term, giving it different meanings.

At the same time, several authors propose concepts that are close in meaning to their pedagogical potential. So, for example, several terms synonymous with "pedagogical potential" have appeared in studies: "professional pedagogical potential" (Shekhavtsova, 2019); "personal potential of teacher" (Manzoor, 2017); "professional potential of a teacher" (Karvonen, Tainio, & Routarinne, 2018); "subject-professional potential of the teacher" (Behling, Förtsch, & Neuhaus, 2022). Undoubtedly, these studies contribute to the development of the problem of pedagogical potential, but they also concern its aspects.

The authors of these works, speaking of pedagogical potential, have in mind their subject of study, i.e., the concept of "pedagogical potential" is reduced to pedagogical abilities, orientation, subjectivity, etc. (Kramer, Förtsch, Boone, Seidel, & Neuhaus, 2021). But none of these elements exhausts the system. Only a holistic view of the pedagogical potential gives grounds for a conclusion about the pedagogical status of a working teacher (Fawns, 2022).

The professional-pedagogical potential was characterized by the scientist as a dynamic functional system that combines personal resources (patterns of behavior, knowledge, attitudes, and relationships that form the forms of translation of human experience) that ensure the upbringing and education of the individual and his adaptation and development in culture (Dron, 2022). Researchers (Fox et al., 2021; Gravett, Taylor, & Fairchild, 2021) defining it talk about the totality of different significant elements: intellectual level, pedagogical abilities, professional experience, mental characteristics of the teacher's personality, etc. Important factors, such as the characteristics of the national mentality and national traditions, also remain aside. The pedagogical potential is not a static phenomenon but a dynamic one: it is formed and continuously changes in the process of a teacher's life as well as his personality as a whole; however, these changes can give the potential both the character of development, increment, and enrichment, as well as degradation and decline (Higgins, Wallace, & Bazzul, 2019).

Because the professional development of a teacher is provided primarily through education and training, it is considered by researchers either as a part of university training or as additional professional education, most often as a course of advanced training for teaching staff. A significant shortcoming of this method of teacher professional development is that it is divorced from actual teaching activities and cannot ensure that teachers can fully realize their potential in practice. Hence, sooner or later, the task of finding accessible forms of integration between continuous pedagogical education and the professional activity of a teacher becomes a key one for an educational organization. The forms, methods, and means of methodological support traditionally used in educational organizations need a change in light of the demands on students' development, as noted in the work of several researchers (Dawadi, Shrestha, & Giri, 2021; Fauser, 2018).

The concept of "pedagogical potential" intersects with psychological, sociological, and pedagogical categories, denoting the capabilities of a person engaged in pedagogical activity. It partially agrees with them in meaning, but not quite. In our opinion, this term is a complex concept. As such, it cannot be reduced to competency, a collection of personality traits, intelligence, organizational qualities, etc., since each of these concepts interprets a teacher's competence in a one-sided manner.

Through an analysis of the literature, different approaches to the question of pedagogical potential in teacher development can be identified. One of these boils down to the fact that the issue of teacher training has drawn the attention of researchers because of the lack of interrelationships between the content, personal, and procedural (technical) dimensions of professional training.

The search for optimal ways to update domestic education and the unrealized potential of teachers requires activation and implementation in professional pedagogical activity, which in turn actualizes the scientific and practical problem of identifying and developing conditions, factors, mechanisms, means, and ways of activating and realizing the pedagogical potential of teachers. This question is especially important for school teachers.

As a result, motivation becomes a crucial and decisive factor in maximizing a teacher's pedagogical potential. In scientific and practical terms, it is also important that pedagogical potential is not a static phenomenon but a dynamic one: it, as a person as a whole, develops and continuously changes in the course of a teacher's life, and changes can be of the nature of development, increment, enrichment of potential, degradation, impoverishment, or decline. Then, with the start of professional activity, conditions are created for its implementation. The self-education and self-development of teachers play a significant part in this because they can both significantly increase their potential pedagogical capabilities and more successfully apply them in the practice of pedagogical activities.

