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PREPARATION OF FUTURE EDUCATIONAL PSYCHOLOGISTS TO WORK WITH YOUTH BASED ON NATIONAL VALUES

Abstract. This article deals with the approaches and methods for preparing future pedagogue-psychologists to work with youth with an emphasis on national values. Based on the analysis of current scientific research and practical data, the author highlights the importance of integrating national values into the educational process as a tool for forming moral and social guidelines among the youth. The focus is on the development of educational programs that include elements of national culture, traditions, and customs, which contribute to the development of a sense of belonging and respect for the native culture among students of pedagogical universities. The results of sociological surveys and interviews with teachers and students are presented, showing the level of perception and readiness to implement national values into the educational process. Practical recommendations are provided for teachers and administrative staff of universities for the effective integration of national values into the educational process. The author concludes that on the need for a systematic approach to preparing pedagogue-psychologists, who are capable of not only teaching but also educating youth based on national values, which is a significant component of sustainable societal development. In conclusion, the importance of continuous professional development of teachers for successful adaptation to the changing conditions of the modern educational environment is emphasized.

Keywords: national values, youth, educational psychologist, education, national consciousness, future specialists.

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Болашақ педагог-психологтарды ұлттық құндылықтар негізінде жастармен жұмыс істеуге даярлау

Аңдатпа. Мақалада болашақ педагог-психологтарды ұлттық құндылықтарды басшылыққа ала отырып, жастармен жұмыс істеуге дайындаудың тәсілдері мен әдістері қарастырылады. Қазіргі ғылыми зерттеулер мен практикалық мәліметтерді талдау негізінде автор ұлттық құндылықтарды білім беру процесіне енгізудің маңыздылығын жастардың адамгершілік және әлеуметтік бағдарларын қалыптастыру құралы ретінде көрсетеді. Негізгі назар студенттердің педагогикалық жоғары оқу орындарында ұлттық мәдениетті, дәстүрлер мен әдет-ғұрыптарды дамытуға ықпал ететін білім беру бағдарламаларын әзірлеуге аударылады. Мұғалімдер мен студенттердің арасында жүргізілген әлеуметтанулық сауалнамалар мен сұхбаттардың нәтижелері ұсынылады, бұл білім беру процесіне ұлттық құндылықтарды енгізудің қабылдау деңгейі мен дайындығын көрсетеді. Ұлттық құндылықтарды білім беру процесіне тиімді енгізу бойынша педагогтар мен жоғары оқу орындарының әкімшілік қызметкерлеріне практикалық ұсыныстар беріледі. Автор педагог-психологтарды жүйелі түрде даярлаудың қажеттілігі туралы қорытынды жасайды, олар жастарды ұлттық құндылықтар негізінде оқытумен қатар тәрбиелей білуі тиіс, бұл қоғамның тұрақты дамуының маңызды компоненті болып табылады. Қорытындысында қазіргі білім беру ортасының өзгермелі жағдайларына сәтті бейімделу үшін мұғалімдердің үздіксіз кәсіби дамуының маңыздылығы атап өтіледі.

Кілт сөздер: ұлттық құндылықтар, жастар, педагог-психолог, білім, ұлттық сана, болашақ мамандар.

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Подготовка будущих педагогов-психологов к работе с молодежью на основе национальных ценностей

Аннотация. В статье рассматриваются подходы и методы подготовки будущих педагогов-психологов к работе с молодежью с акцентом на национальные ценности. На основе анализа актуальных научных исследований и практических данных, автор освещает значимость интеграции национальных ценностей в образовательный процесс как инструмента формирования нравственных и социальных ориентиров у молодежи. Основное внимание уделено разработке учебных программ, включающих элементы национальной культуры, традиций и обычаев, что способствует развитию у студентов педагогических вузов чувства принадлежности и уважения к родной культуре. Представлены результаты социологических опросов и интервью с преподавателями и студентами, которые показывают уровень восприятия и готовности к внедрению национальных ценностей в образовательный процесс. Предложены практические рекомендации для педагогов и административного персонала вузов по эффективной интеграции национальных ценностей в учебный процесс. Автор делает вывод о необходимости систематического подхода к подготовке педагогов-психологов, способных не только обучать, но и воспитывать молодежь на основе национальных ценностей, что является важным компонентом устойчивого развития

общества. В заключении делается акцент на важности непрерывного профессионального развития педагогов для успешной адаптации к изменяющимся условиям современной образовательной среды.

