

**Daniyar Akparovich Abirov "The formation and development of
gymnasiums and lyceums in Kazakhstan (1991-2017)" dissertations for the
degree of Doctor of Philosophy (PhD) in the specialty 6D010300-Pedagogy and
psychology**

ANNOTATION

The relevance of research. A deep and extensive analysis of the historical and pedagogical understanding of the experience of gymnasium and lyceum schools in Kazakhstan in 1991-2017 and the system of a modern approach to the content has been made and has not yet been formed at its level. This led to consideration as one of the urgent problems of historical and pedagogical practice. Therefore, today we have a new look at the pedagogical experience of gymnasiums and lyceums, based on a pedagogical idea that is innovative in its nature and semantic structure, and an assessment of their pedagogical activities in a meaningful structure. That is, the experience of solving pedagogical problems of gymnasiums and lyceums has not been fully studied. The published works on gymnasium and lyceum schools are considered – historical, philosophical, educational and school types with in-depth study of individual subjects. Nevertheless, it is necessary to determine the causes and circumstances that served as the basis, guided by the stages and years of their formation and development. Their lack of special research work on the history of education aimed at a broad analysis and positive assessment of the pedagogical process, historical and pedagogical experience in organizing and conducting educational work in their activities.

In the last years of Soviet power and at the general stages of the sovereign state of Kazakhstan, in society and the social environment. These educational institutions occupy an important historical and pedagogical place in their teaching activities. The ongoing process of modernization of education, in accordance with the requirements of the modern socio-cultural situation, is aimed at updating the content and structural components of knowledge transfer systems.

Modern schools and, based on their typical features, harmoniously organize educational and educational areas of gymnasiums and lyceums in accordance with modern requirements. The analysis of pedagogical experience that has taken place in the history of the formation and development of schools of this type, from the point of view of modern scientific pedagogy, is relevant in their assessment of reality. This is due to the fact that knowledge of the history of the formation and development of gymnasiums and lyceums is the basis for determining the prospects for the development of schools of this type. The ability to correctly understand the mistakes made and gaps in the pedagogical experience of the past, the ability to track best practices and correctly guide and develop its promising areas of development.

Thus, in order to eliminate the above contradictions during the systematic study and analysis of the modern necessity of this issue and its scientific and pedagogical history before us, we were able to systematize and supplement the history of pedagogy, we decided on the topic of the dissertation research "The

formation and development of gymnasiums and lyceums in Kazakhstan (1991-2017)".

The purpose of the study: education in Kazakhstan in 1991-2017: to identify the historical and pedagogical foundations of the formation and development of gymnasium and lyceum schools in the region.

The object of the research is the experience of the pedagogical process of gymnasium and lyceum schools in Kazakhstan from 1991 to 2017.

Subject of the study: "The formation and development of gymnasiums and lyceums in Kazakhstan (1991-2017)".

Scientific forecast of the study: if, by systematizing the history of the formation and development of gymnasium and lyceum type schools in the secondary education system of Kazakhstan in the period from 1991 to 2017, an opportunity is created to reveal its experimental and pedagogical basis in the history of education, then it will be possible to supplement theoretical and historical and practical knowledge about the formation and development of the pedagogical process of schools of this type. There will be a foundation in the history of Kazakh education. This, in turn, makes it possible to develop the pedagogical process in modern gymnasium and lyceum schools in accordance with modern requirements, based on historical and practical knowledge. After all, this allows us to take into account failures and deviations in the pedagogical experience of the past, to take as a basis advanced pedagogical experience. In the future, it will make it possible to determine and develop, in modern scientific and pedagogical terms, the content structure of gymnasium and lyceum-type schools and its orientation in teaching and upbringing. That is, what is given in our research paper confirms the correctness of the forecast aimed at replenishing historical knowledge regarding schools and their types in Kazakhstan.

Research objectives:

1. Analysis of the formation and development of gymnasium and lyceum schools in the education system through historical and pedagogical systematization (1991-2017);
2. Definition of scientific and methodological bases of novelty in the structural content of gymnasium and lyceum schools in Kazakhstan in 1991-2017;
3. Analysis of the structure of the pedagogical process system of gymnasium and lyceum schools in Kazakhstan in the period 1991-2017 and determination of the meaningful relationship with modern;
4. "Formation and development of gymnasium and lyceum schools" (1991-2017), aimed at determining the formation and development of the pedagogical system in gymnasium and lyceum-type schools from 1991 -2017) the introduction of an elective course, conducting experimental experimental research.

The leading idea. In the first quarter of the independence of gymnasium and lyceum type schools in the history of Kazakh education (1991-1917), knowledge related to the history of pedagogy was replenished by studying and studying accumulated pedagogical considerations, educational heritage in the history of formation and development, scientific turnover, assessment and reliance on the

process of education and upbringing of the modern generation. And also to systematize the types and history of domestic schools.

Methodology and theoretical basis of the research work: historical dialectical patterns of development, historical pedagogical phenomena about the development and formation of personality, reconstruction, modernization in the education system, truth and truth in research, continuity of historical sequence.

Research sources: periodicals from 1991-2017, materials summarizing pedagogical thought in the education system of Kazakhstan and the CIS countries, the history of pedagogy of the last period of the Soviet government and the period of sovereign Kazakhstan, research papers by scientists and experienced specialists in various fields, books and archival sources of the National Library of the Republic of Kazakhstan.