The relevance of the issues considered, the lack of theoretical and methodological elaboration, and the established contradictions dictated the choice of this study. In our opinion, a purposeful study and analysis of the components of the pedagogical potential will allow the future teacher to not only accumulate pedagogical knowledge (knowledge about the purpose, content, forms, methods, techniques, and means of pedagogical activity)

but also to master mechanisms for transforming their pedagogical potential, ensuring effective future professional activities.

3. Method

3.1. Participants

Participants included first-, second-, and third-year students majoring in "Pedagogical Education," profile "Primary Education," at Zhetysu University named after I. Zhansugurov in Taldykorgan, Kazakhstan. 28 students made up the experimental group (EG), while only 23 students made up the control group. The CG students followed the current curriculum for their academic studies. Students in the EG were instructed using the developed practice-oriented courses.

3.2. Instruments

To collect data, we used: (1) a Teaching Propensity Questionnaire, (2) a Communication and Organizational Aptitude Questionnaire, (3) a Success Motivation Test, and (4) an Emotional Empathy Questionnaire.

3.2.1. A Teaching Propensity Questionnaire

The author's classification serves as a guide for the selection of professions of different types. The questionnaire's results reveal the person's professional preferences and areas of interest.

Instructions for the questionnaire: "Out of 20 pairs of proposed activities, you must select only one type (the most preferable) and put a "+" sign in the corresponding cell of the answer sheet."

The test has no time restriction. Although the subject should be informed that the questions should not be given much thought, the task typically requires 20 to 30 minutes to complete. It may be applied either singly or collectively. A group of subjects can hear questions read by the experimenter, but in this scenario, the response period is constrained. This method is used when the researcher must work within a limited time interval.

The results of the answers (the number of pluses and minuses) are calculated for each column (the total can be expressed as an algebraic sum). These results will characterize the area of the most expeditious application of the forces of the subject. It should be noted that the results largely reflect the subject's aptitudes and current attitudes.

The answer sheet is designed so that you can count the number of "+" signs in each of the five columns. Each of the five columns corresponds to a specific type of profession. The subject is advised to choose the type of profession that received the maximum number of “+” signs.

3.2.2. A Communication and Organizational Aptitude Questionnaire

In occupations whose content is related to the active interaction of people with other people, communication and organizational skills are core skills without which job success cannot be ensured. The main content of the activities of workers in such professions is the management of teams, training, education, cultural, educational, and domestic service, etc.

According to the results of the subject's answers, it becomes possible to identify the qualitative features of his communicative and organizational inclinations.

The questionnaire consists of 40 questions, 20 of which are designed to study communicative dispositions and 20 of which describe organizational dispositions.

Instructions: Answer “yes” or “no” to each question. If you find it difficult to choose an answer, you still need to lean towards the appropriate alternative (+) or (-).

3.2.3. A Success Motivation Test

Purpose: Motivational diagnosis to find out the level of motivation to succeed in the subject.

Instructions: A list of 30 words with three words in each line is offered. In each line, you need to choose one of the three words that most accurately characterize you and mark it.

Two circumstances reinforce the setting for defensive behavior: (1) when it is possible to obtain the desired result without risk; (2) when risky behavior leads to an accident.

On the contrary, achieving a safe result through risky behavior weakens the attitude towards protection, i.e., the motivation to avoid failure.

3.2.4. An Emotional Empathy Questionnaire.

The questionnaire consists of 25 closed judgments, including direct judgments and reverse judgments. The subject is required to evaluate how much he agrees or disagrees with each of them. The response scale (from “strongly agree” to “strongly disagree”) makes it possible to express shades of attitude in each speech situation.