Ключевые слова: национальные ценности, молодежь, педагог-психолог, образование, национальное самосознание, будущие специалисты.

Introduction

Nowadays one of the most crucial issues is providing education and training for the younger generation, who are eager for innovative knowledge, in line with the contemporary demands and implementing it through the formation of national consciousness. The formation of national consciousness, respecting national values and considering education as its source has always been an essential need at any time. Especially today, in the context of globalization, where we face global competition and its requirements, the relevance of this issue is becoming even more apparent. The experience of raising generations intertwined with the history of the Kazakh people over the centuries has reached us through national customs and traditions, which form the spiritual, ethical, and aesthetic values. Additionally, national pedagogical thoughts related to upbringing and spiritual development can be found in the works of prominent figures such as Korkyt Ata, Al-Farabi, Khoja Ahmed Yassawi, Muhammad Khaydar Dulati, Yusuf Balasaghuni, Mahmud Kashgari and Asan Kaygi, along with the insights and teachings of Kazakh poets, thinkers and educators, constitute a significant cultural and intellectual heritage. Within this framework, it is crucial to highlight the role of national values in fostering the moral and cultural development of youth, who hold the key to the future of the country, places significant responsibility on future educational psychologists, educators, teachers and mentors, and imposes major tasks on them.

The implementation of national values into education faces several challenges. The tension between global cultural influences and the preservation of local identity creates a dichotomy for educators and students. Differing perceptions of national values between younger and older generations lead to conflicts in value transmission. Inadequate resources and training for educators hinder the effective teaching of national values. Addressing these challenges requires a balanced approach that respects both global perspectives and national heritage, ensuring that national values remain relevant in contemporary society. The literature on the integration of national values into education highlights various approaches and methodologies. Holden (2005) emphasizes the role of social issues in shaping children's values, while Blum (2005) discusses the underpinnings of antiracist and multicultural education. Sim (2023) explores the transmission of social and national values in Singapore, highlighting the tensions between global and local identities. Pring (2012) and Alsahli (2023) focus on the moral and social responsibilities of educators in value formation. These studies provide a comprehensive background for understanding the current challenges and opportunities in integrating national values into educational practices.

The words of the First Leader, “To be a fully developed civilization, we must first absorb our own culture, our own history, and only then strive to learn the world”, give us important responsibilities. Therefore, the main goal today is to educate the younger generation while preserving the continuity of national heritage and universal human values and spiritual-cultural heritage. At all times, the great responsibility of humanity is to educate a conscious generation to continue life. The upbringing of the next generation is the future of the nation and society. Educating well-rounded, wise, and culturally and scientifically advanced individuals for the future society is undoubtedly an urgent task. For a new Kazakhstan, the development of Kazakh civilization, expanding its customs, traditions and language within the framework of national values, is one of the critical issues. Hence, our grand goal is to harmonize national heritage values with modern cultural achievements.

There is a popular saying in the wisdom of the Kazakh people: “It takes less time to destroy a city than to raise one child into a human”. This comparison itself illustrates that forming a true human being requires a lot of time and effort. In the current global process, the fight to preserve national values and the nation’s identity, along with its noble traditions, is a struggle for maintaining national consciousness. National upbringing means the formation of an individual's national consciousness and behavior based on the mastery of their native language, historical roots, culture, and national customs and traditions.

Furthermore, President Kassym-Jomart Tokayev of Kazakhstan consistently underlines the significance of national values in his speeches and public addresses, particularly concerning the preservation of Kazakh identity, cultural heritage and interethnic harmony. His discourse on national ideals often centers around the following key themes:

1. Preservation and advancement of national identity: The President emphasizes the critical role of safeguarding Kazakhstan's rich cultural traditions, language, and customs while celebrating the country's multicultural character. He frequently highlights the integral connection between national identity and the nation's unity and progress

2. Education's role in developing national consciousness: He frequently emphasizes in his speeches the value of education in fostering a sense of patriotism in the next generation. The current President of the Republic of Kazakhstan K.Zh. Tokayev in his speech pointed out a significant role in adopting the sense of patriotism and ensuring that the upcoming generation Alpha will respect and follow native heritage, culture and customs.

