IRSTI 16.01.21 https://doi.org/10.26577/EJPh2025200422

A.S. Nabidullin[1*], M.B. Tulegenova[1], Z.K. Kussembayeva[1], E. Barlybayeva[2]

[1]Abai Kazakh National Pedagogical University, Almaty, Kazakhstan
[2]Turan-Astana University, Astana, Kazakhstan
*e-mail: aibosha@mail.ru

FORMATION OF STUDENT'S SCIENTIFIC AND COGNITIVE POTENTIAL IN THE PROCESS OF TEACHING THE COURSE "GENERAL LINGUISTICS": POTENTIAL AND COMPETENCE

This article examines the pedagogical potential of the course "General Linguistics" for developing students' scientific and cognitive potential in higher education. The study aims to clarify the relationship between the concepts of potential and competence and to justify a competence-based framework that fosters scientific thinking, research motivation, and analytical skills in future philologists. The methodology integrates systematization and critical analysis of national and international scholarship in pedagogy, psychology, and linguistics; comparative review of major theoretical approaches; analysis and selection of textbooks and foundational works used in teaching "General Linguistics"; and comparison of traditional and innovative instructional methods designed to enhance students' research-oriented learning. The findings demonstrate that competence reflects abilities already manifested in practice, whereas potential denotes latent resources and capacities that can be activated under appropriate educational conditions. Consequently, purposeful competence development functions as a mechanism for revealing and expanding students' scientific and cognitive potential. The article argues for a structured system of competencies subject-specific, interdisciplinary, meta-disciplinary, and research competence and explains how each contributes to core academic outcomes: problem formulation, hypothesis building, data analysis, critical evaluation of linguistic theories, and reflective monitoring of learning results. It is concluded that "General Linguistics," as a foundational discipline, provides a coherent platform for strengthening functional literacy, cultivating research culture, and preparing students for interdisciplinary challenges in contemporary linguistics and related professional domains.

In addition, the paper outlines principles for designing a set of research-oriented learning tasks (problem formulation, data-based work, mini-research projects, academic argumentation, and reflection) and proposes basic criteria for assessing these outcomes within the course. The proposed framework may inform curriculum renewal, the integration of digital/corpus-based data practices, and the planning of students' individual learning trajectories aligned with research goals.

Keywords: General Linguistics, scientific and cognitive potential, competence, research competence, meta-disciplinary skills, philology education.

А.С. Набидуллин[1]*, М.Б. Тулегенова[1], З.К. Кусембаева[1], Э.Ж. Барлыбаева[2]

[1]Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан
[2]«Тұран-Астана» университеті, Астана, Қазақстан
*e-mail: aibosha@mail.ru

«Жалпы тіл білімі» пәнін оқыту үдерісінде студенттердің ғылыми-танымдық әлеуетін қалыптастыру: әлеует және құзыреттілік

Мақалада жоғары оқу орнында «Жалпы тіл білімі» пәнін оқыту үдерісінде студенттердің ғылыми-танымдық әлеуетін қалыптастырудың теориялық-әдістемелік мүмкіндіктері айқындалады. Зерттеудің мақсаты – әлеует пен құзыреттілік ұғымдарының арақатынасын нақтылап, аталған пән мазмұны арқылы ғылыми ойлау мен зерттеушілік белсенділікті дамытатын құзыреттер жүйесін негіздеу. Әдіснама ретінде отандық және шетелдік педагогика, психология, лингвистика еңбектерін жүйелеу, салыстырмалы талдау, «Жалпы тіл білімі» курсына арналған оқулықтар мен іргелі еңбектерді іріктеп-талдау, дәстүрлі және инновациялық оқыту әдістерінің тиімді тетіктерін салыстыру тәсілдері қолданылды. Нәтижелер әлеуеттің латентті мүмкіндіктер мен ресурстарды, ал құзыреттіліктің нақты іс-әрекетте көрінетін білім-дағды кешенін

демек, құзыреттерді мақсатты қалыптастыру ғылыми-танымдық әлеуеттің өсуін қамтамасыз етеді. Мақалада пәндік, пәнаралық, метапәндік және зерттеушілік құзыреттерді студент әлеуетін арттырудың өзекті өзегі ретінде ұсыну, олардың құрамдас компоненттерін (танымдық, әрекеттік, коммуникативтік, рефлексивтік) оқу тапсырмаларымен ұштастыру жолдары талданады. Қорытындыда «Жалпы тіл білімі» курсы болашақ филологтың функционалдық сауаттылығын, сыни ойлауын және ғылыми зерттеу мәдениетін қалыптастырудың базалық алаңы екені дәлелденеді.

Сонымен бірге мақалада ғылыми-танымдық әлеуетті арттыруға бағытталған тапсырмалар кешенін құрастыру принциптері (проблемалық сұрақ қою, дерекпен жұмыс, шағын зерттеу, академиялық аргументация, рефлексия) және оларды бағалау өлшемдері қысқаша сипатталады. Ұсынылған тұжырымдар оқу бағдарламасын жаңғыртуға, цифрлық / корпустық деректермен жұмысқа бейімделген зерттеушілік әрекетті енгізуге және студенттің жеке оқу траекториясын ғылыми мақсатпен байланыстыра жоспарлауға негіз бола алады.

Түйін сөздер: жалпы тіл білімі, ғылыми-танымдық әлеует, құзыреттілік, зерттеушілік құзырет, метапәндік дағдылар, болашақ филолог.

А.С. Набидуллин[1*], М.Б. Тулегенова[1],
З.К. Кусембаева[1], Э.Ж. Барлыбаева[2]
[1]Казахский национальный педагогический университет имени Абая, Алматы, Казахстан
[2]Университет «Туран-Астана», Астана, Казахстан
*e-mail: aibosha@mail.ru

Формирование научно-познавательного потенциала студентов в процессе преподавания дисциплины «Общее языкознание»: потенциал и компетентность

Статья посвящена обоснованию теоретико-методического потенциала дисциплины «Общее языкознание» в формировании научно-познавательного потенциала студентов вуза. Цель исследования – уточнить соотношение понятий «потенциал» и «компетентность», а также выявить и описать систему компетенций, которая обеспечивает развитие научного мышления, исследовательской мотивации и аналитических умений будущих филологов. Методологическую основу составили систематизация и анализ отечественных и зарубежных работ по педагогике, психологии и лингвистике; сравнительный анализ научно-теоретических концепций; отбор и аналитический обзор учебников и фундаментальных трудов по курсу «Общее языкознание»; сопоставление традиционных и инновационных технологий обучения, ориентированных на усиление когнитивной активности студентов. Полученные результаты показывают, что компетентность описывает уже проявленные способности в деятельности, тогда как потенциал отражает скрытые ресурсы и перспективные возможности личности; следовательно, целенаправленное формирование компетенций выступает механизмом актуализации и расширения научно-познавательного потенциала. В статье аргументировано выделяются предметная, междисциплинарная, метапредметная и исследовательская компетенции как ключевые компоненты профессиональной подготовки филолога; раскрываются их функции в логико-системном анализе языка, постановке научных вопросов, работе с данными и интерпретации результатов. Делается вывод о том, что курс «Общее языкознание» выполняет роль базовой платформы для формирования культуры научного исследования и функциональной грамотности будущих специалистов.