Research methods: comparative historical analysis of historical and pedagogical works, legal and regulatory documents related to the history of education in the period under study, logical-historical, theoretical and systematic analysis of data on the topic under study, sorting, generalization, differentiation and generalization, evaluation of the results of general research.

Research base: I. Zhansugurov Zhetsu University and Kainar Academy in Almaty. 173 students participated in the practical work carried out in 2017-2020. In the 2022-2023 academic year, 330 students of the Higher School of Natural Sciences of Zhetsu University named after I. Zhansugurov, the Higher School of Humanities and the Higher School of Pedagogy and Psychology in various specialties were involved in connection with the opening and addition of practical research opportunities. In 2017-2020 and 2022-2023, 503 students participated, the total number of practical research carried out by teaching a specially designed elective course on the research topic.

Research stages: 1st stage (2017-2018) in the research literature written on scientific, pedagogical and educational history, the topic of our dissertation was outlined, approaches to the consideration and study of this problem were considered and analyzed. In connection with the identified topics, literature and research on history, psychology, history, ethnography, and pedagogy were summarized and analyzed. The purpose, subject and object of the research are substantiated, the research methods are considered.

The research defines the scientific concepts and scientific apparatus of the dissertation, collects relevant sources and necessary materials, and verifies scientific validity by sorting.

Stage 2 (2018-2019) analyzed the content of the dissertation research and complete data with the system of fundamentals of the theory of modern pedagogical science, systematized, generalized characteristics from the point of view of the history of education or pedagogy of the emergence and development of innovative educational institutions of gymnasium and lyceum schools that took place in Kazakh society and social environment during the period of from 1991 to 2017.

Stage 3 (2019-2020) Continuation of the 2nd stage 2022-2023. summing up and summarizing the results of the search and research work done. Methods used

in the periodization of dissertation research: search and generalization, discussion, sorting, identification and analysis of the specifics of the content of documents of gymnasium and lyceum schools in genetic, comparative, structures and in the system of service structures. In the individual activity of the doctoral candidate, future pedagogical specialists are provided with new information about the content of the history of pedagogy course, the introduction of an elective course on the topic "The history of the formation and development of gymnasiums and lyceums in Kazakhstan (1991-2017)", supplemented by sources, as well as lectures and seminars presented in the course program, conducted in higher educational institutions.

Scientific novelty and theoretical significance of the research:

1. To give a systematic description of the historiography of gymnasium and lyceum schools in Kazakhstan, analyze the circumstances that served as the basis for the creation of innovative schools, and evaluate them from the point of view of truth and truthfulness (1991-2017);
2. In the period from 1991 to 2017, the scientific and pedagogical foundations of gymnasiums and lyceums established in Kazakhstan will be defined, systematized and conceptually analyzed;.
3. By analyzing the continuity of the pedagogical content structures of gymnasium and lyceum schools established by the Soviet government and sovereign Kazakhstan in the educational policy system of the period 1917-2017, their relationship with modern schools is determined;.
4. The introduction of the developed elective course on the topic "Formation and development of gymnasiums and lyceums in Kazakhstan (1991-2017)" into the pedagogical practice of the university and the implementation of its replenishment with historical and theoretical pedagogical knowledge by conducting experimental work in a clear (ascertaining) context.

Practical significance of the study:

Guided by the specific factual data used in the dissertation research work and related to research activities, the conclusions of the historical and pedagogical content are reflected in the last periods of the USSR government from the period up to 1991, 1991-2017, in the field of the history of education, concerning the formation and development of gymnasium and lyceum schools in transition to the educational systems of the first years of the existence of a sovereign state, exploring historical and practical problems, they are used in the dissertation work. Formation and development of gymnasium and lyceum schools in Kazakhstan (1991-2017), as well as in the course of Domestic educational work, as textbooks and teaching aids, in the preparation of educational curricula of higher educational institutions, in the course of pedagogical historical discipline in higher education institutions and during an elective course on the history of domestic education.) in the elective course program. Based on reflection, you can use the knowledge of the history of pedagogy in the direction of expansion.

The main provisions recommended for protection:

1. The results of the study of historical and pedagogical problems of the formation and development of gymnasium and lyceum schools in the history of Kazakh education (1991-2017);

2. To systematize ideas on the scientific and pedagogical basis of the organization of educational work in gymnasium and lyceum-type schools in Kazakhstan in 1991-2017 from a socio-social and national-cultural point of view;

3. Historical, scientific and pedagogical analysis of the substantial structural system of gymnasium and lyceum schools in 1991-2017 and substantiation of today's connection with greatness;

4. The content structure of gymnasium and lyceum schools at the studied stages of 1991-2017 and is aimed at revealing their pedagogical specifics in their formation and development "the formation and development of gymnasium and lyceum schools (1991-2017)" to substantiate the need for an elective course from the point of view of experiment by introducing it into the pedagogical process of the university.

Evidence-based and soundness of the research results: it is proved in the system of historical scientific knowledge and practical methods achieved in the search-oriented dissertation work. The gymnasium and lyceum in Kazakhstan, which were innovative in the period 1991-2017, are focused on the organization of education, with an analysis of historical and pedagogical content during the development of schools in society and the social environment. Historical and theoretical consideration of factual data and research results, guided by the documents of legislative and legal provisions, can ensure the improvement in the educational process of pedagogical specialties at the university, meaningful knowledge of the history of pedagogy and historical courses of national education.