3. Provision of the official language: as the fundamental component of national identity is Kazakh language, he sets up the goal in restoration and provision of the Kazakh language since the official language of the country, native language of the most residents, crucial to the nation’s traditional and collective cohesiveness. Consequently, he adheres to an opinion to prioritize its wide use by the residents of the Republic of Kazakhstan.

4. Harmony in multiplicity: from the beginning of gaining the independence the main course was to stick to the value of a tolerated attitude towards various ethnic groups living in the country. Continuing this taken course, the current President often highlights the significance of ensuring the unity among the diverse ethnic groups. The prosperity of the nation depends on the mutual respect, honor and understanding of the whole residents, regardless of their ethnic origin.

In his state of the nation address titled "Economic course of a just Kazakhstan, «President Kassym-Jomart Tokayev emphasized the crucial meaning of promoting a new national ideology and then the paradigm for Kazakhstanian people. Therefore, he demands to involve all residents, including young generation, in developing and improving a consistent system of societal virtues. Qualities such as discipline, diligence, responsibility, patriotism, education, equity, frugality and sensitivity are vital in revealing the whole nation’s potential. These values can be found in the concept of “Adal Azamat” (Honest citizen), given in Abay Kunanbayev’s philosophy of the “Kemel adam” (Perfect person). So, according to the vision of the President these principles of “Adal azamat” must be interrelated with the concept of a “New Kazakhstan”, establishing them as the core principles of the nation’s identity. Certainly, if there is no responsibility, the fairness will not be figured, as words and actions must coincide [1]. Furthermore, in the State of the Nation Address “Just Kazakhstan: Law and order, economic growth, social optimism” the President pointed out the sincerity and tolerance inherent to our nation, so these values lay in the basis of our people’s essential values as harmony and unity [2].

The key role in improving the quality of education is played by the teacher, who obtains theoretical knowledge, required professional skills and innovative ideas. As the great philosopher of the East, Al-Farabi, said: “A teacher must be someone who understands everything said to them, remembers everything they have seen and heard and retains all these things in their memory, without forgetting any of them, a person with sharp and keen intellect, very eloquent, passionate

about arts and sciences, highly content, pure in heart and just, showing goodness to people, setting an example, courageous and brave, not afraid or timid". Thus, the role of this sacred profession in educating the younger generation is extraordinary. In the traditional education system, the main goal of professional educational institutions, which train qualified specialists, was to impart knowledge of a profession, but today, as we enter the global educational space, preparing competitive individuals based on their competencies and results-oriented education is one of the most pressing issues.

Nowadays, there is much discussion about the modern teacher's profile. This includes using innovative pedagogical technologies in the learning process, being able to keep up with the times, working with computers and interactive boards, mastering multiple languages, working with multimedia devices, and meeting the requirements of global competition. Of course, this is correct, as it reflects the demands of society today. However, we assert that the new type of educator must first and foremost be someone who honors the values of their own nation, respects native language, culture and religion, and is a patriot. Each person can understand their national roots, traditions and culture. Love for one's people should merge with love for the land where they live. The richness of national customs and traditions, as well as the patriotic spirit, fosters love for the homeland. Therefore, the modern educator, who is capable of promoting national values at a global level.

National values that directly influence the formation of national consciousness, as well as the rich examples of customs and traditions passed down by our ancestors, should be fully utilized in today's education system. Teachers must be not only experts in their field but also individuals who love children, respect their opinions and listen to them. Educational psychologists also demonstrate that a person's intellectual, spiritual and professional self-development varies at different stages of life.

The primary objective of contemporary educational psychologists is to cultivate the moral character of the next generation, equipping them to build a civilized and democratic state. This involves fostering their physical and mental development while imparting practical knowledge aligned with the demands of technological progress. The effectiveness of general educational institutions is largely determined by the competence of teachers and psychologists. Their professional success depends on their personal attributes, pedagogical expertise, moral and intellectual acumen, creative problem-solving skills, emotional maturity and overall well-being, all of which serve as essential social foundations for a thriving society.

Research methods and materials

Based on the user's inquiry, the social and societal impacts on national values in youth instruction are noteworthy and have a coordinate effect on the educational modules and instructing strategies. Government arrangement too plays a significant part in forming national values in youth instruction. Let's investigate the bits of knowledge from the abstracts to supply a comprehensive reaction to the user's inquiry.