Дополнительно в статье обозначены принципы конструирования комплекса учебно-исследовательских заданий (проблематизация, работа с данными, мини-исследование, академическая аргументация, рефлексия) и критерии их оценивания в рамках курса. Предложенные положения могут служить методической основой для обновления программ, интеграции цифровых/корпусных данных в учебный процесс и проектирования индивидуальной образовательной траектории студента с опорой на исследовательские цели.

Ключевые слова: общее языкознание, научно-познавательный потенциал, компетентностный подход, исследовательская компетентность, метапредметные умения, высшая школа.

Introduction

As stated in the State Program for the Development of Education and Science in the Republic of Kazakhstan for 2020-2025, there are a number of pressing issues in the national education and science system that require urgent solutions, one of which is the assessment of the population's literacy and competence levels (Government of the Republic of Kazakhstan).

This legislative document clearly emphasizes that under the conditions of technological modernization of the national economy, the labor market requires professionals possessing a universal set of

competencies, an active civic position, interpersonal skills, and systematic thinking abilities (Government of the Republic of Kazakhstan).

"General Linguistics" as a field of science is regarded as a theoretical discipline that reveals the contribution of linguistic science to the overall system of knowledge about the surrounding world, as well as the role of science in the spiritual, cultural, and economic development of human society (Nabidullin, 2020: 206).

The course "General Linguistics" is considered a fundamental system of linguistic scientific knowledge for future philologists. This is due to the fact that the discipline is aimed at forming a basic understanding of the nature of language. In particular, it provides answers to such questions as what elements language consists of and how its various levels – phonetics, morphology, syntax, and semantics – are interconnected. This knowledge is essential for conducting further scientific analysis of individual languages.

The course "General Linguistics" offers a theoretical foundation for all branches of linguistics and serves as a general theoretical platform that has comparative-historical linguistics, structural linguistics, and anthropocentric linguistics as its major subfields.

Like all foundational academic disciplines, the key focus in teaching "General Linguistics" is to orient students' scientific thinking toward activity and conscious awareness. To accomplish this, it is necessary to substantiate educational objectives and create favorable conditions that enable students to independently advance their knowledge and scientific inquiry (Sapabekov, 2013: 28).

The course "General Linguistics" forms students' scientific understanding of linguistic diversity. Since philologists study a wide range of languages, they must acquire knowledge of the universal laws inherent in all languages. This makes it possible to carry out comparative analysis and to identify not only differences but also similarities between languages, thereby expanding scientific insight into the evolutionary nature of language and its interrelations. Furthermore, the course contributes significantly to the development of students' analytical thinking by training them to think logically and systematically when analyzing the structure and functioning of language at different levels. This, in turn, creates opportunities for professional linguistic analysis in the fields of education, translation, and scientific research.

Materials and methods

Although the relevance of the research topic has been clearly confirmed through the analysis of scientific and methodological literature, it has been revealed that the issue of forming students' scientific and cognitive potential in the teaching of the course "General Linguistics" at higher education institutions has not been sufficiently studied from scientific-methodological and instructional perspectives.

The study employed methods of systematization, and analysis of domestic and foreign scientific works related to the research topic; comparative analysis of scientific and theoretical concepts; identification of key problems and patterns in modern pedagogy and linguistics relevant to the research subject; analysis and selection of textbooks and scientific works on the course "General Linguistics"; as well as comparison of effective traditional and innovative teaching methods aimed at enhancing students' scientific and cognitive potential.

One of the key objectives in teaching "General Linguistics" is to develop students' scientific knowledge of the historical development of languages. Future philologists must understand how languages evolve over time and what kinds of changes they undergo. Scientific theories within general linguistics make it possible to trace language evolution through the study of both ancient and modern linguistic forms.

The scientific-methodological foundations of the course "General Linguistics" and the issue of forming students' scientific and cognitive potential were examined through fundamental works of renowned scholars in foreign pedagogy, psychology, linguistics, and Turkology. In particular, the psychological and pedagogical mechanisms of developing students' scientific and cognitive potential were based on the theoretical conclusions of Q. Zharykbayev, K. Zhumassova, A.Y. Zhumabayeva, A.N. Umirbekova, S.R. Kydyrova, D.K. Sapabekov, B. Sabyrbay, G.K. Aikinbayeva, S.K. Berbibayeva, A.S. Nuraddinnov, as well as B.A. Turgynbayeva, K.S. Kudaybergeneva, P.T. Abdullayeva, G.R. Ongarbayeva, K. Saduakaskyzy, E.S. Askarov, E.Q. Balapanov, B.A. Koishybayev, U.B. Zheksenbayeva and others.

Literature review

In teaching the course "General Linguistics," future philologists acquire theoretical knowledge and practical skills that enable them to perform ap-

plied tasks such as language teaching, developing new teaching methods, working in the field of computational linguistics, text analysis, translation, and other professional activities.

Thus, the course "General Linguistics" ensures that future philologists students acquire essential foundational knowledge and analytical instruments necessary for conducting linguistic research and analysis at all levels. In order to achieve these learning outcomes, another set of issues that must be examined from a methodological perspective is the complex of competencies.

In the teaching process of "General Linguistics," the pedagogical structure for forming students' scientific and cognitive potential is aimed at developing an integrated model in accordance with the specific nature of the research object. In this regard, the most important component of the pedagogical structure of the research subject is the system of competencies that is directly related to the formation of students' scientific and cognitive potential. This is due to the fact that at all stages of modern education, competence has become a "social norm" (Sagitova, 2015: 59).

At this point, it is important to clarify the relationship between the concepts of *potential* and *competence*.

The term "*Competence*" refers to the set of abilities already possessed by an individual, whereas potential reflects the individual's latent capabilities that contribute to the successful mastery of a particular type of activity in the future.

In contemporary labor market conditions, the assessment of personal potential has become widespread in human resource management practice. Various employers have developed their own models for evaluating employees' potential and have introduced them as tools for assessing professional effectiveness.

Potential is a stable set of personal qualities that manifests itself in solving new professional tasks in both short-term and long-term perspectives.

In general, human potential represents a person's "capacity for action" in a particular field and comprises the totality of both explicit and hidden capabilities. Potential is primarily viewed as a complex of qualities that enable personal development and a system of accessible resources.

Lexicographic and scientific interpretations of the concept of *potential* vary depending on the specific field or object to which it is applied. In general, these interpretations can be summarized as follows:

- a person's capacity or ability (Dauletbekova, 2021: 13);

- latent potential revealed under specific conditions (Ozhegov, 2015: 1375);

- "a magnitude characterizing the reserve of a body's energy at a given point of a field; a degree of power (hidden possibilities) in a given situation; something that exists only in a latent state" (Bol'shoy slovar' inostrannykh slov v russkom yazyke, 2003: 611);

- possibility (Bektayev, 2001: 514).

According to research, potential may relate to the past, present, and future. In this connection, potential can be viewed as a set of tools, abilities, reserves, sources, and resources used to solve specific tasks.

Each individual possesses potential related to a specific type of activity. Throughout life, a person prioritizes certain directions, sets goals, and acts to achieve them.