3.3. Procedure

The experiment ran from 2022 to 2023. The first stage of the experiment was a diagnostic experiment, the purpose of which was to determine the level of pedagogical potential of the first-year students. At this stage, it is possible to examine only the personal and motivational components of pedagogical potential (empathy, communication, organizational dispositions, and personal disposition), since the knowledge and activity components are just beginning to take shape.

Following that, the same group of students from the first and second courses served as participants in the first stage of the formative experimental study. At this stage, all elements of pedagogical potential began to form. In the courses of general pedagogical disciplines, students formed separate elements of theoretical knowledge, which at the second stage of the formative experiment were to become material for the integration of general pedagogical, psychological, and later acquired (3-4 years) methodological knowledge and the formation of generalized methods of action. Interviews and professional counseling (tutoring) were conducted. The results obtained at this stage will be considered intermediate since we can only speak of the general basis for the formation of pedagogical potential. A control experiment was conducted after this interim phase. Since the knowledge and activity components of

pedagogical potential were still forming, it was determined to what extent the personal and motivational components of those competencies (sympathy, communicative and organizational inclinations, propensity for a person-to-person type of profession) were formed. The same techniques were employed to assess its outcomes.

In the following phase of the study, the experimental group continued to intentionally develop pedagogical potential (profile "Primary Education"). Integrative exercises were part of academic disciplines like "Theory and Methods of Teaching Primary School Students," "Methods of Teaching Mathematics," and "Methods of Teaching Language and Literature," which were meant to help students develop skills of pedagogical potential. Additionally, professional counseling (coaching), an elective course, and a simulation of the professional activity "Educational Games for Younger Schoolchildren" were held. Students in the experimental group also completed exercises on the methodology content.

4. Findings and Discussion

The results of determining a person's predisposition to certain types of occupations are shown in Figure 1.

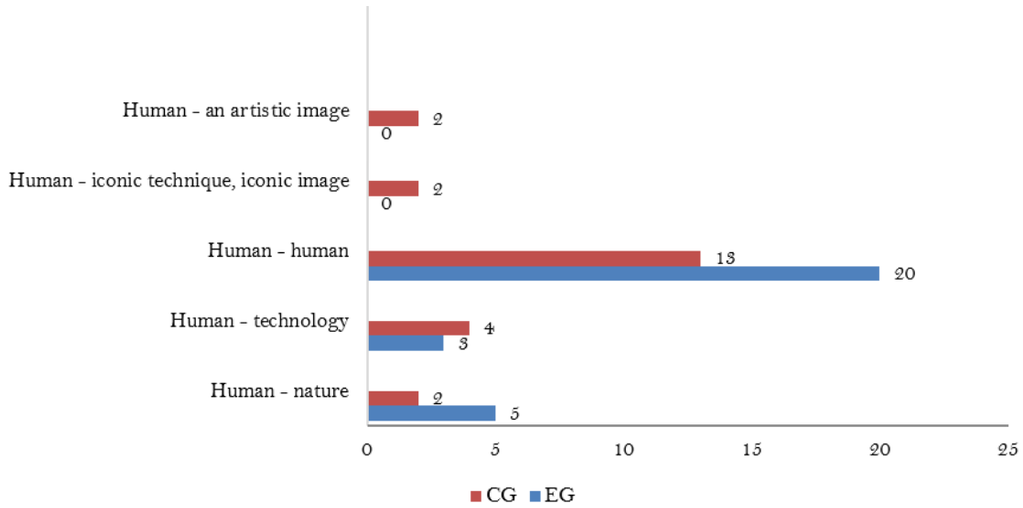

Figure 1. Distribution in groups by types of inclination to the profession.

The figure shows that the proportion of students with different types of occupational orientations in the group is roughly the same.

In Table 1 and Table 2, the communication and organizational aptitude questionnaire results are shown.

Table 1. Levels of organizational inclinations.

The level of manifestation of organizational inclinations	The number of students, pers. (%)	
	EG	CG
Low	2(5)	3(11)
Below average	9(34)	4(17)
Average	9(34)	10(50)
High	6(22)	4(17)
Very high	2(5)	2(5)
Total	28(100)	23(100)

Table 2. Levels of communicative inclinations.