Social and Societal Impacts on National Values in Youth Instruction:

The values of youthful individuals and the role of teachers in preparing them to gotten to be mindful adults in a socially diverse society have been a subject of serious talk. The National Gathering for Values in Instruction has emphasized the significance of family, connections and the environment in school rules [3].

Developments for moral, worth or character training in the USA have outlined conventional qualities like honesty, respect, responsibility, and fairness, it is seen as a "crisis of values" among American youth [4].

The transmission of national values through social studies at the secondary school level in Singapore has been analyzed, highlighting the tensions and challenges that surface in the context of globalization [5].

Influence of National Values on Curriculum and Teaching Methods:

The School Curriculum and Assessment Authority (SCAA) has given comprehensive rules for teachers, educators to encourage the spiritual, moral, social, and cultural development of youth, focusing on the role of educators, teachers in determining students' values [6].

Research on the role of teachers in encouraging values discovered that educators play a considerable role in forming students' value systems, including social, ethical, personal and national values [7].

The Australian Government's National Framework for Values Education in Australian Schools has motivated a renaissance of interest in values education, highlighting the necessity for assessment tools based on the diverse properties of usually experienced approaches to values education [8, 9].

Role of Government Policy in Shaping National Values in Youth Education:

The continuous majority rule changes in a nation have prompted a change of values, straightforwardly influencing the childhood and training of youth, highlighting the impact of government strategies on public qualities [10].

The Australian government's true qualities training strategy, the Public System for Values Training in Australian Schools, addresses a nearby sign of the global qualities training development, showing the crucial job of government in molding values instruction [11].

Challenges in Promoting National Values in Education and Potential Solutions:

Teachers overall have communicated worries about the general absence of values and moral degeneration among students, stressing the need to rethink and reconsider how schooling recognizes the job values can play in tending to difficulties looked by youth [12].

The concentrate on the difficulties and recent concerns of significant worth situated schooling according to youth features the significance of family training in molding the worth arrangement of the youthful age, particularly with regards to computerized advancements and social organizations [13].

The public structure for values training in Australian schools has provoked a few schools to disturb the transition to traditionalism by adopting more basic and postmodern strategies, proposing elective practices and strategies that are more differentiated and student-focused [11].

The topic of national values and the preparation of future educational psychologists at universities in Kazakhstan is highly relevant, even if the extent of its study and development varies. In the last couple of decades, Kazakhstan has paid substantial attention to problems related to educating youth based on national values, specifically in the context of educational reforms and the preparation of professionals in the fields of pedagogy and psychology.

National values in Kazakhstan encompass respect for the culture, traditions, language and history of its people. A significant milestone in promoting these values was the adoption of the patriotic act “Mangilik El” during the 24th session of the Assembly of the people of Kazakhstan on April 26th, 2016, in Astana. Following this, the “Rukhani Zhangyru” program was introduced, rooted in the principles outlined in the article “Looking to the future: modernization of public consciousness”, published by the Head of State on April 12th, 2017. This program defined the nation’s overarching goal in the modern era: to preserve and enhance spiritual and cultural values while striving to join the ranks of the 30 most developed countries globally. The “Rukhani Zhangyru” initiative includes several projects aimed at achieving these objectives, with a focus on fostering respect for national culture, traditions, language, and history among the youth. These foundational acts and programs have significantly influenced both school and university curricula, ensuring the integration and conservation of these core values in education.

In the preparation of the future educational psychologists at Kazakhstani universities, attention is paid on provision students with knowledge and skills dedicated to integrating national values into pedagogical practice. However, the range and profundity of these programs’

implementation can be diverse depending on the educational institution. Some universities include courses related to national identity and values as part of the core curriculum and also integrate them into students' practical training, while others can integrate national values into educational processes, for instance during extracurricular activities.

Methodological and theoretical research: scientific research in the field of pedagogy and psychology in Kazakhstan is dynamically developing. Issues related to the integration of national values into the education of educators and psychologists are part of academic articles, dissertations and studies. Almost all researches cover both theoretical aspects (e.g., the implication of national values in upbringing) and practical aspects (e.g., developing methodologies in the context of these values).

Since 2016, Kazakhstan has placed increasing emphasis on developing and implementing educational curricula that incorporate elements fostering the understanding and preservation of national values. In this regard, the training programs for future educational psychologists should be restructured to include components designed to enhance their ability to work effectively with youth. These components should focus on preserving and promoting national values and traditions, equipping educational psychologists with the skills necessary to integrate these principles into their professional practice.