Scholars such as M. Weber, N. Machiavelli, Z. Freud, L.S. Vygotsky, N.G. Chernyshevsky, and M.V. Vinogradov, who studied the concept of potential in various scientific fields, commonly define it as "a person's ability to perform a certain action." From a psychological perspective, potential is defined as "a person's ability for personal and spiritual self-development and resistance to life difficulties. In certain situations, potential may manifest fully or partially, depending on the individual's aspiration for self-development" (Freid, 2010: 69). From a philosophical perspective, potential is "the inner energy of a person. A person does not always fully realize their potential and may not even be aware of the magnitude of their potential" (Kozyrev, 2008: 61). In sociology, potential is defined as "the totality of a person's spiritual and material capabilities that enable the achievement of specific goals," as well as "the internal source and spiritual reserve used in achieving goals and making appropriate decisions" (Veber, 1990: 241).

According to the researcher A.R. Khisamov, the concept of *potential* can also be found in ancient Greek writings and in the works of philosophers and thinkers of that era (Khisamov, 2014: 1340). For instance, in Aristotle's writings, "potential is viewed as an internal force that is realized through human activity" (Nietzsche, 2010: 76).

M.A. Nugayev classifies personal potential into five types from a social perspective:

1. Innovative and creative potential – an individual's initiative, ingenuity, exploratory cognitive activity, and ability to solve problem-based tasks creatively;

2. Professional and qualification potential – a set of skills and abilities applied in labor and professional activity;

3. Spiritual and moral potential – the system of moral norms and principles guiding an individual in society;

4. Intellectual potential – an individual's level of intelligence, depth of knowledge, creative talent, and the level of professionalism and competence in social activity;

5. Psychosomatic potential – an individual's spiritual and physical capabilities aimed at meeting life needs (Nugayev, 2009: 4).

V. V. Sokolov, in turn, identifies the following structural elements of personal potential:

- professional potential – knowledge, skills, and abilities characterizing professionalism;
- work capacity potential – a person's ability to engage in productive labor activity;
- educational potential – the intellectual capacity of an individual;
- creative potential – a person's ability for creative self-development;
- spiritual potential – a person's moral and ethical qualities (Sokolov, 2011: 78).

In comparison with competence, potential determines an individual's success in broader contexts and wider types of activity. In this regard, basic personal and intellectual qualities often form the foundation of human potential.

A high level of potential ensures high-quality results in solving new tasks and problems. Therefore, potential is most clearly manifested in new conditions that require adaptation and the application of new skills and abilities.

Based on the above definitions and interpretations, scientific and cognitive potential can be considered a complex phenomenon, as it encompasses several criteria from the classifications discussed above. Scientific and cognitive potential is defined as the totality of opportunities and resources of an individual or a group of people aimed at research, comprehension, creation, and the application of new knowledge. This concept is widely used in the context of developing science, education, and intellectual abilities.

The main components of an individual's scientific and cognitive potential can be summarized as follows:

1. Intellectual abilities – analysis, synthesis, abstract thinking, and critical thinking;

2. Knowledge – the volume and depth of accumulated knowledge in a specific scientific field or related disciplines;

3. Interest and motivation – the desire to learn, explore, develop, and seek answers to questions;

4. Creative abilities – the capacity to find non-standard solutions and develop new approaches;

5. Skills and methods – mastery of research and methodological tools for conducting experiments, analyzing, data, and drawing conclusions;

6. Resources and conditions – access to equipment, information, professional communities, and other necessary tools.

The development of the scientific and cognitive potential of an individual or a group as a whole contributes to the advancement of science, technology, and society. An analysis of the relationship between potential and competence shows that these concepts are closely interconnected, yet differ in meaning and scope of application:

- potential – opportunity – latent ability – resources;
- competence – manifestation in activity – practical basis – result.

Competencies represent the foundation of potential, as the formation and development of competencies serve as the starting point for the development of potential. When an individual possesses a high level of competence and applies it in practice, the level of potential increases accordingly.

From a temporal perspective, potential is oriented toward future opportunities, whereas competence is realized in current activity.

The formation of student's scientific and cognitive potential expands the professional opportunities of future philologists. Consequently, the development of scientific and cognitive potential in higher education is achieved through the formation of specific competencies within the professional training process.

In this regard, it is essential to consider a system of competencies that enables the formation of students' scientific and cognitive potential in teaching the course "General Linguistics". Based on pedagogical and psychological studies of the concept of competence and in accordance with the research objectives, the following system of competencies is identified:

- subject-specific competence;
- interdisciplinary competence;
- meta-disciplinary competence;
- research competence.

Although definitions of competence vary across studies, in general, competence is understood as the totality of a person's knowledge, skills, abilities, and readiness that ensure the successful performance of professional tasks.

Views on the structure of competence also differ depending of perspective. In the educational context, the structure of competence is largely systematized from pedagogical and psychological viewpoints and is determined by the specific type of competence. For instance, J. Raven identifies two components of competence: (a) cognitive and (b) emotional (Raven, 2002: 396). N. Rozova, based on communicative competence, distinguishes three structural components: (1) semantic, (2) problem-practical, and (3) specialization, where the last component depends on the subject in which competence is formed (Rozov, 1996: 85).

In Kazakhstani pedagogy, the concept and structure of competence have also been widely interpreted. According to B.A. Turgynbayeva, competence is defined as "the ability to apply knowledge acquired through practical activity to solve life problems" (Turgynbayeva, 2005: 174). K.S. Kudaibergenova defines competence as "the ability to make authoritative decisions regarding specific issues" (Kudaibergenova, 2010: 185).

In her research on the formation of diagnostic competence of future educational psychologists, P.T. Abdullayeva defines competence as "the ability to ensure the qualitative performance of professional tasks, achievement of goals, and obtaining results" (Abdullayeva, 2018: 13).

Within the framework of the project "Harmonization of the Architecture of Higher Education in the European Area" a set of universal competencies required for successful professional activity across all fields of training has been identified. This set includes instrumental, interpersonal, and systemic competencies.

Universal competence, as a phenomenon, can be defined using the words of the well-known psychologist B.F. Skinner: "When you forget everything you have learned, what remains is your universal competence." An analysis of psychological and pedagogical literature shows that universal competence represents an invariant psychological characteristic that forms the basis of successful professional activity across all fields of training and includes cognitive, operational, and personal elements.

From a gnoseological perspective, it is important to consider V.E. Gmurman's view that "formation is not just any process of development; it represents a completed process directed toward the realization of a holistic goal" (Gmurman, 1983: 21).

Based on global standards and practices for the development of higher professional education, the main objective of traning is the formation of students' universal (key, basic, meta-professional), academic, and professionally oriented competencies.

At all levels of education, the development of cognition as a special type of human activity has become a priority. In general, the higher education learning process, including the formation of students' universal competencies, is ultimately aimed at developing types of cognitive activity. According to methodologist S.P. Baranov, universal competencies do not form naturally in the learning process; rather, this process must be artificially organized through specially designed educational tasks that facilitate their accelerated development (Baranov, 1981: 143).

Scientific literature also uses the concept of educational competence, which includes a learner's most significant orientations, knowledge, skills, abilities, and experience related to the performance of personally and socially significant activies (Zimnyaya, 2003: 34).

In higher education institutions, instruction is based on a competence-oriented approach, as competence implies not merely the possession of knowledge, skills, or abilities, but also the ability to apply them effectivtle and efficiently in real-life situations.