The level of manifestation of communicative inclinations	The number of students, pers. (%)	
	EG	CG
Low	4(13)	3(12)
Below average	6(22)	4(17)
Average	7(26)	9(46)
High	7(26)	3(12)
Very high	4(13)	4(13)
Total	28(100)	23(100)

From the table, it is clear that students in EC and CG are roughly at the same stage of developing their communicative and organizational inclinations.

Students with low and below average levels of communicative inclinations in the EG (37%), and in the CG (27%), for organizational inclinations, have these figures of 33% and 37%, respectively.

Table 3 displays the findings of the study on students' empathy.

Table 3. Empathy levels

Empathy levels	The number of students, pers. (%)	
	EG	CG
Very high	3(9)	2(6)
Average	5(18)	6(29)
Lower	14(55)	11(57)
Very low	6(18)	4(8)
Total	28(100)	23(100)

As a result, there are roughly equal numbers in the EG and CG who are developing empathy (the proportions are 75% and 67% for lower and very low levels of empathy, respectively).

Table 4 displays the findings of the study on motivation for professional success.

Table 4. Levels of motivation to achieve success.

Level of motivation	The number of students, pers. (%)	
	EG	CG
High	5(18)	4(18)
Average	6(22)	6(29)
Lower	12(46)	9(45)
Very low	5(14)	4(8)
Total	28(100)	23(100)

The table shows that the motivation to succeed in EG and CG is at the same level.

Thus, the diagnostic experiment showed that the students' pedagogical potential is mainly at a low-to-average level in the EG and CG. Next, the second stage of research was held. The same methods were used to evaluate its results. Table 5 and 6 reflect the findings on communicative and organizational inclinations.

Table 5. Levels of organizational inclinations.

The level of manifestation of organizational inclinations	The number of students, pers. (%)	
	EG	CG
Low	2(5)	3(12)
Below average	3(9)	6(29)
Average	14(55)	9(43)
High	5(18)	3(10)
Very high	4(13)	2(6)
Total	28(100)	23(100)

Table 6. Levels of communicative inclinations.

The level of manifestation of communicative inclinations	The number of students, pers. (%)	
	EG	CG
Low	2(5)	4(18)
Below average	5(18)	3(12)
Average	9(34)	9(46)
High	9(34)	5(22)
Very high	3(9)	2(2)
Total	28(100)	23(100)

It can be seen from the tables that the level of communicative and organizational abilities of students in the EG has increased (to high and very high levels, from 25 to 37% and from 42 to 46%), while in the CG it is nearly at the same level as before (22 and 27%, 27 and 26%, respectively).

Table 7 displays the findings of the study on students' empathy.

Table 7. Empathy Levels

Empathy levels	The number of students, pers. (%)	
	EG	CG
Very high	7(26)	3(15)
Average	12(47)	5(25)
Lower	6(22)	11(43)
Very low	3(5)	4(17)
Total	28(100)	23(100)

Thus, the level of students' empathy formation in the EG increased, while in the CG it remained at the same level. The experimental group continued to intentionally enhance pedagogical potential by testing the author's practice-oriented course in the following phase of the experiment. At this stage, training on "Student Life from Participant to Organizer," pedagogical interaction communication skills training in a teacher's business communication practicum, and a recreation of the task "Educational Games for Younger Schoolchildren" were used. Next, methods and techniques were used, such as the individual immersion of students in special and independent organizational activities. Workshop, business games Presentations, “I am an organizer,” “Election campaign,” “Master class,” an electronic textbook “Student Life from Participant to Organizer,” situation modeling, a role-playing game group, etc. To assess the level of empathy and organizational and communicative inclinations, the same methods were used as in the previous stages.

Table 8 and 9 reflect the findings on communicative and organizational inclinations.

Table 8. Levels of organizational inclinations.