To define:

- the level of preparation of future specialists- educational psychologists to work with youth taking into account their knowledge of national values and their importance;
- analysis of curricula and their alignment with national values;
- study of effective methods for integrating national values into pedagogical practice;
- study of youth's attitudes towards national values

This research employed a mixed-method approach. Quantitative data were collected via surveys administered to 1st to 4th-year bachelor students from the Faculty of Social and Humanitarian Sciences at the International Kazakh-Turkish University. The survey questions assessed their knowledge of national values, practical application skills, and attitudes toward these values. Qualitative data were gathered through semi-structured interviews with teaching faculty and students, which provided deeper insights into their experiences and perceptions. The sample was randomly selected to ensure a representative cross-section of the student population, thus enhancing the generalizability of the findings.

The main objectives of research in align with our goal set up as followings:

- to explore the level of readiness of future specialists to work with youth on the basis of national values;
- to explore how curricula for future specialists include elements that promote the understanding of national values;
- to determine which pedagogical technologies and methods are most effective for working with youth based on national values;
- to assess how contemporary youth groups perceive national values.

Moreover, to reach these given objectives the following methods were used: survey, self-assessment, observation of teaching and counseling processes. Example question: How confident do you feel in the role of an educator who must integrate national values into their work with youth? Content analysis of curricula, interviews with actual professorial and teaching staff of the faculty, analysis of teaching materials. Example question: What elements of national values are included in the curriculum for educational psychologists, and how can they be integrated into work with youth? Experimental research, analysis of pedagogical cases, observation of students' pedagogical practices.

Example question: Which methods of working with youth based on national values are most effective? Survey, interviews with youth, focus groups. Example question: Which national values are most important to you, and how do they influence your life goals?

Results

According to the first objective the following methods were used: survey, self-assessment, observation of teaching and counseling processes. The survey was conducted in the faculty of social and humanitarian sciences, in particular in the Pedagogy and psychology department within 1-4th courses students of bachelor degree. The study sample consisted of the students from the Faculty of Social and Humanitarian Sciences, selected through stratified random sampling to ensure diversity in year groups and academic performance. This approach enhances the representativeness and reliability of the findings, providing a comprehensive understanding of the preparedness of future educational psychologists. The results of research as follows (see diagram 1).