Approbation and implementation of the research results: published in scientific journals included in the Scopus database, at domestic and foreign scientific and practical conferences, the Committee for Quality Assurance in Education and Science of the Republic of Kazakhstan in the context of scientific and methodological work and in the form of a thesis report with the main substantive principles of the research:

The structure of the dissertation. The dissertation consists of an introduction, two sections, a conclusion, a list of references and appendices. The first section, "Historical and methodological foundations of the establishment of institutions of gymnasiums and lyceums in sovereign Kazakhstan," examines the transitional stages of the formation and development of gymnasiums and lyceums in Kazakhstan from 1991 to 2017 and their specific features, history and guidelines for the development of the school system at that time.

In the scientific search devoted to the research topic, there is still an incompleteness in the works studied before us, a specific targeted systematic work related to the substantive structures of gymnasiums and lyceums. But there is research work on the establishment and development of schools, gymnasiums and lyceums, national schools, etc. In Kazakhstan. Russian research on the school system and its types in Kazakhstan examines their formation and development in the context of understanding the history of Kazakh education systems in general.

We can say that the basis for our research was the documents and amendments and additions that served as the basis for this, had officially accepted legal force, and scientific research work in this area at that time.

To solve these tasks, our research used methods of generalization and systematization, comparative sorting, retrospective reflection (redefinition, evaluation of past actions in historical pedagogical practice, methods and techniques used), analysis of chronological, historical and archival sources., analysis of published scientific papers for research purposes, etc.

The historical and comparative approach allowed us to determine the content of each of them by comparative description, analysis, generalization of curricula and programs in the specifics of lyceum and gymnasium schools of our state. We did not want the data to be widely disseminated in the article, to reveal the full content and to provide a complete comparative analysis of the conclusions. After all, the scale itself should be considered as one problem.

The application of the historical and systematic approach analyzes and characterizes the nature of the novelty and organization of the pedagogical process in the formation and development of Russian lyceums and gymnasiums, depending on different regional conditions.

Theoretical analysis, comparison, systematization of historical and practical knowledge through research, etc. For example, the study of the structural system of their internal content in the methodology of analyzing historical and practical knowledge, scientific and pedagogical substantiation in the creation of lyceum and gymnasium schools. To compare and analyze the assimilation of theoretical and practical knowledge that makes it possible to understand. Here, theoretical and methodological considerations, opinions of the heads of the ministry and regional, city, and district departments of education, innovative schools, and qualified methodologists were considered in the content of published articles, sorting was carried out, and sources and information from various archives were collected and compared. Also, during the implementation of the elective course, the experimental test "Determination of the level of abilities" and the methodology "Diagnosis of the level of partial preparation for professional and pedagogical self-development" were used.

According to modern demand, one of the main conditions in the upbringing of generations should be the formation and development of modern ideas and ideas about national history, educational heritage and traditional culture, the history of education and other spiritual values. They:

- education is a part of culture and a socio-cultural approach that allows us to identify patterns of formation and development of spiritual values;

- a scientific and historical study that defines an objective analysis of the history of the formation and development of educational institutions of the gymnasium and lyceum, as the leading type of schools in the Kazakh education system. Objective truth and the concept of truthfulness and subjectivity, an advanced approach focused on the idea of the interrelation of political, economic, social, cultural and pedagogical situations.

Philosophical and pedagogical concepts concerning the history of education in historical and pedagogical analysis, A.N. Nysanbayev, R.J. Abdildina, J.M. Abdildin, T.B. Madalieva and others, historical teachers: A.V. Perminov, A.M. Rakhimzhanov, A.A. Mukataev, R.R. Masyrova, G.T. Khairullin, T.A. Lynchevskaya, I.N. Shevchenko, SH.K. Berkimbayeva, and others. In the organization of education and training in gymnasium and lyceum schools, historical and practical directions were considered in terms of the content structure. As well as the methods used in the organized pedagogical process, and it can be said that research in the field of technology has historically and pedagogically had its own characteristics. Historical and practical experience of the development of education in Kazakhstan our study presents the pedagogical processes carried out in gymnasium and lyceum schools of classical, multidisciplinary, encyclopedic, academic nature and an explanation of their substantive nature. The chronological framework of the study covers the years 1991-2017.

In the works of scientists in the philosophical, scientific and theoretical context underlying the above thought: A. Nysanbayev noted: "One of the main problems of the modern formation and development of the entire Kazakh national idea is the world experience, and it is better to consider the education system as its core," R.J. Abdildin noted: "In the development of a democratic system, if it is the recognition of history and reality, then it is the basis for mastering and putting into practice modern scientific education."

Zh.K. Madalieva: "factors influencing the content of modern education: education, educational value and cultural, historical, social, economic, political, technological, ideological, psychological connection of its goals and values in the modern educational space is relevant for discussing the problems of development and reform of modern education. It will make a big difference. its importance in society and the social environment as an institution in the organization and implementation of education."