The level of manifestation of organizational inclinations	The number of students, pers. (%)	
	EG	CG
Low	2(5)	3(12)
Below average	2(5)	3(12)
Average	9(34)	9(46)
High	11(43)	5(23)
Very high	4(13)	3(7)
Total	28(100)	23(100)

Table 9. Levels of communicative inclinations.

The level of manifestation of communicative inclinations	The number of students, pers. (%)	
	EG	CG
Low	2(4)	4(18)
Below average	3(9)	4(18)
Average	7(26)	6(28)
High	11(43)	4(16)
Very high	5(18)	5(20)
Total	28(100)	23(100)

To determine the dynamics of the enhancement of different elements of pedagogical potential, diagrams were developed (Figure 2-3).

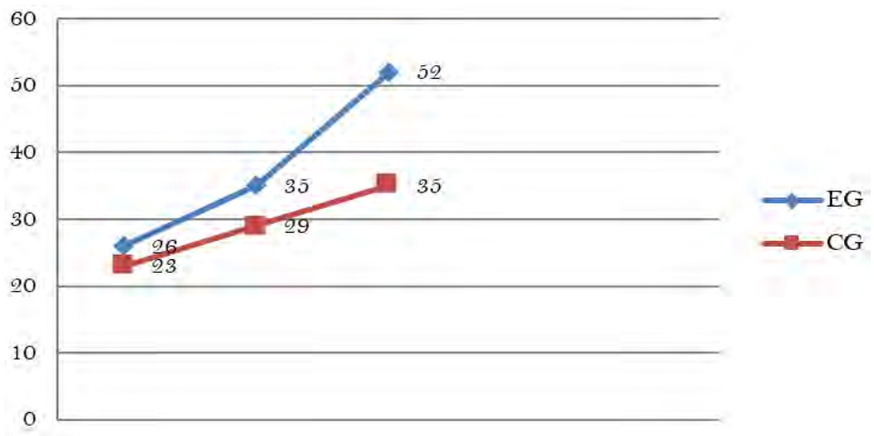

Figure 2. Dynamics of the formation of organizational inclinations in the EG and CG.

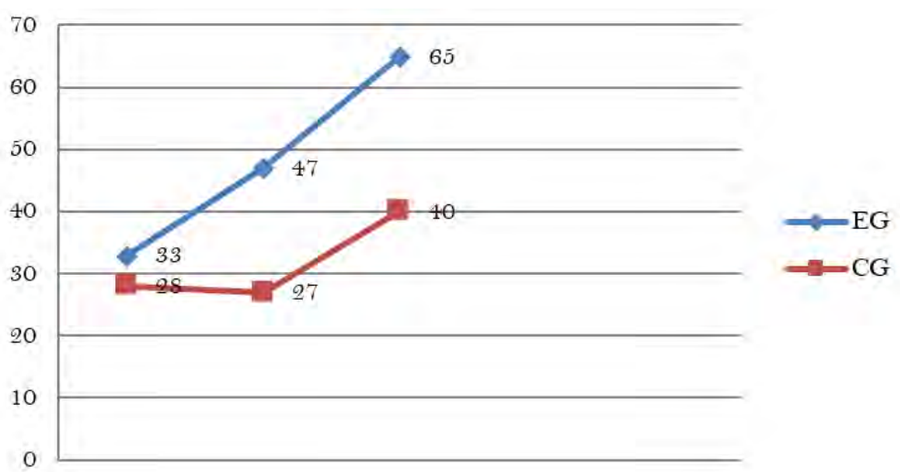

Figure 3. The dynamics of communication.

The graphs show significant differences in the dynamics of changes in the levels of organizational and communicative abilities of students: in the EG, the rate of increase in the levels of all measured abilities is much higher than in the CG.

Table 10 displays the findings of the study on students' empathy.

Table 10. Empathy levels.