Results and discussion

In studies regarded as forming the theoretical foundation of pedagogy, competence is defined as comprising five components:

- the value-motivational component, which reflects a learner`s motivation and readiness to study within the chosen field and to develop professional competences;
- the cognitive component, which represents the body of acquired knowledge;
- the operational or activity-based component, which includes the skills forming the foundation of competence;
- the communicative component, which involves the ability to clearly express one`s ideas, present arguments, establish and justify causal relationships between phenomena and facts, select an appropriate communication style, and initiate and maintain interaction;
- the reflective component, which consists in conscious monitoring of one`s own activity and its outcomes (Denisova, 2014: 221).

Conventionally, educational content is classified into subject-based (related to a specific discipline), interdisciplinary (related to several disciplines), and meta-disciplinary (common to all disciplines). In

accordance with this classification, competences are also grouped into subject-based, interdisciplinary, and key competences. Thus:

a) subject-based competences are individual competences formed within the framework of a specific academic discipline;

b) interdisciplinary competences are formed in the process of studying several disciplines within one field;

c) key competences are formed through mastering the entire cycle of disciplines that constitute the meta-disciplinary foundation of education (Denisova, 2014: 221).

For students of philology, subject-based competence includes a set of skills and abilities necessary for mastering and applying scientific methods in accordance with the content of linguistics knowledge. In teaching the course General Linguistics, subject-based competence plays a significant role in shaping student's scientific and cognitive potential. This is because the formation of subject-based competence involves not only mastering fundamental scientific theories and concepts in linguistics but also contributes to the development of critical thinking, analytical abilities, and research skills.

Student's subject-based competence encompasses extensive knowledge in linguistics, including the structure, functions, history, and development of language. The importance of subject-based competence in teaching General Linguistics is manifested in the following aspects:

- knowledge of linguistic theories and models: students must be familiar with the core concepts of syntax, morphology, phonetics, semantics, pragmatics, and other branches, as well as with the interrelationship between different levels of language;

- methods of linguistics analysis: it is essential to teach students various traditions of linguistic data analysis, comparative-historical and structural methods.

- analytical and research skills: students must be able to conduct independent research, analyze linguistic data, formulate hypotheses, and verify them through practical research and experimental evidence.

The formation of students' scientific and cognitive potential in teaching *General Linguistics* directly depends on the depth of subject-based competence in linguistics demonstrates the following characteristics:

- developed critical thinking: the student is capable not only of acquiring knowledge but also of analyzing it, evaluating scientific theories, and presenting independent arguments;

- advanced research skills: the knowledge and research methods acquired within the course of *General Linguistics* enable the student to conduct independent scientific research, thereby increasing academic and cognitive activity;

- developed ability to integrate knowledge: through subject-based competence, the student is able to identify interconnections between different linguistic disciplines, which allows for a profound and comprehensive understanding of language as a complex system.

For the effective formation of students' subject-based competence in teaching *General Linguistics*, the following factors should be taken into account:

1. Interdisciplinary orientation: the content of the discipline should include not only linguistic but also cultural, philosophical, historical, and social aspects. This enables students to understand the functioning of language in society;

2. Practical orientation: students should master not only the theoretical foundations of language but also the practical application of acquired knowledge, that is, the applied nature of linguistic experiments;

3. Use of modern technologies: the content of the General Linguistics course should incorporate modern research methods, for example, the use of the National Corpus of the Kazakh Language, which contains extensive linguistic data of the contemporary Kazakh linguistic space, as well as the application of text-processing software in accordance with research objectives.

The formation of subject-based competence is closely interconnected with the development of students' scientific and cognitive potential; these processes mutually complement and reinforce one another. Profound linguistic knowledge significantly enhances students' confidence in engaging in scientific research in their future professional careers.

Another type of competence that ensures the formation of students' scientific and cognitive potential is interdisciplinary competence. Interdisciplinary competence is defined as the student's ability to integrate knowledge, skills, and research methods acquired across various scientific disciplines in order to analyze complex tasks, find solutions to them, and generate new knowledge.

Regardless of the field of an educational program, there are common core features that characterize students' interdisciplinary competence, including:

- integration of knowledge: mastering theoretical and practical aspects across several scientific disciplines;

- systemic thinking: the ability to recognize and perceive the interconnections between different disciplines, processes, and phenomena;

- critical perspective: the ability to analyze and evaluate information, data, and evidence from different fields of science;

- creativity: the capacity to generate novel solutions at the intersection of disciplines;

- communicative skills: the ability to engage in effective interaction with representatives of various professional fields.

In teaching the course *General Linguistics*, the objectives of developing students' interdisciplinary competence can be classified as general and specific. The general objective of forming students' interdisciplinary competence is to broaden their intellectual and cognitive horizons and to develop skills for solving complex, multidimensional problems. Through this process, students are prepared to work in dynamic and interdisciplinary environments, thereby enhancing their competitiveness in the labor market.

The specific objective of developing students' interdisciplinary competence in teaching *General Linguistics* is to foster the ability to integrate theoretical knowledge and research methods from various scientific disciplines in order to achieve a deep and comprehensive understanding of language as a multifaceted phenomenon, as well as to prepare students to solve scientific problems that emerge at the intersection of linguistics and other fields of knowledge.

The content aimed at achieving these objectives of interdisciplinary competence through teaching *General Linguistics*, which contributes to the formation of students' scientific and cognitive potential, enables students to adapt to the current scientific and professional characteristics of linguistics; to understand the complex interrelationships between various linguistic phenomena; and to identify scientific problems within interdisciplinary branches of linguistics while developing critical and creative thinking skills. For instance, knowledge of linguistic field that have emerged at the intersection with other sciences makes it possible to understand the relationship of language with cognitive processes, social structures, cultural contexts, and technological advancements.

Interdisciplinary competence enables students to analyze the use of language in various domains (for example, education, social communication, digital media, and artificial intelligence). Moreover, in teaching *General Linguistics*, students with a well-developed level of interdisciplinary competence become capable of conducting independent research in diverse interdisciplinary areas of linguistics, such as analyzing texts through computational technologies, studying linguistic facts, and exploring applied linguistic problems.

The educational content designed to develop students' interdisciplinary competence increases their scientific interest and strengthens their motivation. In this regard, it stimulates students' engagement in research on the interrelations between linguistics and other scientific fields, encouraging them not only to acquire theoretical knowledge but also to explore the applied potential of these interdisciplinary domains.

Interdisciplinary competence orients students toward future professional engagement in both theoretical and applied linguistic research. Thus, in teaching *General Linguistics*, interdisciplinary competence – which contributes significantly to the formation of students' scientific and cognitive potential – enables future philologists to integrate disciplinary knowledge across multiple fields in order to conduct comprehensive analyses of language and to scientifically investigate its role and function in social life, cultural space, and individual cognition.

Another important type of competence considered in accordance with the object and purpose of the study is meta-disciplinary competence. According to O.O. Selekhova, meta-disciplinary competence is defined as "a system of universal learning activities that enable learners to productively solve regulatory, cognitive, and communicative tasks" (Selekhova, 2019: 45). In teaching *General Linguistics*, students' meta-disciplinary competence is characterized as a holistic system of knowledge, meaning that it is applied not only in the study and analysis of language but also in various situations and across other academic disciplines. Meta-disciplinary competence extends beyond the narrow framework of subject-specific linguistic knowledge and is aimed at developing higher-order abilities such as critical thinking, self-directed development, analysis, synthesis, and problem solving.

