

ANNOTATION

of Aliya Serikovna Koshyguulova's dissertation work on the topic "Psychological-pedagogical conditions for the development of self-organization of students' educational activities" submitted for the defense for the degree of Doctor of Philosophy (PhD.) in the field of 6D010300 - "Pedagogy and Psychology"

Research Topic: "Psychological-pedagogical conditions for the development of self-organization of students' educational activities"

The purpose of the study: Theoretical justification and development of a program for the development of self-organization in students' educational activities, testing its effectiveness through experimental work.

Research Objectives:

1. Determining the theoretical foundations for the development of self-organization in students' educational activities.
2. Justification of psychological and pedagogical conditions contributing to the increased effectiveness of developing self-organization in students' educational activities.
3. Development of a structural-content model for the development of self-organization in students' educational activities.
4. Designing a program for the development of self-organization in students' educational activities and testing its effectiveness through experimental work.

Research Methods: The research employs the following methods: analysis, synthesis, psychological-pedagogical experiment; a set of psychological diagnostic techniques including an author's survey, a method for diagnosing students' learning motivation (A.A.Rean and V.A.Yakunin, modification by N.Ts.Badmaeva); the "Significant Life Orientations" test (SLO method), D.A.Leontiev; the Willpower Self-Control Test (WSC) by A.V.Zverkov and E.V.Eydman, "Study of Volitional Self-Regulation"; T.A.Nemchina's scale of nervous-psychic tension (NPT questionnaire); the Personality Subjective Control Level Test (PSCL) by E.F.Bazhin, E.A.Golynkin, and A.M.Etkind, based on J.Rotter's locus of control scale; a method for determining the level of reflectivity (A.V.Karpov, V.V.Ponomareva); V.I. Morosanova's "Behavioral Self-Regulation Style" questionnaire; and mathematical-statistical methods for processing experimental results, including Mann-Whitney U-tests and the SPSS program.

The main provisions submitted for defense (evidence-based scientific assumptions and other inferences that are new conclusions).

1. Self-organization of students' educational activities is an integrative aspect of personality, expressing the integrity of value-motivational, cognitive-reflective, affective-volitional, and activity components. These components collectively ensure the effective organization of learning activities and their implementation in various forms of educational settings (daytime, distance, blended).

2. The Structural-Content Model of the Development of Self-Organization in Students' educational activities represents a system of the following blocks: target, substantive, procedural, and evaluative-resultant. The target block reflects the social need, articulating contemporary requirements for students and professionals (a future specialist ready for self-organization in the face of modern challenges, digitization, and the diversification of education), as well as the goals (development of self-organization in students' learning activities). The substantive block consists of components (value-motivational, cognitive-reflective, affective-volitional, and activity) and indicators of the development of self-organization in students' learning activities. The procedural block reflects approaches, working principles, psychological-pedagogical conditions, and stages of the development of self-organization in students' educational activities. The evaluative-resultant block defines levels of development of independent organization of students' educational activities (situationally-intuitive, reproductive-normative, structural-analytical, creative). The result of implementing the model is a student with a high level of development of self-organization in educational activities.

3. The development of self-organization in students' educational activities is ensured by the following complex of conditions: inclusion in the content of educational programs of disciplines aimed at the development of independent organization of educational activities of students, taking into account the pedagogical and educational course; organization of extracurricular independent work aimed at in-depth study of the material; inclusion of students in the organization, control and self-control of joint educational activities with the teacher; integration of forms and methods of teaching aimed at the development of independent organization of students' educational activities (active, informational, interactive, special); development of reflection as the basis of the student's subjective position in relation to educational activities. Psychological development of motivation for self-organization and self-improvement; improvement of skills of voluntary self-regulation and self-control; development of stress tolerance; development of goal setting, time planning, and adjustment skills.

4. The results of the experimental work confirm the effectiveness of the structural-content model for the development of independent organization in students' learning activities. The program proves to be successful in both online and offline implementations, catering to various forms of organizing the educational process in the university.

