

THE BALANCE OF ACADEMIC TRADITIONS AND DIGITAL INNOVATIONS IN SHAPING THE PROFESSIONAL IDENTITY OF FUTURE TEACHERS

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Abstract. This article is devoted to an in-depth analysis of the problem of continuity in the system of pedagogical and psychological education in the era of global change. The paper examines the dialectical connection between the fundamental traditions of the classical school and modern innovative technologies. The author emphasizes that continuity is a key mechanism for preserving the professional identity of a teacher-psychologist, ensuring the transfer of ethical norms and methodological foundations. The article analyzes the challenges of digitalization and suggests a model for integrating innovative tools into the traditional educational paradigm. Special attention is paid to humanistic values as the unchanging core of education, ensuring the stability of the system in the context of technological transformation.

Keywords: continuity, teacher education, psychological training, traditional values, innovations, digitalization of education, methodology, humanism, professional competencies.

Introduction

The problem of continuity in the development of pedagogical and psychological education The problem of continuity in the development of pedagogical and psychological education in early 2026 is considered as a fundamental factor in the sustainability of the social system in the context of global uncertainty and technological singularity. In the historical and philosophical context, continuity is the process of transferring accumulated experience, scientific paradigms and value orientations from one generation of professionals to another, which makes it possible to preserve the core of a scientific school even in the face of radical changes .

The traditional values of Russian pedagogy and psychology, shaped by decades of academic research, are based on the principles of deep anthropocentrism, rigorous scholarship and high moral responsibility of a specialist to society. These values act as a methodological filter that allows the educational system not to lose its professional identity under the pressure of the changing fashion for superficial technological solutions and simplified learning algorithms.

Results and discussion. The classical works of L.S. Vygotsky, which laid the foundations of cultural and historical theory, still serve as an indisputable foundation for understanding higher mental functions and the social genesis of personality, confirming the thesis that high-quality professional education is impossible without relying on time-tested psychological concepts. Continuity in this case ensures that innovative methods will serve the development of human subjectivity, rather than turning learning into a mechanical mastering of a set of disparate competencies.

The current stage of higher education development is characterized by rapid and sometimes aggressive implementation of innovations that radically change the entire landscape of the pedagogical process. Innovations in education in 2026 are not just the introduction of new technical means or software, but a profound transformation of the very logic of teacher-student interaction, the final transition to subject-subject relations and the creation of flexible, individualized development trajectories .

The innovation process today includes the active use of generative artificial intelligence to analyze individual cognitive styles of students, the use of augmented and virtual reality technologies for deep simulation of psychological counseling, and the creation of adaptive learning platforms that adapt in real time to the pace and characteristics of learning by each individual student. However, in-depth scientific research in the field of educational psychology of the last decade indicates that without a solid theoretical foundation laid by the classical academic school, the uncontrolled use of modern gadgets and algorithms can lead to knowledge fragmentation, loss of the ability to system synthesis and a general decrease in the level of critical thinking of students . In this case, continuity acts as a critical link that allows for the harmonious integration of innovative tools into the structure of systematic scientific knowledge, ensuring their pedagogical expediency, didactic effectiveness and complete ethical safety for the student's psyche.

An important aspect of continuity is the preservation and development of the psychological culture of the future teacher, which is based on the unshakable principles of empathy, unconditional acceptance of personality and a deep understanding of the laws of mental development, described in detail in the fundamental works of A.N. Leontiev and his followers . In the context of total digitalization, when professional and interpersonal communication is increasingly

mediated by monitor screens and digital avatars, the role of the human factor in education is not only not decreasing, but increasing.

Materials and methods. Innovative forms of work, such as interactive webinars, online biofeedback trainings, and online communities of practitioners, require an even higher level of emotional intelligence, communicative flexibility, and conflict-free leadership from a modern educational psychologist. The tradition of mentoring in this context is evolving, transforming into intellectual facilitation and deep tutoring, where an experienced teacher ceases to be just a translator of ready-made information, but becomes a coach who helps the student to independently construct professional meanings and effectively navigate the redundant, and often contradictory information space. Methodological literacy, formed within the framework of traditional academic training, allows the future specialist to accurately distinguish scientifically based psychological techniques from the numerous pseudoscientific theories that today overwhelm the global online market of educational and psychological services.

An analysis of the latest generation of educational standards and pedagogical practice shows that the competence-based approach, which has become the main innovation of recent decades, is most effectively implemented in universities only when it is based on the classical concept of developmental learning by V.V. Davydov and the theory of step-by-step formation of mental actions. True professional competence cannot exist in a vacuum without deep, systematic academic knowledge; it is the highest form of their practical implementation in a specific professional activity. In the process of psychological training of students, it is critically important to ensure continuity in a deep understanding of the boundaries of norm and pathology, the mechanisms of mental compensation and correction, which requires mandatory study of the fundamental foundations of neuropsychology and clinical pathopsychology. In 2026, the most modern innovative methods of visualizing brain activity and neural interfaces will provide specialists with unprecedented amounts of data, but their adequate interpretation and use for pedagogical purposes is absolutely impossible without deep knowledge of classical theories of systemic dynamic localization of higher mental functions. Thus, continuity provides the necessary scientific vertical, according to which innovative empirical data rise to the level of high theoretical generalization, without turning into a set of meaningless figures.

The ethical aspect of education in the age of AI is also in urgent need of protection through succession mechanisms. The traditional moral norms of the professional community, such as the basic principle of "do no harm", are complemented in the digital age by the most complex principles of cybersecurity, digital hygiene and personal data protection, but their ethical root remains unchanged — it is a deep

respect for the dignity and sovereignty of the human person . Modern innovative learning management systems (LMS) make it possible to collect and analyze huge amounts of data (Big Data) about students' behavior, preferences, and even psychophysiological reactions, which opens a dangerous path for hidden manipulation of consciousness. In this difficult situation, the continuity of classical humanistic values is the only reliable guarantee of individual rights and freedoms in the digital educational environment. A specialist brought up on the best traditions of humanistic pedagogy, such as the ideas of E.V. Bondarevskaya, will use any innovation not as a means of control or coercion, but solely as a tool to expand the horizons and opportunities of the student .

Further development of pedagogical and psychological education should follow the path of conscious creation of hybrid educational ecosystems, where age-old traditions and breakthrough innovations are in a state of constant constructive dialogue. This implies preserving the value of classical academic lectures and in-depth seminars aimed at forming a holistic scientific worldview, and their organic complement with interactive workshops, international project activities and the use of big data in large-scale psychological and pedagogical research .

Conclusion. Continuity in the development of higher education requires the active and interested participation of older teachers in mastering the latest digital tools and, at the same time, the conscious involvement of young scientists in the study of the classical scientific heritage and archives of great teachers. Only such a reciprocal, two-way process will ensure the integrity of the educational space and train specialists capable of successfully solving the most difficult tasks of upbringing, education and mental recovery of the nation in the middle of the 21st century. Ultimately, the ultimate goal of continuity is to preserve the "human in man" through a harmonious and conscious synthesis of the wisdom of the past and the limitless technologies of the future . The professional community must finally realize that innovation without a deep tradition is blind and dangerous, and tradition without constant innovation is dead and fruitless; their inseparable unity is the only key to the prosperity of pedagogical science and effective psychological practice .

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