The reform of the education system has begun on the basis of the new character of Independent Kazakh society - changes in various spheres and a new system of interaction, ideological directions of development. He contributed to the emergence of various types of schools in the public environment in our country. Such turns began to take place as pedagogical experience and theory, which led to the creation of a new type of schools and the formation and development of educational processes organized in them in a new meaningful way. Russian scientists conducted research on these issues, expressed innovative approaches in the theoretical direction of pedagogical science of that time and wrote works on the scientific and methodological content of practice. G.T. Khairullin: devoted to the disclosure of the theory and practice of interscholastic educational and methodological complexes in the formation and development of a new system through the analysis of the substantive structures. R.R. Masyrova: analyzed the formation, formation and development of general education schools, which have acquired an innovative character in Kazakh society, and the features of their pedagogical content structure and educational work. A.A. Mukataev: in research work, it is necessary to have a place in the practice of the pedagogical process in

the process of teaching and educating students of a new type of gymnasium schools. Scientific and methodological substantiation of the introduction of in-depth educational materials on the profile through the directions of the new content. After all, the researcher himself was an experienced teacher at that time, who, in the matter of creating a gymnasium school and prioritizing the subjects studied in the development of its curricula, based on didactic patterns, carried out pedagogical activities towards improving the scientific and methodological complexes of individual disciplines. The organization of educational and educational work in schools depends on the nature of novelty, the interests of students, their inclinations to independent natural reality. The ways of scientific and methodological improvement of personality formation and development through their adaptation to life, social environment, and upbringing, depending on the specifics of their abilities, were substantiated.

This indicates that the education of that period, within the framework of conceptual thought based on a new directional approach, was focused on the school type of specialized differentiation of education.

Trends in the education system in the last stages of the twentieth century took place in world and European countries. Using the example of priority areas of pedagogical practice, the Kazakh experience of education and training and upbringing has been brought closer to modern integration requirements. Organizing and managing the school's work and being able to predict its future development directions.

Gymnasiums and lyceums differ from general education schools in several ways: Firstly, the requirements for the education system in secondary schools were not fully met in lyceums and gymnasiums. This is due to the fact that the introduction of additional individual training disciplines related to the core profile was caused by a change in the weekly hourly size and schedule. Secondly, they are designed to raise gifted children. Thirdly, despite other names, the main goals and objectives of the problem of education from educational materials in the secondary school system as a whole were not fulfilled. In general, the content of education in lyceums and gymnasiums consisted of three components: the republican union, the republican and the school components, i.e. already at that time one can still see the influence of the Soviet system.

In the second part, practical ways of organizing the process of pedagogy in educational institutions of gymnasium and lyceum types in Kazakhstan, the modern stage of the pedagogical experience of gymnasium and lyceum schools in the process of education and upbringing at the stage included in the field of research is traced. Their pedagogically significant content structures reveal the essence of a pedagogically valuable legacy in the history of education, analyzing existing thoughts on the organization of education and upbringing of students in these schools, educational work in new directions. The basis for this is the "Formation and development of gymnasium and lyceum schools (1991-2017)" in Kazakhstan, included in the pedagogical process of the university, based on the results of teaching an elective course. The second experimental stage of the study (2018-2019) analyzed the meaningfully close and exhaustive data of the

dissertation research with the system of fundamentals of the theory of modern pedagogical science, systematized, generalized descriptions of the emergence and development of innovative educational institutions of gymnasium and lyceum type schools that took place in Kazakhstan. Society and the social environment in the period from 1991 to 2017 from the point of view of the history of education or pedagogy. And the 3rd stage, which is a continuation of this (2019-2020). Continuation of the 2nd stage 2022-2023) summing up and summarizing the results of the search and research work done. Methods used in the periodization of dissertation research: search and generalization, discussion, sorting, identification and analysis of the content features of gymnasium and lyceum schools documents in genetic, comparative, structures and in the system of service structures. PhD candidate "formation and development of gymnasium and lyceum schools" (1991-2017), complementing the content of the history of pedagogy course by future pedagogical specialists with new information sources.) introduction of an elective course and conducting educational work in universities in the form of lectures, seminars, etc., presented in the course program.

One of the most important aspects of our scientific work is the historical, theoretical and pedagogical - practical justification of the pedagogical support of the educational process of gymnasium and lyceum schools. Determination of the set of pedagogical conditions necessary for changing and improving the quality of the educational process. The research is of practical importance.

The formation and development of gymnasium and lyceum schools in Kazakhstan methodological approaches to the study and methodological teachings aimed at identifying specific historical, objective, systematizing, comparative and analytical ones from the point of view of the history of education. This is the disclosure of pedagogical experience in the history of education on a scientific basis. The experimental work of the study was carried out by 83 students of Zhetsu University named after I. Zhansugurova majored in 5b010300 - "Pedagogy and Psychology" and 90 students of the Kainar Academy, a specially implemented program "Establishment and development of gymnasium and lyceum schools in Kazakhstan (1991-2017)", a total of 173 students completed an elective course in this specialty. These are students who participated in an experimental experiment conducted in 2017-2020.

The results of the implementation of the elective course and the educational and research stages (2017-2018 academic year)

№	Name of the university number of students	Number of students The year 2018 2nd semester	The introduction of an elective course and the reflection of the percentage levels of educational research					
			The final result at the first stage			Full Medium Low		
			Full	Medium	Low	Full	Medium	Low
1.	Zhetysu University named after I. Zhansugurov	35	11	16	8	18	17	-
2.	Kainar Academy	28	7	11	10	12	12	2
3.	Total number	63	18	27	18	30	31	2

The results of the implementation of the elective course and the educational and research stages (2018-2019 academic year)

№	Name of the university number of students	Number of students The year 2019 2nd semester	The introduction of an elective course and the reflection of the percentage levels of educational research					
			The final result at the first stage			Full Medium Low		
			Full	Medium	Low	Full	Medium	Low
1.	Zhetysu University named after I. Zhansugurov	23	8	11	4	12	11	-
2.	Kainar Academy	38	7	16	15	14	24	-
3.	Total number	61	15	27	19	26	35	-

Elective course "Formation and development of gymnasium and lyceum schools in Kazakhstan (1991-2017)" the total number of students of Zhetysu University named after I. Zhansugurov and Kainar Academy in pedagogical specialties was 173 students, and the final indicative percentage result is final.

