

**ANNOTATION**  
**of dissertation paper on theme «Formation of research competence of the  
future elementary school teacher»**  
**presented for the degree of doctor of philosophy (PhD) on specialty**  
**6D010200 - Pedagogic and methods of primary education**  
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**Research actuality.** Modern society development is characterized by growing dynamism, penetration on new levels of nature knowledge, change of the social structure and emergence of qualitatively new activity kinds in earlier unknown areas, therefore education is recognized as one of the most important priorities in long-term "Kazakhstan - 2030" Strategy.

In order to ensure high rates of socio - economic, scientific - technical and cultural development of the Republic, the current stage of development of higher education involves the training of competent teachers who are ready for successful professional - personal self-realization. Changes in the process of training of the future primary school teacher is associated with the reformation of primary education: experimental approbation and new standard introduction in 2015.

Increasing volume of innovations; new requirements to education results, other system of training results estimation; questions about subjects integration; introduction of new disciplines ("Introduction to science", "Informational - communicational technologies", etc.) demand the updating of content of work, concentration of intellectual resources, aspiration to independent search of necessary information for critical, creative development of new strategy of behavior in the professional activity.

In these conditions, *primary school teacher's educational activity is increasingly becoming own*, and it means that it requires the *generation of new knowledge* directed at redefining the projection and management of educational process integrity *on a scientific basis*, therefore, achievement of a new quality in professional work of primary school teacher we associate *with the research competence*.

The degree of scientific elaboration of studying problem is not new, theoretical review of scientific - educational literature has shown that the "research competence" concept is defined depending on some scientific approaches.

Research competence is considered as identification of methodology and philosophy on the basis of historical approach; as a methodological culture; as a special level of intellectual culture (O.S. Anisimov, G.S. Batishchev, V.A. Dmitrienko, T. Kun, I. Lokatos, K. Popper, B. Feyerabend, Y.N. Popov, etc.)

According to educational approach, research competence is explained as readiness (theoretical, practical) to successful implementation of research activity (Y.A. Ponomarev, O.S. Anisimov, V.V. Krayevsky, V.I. Zagvyazinsky, V.S. Lazarev, N.N. Stavrinova, Z.A. Isaeva, etc.).

Research competence is presented as the characteristic of person able to technologise an educational process from technological approach position; ability to carry out creative, innovative activity (L.S. Podymova, I.I. Tsyrukun, A.V. Hutorskoy, V.A. Adolphus, S.G. Grigorieva, Sh.T. Taubayeva, G.B. Omarova, R. Ch. Bekturganova, A.S. Mizimbayeva, N. O'Hanlon, etc.).

Research competence is considered as one of the part of educational culture from the point of view of systemic approach (N.D. Khmel, A.A. Moldazhanova); as part of professional competence (Y.V. Vardanyan, V.G. Sotnik, L.A. Golub, N.A. Shamelkhanova, A.A. Bulatbayeva, etc.).

Within competence-based approach, I.Y. Zimnyaya, E.V. Berezhnov, O.V. Akulov, Zair-Beck E.S., Piskunov E.V., Radionova N.F., A.P. Tryapitsyna, E.N. Zemlyanskaya, Nikitina L.A., Sinebryukhova V.L., L. Darling-Hammond, S. Büyüköztürk, H. Sahan, R. Tarhan, etc. consider research competence as functional and personal readiness of the personality for the productive solution of research tasks in professional activity.

Humanitarian - axiological approach representatives such as V.A. Slastyonin, G.I. Chizhakova, E.I. Shiyanov, I.B. Kotova, N.Y. Kantorovich, A.A. Beysenbayeva, R. Ch. Bekturganova and others consider that research competence includes: activity, coauthorship in educational activity (N.N. Khan, O.N. Lukashevich, etc.) as educational value.

The analysis of research subject demonstrates that research competence was considered as independent quality of future teacher or as the part of professional culture (competence) training him for successful implementation of separate kinds of activity: scientific - research, educational - innovative, training – developing, etc., but the question about usage of research competence as the self-growth quality, *managing the thinking* and *redefining the projection and realization of educational process on reflective-research approach* is still stay open. This quality is a key element on the path to self-knowledge and self-improvement

Thus, now there is a **contradiction** between objectively growing necessity for elementary school teacher's research competence and insufficient development of it's formation mechanisms.

The allocated contradiction have defined a research **problem** which consists in searching for updated conditions of research competence formation.

Actuality, insufficient scientific and practical development of problem, caused the choice of a **research subject**: "Formation of research competence of the future elementary school teacher".

**Research purpose**: theoretical justification and methodical ensuring of research competence formation at future elementary school teacher.