Empathy levels	The number of students, pers. (%)	
	EG	CG
Very high	8(29)	3(13)
Average	14(51)	9(41)
Lower	3(10)	6(29)
Very low	3(10)	5(17)
Total	28(100)	23(100)

The dynamics of the formation of the level of empathy are shown in Figure 4.

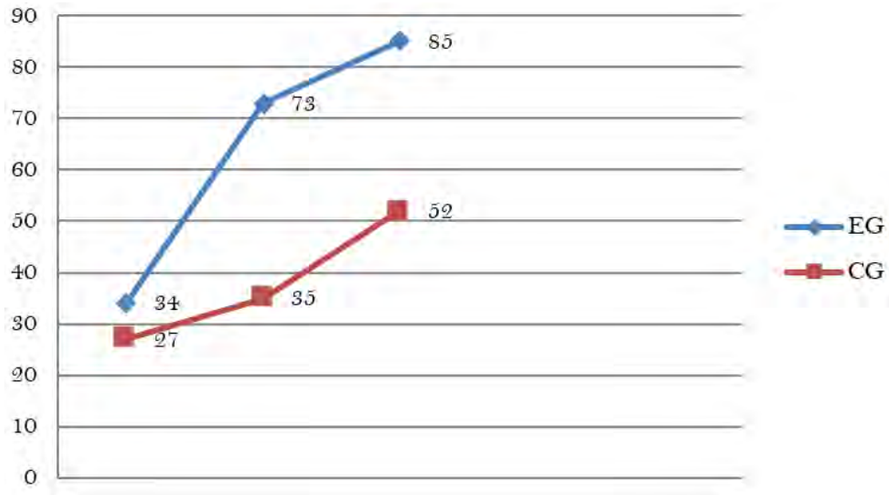

Figure 4. Dynamics of students' empathy formation in the EG and CG.

Table 11 displays the findings of the study on motivation for professional success.

Table 11. Levels of motivation to achieve success.

Level of motivation	The number of students, pers. (%)	
	EG	CG
High	6(22)	5(23)
Average	12(46)	7(34)
Lower	6(22)	8(38)
Very low	4(10)	3(5)
Total	28(100)	23(100)

The table shows that the level increased in the EG and remained approximately at the same level in the CG. Figure 5 shows the level of motivation to achieve success.

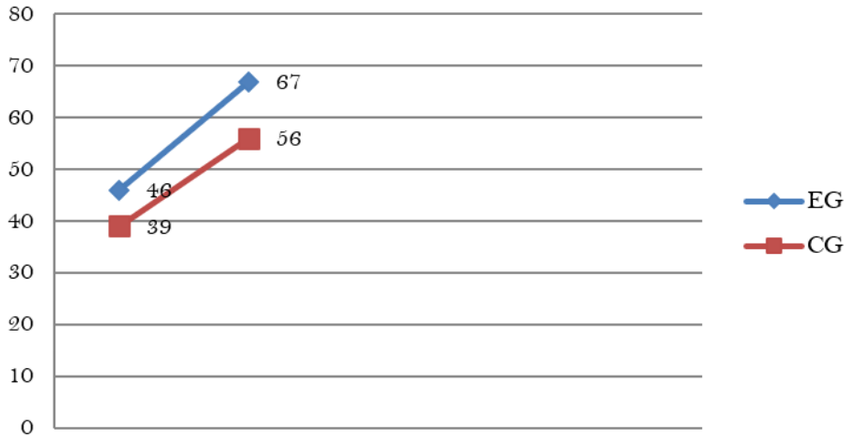

Figure 5. Changes in the dynamics of students' motivation to succeed in the EG and CG.

Null hypothesis H0: The level of enhancement of the pedagogical potential of students from the CG is not lower than the level of the same potential among students from the EG.

Alternative hypothesis H1: The level of enhancement of pedagogical potential in the CG is significantly lower than in the EG.

We use the non-parametric Mann-Whitney test, which is used to compare two independent samples on the level of any trait measured quantitatively. The number of subjects in a group using the Mann-Whitney test should not exceed 60.