The main results of the study:

1. Psychologico-pedagogical foundations of the issue of developing self-organization in students' educational activities were explored and theoretically substantiated based on the analysis of scientific works.

2. The theoretical and methodological foundations of the development of self-organization in students' educational activities were identified, refining the concept of "self-organization of students' educational activities."

3. The essence, structure, and content of the development of self-organization in students' learning activities were determined, and the psychological and pedagogical conditions for this development were justified.

4. A structural-content model for the development of self-organization in students' learning activities was developed. This model includes components, psychological and pedagogical conditions, stages, levels, and criteria for the development of self-organization in the university's educational process.

5. A program for the development of self-organization in students' learning activities was developed. Its effectiveness was experimentally tested, and recommendations were provided.

Conclusions and findings formulated in the sections and chapters of the dissertation are based on scientific concepts and the results of the pedagogical experiment.

Rationale of novelty and significance of the obtained results:

The first scientific result is justified by refining the concept of "self-organization of students' learning activities" and defining its structure and content. This refinement is based on an analysis of works by scholars from both distant and near abroad, as well as domestic researchers who are relevant to the research problem.

The second scientific result is substantiated by the fact that, for the first time, psychological and pedagogical conditions for the development of self-organization in students' learning activities were identified. This identification represents a novel contribution to the field of research, filling a gap in our understanding of the factors

The third scientific result is demonstrated through the development of a structural-content model for the evolution of self-organization in students' learning activities. The model is conceptualized as a holistic process transitioning from situational-intuitive and reproductive-normative to constructive-analytical and creative levels of self-organization. This progression occurs in interrelation with all components and is achieved through sequential stages (comprehension, awareness, implementation) while ensuring psychological and pedagogical conditions. The model is viewed as a comprehensive structure comprising value-motivational, affective-volitional, cognitive-reflective, and activity components, with defined criteria and indicators corresponding to its content. It delineates high, medium, and low levels, realized in close interconnection.

The significance of the *fourth scientific result* is affirmed by the fact that the author's developed program for the development of self-organization in students' learning activities underwent experimental testing, yielding positive outcomes. Additionally, methodological recommendations for independent work in the discipline "Pedagogy" were proposed. These recommendations encompass tasks for students, considering the enhancement of self-organization levels, and methodological support (self-study roadmap), and reflect the shift in the roles of the teacher—from regulatory and coordination functions to facilitation. The teacher-oriented recommendations incorporate the author's developments in fostering the self-organization of students' learning activities.

Correspondence with the directions of science development or state programs:

In the state program "Concept of Development of Higher Education and Science in the Republic of Kazakhstan for 2023-2029," it is emphasized that, in the context of modernizing higher education with a focus on global and contemporary

values and competencies of the 21st century, as well as in the conditions of technological modernization of the country's economy, there is a need for professionals with a universal set of competencies and the ability for systemic thinking.

In the state mandatory standard for higher education, learning descriptors characterizing students' abilities include the demonstration of knowledge and concepts in the studied field, based on advanced knowledge in that area; the application of knowledge and understanding at a professional level, the formation of evidence, and problem-solving in the studied field; the collection and interpretation of information to form judgments, taking into account social, ethical, and scientific contexts; the application of theoretical and practical knowledge to solve educational, practical, and professional tasks in the studied field; the development of learning skills necessary for independent continuation of further education in that field; knowledge of research methods and academic writing and their application in the studied field; knowledge and understanding of facts, phenomena, theories, and complex relationships in the studied field; the necessity of skills to generalize the results of understanding the importance of principles and the culture of academic integrity. Therefore, the exploration of solutions to the psychological and pedagogical conditions for the development of self-organization in students' learning activities reflects a close connection with the state programs for the development of education and science in the Republic of Kazakhstan.

The description of the Ph.D. student's contribution to the preparation of each publication (the author's contribution is reflected in the percentage of the total text):

On the dissertation topic, 8 scientific articles have been published, including 1 in international journals indexed in the Scopus database, 4 articles in scientific journals recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Education and Science of the Republic of Kazakhstan, and 3 in proceedings of international scientific conferences, including 2 in international scientific conferences both near and far abroad. All publications were prepared during the conducted research.