**Research object**: professional training process of future elementary school teacher.

**Research subject**: research competence of future elementary school teacher.

**Research hypothesis:** if the following educational conditions will be realized in the conditions of complete educational process:

- filling of educational process by methods and realization sources of a subjective research position of student in the simulated professional activity;
- involvement in process of perception of educational information majority of sensual components (multimedia and internet technologies);
- creation of students, higher education institution and elementary school teachers educational - research community, as spaces for formation of research competence, and if will be done so, the process of research competence formation will be effective, as this will create the conditions for the attainment of self-realization of the individual bases of the future teacher of initial classes in the professional activity carried out on the reflexive - research approach.

According to problem, object, subject and purpose the following **research tasks** have been set:

- to define, to reveal the structure and content of future elementary school teacher's research competence;
- identify the pedagogical conditions of formation of research competence of the future teacher of initial classes;
- to substantiate a model of research competence formation at future elementary school teacher;
- to develop a technique of research competence formation at future elementary school teacher and check its efficiency in the course of experimental work.

The **leading idea** of research is that formation of research competence at future elementary school teacher, as an integral quality, is directed on the understanding the meaning of their own educational activity at scientific and research-reflexive approach.

The **theoretical and methodological basis** of research are: theories of formation of the teacher identity (N.V. Kuzmina, A.K. Markova, I.A. Zimnyaya, L.M. Mitina, V.A. Slastenin, etc.); the theory and methodology of professional-pedagogical education (N.D. Khmel, N.N. Khan, M.N. Sarybekov, A.A. Verbitsky, etc.); theory of complete picture of educational process (V.E. Gmurman, E.N. Ilyin, N.D. Khmel, Y.K. Babansky, V.A. Slastenin, etc.); theories of formation of research activity, research requirement and research behavior (A.N. Poddyakov, V.P. Zinchenko, V.A. Ivannikov, A.V. Leontovich, A.S. Obukhov, A.I. Savenkov, G.S. Sukhobskaya, V.S. Yurkevich, S. Kaplan); theoretical provisions of system, competence-based, axiological and humanitarian approaches (F.F. Korolev, I.V. Blauberg, L.A. Golub, I.A. Kovalenko, A.A. Beysenbayeva, etc.).

**Research methods:**

- the theoretical analysis of philosophical, educational, psychological and methodical literature for determining the asubject, object, hypothesis, tasks, starting positions and the main directions in development and the organization of research;

- empirical methods – purposeful supervision, questioning, students testing, for diagnosing the level of research competence formation at future elementary school teacher;

- methods of educational modeling, an educational experiment, directed to detection the efficiency of realization model of research competence formation at future elementary school teacher;

- statistical processing methods of an experimental research results.

**Scientific novelty of research and theoretical importance** of the research are:

- essence, structure and content of the research competence of the future primary school teacher are revealed;

- educational conditions of formation of research competence of the future elementary school teacher are revealed;

- model of research competence formation of the future primary school teacher was built;

- the content and methodology of research competence formation of the future primary school teacher is developed.

**Practical importance of research:** the theoretical provisions and conclusions consisting in research create prerequisites for updating the content of education in the form of creation:

- the psycho-educational practical work for formation of personality self-realization bases of future elementary school teacher;

- new elective course "Technique of research competence formation of future elementary school teacher".

- programs for diagnosis of studied quality formation.

**The provisions, offered for protection:**

1 Research competence is an integral quality of future elementary school teacher's personality, which allows to completely realize the system of motivational-valuable relation to construction and organization of elementary school's educational process, which is object of his professional activity, by the methods of scientific knowledge.

2 Formation of research competence of future elementary school teacher is carried out step by step (comprehension, understanding, realization), according to the model including components (valuable, motivational, theoretic-methodological, technological, reflexive), criterias (axiological, motivational, cognitive, activity, control-estimativ) and levels: situationally-intuitive, standard-reproductive, is active-search, creatively-intellectual.

3 The following conditions are necessary for formation of research competence in complete educational process: saturation of educational process by methods and implementers of subjective research position trained in the simulated professional activity; problem oriented management of research and professional activity carried-out by students; creation educational-research community of students, teachers of higher education institution and elementary school teachers as spaces for research competence formation.

**Approbation of work results.** Basic provisions of research were discussed at the following conferences: II International scientific - practical conference “XXI century expert: psycho - educational training and professional competence” (Baranovichi, 2013); IV International scientific conference “Theory and practice of education in modern world” (Saint-Petersburg, 2014); International scientific - practical conference "The theory of complete educational process - a basis of professional future teacher training" (Almaty, 2014); 2nd International Conference "Research, Innovation and Education" (London, 2015).

**Publications.** The content of the dissertation work is reflected in 9 scientific works, from them: 3 – in scientific issues, recommended by Committee for Control of Education and Science, 1- in scientific issue, entering into Scopus database, 4 - in the materials of international conferences, including 2 - in the materials of international conferences; 1 - in a scientific journal.

**The structure and content of dissertation.** Dissertation work includes introduction, two chapters, conclusion, list of used sources and attachments. The work is represented in 143 pages of the typewritten text and illustrated with 29 figures and 34 tables.