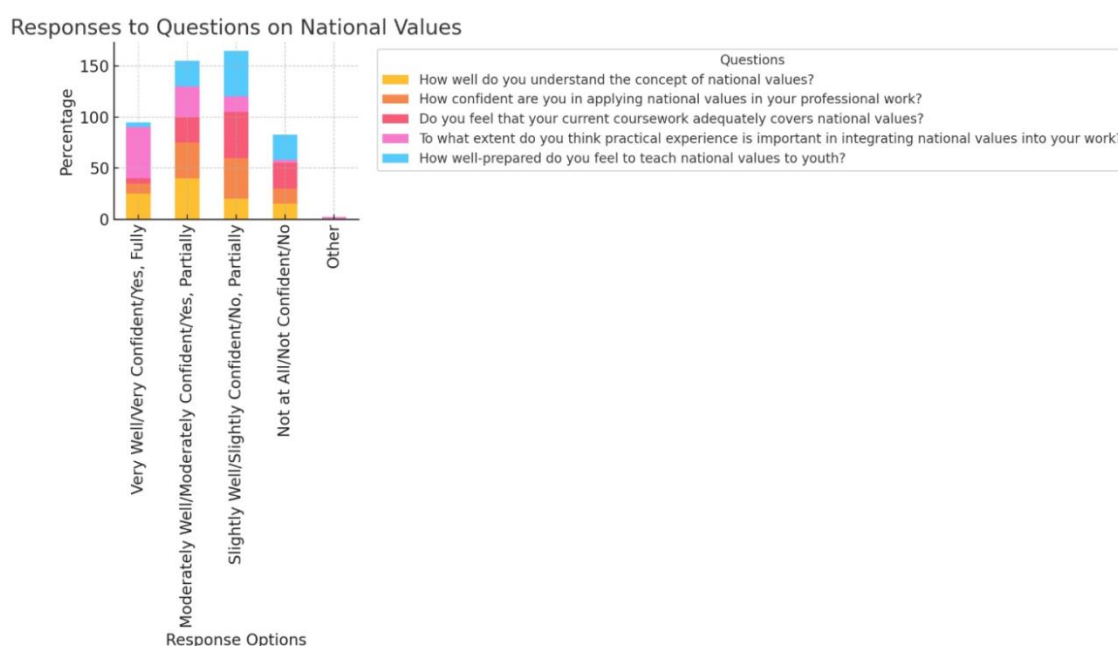
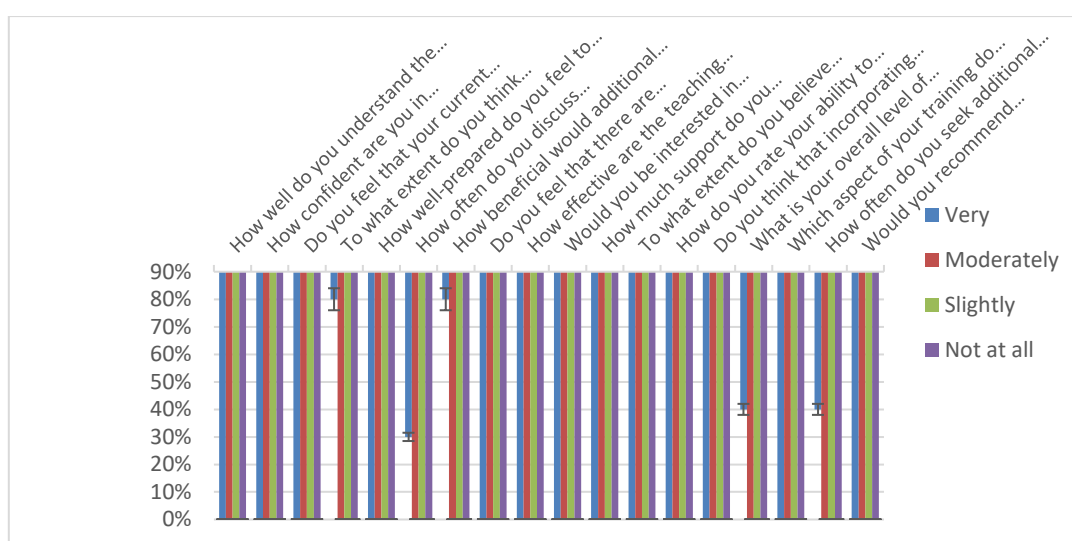


Diagram 1 – Results of survey on the level of readiness of the future educational psychologists to work with youth on the basis of national values

1. Findings for exploring the level of readiness of future specialists to work with youth on the basis of national values:

Awareness and knowledge: the survey revealed that 85% of respondents have a foundational understanding of national values. However, only 40% felt confident in applying these values in practical settings. The correlation analysis ($r = 0.6$, $p < 0.01$) indicated a moderate positive relationship between theoretical knowledge and practical confidence.

Practical application: a lot of respondents answered that they are not properly prepared to integrate national values into their professional activity, effectively communicate and impart national values in the young generation as there were not enough specialized practical tasks, trainings, preparation during their curriculum. Analysis showed that 30% of students reported engaging in practical tasks related to national values during their studies. The Chi-square test ($\chi^2 = 15.36$, $p < 0.05$) highlighted significant differences in practical application opportunities among different year groups.

Although the increasing cognizance among the future teachers and educational psychologists about the significance of national values, predominantly in terms of national identity, cultural and social cohesion, national heritage is obvious, there is still a visible gap between the knowledge of theory and readiness to practically use these values in their work with youth. Frequently the future specialists may have got an overall understanding of the importance of national values, however can feel improperly prepared to introduce these values efficiently into their professional activity. Definitely, this is mainly due to the lack of practical training conductions and opportunities of practical learning while their academic programs. Respondents reply that the theory about the national values is covered in some disciplines and during the educational processes, nevertheless the practical application and incorporation of the national values into learning programs and educational processes is frequently emphasized.

Almost all the respondents reply that they feel confident in discussion what is the national value in terms of theory, but do not aware or imagine how to guide and mentor youth based on the national values in terms of practice. The analysis of this result shows the necessity for Universities and academic programs to tie the gap between the theory and practice, suggesting more applied experience and individual pedagogical tools that can efficiently incorporate national values into their professional work.