Implementation of the elective course and results at the educational and research stages (2019-2020 academic year)

№	Name of the university number of students	Number of students The year 2020 2nd semester	The introduction of an elective course and the reflection of the percentage levels of educational research					
			The final result at the first stage			Full Medium Low		
			Full	Medium	Low	Full	Medium	Low
1.	Zhetysu University named after I. Zhansugurov	25	6	12	7	9	15	1
2.	Kainar Academy	24	5	15	4	11	13	-
3.	Total number	49	11	27	11	20	28	1

Guided by the systematic theoretical knowledge in our research work, we, future teachers of improving the effectiveness of the developed elective course, conducted pedagogical practice to include knowledge of the subject in the educational program "History of Pedagogy". The research method we have chosen is an experimental experiment /constantiation Experience/, aimed at clear, accurate transmission.

Below we present the percentage levels of the final performance indicator provided by an experimental experiment aimed at identifying and clarifying the needs of the educational content transmitted through the introduction of an elective course into the pedagogical practice of the university and surveys conducted on this course.

Percentage of performance indicators for the above-mentioned II semester according to Table 8 of the 2017-2018 academic year: responses for the first

period: full - 11.34%; average -17.01%; low - 11.34%. final result: answers: full – 18.9%; average-19.53%; bottom -1.26%.

The percentage of results obtained in the above-mentioned II semester according to Table 9 for the 2018-2019 academic year: responses for the first period: full -9.15%; average – 16.47%; lower -11.59%. The answers as a result of the final indicator are: full -15.86%; average -21.35%; lower -0%.

The percentage of the above II results obtained in Table 10 for the 2019-2020 academic year: responses for the first period: full - 5.39%; average -13.23%; lower -5.39%. the final result: - full-9.8%; average -13.72%; lower response – 0.49%.

Of the total number of students involved in the implementation of the elective course, 173 answers at the first stage: full-76.12%; the average is 140.13%; the lower is 83.04%. final result: - full – 131.48%; average-162.62%; lower-5.19%.

This is proof that the requirements of the user of specific pedagogical and historical knowledge, cognitive product are satisfied (validation). An internal quality management process that ensures the coordination of responses to questionnaire tasks in an experimental study.

In order to supplement and improve the quality of our previous research, in 2022-2023, a practical experiment was conducted at the universities of I. Zhansugurov University to teach an elective course on the topic of research on educational teacher training programs.

Participants: 116 students majoring in the Higher School of Natural Sciences. Mathematics-33; Biology-30; Chemistry-19; Chemistry-Biology -34;" students of this specialty may attend lyceum-type schools in the future (HSHNS - Higher School of Natural Sciences). From the Higher School of Humanities -140 students: Kazakh language and literature - 42; foreign language: two foreign languages-68; history -30. Students of this specialty can continue to attend gymnasium-type schools (HSH - Higher School of Humanities). From the Higher School of Pedagogy and Psychology - 74 students of Pedagogy and Psychology - 39; Pedagogy and methods of primary education-in 35 specialties (HSPP-Higher School of Pedagogy and Psychology). A total of 330 students in various fields participated in three higher schools.

Tools: To determine the result of the research work and collect related data, we conduct 1. The "Ability level Determination" test. 2. The methodology "Diagnostics of the level of partial preparation for professional and pedagogical self-development" was used.

The Ability Level test was used to predict the level of preparation of future teachers for teaching in lyceum and gymnasium schools and to gain knowledge about their aptitude for the profession and information about their professional activities in these schools. The study examined four basic flexible skills called 4K: communication, creativity, critical thinking, teamwork.

Test instructions: we recommend checking the level of development of your abilities during teamwork. Today, reason is important, and so is his you can develop it. Choose the answer that suits you for each question. The number of all

questions is 10. Results: For each "first answer" – 10 points, for the "second answer" – 5 points, for the "third answer" – 0 points.

The test "Determining the level of abilities" levels

Nº	Scores	Levels	Description
1.	80-100	High	Demonstrates skills that provide the skills, knowledge, skills and competencies necessary for personal abilities – professionalism, professional abilities. However, this occurs in negative effects, where there is high self-esteem, arrogance, and the realization that he did not know himself more than others. Individuals who are able to succeed in their professional profession and strive for creativity.
2.	50-79	Medium	There is a very valuable quality-a person who is able to adapt to professional teaching activities depending on the situation. He is able to carry out pedagogical activities in any educational institutions and manifest himself with a stable, principled approach to creativity.
3.	Below 49 points	Low	By his nature, he is inclined to performing and performing work. Is responsible for the performance of the assigned task or work in individual professional teaching activities according to the instructions.

Performance indicators of the test "Determination of the level of abilities" for the period preceding the completion of the elective course.