Through teaching *General Linguistics*, students' meta-disciplinary competences are developed in the following directions:

1. Development of critical thinking. Students learn to critically evaluate different theories, approaches, and methods used in linguistics and lan-

guage studies; to compare linguistic theories and assess them based on empirical evidence; to analyze linguistic phenomena from multiple perspectives; and to justify their own conclusions relying on facts and logical reasoning. These skills foster students' ability to critically assess not only linguistic issues but also a wide range of scientific, socio-cultural, and historical problems.

2. Self-directed learning skills. One of the most essential components of meta-disciplinary competence is the student's ability for independent learning. In the process of teaching *General Linguistics*, students learn to independently search for, analyze, and synthesize information; to examine linguistic phenomena using diverse sources and approaches while applying modern scientific research methods; to critically evaluate learning materials; and to independently master new topics that may not be fully covered in lectures. As a result, students develop habits of autonomous learning and inquiry not only in linguistics but also in various life situations.

3. Interdisciplinary analysis skills. A distinctive feature of the content and learning outcomes of the *General Linguistics* course is the integration of purely linguistic knowledge with other disciplines. This is due to the fact that modern linguistic science is increasingly developing within an interdisciplinary context. In teaching *General Linguistics*, students recognize the connections between linguistic processes and phenomena and other fields; apply various scientific methods to solve linguistic tasks; and use knowledge from other disciplines to understand linguistic theories and the applied nature of language. These abilities contribute to their success in other types of professional activity as well.

4. Communicative and collaborative skills. The *General Linguistics* course also aims to develop students' effective communication and teamwork skills. Students learn to formulate and present their ideas, to critically perceive others' opinions, to discuss scientific issues in group work, to justify their viewpoints, and to resolve conflict situations. They also develop skills in academic presentations, participation in discussions, and written communication. These abilities enable students to engage in effective interaction both with peers and within academic, social, and professional environments.

5. Flexibility and adaptability. Through meta-disciplinary competence, students become able to adapt their knowledge and skills to different conditions and requirements. Within the framework of *General Linguistics*, students quickly adapt to changes in linguistic theory and the applied possibilities of language; adjust their acquired knowledge and research methods to solve new and non-standard tasks; remain open to new theories and concepts; and demonstrate readiness to reconsider their viewpoints and working methods. Meta-disciplinary competence formed through *General Linguistics* enables students to effectively adapt to diverse life situations and to successfully solve scientific problems in the academic environment by applying knowledge in accordance with the specific conditions of a given situation.

6. Problem-solving skills. Meta-disciplinary competence developed in the process of teaching *General Linguistics* enables students to solve both theoretical and practical problems. Specifically, students develop their own strategies for solving linguistic problems of both theoretical and applied nature; use analytical and critical methods to construct well-grounded solutions; and apply knowledge in real-life situations, such as in research activities or translation practice. In educational and professional contexts, students frequently encounter new tasks and problematic situations, and the ability to find optimal solutions becomes essential. In such cases, problem-solving skills, as a key component of meta-disciplinary competence, become particularly valuable.

7. Information analysis and synthesis. In the process of teaching General Linguistics, students learn to analyze linguistic data, identify key patterns, and subsequently synthesize these data into an integrated whole; to combine diverse information into a unified structure; to draw conclusions based on reasoned hypotheses and various types of information; and to identify regularities in linguistic, sociolinguistic, and cultural aspects. These abilities enhance students' capacity to correctly analyze, evaluate, and synthesize information in both general and specific contexts.

8. Ethical and social skills. Language is not merely a system of signs but also a complex social phenomenon. Students develop a sense of ethical and social responsibility regarding the use of language. The content of the General Linguistics course fosters universal human and civic responsibility toward any natural language, including the learner's native and national language. Through meta-disciplinary competence, students become sensitive to the cultural and social characteristics of communication; understand the role of language in social life; demonstrate respect for other linguistic and cultural communities; and develop the ability to use language for social integration and intercultural

communication. As a result, students acquire ethical and social norms not only in the linguistic domain but also in a broader societal context.

Overall, meta-disciplinary competence enables students to apply and implement the set of skills and abilities developed during the teaching of *General Linguistics* from the perspective of functional literacy. This competence paves the way for the future philologist's professional development and success in scientific work. According to the pedagogue F. Orazbayeva, "the theory of functional literacy development cultivates individual literacy by improving learners' communicative abilities in accordance with real-life skills" (Orazbayeva, 2019: 46).

A distinctive feature of the content of the *General Linguistics* course is that it lays the foundation for the scientific research activities of future philologists. In this context, the concept of "students' scientific research activity" emerges, which is closely linked to research competence, directly associated with the development of the student's scientific and cognitive potential.

Students' scientific research activity is defined as "the process of shaping a future specialist through individual cognitive tasks aimed at acquiring new knowledge, solving theoretical and practical problems, self-education, and the development of research skills and abilities "(Koshkina, 2018: 52). The success of future specialists in research activities is largely determined by the level of their research competence.

Research competence is understood as a combination of personal knowledge, professional skills, experience, value orientation, and behavioral patterns developed through research activities (Chernyaeva, 2011: 25). Its content can be defined through the following components:

- *Cognitive:* the set of knowledge and understanding necessary for identifying and solving research problems;
- *Motivational:* the researcher's awareness of the significance and purpose of the research;
- *Directive***:** the ability to justify the need for certain knowledge and to develop algorithms for acquiring it;
- *Technological:* the ability to perform specific research actions to achieve problem resolution (Lazarev, 2000: 27).

Research competence encompasses specific knowledge, skills, and abilities, such as working with reference literature, systematizing theoretical materials, logically structuring content, identifying and monitoring phenomena and facts, analyzing problem situations, formulating problems, seeking solutions, accurately documenting obtained data, analyzing results to identify key findings, drawing overall conclusions aligned with objectives, and evaluating research outcomes in terms of authenticity and practical value.

In higher education, the foundational content of each specialty should aim to develop students' research competence within the curriculum of core subjects. Research competence has been examined extensively in both domestic and international scholarship (Ongarbayeva, 2012: 167).

As contemporary scientists note, «modern science is one of the complex forms of human labor, requiring intellectual, psychological, and physical efforts. As a complex professional domain, science demands extensive knowledge and skills. One of the most essential activities in science is mastering the fundamental methodology of research» (Samashova, 2020: 9).

Renowned pedagogue K.D. Ushinsky defines research as "a cognitive activity and inquiry aimed at achieving a result or producing a new outcome" (Shklyar, 2008), whereas Kazakh scholar K. Saduaqaskyzy describes research as "the process of generating new scientific knowledge, expanding understanding of the world, and a form of human activity" (Saduaqaskyzy, 2014: 44).