2. Content analysis of curricula, interviews with actual professorial and teaching staff of the faculty, analysis of teaching materials were conducted in order to reveal how curricula for the future specialists include elements that promote the understanding of national values:

Curriculum Integration: National values are often introduced in general terms. However, they may not always be fully integrated across the entire curriculum. According to the list of curricula for the organization of educational program for bachelor degree by the Department of “Pedagogy and Psychology” for the 2024–2025 academic year we revealed that there are almost 96% of disciplines is dedicated to the psychology and professional pedagogy and only two disciplines like Theory and methods of educational work and Ethnopedology contain in its context the notion and elements of national values. In addition to it, the educational programs for master and doctoral degrees even does not cover any aspects of national values.

The research found that while national values are incorporated into the curricula of many educational institutions, this integration is often inconsistent and fragmented. In some universities, courses on national identity, cultural studies and ethics introduce students to national values in a broad sense, but these are not always linked to the practical needs of future educators and psychologists. Some curricula include a specific focus on traditional cultural values, local history, and national heritage, but often as standalone modules or electives rather than as core components woven throughout the program.

There is an acknowledged need to create a more holistic and systematic approach to embedding national values across the entire curriculum. This means not only introducing the topic in theoretical courses but also ensuring that these values are incorporated into practical training, fieldwork, internships, and other hands-on learning opportunities. Without this integration, students may leave their academic programs without the skills or confidence to effectively engage with youth on the basis of national values.

Specific attention areas: it is well known that some Universities include precise modules on national identity, cultural heritage and traditional customs, but this differs greatly between Universities.

There is an obvious need for the systematic and steady incorporation of national values into the separate courses done for the future educational psychologists. This is principally vital in courses aiming on the development of youth, counseling and public appointment, where application of national values can considerably enhance the efficiency and cultural relevance of the educational and psychological systems.

3. In order to define the most effective methods, tools, means and technologies for working with youth in terms of national values the experimental research was carried out. The experimental research contains the analysis of pedagogical cases, observation of student's pedagogical practices and classes. The results are given below.

Active learning techniques: methods like role-play, discussion-based teaching and community-based learning are established as effective ones in involving the young people in the discussions and talks about national values. Presented techniques lead to more interactive learning and profounder understanding.

Storytelling and immersion into culture: during the storytelling, for the most part in sharing of historical events and cultural traditions is an efficient technique for strengthening national values and developing the connection between the young people and their heritage.

It was established that some pedagogical techniques and methods are more effective in involving the youth to apply national values. It consists of active learning techniques like group discussions, role-play and interactive learning techniques, which push the students to use them in real-life scenarios. To continue, storytelling and immersion into the culture are highly recommended techniques and methods for incorporation the national values into the real life of the young people. Given techniques and methods not only carry the information about traditional customs, but also give an opportunity the youth to form emotional and personal connections with their national identity.

Therefore, reflective practice is determined as one of the most effective techniques and methods, where the young people are asked to reflect on their individual backgrounds: values and cultural practices, related to national identity. This method encourages deeper self-awareness and a stronger personal connection to the national narrative. Reflective practice: pedagogical strategies that encourage youth to reflect on their own cultural backgrounds and values in relation to national identity are also highly effective.

Challenges in application: while these methods are identified as effective, there is often a gap in their widespread adoption due to the need for more training for educators and a lack of resources in some educational settings.

However, while these methods are seen as effective, the research also identifies several barriers to their widespread adoption, such as the need for more resources, faculty training, and institutional support for integrating these practices into the curriculum.

4. Survey, interviews with youth, focus groups were selected as respondents to assess how contemporary youth groups perceive national values, the findings are below:

Varied perceptions: youth perceptions of national values tend to vary depending on their socio-economic background, level of education and exposure to global cultures. While some young

people strongly identify with traditional values, others may see them as outdated or irrelevant in the context of global modernity. Youth perceptions of national values are diverse and nuanced. While some youth express a strong sense of pride in their national heritage, others perceive national values as outdated or irrelevant, particularly when compared to globalized ideals and trends. The conflict between local and global identities is particularly pronounced among younger generations, who are heavily influenced by global media, the internet, and social networks. Many youth feel a disconnect between the traditional values promoted by older generations and the more liberal, individualistic ideals they encounter in the digital world.

Global vs. local identity: there is often a conflict between global cultural trends and national identity. Many young people are influenced by international media and social platforms, which can sometimes diminish the importance of local cultural traditions.