Preparation for teaching in conditions of increased demands on professional knowledge, practical skills and personal qualities of students is impossible without purposeful and systematic work on the development of their professional and pedagogical orientation. Therefore, according to the test results, students of HSHNS -16, HSH -25, HSPP -9 receive a "high" level of abilities; an "average" level of HSHNS -48; HSH -53; HSPP -28; a "low" level of HSHNS -52; HSH - 62; HSPP - 37; quantity and percentage the subjects.

In order to identify the aptitudes for schools at the Lyceum, 116 students majored in the higher school of Natural Sciences

Nº	Profession	Tall		Low		Medium		In total	
		Number of students -16	Procent %	Number of students - 48	Procent %	Number of students -52	Procent %	Number of students -116	Procent %
1.	Mathmath	4	12,12	11	33,33	18	54,54	33	99,99
2.	Biology	4	13,33	13	43,33	13	43,33	30	99,99
3.	Chemistry	2	10,52	10	52,63	7	36,84	19	99,99
4.	Chemistry-Biology	6	17,64	14	41,17	14	41,17	34	99,98

In order to identify the inclinations towards gymnasium-type schools in the higher school of Humanities -140 students

№	Profession	Tall		Low		Medium		In total	
		Number of students -25	Procent %	Number of students -53	Procent %	Number of students -62	Procent %	Number of students -140	Procent %
1.	Kazakh language and literature	10	23,80	17	40,47	15	35,71	42	99,98
2.	Foreign language: two foreign languages	9	13,23	24	35,29	35	51,47	68	99,99
3.	History	6	20,0	12	40	12	40,0	30	100

We have identified and analyzed the level indicators for the individual specialties of the students of each higher school involved above

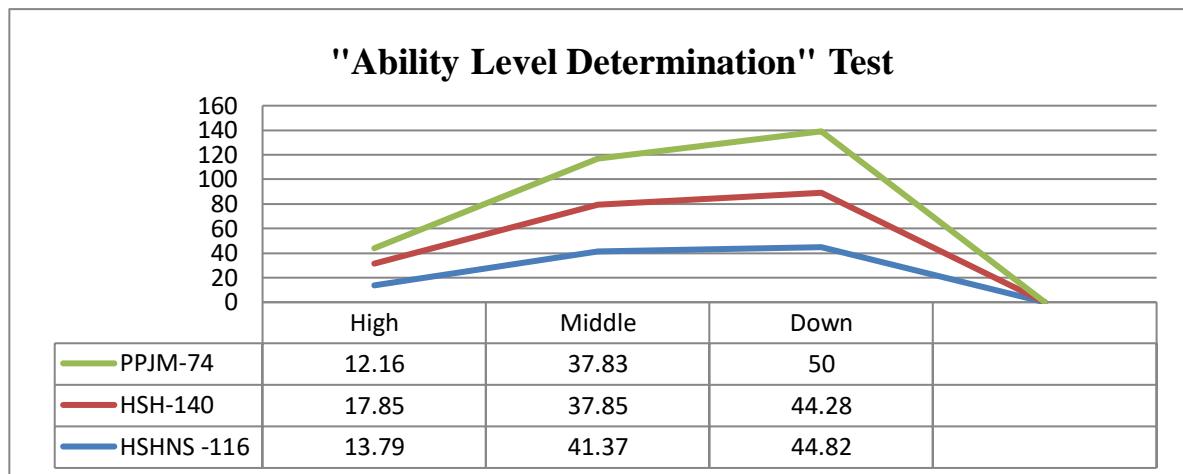
The first results of the "Ability level determination" test

№	Scores	Levels	HSHNS -116 students		HSH -140 students		HSPP -74 students	
			Quantity	Percent	Quantity	Percent	Quantity	Percent
1.	80-100	Tall	16	13,79	25	17,85	9	12,16
2.	50-79	Average	48	41,37	53	37,85	28	37,83
3.	Below 49 points	Low	56	44,82	62	44,28	37	50,0
4.	Conclusion		116	99,98	140	99,98	74	99,99

According to the "Determination of the level of abilities" test, indicators (table) of the first knowledge of future teachers were given with the definition of knowledge concepts in gymnasium and lyceum type schools. In this regard, GSM - 116 students have the advantage of being able to continue teaching in lyceum-type schools, as lyceum-type schools pay great attention to natural science, mathematics and technical education. Of the 116 future specialists who took part in the tests (HSHNS), which showed a 13.79% percentage of "high" level students, 12 were students who studied at lyceum-type schools before entering the university, 4 were graduates who graduated from secondary schools. Of the 48 students who showed an "average" level of 41.37%, 5 were educated in lyceum schools, 43 in general education schools, but they received additional education and special training in this area before entering the university. 52 students, who scored 44.82% of the "low" level, entered higher education institutions with acquired knowledge in secondary schools.

We have provided that in the future, students of HSH - 140 and HSPP -74 will be able to carry out teaching activities in gymnasium-type schools.

Reflection of the first comparative results of the "Determination of the level of abilities" test



The purpose of the test is to introduce an elective course with the idea that in order for students to be able to perform teaching activities in lyceum-gymnasium schools after mastering the specialty of teaching, it is necessary to have knowledge about the content structure of schools of this type.

And when summarizing the final results of the aptitude test, we will group the data of students studying in each specialty in high school, not separately, but as an indicator of higher school specialties.