1. *Pedagogical and Psychological Conditions for the Organization of Independent Work of Students// European Journal of Contemporary Education, 2022. 11(4): 1134-1146* (Co-authors: joint authorship Sarsenbayeva L., Karakulova Z., Kalibekova S. – 30%, the doctoral candidate's contribution is -70%). In the article, issues related to the development of students' self-organization are discussed.

2. *Студенттердің оқу іс-әрекеттерін өздігінен ұйымдастырудың психологиялық ерекшеліктері//Abai KazNPU, Research journal "Pedagogy and Psychology" No1(38)2019y.- 81-87P. ISSN 2077-6861. <https://journal-pedpsy.kaznpu.kz/index.php/ped/issue/view/11/38>* (in joint authorship Sarsenbayeva L.O.– 20%, the doctoral candidate's contribution is - 80%) This article examines the psychological characteristics of self-organization in the academic activities of contemporary students.

3. *Студенттердің оқу іс-әрекетінің өзіндік ұйымдастыруын дамытудың психологиялық-педагогикалық шарттары// Abai KazNPU Bulletin of Pedagogical sciences No1(65),2020y.-136-140P. ISSN 1728-5496.*

[pedagogy.kaznpu.kz/index.php/ped/article /view/85/380](https://pedagogy.kaznpu.kz/index.php/ped/article/view/85/380) (in joint authorship Kenjebaeva A.T. – 10%, the doctoral candidate's contribution is - 90%). In the article, the author, relying on the opinions of many domestic and foreign scholars, defines self-organization of educational activities as independent work that has not only educational but also individual and societal significance.

4. *Студенттердің оқу іс-әрекетін өзіндік ұйымдастыру дағдыларын қалыптастыру*// Abai KazNPU Bulletin of Psychology sciences N3(64),2020y.- 142-146P. ISSN1728-7847 <https://bulletin-psychology.kaznpu.kz/index.php/ped/article/view/115/283> (contribution to the preparation of a doctoral student - 100%). (the doctoral candidate's contribution is - 100%). The article discusses the issue of developing independent organization skills in the educational activities of contemporary students.

5. *Pilot study of self-organization and the formation of social and pedagogical competencies in the educational activities of students*//Abai KazNPU, Research journal "Pedagogy and Psychology" No4(49) 2021y. 228-237P. ISSN 2077-6861. [https://journal-pedpsy.kaznpu.kz/index.php/ped/article/ view/579/786](https://journal-pedpsy.kaznpu.kz/index.php/ped/article/view/579/786) (in joint authorship Sadykova A.B. – 40%, the doctoral candidate's contribution is - 60%,) The article discusses the criteria for the formation of self-organization within the framework of social and pedagogical competencies and pilot research on specific methods for their study.

6. *Психологические особенности самоорганизации учебной деятельности студентов*//"Young Scholars:Economics, Law, Psychology, and Key Issues of Education" Materials of the Annual Interuniversity Conference of Young Scholars. December 5, 2018. St. Petersburg: BGI, 2018. Pp. 19-24. (in joint authorship Sarsenbayeva L.O. – 30%, the doctoral candidate's contribution is - 70%). This article explores the psychological aspects of self-organization in the academic activities of contemporary students.

7. *Студенттердің кәсіби-оқу іс-әрекетін өзіндік ұйымдастыру мәселелері*// "Fundamental Issues of Theoretical and Practical Psychology" II International Scientific and Practical Conference. KazNatsZhenPU. 24.02.2021.- 26-29P. (the doctoral candidate's contribution is - 100%). The article explores the interconnection between contemporary higher education, primarily with professional development and self-development of the individual.

8. *Основные функции самоорганизации учебно-профессиональной деятельности студентов* // "Shamov Pedagogical Readings" XIII International Scientific and Practical Conference of the Management and Teaching Faculty. Collection of MANPO Articles. Part 2, M.2021. 760-762P. (the doctoral candidate's contribution is - 100%) The article presents and briefly describes the main functions of self-organization in students' educational and professional activities.