

<b>Project name, IRN</b>	<b>AP13067801</b> - The networked communicative culture of the future teacher is the key to the formation of digital literacy in adolescents
<b>Completion date</b>	01.04.2022-31.12.2024
<b>Project supervisor</b>	Kerimbayeva Botagoz Talgatovna - PhD, associate professor
<b>Report</b>	<p>The digital environment has become an integral part of our lives. The use of new technologies in various fields of our activity: professional, educational, artistic, leisure - has radically changed our lives. But for children, for the so-called digital generation, the digital lifestyle is natural, since these technologies accompany them from birth. New communication technologies have an impact on the processes of socialization, the formation of social interaction systems, on the ways of perception and processing of incoming information, while affecting both the intellectual and emotional side of the personality. And, although it is currently difficult to separate the digital culture from the "non-digital" culture, it is the digital environment that can have a decisive influence on the younger generation. Digital culture, we emphasize once again, includes not only the use of new technologies, but also the entire system of related relationships, including social ones. The use of information and communication tools can stimulate the emergence of new regulations, determine self-esteem, awareness of one's place in society, and the formation of personal and cultural identity. Therefore, it becomes very important to preserve the "cultural bridge" between generations in order to avoid a gap between the cultural codes of "digital aborigines" and the generation whose cultural attitudes were formed under the influence of "non-digital" culture. In a modern society with open borders, the number of specialists who must possess the skills of speech communication is increasing, and first of all at a professional level. This means that for communication, the teacher needs sufficiently formed communication skills, which are the most important component of the communicative culture.</p> <p>The communicative culture of a teacher is the culture of his professional and pedagogical communication with other subjects of the educational process. The necessary level of communicative culture should be recognized as one that allows the teacher to positively perceive people under his guardianship and colleagues and ensures the unconditional achievement of the goals of education and training. A teacher as a specialist of the "man-man" system must have a high communicative culture, which implies the presence of communicative knowledge, skills, abilities, as they develop important psychological qualities that are components of the competence of a teacher.</p>
<b>Purpose</b>	The aim of the project is to form a network communicative culture of future teachers, including the preparation of future teachers for distance learning and the improvement of their network communicative competence.
<b>Expected results</b>	1. Publication of 1 (one) article or review indexed in the Social Science Citation Index or Arts and Humanities Citation Index of the Web of Science database, and (or) in a peer-reviewed scientific publication with a CiteScore percentile in the Scopus database of at least 35 (thirty-five); also 3 (three) articles in a domestic or foreign scientific publication recommended by CQAFES MOS RK;

	<p>2. Publication of the collective monograph «Formation of the network communicative culture of future teachers»;</p> <p>3. Creation and implementation of the information and educational platform «e-communication» for future teachers;</p> <p>4. Preparation of a textbook on the network communicative culture of future teachers.</p>
<b>Research group</b>	<p><i>Supervisor:</i>  Kerimbayeva Botagoz Talgatovna - PhD, associate professor, H index - 2, Scopus ID 55599232100, <a href="https://orcid.org/0000-0002-0680-7126">https://orcid.org/0000-0002-0680-7126</a></p> <p>Meyrbekov Akylbek Kairatbekovich - PhD, H index – 1, Scopus ID 57220277696 , ORCID icon <a href="https://orcid.org/0000-0002-9439-0614">https://orcid.org/0000-0002-9439-0614</a></p> <p>Kerimbekov Yerzhan Rakhymzhanovich – PhD, Scopus – H index -3, WoS - H index -2, Web of Science Researcher ID- ABA-7294-2020, Scopus Author Identifier- 56038979700, <a href="https://orcid.org/0000-0002-6116-3669">https://orcid.org/0000-0002-6116-3669</a></p> <p>Sapargaliyeva Dinara Dimiukyzy - Master</p> <p>Satbay Zhainar Izbasarkyzy – Master, ORCID: 0000-0001-6765-9289</p> <p>Zhantleuova Kamila Moldagalikyzy – Master, ORCID: 0000-0001-6071-5356</p>
<b>Publications in scientific publications</b>	<p>1. Kerimbayeva B.T., Kerimbekov Y.R., Sapargaliyeva D.D. The importance of developing a network communicative culture of the future teacher // Ясауи университетінің хабаршысы. – 2022. – №4 (126). – Б. 281–293. <a href="https://doi.org/10.47526/2022-4/2664-0686.24">https://doi.org/10.47526/2022-4/2664-0686.24</a></p> <p>2. Керимбаева Б.Т., Мейрбеков А.К. Болашақ мұғалімдердің желілік коммуникативтік мәдениетінің ерекшеліктері. Цифровая трансформация в учебном процессе и прикладное программное обеспечение // Материалы международной научно-практической конференции. – Кызылорда: Кызылординский университет имени Коркыт Ата, 2022. - С. 483-487.</p> <p>3. Керимбаева Б.Т., Сатбай Ж.И., Жантлеуова К.М. Болашақ мұғалімнің цифрлық және коммуникативті мәдениеті // Қ.Жұбанов атындағы Ақтөбе өңірлік университетінің хабаршысы ғылыми журналы. – 2022– №3 (68). – Б. 113–121.</p>