In the compiled single-ranked series, the total number of ranks will be equal to:

$$N=n_{1+}n_2$$

Next, we again divide the single-ranked series into two, consisting, respectively, of the units of the first and second samples, while remembering the values of the ranks for each unit. We calculate separately the sum of the ranks that fell on the share of the elements of the first sample and separately on the share of the elements of the second sample. Determine the larger of the two rank sums (T_x) corresponding to the sample with n_x elements.

Finally, we find the value of the Mann-Whitney U-test using the formula:

$$U=(n_1 \cdot n_2)+\frac{n_x \cdot (n_x+1)}{2}-T_x$$

In our case n_1=28, n_2 =23, T_x=986

U=28 23+28 28:2-986=644+392-986=50

The critical value has been determined as 50<132. H0 is rejected, while H1 is accepted.

5. Conclusion

The relevance of this study lies in the fact that Kazakhstan's university reform process encompassed a deliberate departure from the conventional framework of teacher education. During the process of curriculum reform, the topics pertaining to the psychological and pedagogical cycles, which constitute the fundamental components of teachers' professional training, were substituted with disciplines from the realm of classical university education, resulting in a reduction in the quality and comprehensiveness of the training provided. The issues discovered in the field underscore the necessity of identifying, clarifying, and adapting pedagogical strategies pertaining to goal setting, material, and technology in order to cultivate the pedagogical capabilities of prospective educators.

The study employed a methodology to enhance the pedagogical potential of students. This methodology focused on identifying students' inclination towards pedagogical activities, and fostering preparedness to engage in such activities, which encompassed knowledge of pedagogical theory. Additionally, the methodology aimed to facilitate the development of self-regulatory mechanisms for the cultivation of essential personal attributes and qualities, including active involvement in addressing pedagogical challenges. Moreover, the methodology aimed to foster the acquisition of requisite professional skills in this domain.

The conducted pedagogical experiment made it possible to reveal the effectiveness of the content and methods of studying for developing the pedagogical potential of students. A study of the author's course was organized in a way that facilitated the development of the pedagogical potential by making it possible to guarantee the student's consistent inclusion in a variety of increasingly complex activities and to develop a temporal perspective in professional and personal development through mastering the subject matter of pedagogical education.

The main inference is that the students from the EG have improved the motivational and personal elements of their pedagogical potential. Therefore, it can be argued that such forms of training (coaching, training simulations of professional activities) are expedient in the educational process. In the experiment's control stage, it emerged that the EG students significantly outperformed the CG students. Thus, the introduction of a practice-oriented course to intentionally enhance pedagogical potential (profile "Primary Education") is effective.

6. Suggestions and Implications for Further Research

This study provided an original insight into the use of the author's course to improve the pedagogical potential and create conditions for teaching students in pedagogical universities. While we have examined in detail the effectiveness of the content and methods of the author's practice-oriented course on improving the pedagogical potential of students in pedagogical universities, several gaps remain related to our findings and where further research can help. We offer the following ideas that may help in future research:

1. Future research could show the process of forming readiness for pedagogical activity among future specialists, which appears in their interest in their work and encourages them to self-improve and realize their potential in overcoming the difficulties that arise in pedagogical activities.
2. Additional methodological work must be done on how to determine the teacher's capabilities not by any single, even if very important, feature (for example, abilities), but also by a system of features that have the properties of mutual influence and mutual reward. We believe that such a system has pedagogical potential.
3. It would be useful to conduct research to develop and apply elements of developmental learning technologies that contribute to the formation of the needs and motives of pedagogical activity among students and the development of the capacity to independently search for and master theoretical knowledge.
4. Future teachers took part in our study, and the conclusions, strictly speaking, can be extended only to this contingent. Hence, it would be useful to conduct research among school teachers and primary school teachers. An independent task is to study the pedagogical potential of teachers at pedagogical universities.

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