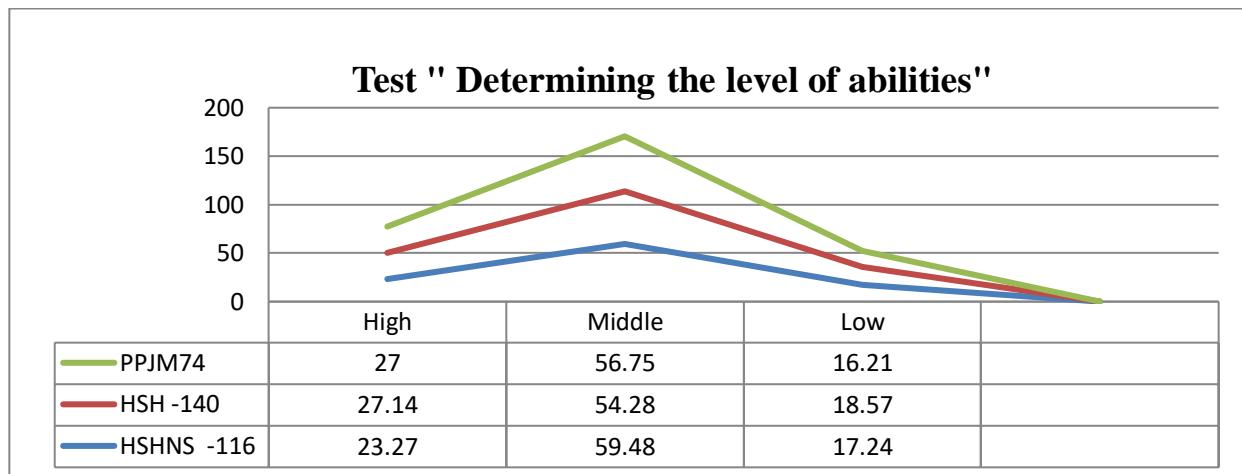
The results of the "Ability level determination" test after studying and completing the elective course

№	Scores	Levels	HSHNS -116 students		HSH -140 students		HSPP - 74 students	
			Quantity	Percent	Quantity	Percent	Quantity	Percent
1.	80-100	High	27	23,27	38	27,17	20	27,0
2.	50-79	Medium	69	59,48	76	54,28	42	56,75
3.	Below 49 points	Low	20	17,24	26	18,57	12	16,21
4.	Conclusion		116	99,99	140	99,99	74	99,96

Consequently, these results will relate to the formation and development of lyceum and gymnasium schools, their content structure and specifics for students of 3-4 courses studying in various pedagogical specialties at our university.

Historical and practical knowledge is reflected in tests to determine the level of pedagogical abilities, how much cognitive knowledge acquired during the elective course has grown, which is specifically included in the pedagogical process for the purpose of teaching. Based on the results obtained, we conducted a conversation and an interview about lyceum and gymnasium schools with subjects who showed "high", "medium" and "low" levels.

Comparative picture of the results of the "Determination of the level of abilities" test after studying and completing the elective course



The methodology "Diagnostics of the level of partial preparation for professional and pedagogical self-development".

Based on the data obtained, we examined the willingness of respondents who participated in the tripartite HSHNS, HSH and HSPP to take action on pedagogical abilities in the teaching profession. At the same time, in the event that graduates will be employed as specialists in the future in the teaching service in lyceum and gymnasium type schools, projected percentages were given in the course of the pedagogical process. This gives an idea that future teachers who have graduated from the teaching profession will be able to carry out teaching activities in schools of every type, and opens the way to implementation.

The results of diagnostics of future teachers' readiness for professional and pedagogical self-development.

Diagnostics of the level of preparation of future teachers for professional and pedagogical self-development, partial, is obtained from the disciplines of pedagogy and teaching methods of individual disciplines by students of 3-4 courses. It reflects the results of research aimed at recognizing the possibilities of their potential in individual professional activities, methodological and pedagogical processes conducted with theoretical knowledge and pedagogical practice (teaching individual disciplines). To eliminate the existing shortcomings, it is necessary, first, to provide future teachers with knowledge about lyceum and gymnasium schools in cognitive knowledge related to pedagogy and the history of its education. Secondly, due to the specifics of the content orientation of the gymnasium and lyceum schools, special attention is paid to the teaching methods of individual subjects, resulting from the need for in-depth study of scientific disciplines, and the need for teaching through special topics is revealed. Considering the issue, we proceed from the fact that the training of future teachers in higher educational institutions is the fulfillment of the state standard of general education tasks, as well as the training of special teaching staff for gymnasium and lyceum type schools.

The results of diagnostics of future teachers' readiness for professional and pedagogical self-development

	The level of partial training for professional and pedagogical self-development	Levels	HSHNS Students - 116		Students of HSH - 140		Students of PPISM- 74	
			Quantity	Procents	Quantity	Procents	Quantity	Procents
1.	Motivational	High	24	20,68	31	22,14	17	29,97
		Medium	79	68,10	86	61,42	49	66,21
		Low	13	11,20	23	16,42	8	10,81
2.	Cognitive	High	28	24,13	39	27,85	15	20,27
		Medium	67	57,75	90	64,28	51	68,91
		Low	21	18,10	11	7,85	8	10,81
3.	Moral	High	34	29,31	43	30,71	21	28,37
		Medium	75	64,65	85	60,71	78	64,86
		Low	8	6,89	12	8,57	5	6,75
4.	Diagnostic tools	High	31	26,72	29	19,28	19	25,67
		Medium	73	62,93	92	65,71	43	58,10
		Low	14	12,0	19	13,57	12	16,21
5.	Organizational approach	High	19	16,37	22	15,71	13	17,56
		Medium	81	69,82	91	65,0	46	62,16
		Low	16	13,79	27	19,28	15	20,27
6.	The ability to self-manage	High	23	19,82	31	22,14	18	24,32
		Medium	84	72,41	93	66,42	47	63,51
		Low	9	3,44	16	4,28	8	10,81
7	Communication skills	High	28	24,13	46	32,85	11	78,37
		Medium	83	71,55	87	62,14	58	78,37
		Low	5	4,31	7	5,0	5	6,75