Domestic and international scholarship provides several complementary definitions of research:

- "During inquiry, one discovers many novelties and completes knowledge not by receiving it ready-made but through independent exploration" (Askarov, 2005: 5);
- "As a specialized form of cognitive activity, research is characteristic of science and a method for producing new knowledge. Direct perception, comprehension, reflection, etc., define the purpose and means of research, which are guided by methodological forms ensuring reproducibility, validity, and reliability" (Zheksenbayeva, 2005: 37);
- "A process of scientific investigation aimed at identifying patterns in objects or phenomena for the benefit of society" (Korotkov, 2000: 130);
- "A fundamental process directed at seeking and generating new knowledge" (Majeed, 2021: 133);
- "In a broad sense, systematic research or knowledge-seeking to determine facts; in a narrow sense, a scientific method (process) for examining a specific object" (Ozhegov, Shvedova, 2024);
- "A process of creating new scientific knowledge, a type of cognitive activity" (Makash, 2005: 44);

The development of research competence through teaching General Linguistics plays a pivotal role in shaping students' scientific and cognitive potential. Research competence equips students with the skills and abilities necessary for conducting independent scientific hypotheses. It highlights the importance not only of mastering theoretical knowledge in linguistics but also of applying that knowledge in research projects, thus reinforcing the practical relevance of academic learning for future philologists.

Conclusion

The development of students' research competence within the framework of the General Linguistics course encompasses the following key components:

- skills in searching and analyzing scientific information: Students acquire effective methods for searching, systematizing, and critically evaluating scientific information across a wide range of sources, from classical linguistic theories to contemporary linguistic research.

- ability to formulate research questions and generate hypotheses: A central aim of instruction is to develop students' capacity to formulate meaningful research questions, propose hypotheses, and test them in practice.

- competence in conducting empirical research: This involves collecting, processing, and interpreting linguistic data, as well as applying qualitative and quantitative methods for analyzing linguistic phenomena.

- ability to interpret and systematize research results: After conducting research, students must be able to interpret and explain the data and present the findings in the form of a structured scientific report or paper.

- scientific substantiation: An essential aspect of research competence is the ability to justify conclusions and hypotheses using both theoretical frameworks and empirical evidence.

Thus, developing students' research competence in teaching General Linguistics is not limited do imparting theoretical knowledge about language. It also involves cultivating the ability to conduct scientific work, analyze and interpret new knowledge, and generate original insights. This process requires the implementation of diverse pedagogical strategies and methods that foster students' creative and research activity while simultaneously developing their critical and analytical thinking skills.

References

Қазақстан Республикасында білім беруді және ғылымды дамытудың 2020–2025 жылдарға арналған мемлекеттік бағдарламасы. (2019). Қазақстан Республикасы Үкіметінің 2019 жылғы 27 желтоқсандағы № 988 қаулысы. Retrieved June 10, 2023, from https://adilet.zan.kz/kaz/docs/P1900000988

Набидуллин, А. (2020). Студенттердің ғылыми-танымдық әлеуетін арттырудағы «Жалпы тіл білімі» пәнінің артықшылықтары мен мүмкіндіктері. ҚазҰПУ Хабаршысы. Филология ғылымдары сериясы, №2(72), Б. 206–210.

Сапабеков, Д.К. (2013). Жоғары оқу орнында студенттердің парасатты ойлау өнерін қалыптастырудың педагогикалық негіздері (Доктор философии (PhD) диссертациясы, 6D010300 – Педагогика және психология). Павлодар.

Сагитова, В.В. (2015). Феномен компетенции: понятие, структура, условия формирования. Известия Саратовского университета. Новая серия. Серия: Философия. Психология. Педагогика, №15(2), Б. 59–62.

Дәулетбекова, Ж. (2021). Интеллектуалдық әлеуеті жоғары маман даярлау үдерісіндегі жаңа тенденциялар мен білім берудің басым бағыттары. В Әдістеме – шеберлік әлемі (Т. 3, Б. 9–22). Алматы. «Үш қиян» баспасы.

Ожегов, С.И. (2015). Толковый словарь русского языка: 100000 слов, терминов и выражений. Москва. Мир и образование.

Большой словарь иностранных слов в русском языке. (2003). Москва. «Юнвес».

Бектаев, Қ. (2001). Сөздік. Алматы. «Алтын қазына».

Фрейд, З. (2010). Очерки по психологии (С. 69–72). Москва. Азбука.

Козырев, Г.И. (2008). Основы социологии и политологии (С. 61–63). Москва. Инфра-М.

Вебер, М. (1990). Избранные произведения (С. 241–243). Москва. Прогресс.

Хисамов, А.Р. (2014). Личностный потенциал современной молодежи: основные понятия и компоненты структуры. Фундаментальные исследования. Социологические науки, №5, С. 1339–1342.

Ницше, Ф. (2010). Избранные сочинения (С. 76). Москва. Просвещение.

Нугаев, М.А. (2009). Базовая модель качества социального потенциала региона (С. 4–5). Казань. Казанский государственный энергетический университет.

Соколов, В.В. (2011). Философия духа и материи Рене Декарта (С. 78–81). Москва. Либроком.

Равен, Дж. (2002). Компетентность в современном обществе. Выявление, развитие и реализация. М.

Розов, Н. (1996). Ценности гуманитарного образования. Высшее образование в России, №1, С. 85–89.

Түрғынбаева, Б.А. (2005). Мұғалімнің шығармашылық әлеуетін біліктілікті арттыру жағдайында дамыту: теория және тәжірибе. Алматы.

Құдайбергенева, К.С. (2010). Құзырлылықтың педагогикалық категория ретінде дамуының теориялық-әдіснамалық негіздері (Педагогика ғылымдарының докторы диссертациясы, 13.00.01). Алматы.

Абдуллаева, П.Т. (2018). Университеттік білім беру жүйесінде болашақ педагог-психологтардың диагностикалық құзыреттілігін қалыптастыру (Доктор философии (PhD) диссертациясы, 6D010300 – Педагогика және психология). Алматы.

Гмурман, Е.В. (1983). Уточнение и систематизация понятий и терминов в педагогике. В Интегративные процессы в педагогической науке и практике коммунистического воспитания и образования (С. 21–29). Москва: АПН СССР.

Баранов, С.П. (1981). Сущность процесса обучения. Москва. Просвещение.

Зимняя, И.А. (2003). Ключевые компетенции – новая парадигма результата образования. Высшее образование сегодня, №5, С. 34–42.

Денисова, С.А. (2014). Содержание и структура учебно-познавательной компетенции студентов направления подготовки «Лингвистика». Современные проблемы образования, №9(11), С. 220–227.

Селехова, О.О. (2019). Актуальность метапредметного подхода в подготовке будущих инженеров. Академия педагогических идей «Новация», №12, С. 45–50. [Электронный ресурс]: http://akademnova.ru/page/875548 (Дата использования: 10.07.2023)

Оразбаева, Ф. (2019). Қазақ тілін деңгейлеп оқытудың педагогикалық негіздері. В Оразбаева Ф. Деңгейлік қазақ тілі. Шығармалар жинағы (Т. 5, Б. 230–249). Алматы. «Ан-Арыс» баспасы.

Кошкина, Е.Г. (2018). Исследовательская компетенция студентов: к вопросу ее формирования в рамках проектной и исследовательской деятельности в и вне вуза. Педагогические науки, №1(26), С. 52–58.

Черняева, Л. А. (2011). Формирование исследовательской компетенции студентов педагогического колледжа (Автореферат диссертации кандидата педагогических наук, 13.00.08). Новокузнецк. Кузбасская государственная педагогическая академия.