Pride for the nation: in spite of global impact, a lot of youth still has a tough sense of national pride, precisely in connection with their history, language and traditional customs. Though, this pride is considered to be more symbolic than actively presented in their daily behavior.

Gaps between generations: the older the respondent, thus 3rd-4th courses, the more tendency to have tougher connection to national values, in comparison with the younger respondent, who may rank the personal freedom and opinion, globalization on the top rather than national identity ideology.

In spite of this fact, an enormous amount of young people still accept value of national identity like their native language, historical development and cultural practices. Though, these values are often felt as symbols than essential aspects of their day-to-day life.

However, these values are often seen as symbols rather than integral components of their daily lives.

Conclusion

In conclusion, the topics of incorporation the national values into education of young people, the cultural and social impact on national values are a subject of debates, disagreements between the educators playing an important role in shaping young people's national values.

This analysis shows that there is an initial understanding of the national values among the future educational psychologists versus the application of these values in both academic classes and practical work. The research into the readiness of future specialists (educators and psychologists) to work with youth based on national values has highlighted several key insights and challenges that need to be addressed to ensure more effective integration of these values into educational practices and youth development.

Recommendations and educational impact: to enhance the integration of national values into the educational system, the following structured recommendations are proposed:

1. Curriculum development: integrate comprehensive modules on national values across all educational programs to provide continuous exposure and practical engagement opportunities for students.
2. Training workshops: implement regular and continuous workshops or trainings for students at all levels to develop innovative methods for teaching national values effectively.
3. Assessment tools: develop and utilize assessment tools to measure students' understanding and practical application of national values, ensuring alignment with educational goals.
4. Create platforms for open dialogue between educators and students to address the challenges and benefits of national value integration. These steps are essential for preparing future educational psychologists to contribute to the sustainable development of society.

These recommendations are expected to foster a more cohesive and culturally aware educational environment, thereby contributing to the overall moral and social development of students, systematic approach to integrating national values into educational practices, emphasizing

the need for continuous professional development for educators. The importance of balancing theoretical knowledge with practical application is highlighted, ensuring that future educational psychologists are well-equipped to mentor youth based on national values.

In conclusion, the effective preparation of the educational psychologists to work with youth based on national values requires a concerted effort from academic institutions to develop comprehensive, integrated curricula, alongside a focus on the practical application of these values through innovative pedagogical methods. It also requires a nuanced understanding of youth perceptions and a willingness to adapt the message of national values to be more meaningful and relevant to contemporary generations.

Recommendations for future research and practice:

Based on these findings, it is clear that while there is an awareness of the importance of national values, both educators and youth may require more focused, contextually relevant engagement with these values. To better prepare future specialists to work effectively with youth, educational institutions should prioritize:

The experience of our colleagues from Moscow state University: pedagogical technologies are realized in various forms of organization in educational activities and types of classes: collaboration of traditional and innovative forms of classes conduction, including interactive (seminars in the format of dialogues, discussions, computer simulations, business and role plays, analysis of specific situations, trainings, etc.); practical classes (immersion in the processes of the educational organization, the formation of a holistic view of the phenomenon of integrating theory and practice in upbringing and development, participation in socio-cultural practices, etc.); scientific research work (research, projects, conferences, scientific seminars, etc.); self-work (analysis, synthesis and systematization of scientific education and pedagogical experience, analysis and reflection of self-experience). During practice designing in the system of educational psychologist preparation they rely on the below main principles: unity of theoretical and practical preparation; Collaboration of various types of practice in the educational process: scientific research, educational and industrial practice; Continuity of practice throughout the entire period of study at the university; Inclusion of students in different types of educational psychologists' activity in the process of practice under the guidance of experienced mentors [14].

Greater curriculum integration: Ensure that national values are embedded across all aspects of training for educators and psychologists, from theory to practice, in both formal courses and practical internships.

Methodological development: Invest in the development of pedagogical methods and tools that effectively engage youth with national values in a way that feels relevant to their lives.

Youth-focused approaches: Understand the generational gap in the perception of national values and develop strategies to bridge this divide by presenting national values as dynamic, evolving concepts that can coexist with global perspectives.

Still, this topic has not yet covered all aspects of future specialist preparation fully, and further development is needed both in terms of scientific research, theoretical provision and practical work at universities.

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