And when the direction of our research was conducted only in relation to future teachers of secondary schools, the results showed that the levels of "high" and "average" in percentage terms are very high. However, since this in itself is a separate research problem, we understand that there is no need to dwell on it.

The issues identified during additional interviews and questions with students who showed a "low" level in the course of our research were as follows:

- ignorance and misunderstanding of didactic patterns in conducting the pedagogical process in gymnasium and lyceum schools with originality;
- distrust of future pedagogical specialists to work in teaching;
- students have an idea that the future teaching profession should not be purposeful, but random. Higher education is necessary.;
- entering the teaching profession not by choice, but according to the statement of another person (parent or friend, peer), etc.

Nevertheless, in the course of improving the content system and structure of the training of future teachers, it was proved that the elective course proposed by us and implemented and practiced by the university is necessary, and we were convinced that it can be improved in the future.

In conclusion. For students studying in pedagogical specialties, the acquisition of historical and pedagogical knowledge about gymnasium and lyceum schools and the practical knowledge formed in them made it possible to expand

their understanding of the formation and development of the school system in the history of pedagogy.

First, to determine the indicators of future pedagogical specialists by conducting professionally oriented pedagogical practice in lyceum and gymnasium schools, substantiating their direct connection with the development of pedagogical abilities, the level of professional partial training for the seven components of self-development: motivational, cognitive, moral-volitional, diagnostic, organizational, self-management, communication skills. It was determined how to navigate in the future.

Secondly, it was proved that by teaching a specially designed elective course and conducting pedagogical practice by future teachers of gymnasium and lyceum schools, it is possible to determine and develop their level of professional abilities.

Thirdly, it served as a basis for identifying the relationship between the level of self-development and professional and pedagogical abilities and knowledge of their indicative levels.

Fourthly, future pedagogical specialists "The formation and development of gymnasium and lyceum schools in Kazakhstan (1991-2017)", which allowed them to change their views, increase the level of pedagogical abilities and determine indicators for the development of individual creative potential. We also understand that this is a predictive direction, which in the future will become the basis for determining the direction of scientific and methodological work on these issues.

In the course of writing our research paper, we have achieved the following results. It is proved that there are features of the organization of educational activities in accordance with their characteristic structural content, types of historical and pedagogical systems, work in the field of education and new types of schools that took place in the formation and development of domestic gymnasium and lyceum schools from 1991-2017.

1. The research paper develops the historical and methodological education system of gymnasium and lyceum schools in Kazakhstan from 1991 - 2017, provides historical, pedagogical and methodological characteristics, and analyzes;

2. In the historical period 1991-2017, "The formation and development of gymnasium and lyceum schools in Kazakhstan" and the systemic nature of their content structure, the implementation of a departure from the system of centrally controlled ideologies in the construction of Soviet society and the historical continuity of their originality in the development of education systems in the sovereign period with subsequent periods;

3. In the period from 1991- 2017, the historical and pedagogical interrelation of the educational system of modern schools of this type of gymnasiums and lyceums of an innovative nature that took place in society and the social environment was revealed, their continuity and continuity were determined.

4. "The formation and development of gymnasium and lyceum in Kazakhstan (1991-2017)" with the correction of the elective course of thematic naming and the filling of the educational material of the course of historical pedagogy in this area with new educational contents. At the university, the results of an experimental experimental study of pedagogy were identified and

demonstrated, aimed at clarifying the reliability and inclusion in educational programs for the training of future teachers.

The validity of the proposed forecast and the system of dissertation research in the structure and its substantive structures, which give the content of the system in the structure of dissertation research papers, is proved. The results of the dissertation research and conclusions in scientific and methodological terms complement the knowledge base related to the history of pedagogy in Kazakhstan, and confirm that research and research work related to the history of the formation and development of types of educational, educational institutions can be applied on a wide scale.

Guided by the results of scientific research and research work of the dissertation orientation, we make the following suggestions:

1. We understand that the history of the development of the gymnasium and lyceum should be conducted in the form of an elective course in educational programs developed in the pedagogical specialty.;

2. Professional development of teachers at schools in institutes, it is possible to conduct pedagogical practices of gymnasium and lyceum schools, educational lectures and practical classes on history and the formation of its theories;

3. We consider it necessary to study the issues of the content structure from the point of view of the history of education, teaching methods of individual subjects by replenishing historical and pedagogical knowledge about the pedagogical processes of schools of various or innovative nature and focusing on lyceums and gymnasiums and their experience.;

4. Guided by the experience of organizing educational work in gymnasium and lyceum schools in the period 1991-2017, which acquired an innovative character, it is obvious that the use of modern gymnasium lyceums in educational work organized during the education period gives its results in the work on the education of Kazakhstani citizenship and patronage.