Лазарев, В.С., & Коноплина, Н.В. (2000). Деятельностный подход к формированию содержания педагогического образования. Педагогика (С. 27–34). Москва. Педагогика.

Оңғарбаева, Г.Р. (2012). Зерттеушілік құзыреттілік – таным әрекетінің негізі. Қорқыт Ата атындағы Қызылорда мемлекеттік университетінің Хабаршысы, №3, Б. 167–169.

Самашова, Г.Е., Құрымбаев, С.Ғ., Абильгазин, Б.И., & Ақылтаева, С.Д. (2020). Болашақ педагогтардың зерттеушілік құзыреттілігін қалыптастырудың педагогикалық шарттары. Қарағанды. «Типография Арко» баспасы.

Шкляр, М.Ф. (2008). Основы научных исследований: учебное пособие. Москва. Издательский дом Дашков и К.

Садуакаскызы, К. (2014). Педагогикадағы ғылыми зерттеу әдістері және педагогикалық зерттеудегі логика. Молодой ученый, №20(1), Б. 44–46.

Асқаров, Е.С., Балапанов, Е.Қ., & Қойшыбаев, Б.А. (2005). Ғылыми зерттеулердің негіздері: оқу-әдістемелік құрал (Б. 5–15). Алматы.

Жексенбаева, Ү.Б. (2005). Студенттердің ғылыми-зерттеу жұмыстарын ұйымдастыру (Б. 37–43). Алматы.

Коротков, Э.М. (2000). Исследование систем управления: учебник. Москва. Издательско-консалтинговая компания «ДеКА».

Majeed, S. (2021). The purpose and value of research. Life and Science, Vol. 2(1), P. 133. https://doi.org/10.37185/lns.1.1.222

Ожегов, С., Шведова, Н. (n.d.). Толковый словарь русского языка. Электронный ресурс]: http://www.slovopedia.com/4/200/651465.html (Дата использования: 28.12.2024)

Қысқаша орысша-қазақша философиялық терминологиялық сөздік: ғылыми басылым. (2005). У.О. Мақаш (Құраст.). Қарағанды. ҚарМУ баспасы.

References

Abdullaeva, P.T. (2018). *Universitettik bilim beru zhuyesinde bolashaq pedagog-psikhologtardyn diagnostikalyq quzyrettiligin qalyptastyru* [Formation of diagnostic competence of future educational psychologists in university education] (Doctoral dissertation, PhD). Almaty. (in Kazakh)

Askarov, E.S., Balapanov, E.Q., Qoyshybaev, B.A. (2005). *Gylymi zertteuler din negizderi* [Fundamentals of scientific research]. Almaty. (In Kazakh)

Baranov, S.P. (1981). *Sushchnost' protsessa obucheniya* [Essence of the learning process]. Prosveshchenie. (in Russian)

Bektaev, Q. (2001*). Sozdik* [Dictionary]. Altyn Qazyna. (In Kazakh)

Bol'shoy slovar' inostrannykh slov v russkom yazyke [Large dictionary of foreign words in the Russian language]. (2003). Yunves. (In Russian)

Chernyaeva, L.A. (2011). *Formirovanie issledovatel'skoy kompetentsii studentov pedagogicheskogo kolledzha* [Formation of research competence of pedagogical college students] (Extended abstract of PhD dissertation). Kuzbass State Pedagogical Academy. (In Russian)

Dauletbekova, Zh. (2021). *Intellektualdyq aleueti zhogary maman dayarlau uderisindegi zhana tendentsiyalar men bilim berudin basym bagyttary* [New trends and priority directions of education in training specialists with high intellectual potential]. In *Adisteme – sheberlik alemi* [Methodology: A World of Mastery]. Vol. 3, P. 9-22). Ush Qiyan. (In Kazakh)

Denisova, S.A. (2014). Soderzhanie i struktura uchebno-poznavatel'noy kompetentsii studentov-lingvistov [Content and structure of learning-cognitive competence of linguistics students]. *Sovremennye problemy obrazovaniya [*Contemporary Problems of Education*]*, Vol. 9(11), P. 220-227. (In Russian)

Freud, S. (2010). *Ocherki po psikhologii* [Essays on psychology]. P. 69-72). Azbuka. (in Russian)

Gmurman, E.V. (1983). Utochnenie i sistematizatsiya ponyatiy i terminov v pedagogike [Clarification and systematization of concepts and terms in pedagogy]. In *Integrativnye protsessy v pedagogicheskoy nauke [*Integrative Processes in Pedagogical Science*]*. P. 21-29. APN SSSR. (In Russian)

Government of the Republic of Kazakhstan. (2019). *Qazaqstan Respublikasında bilim berudi zhane gylymdy damytudyn 2020–2025 zhyldarga arnalgan memlekettik bagdarlamasy* [State program for the development of education and science in the Republic of Kazakhstan for 2020–2025]. Resolution No. 988 of December 27, 2019. [Electronic Resource]. URL: https://adilet.zan.kz/kaz/docs/P1900000988 (Date of use: 10.07.2023) (In Kazakh)

Khisamov, A.R. (2014). Lichnostnyy potentsial sovremennoy molodezhi: osnovnye ponyatiya i komponenty struktury [Personal potential of modern youth: basic concepts and structural components]. *Fundamental'nye issledovaniya. Sotsiologicheskie nauki,* Vol. 5, P. 1339–1342. (In Russian)

Korotkov, E.M. (2000). *Issledovanie sistem upravleniya* [Research of management systems]. DeKA. (in Russian)

Koshkina, E.G. (2018). Issledovatel'skaya kompetentsiya studentov v ramkakh proektnoy deyatel'nosti [Research competence of students in project-based learning]. *Pedagogicheskie nauki [*Pedagogical Sciences*]*, Vol. 1(26), P. 52-58. (In Russian)

Kozyrev, G. I. (2008). *Osnovy sotsiologii i politologii* [Fundamentals of sociology and political science]. P. 61-63. Infra-M. (In Russian)

Lazarev, V.S., Konoplina, N.V. (2000). Deyatel'nostnyy podkhod k soderzhaniyu pedagogicheskogo obrazovaniya [Activity-based approach to pedagogical education content]. *Pedagogika* [Pedagogy]. P. 27-34. (In Russian)

Majeed, S. (2021). The purpose and value of research. *Life and Science*, Vol. 2(1), P. 133. https://doi.org/10.37185/lns.1.1.222

Makash, U.O. (2005). *Qysqasha oryssha-qazaqsha filosofiyalyq terminologiyalyq sozdik* [Brief Russian–Kazakh philosophical terminological dictionary]. KarMU Press. (in Kazakh)

Nabidullin, A. (2020). *Studentterdin gylymi-tanymdyq aleuetin artyrudadagy "Zhalpy til bilimi" paninin artyqshylyqtary men mumkindikteri* [Advantages and possibilities of the discipline "General Linguistics" in enhancing students' scientific-cognitive potential]. *Eurasian Journal of Philology. Science and Education,* Vol. 2(72), P. 206-210. (In Kazakh)

Nietzsche, F. (2010). *Izbrannye sochineniya* [Selected works]. Prosveshchenie.

Nugaev, M. A. (2009). *Bazovaya model' kachestva sotsial'nogo potentsiala regiona* [Basic model of regional social potential quality]. P. 4-5. Kazan State Power Engineering University.

Ongarbaeva, G.R. (2012). Zertteushilik quzyrettilik – tanym areketinin negizi [Research competence as the basis of cognitive activity]. *Bulletin of Korkyt Ata Kyzylorda State University*, Vol. 3, 167-169. (In Kazakh)

Orazbaeva, F. (2019). *Qazaq tilin deñgeilep oqytudyn pedagogikalyq negizderi* [Pedagogical foundations of level-based teaching of the Kazakh language]. In *Dengeilik qazaq tili* [Academy of Pedagogical Ideas "Novatsiya"]. Vol. 5, P. 230-249. An-Arys. (In Kazakh)

Ozhegov, S. I. (2015). *Tolkovyy slovar' russkogo yazyka* [Explanatory dictionary of the Russian language]. Mir i Obrazovanie. (In Russian)

Ozhegov, S., Shvedova, N. (n.d.). *Tolkovyy slovar' russkogo yazyka* [Explanatory dictionary of the Russian language]. [Electronic Resource]. URL: http://www.slovopedia.com/4/200/651465.html (Date of use: 10.07.2023) (in Russian)

Qudaibergeneva, K.S. (2010). *Quzyrlylyqtyn pedagogikalyq kategoriya retinde damuynyn teoriyalyq-adisnamalyq negizderi* [Theoretical and methodological foundations of competence development as a pedagogical category] (Doctoral dissertation). Almaty. (In Kazakh)

Raven, J. (2002). *Kompetentnost' v sovremennom obshchestve* [Competence in modern society]. Moscow. (In Russian)

Rozov, N. (1996). Tsennosti gumanitarnogo obrazovaniya [Values of humanitarian education]. *Vysshee obrazovanie v Rossii [*Higher Education in Russia*]*, Vol. 1, P. 85-89. (In Russian)

Saduakaskyzy, K. (2014). Pedagogikada gylymi zertteu adisteri zhane zertteu logikasy [Scientific research methods and logic in pedagogy]. *Molodoy uchenyy [*Young Scientist*]*, Vol. 20(1), P. 44-46. (In Kazakh)

Sagitova, V.V. (2015). Fenomen kompetentsii: ponyatie, struktura, usloviya formirovaniya [The phenomenon of competence: concept, structure, and formation conditions]. *Izvestiya Saratovskogo universiteta. Novaya seriya. Seriya Filosofiya. Psikhologiya. Pedagogika [*Proceedings of Saratov University. New Series. Series: Philosophy, Psychology, and Pedagogy*]*, Vol. 15(2), P. 59-62. (In Kazakh)

Samashova, G.E., Qurymbaev, S.G., Abil'gazin, B.I., Aqyltaeva, S.D. (2020). *Bolashaq pedagogtardyn zertteushilik quzyrettiligin qalyptastyru dyn pedagogikalyq sharttary* [Pedagogical conditions for forming future teachers' research competence]. Arko Printing House. (In Kazakh)

Sapabekov, D.K. (2013). Zhogary oqu ornında studentterdin parasatty oylau onerin *qalyptastyrudyn pedagogikalyq negizderi* [Pedagogical foundations for forming students' intellectual thinking in higher education] (Doctoral dissertation, PhD). Pavlodar. (In Kazakh)

Selekhova, O.O. (2019). Aktual'nost' metapredmetnogo podkhoda v podgotovke budushchikh inzhenerov [Relevance of the meta-subject approach in training future engineers]. *Akademiya pedagogicheskikh idey "Novatsiya",* Vol. 12, P. 45-50. [Electronic Resource]. URL: http://akademnova.ru/page/875548 (Date of use: 10.07.2023) (In Russian)

Shklyar, M.F. (2008). *Osnovy nauchnykh issledovaniy* [Fundamentals of scientific research]. Dashkov i K. (In Russian)

Sokolov, V.V. (2011). *Filosofiya dukha i materii Rene Dekarta* [Philosophy of spirit and matter of René Descartes]. P. 78-81. Librokom. (In Russian)

Turgynbaeva, B.A. (2005). *Mugalimnin shygarmashylyq aleuetin biliktilikti artyru zhagdayynda damytu* [Development of teachers' creative potential in professional development conditions]. Almaty. (in Kazakh)

Weber, M. (1990). *Izbrannye proizvedeniya* [Selected works]. P. 241-243). Progress. (In Russian)

Zheksenbaeva, U.B. (2005). *Studentterdin gylymi-zertteu zhymystaryn uyymdastyru* [Organization of students' research activities]. Almaty. (in Kazakh)

Zimnyaya, I.A. (2003). Klyuchevye kompetentsii – novaya paradigma rezul'tata obrazovaniya [Key competencies as a new paradigm of educational outcomes]. *Vysshee obrazovanie segodnya [*Higher Education Today*]*, Vol. 5, P. 34-42. (In Russian)

Information about the authors:

Nabidullin Aibolat Sarsenbayevich – PhD, Abai Kazakh National Pedagogical University (Kazakhstan, Almaty, e-mail: aibosha@mail.ru);

Tulegenova Malika Baltabayevna – MA, Senior Lecturer, Abai Kazakh National Pedagogical University (Kazakhstan, Almaty, e-mail: malika_askar@mail.ru);

Kussembayeva Zulfiya Kalykovna – MA, Senior Lecturer, Abai Kazakh National Pedagogical University (Kazakhstan, Almaty, e-mail: zkussembayeva@mail.ru);

Barlybaeyeva Elmira – MA, Senior Lecturer, Turan-Astana University (Kazakhstan, Astana, e-mail: barlybaeva@mail.ru).

Авторлар туралы мәлімет:

Набидуллин Айболат Сарсенбаевич – PhD, Абай атындағы Қазақ ұлттық педагогикалық университеті (Қазақстан, Алматы, e-mail: aibosha@mail.ru);

Тулегенова Малика Балтабаевна – MA, аға оқытушы, Абай атындағы Қазақ ұлттық педагогикалық университеті (Қазақстан, Алматы, e-mail: malika_askar@mail.ru)

Кусембаева Зульфия Калыковна – MA, аға оқытушы, Абай атындағы Қазақ Ұлттық педагогикалық университеті, (Қазақстан, Алматы, e-mail: zkussembayeva@mail.ru)

Барлыбаева Эльмира Жаксыликовна – MA, аға оқытушы, «Тұран-Астана» университеті (Қазақстан, Астана, e-mail: barlybaeva@mail.ru).

Сведения об авторах:

Набидуллин Айболат Сарсенбайұлы – PhD, Казахский национальный педагогический университет имени Абая (Алматы, Казахстан, e-mail: aibosha@mail.ru).

Тулегенова Малика Балтабаевна – MA, старший преподаватель, Казахский национальный педагогический университет имени Абая (Алматы, Казахстан, e-mail: malika_askar@mail.ru).

Кусембаева Зульфия Калыковна – MA, старший преподаватель, Казахский национальный педагогический университет имени Абая (Алматы, Казахстан, e-mail: zkussembayeva@mail.ru).

Барлыбаева Эльмира Жаксыликовна – MA, старший преподаватель, Университет «Туран-Астана (Астана, Казахстан, e-mail: barlybaeva@mail.ru).

Date of receipt of the article: September 17, 2025.
Accepted: December 11, 2025.