

## ANNOTATION

### **the dissertation of Makhambetova Aliya Berdekhanovna of the thesis for the degree of Doctor of Philosophy (PhD) in specialty 6D010500-Defectology discipline**

**Research topic:** Training of special education teachers in the process of dual-oriented education.

**Purpose of the study:** theoretical justification, development, and experimental verification of scientific and practical models of special teacher training in the conditions of dual-oriented education.

**Research objectives:**

1. To substantiate and provide the subject matter definition for the concept of dual-oriented training of special education teachers.

2. Determine modern foreign and domestic concepts of dual-oriented training of special education teachers, structurally including theoretical and methodological foundations, as well as the semantic content of the topic under study.

3. Develop a research and experiential model of special teacher training for working in dual-oriented education context and verify effectiveness thereof empirically and experimentally.

4. Develop a polycomponent program for establishing a educational and research laboratory and a variety of activities as forms of dual-oriented training of future special educators.

**Research methods:**

- theoretical: interdisciplinary analysis of psychological, pedagogical, methodological, philosophical, linguistic, literature, the study of normative documents, conceptual and terminological analysis of the basic definitions of the study, modeling and system analysis;

- empirical: pedagogical observation, pedagogical experiment, questioning of students, analysis of their independent and control works;

- mathematical and statistical methods: quantitative and qualitative processing of the results of experimental work.

**The main provisions submitted for defense (proven scientific hypotheses and other conclusions that are new knowledge):**

1. In modern conditions for socialization and education of children with special educational needs, a special education teacher is seen as a key player in ensuring the quality of implementation of these processes, which in turn requires the need for intentional development of dual-oriented training for future special education teachers. This training implies the integration of all forms of practical approach to training and the achievement of an educational and practical level of professionalization.

The concept of "training a special education teacher based on dual-oriented education" is a personalized process of development of practice-oriented professional competencies, which includes a set of personal qualities, professionally important invariant qualities, practical experience in the process of coordinated

interaction between educational and industrial spheres of specialist training, built on the unity of three methodological foundations: axiological (humanistic parity), ontological (competence approach), technological (organization of training process for professional activity).

2. Foreign and domestic concepts of implementation of special education teachers' training in higher education institutions, based on socio-cultural principles, determine professional and technological, as well as personal and professional aspects of interrelation of the trends in the development of education of persons with special educational needs, higher teacher education and dual-oriented education of special education teachers and justify the development of theoretical and technological concepts.

Theoretical concept contains the target reference points of the concept (the leading idea, purpose, conceptual and categorical apparatus), subject matter and patterns of practical orientation and efficiency.

Technological concept is represented by the contextual model of dual-oriented education process.

The current system of evaluating the quality of professional training is focused on determining the level of theoretical training, and the actual practical activity is not considered in reliable and objective monitoring, while possibility for evaluation of which is provided in the process of organizing dual-oriented training.

3. Research and experiential model of dual-oriented training of special education teachers, which represents a holistic process, with a description of the goal, methodological foundations, principles, components of motivation and personality, operational, activity and content components, criteria, indicators and results of training.

4. Polycomponent experimental program of dual-oriented education includes a set of measures to ensure the creation of an educational environment that integrates the possibilities of educational and research laboratory, a variety of praxis.

#### **Main results of the research:**

1. Clarified the subject matter of the concept of "dual education", the author's concept of "dual-oriented training of special education teachers", involving the integration of all forms of practical orientation of training.

2. Defined modern concepts of foreign and Kazakh pedagogical education development in special education teacher training; supplemented the theory of quality assessment of practice-oriented competences of a prospective special education teacher, which can be assessed in the process of implementing dual-oriented education.

3. Developed research and experiential model of dual-oriented training of special education teachers, which represents a holistic process, with a description of the goal, methodological foundations, principles, components of motivation and personality, operational, activity and content components, criteria, indicators and results of training.

4. Developed a polycomponent experimental program of implementing educational and research laboratory, and a variety of activities as methods for dual-oriented training of future special education teachers.

**Substantiation of the novelty and importance of the results obtained and compliance with the directions of scientific development or state programs:**

*The relevance of the first scientific result* is determined by the fact that on the basis of analysis of psychological and pedagogical scientific works, which consider the problems of professional training, the author provides the definition, with clarification of the subject matter of the concept of "dual-oriented training of special education teachers", integrating traditional and innovative forms of the practical orientation of training;

*The relevance of the second scientific result* is characterized by the definition of modern foreign and domestic concepts of implementation of special education teachers' training in universities, expressed in organizational, content and methodological aspects, through the study of theoretical sources, critical review of scientific literature and own observations. This scientific result is also reasoned by the fact that the practice-oriented competence of the future special education teacher is not considered in the form of objective monitoring, while assessment of which can be carried out in the process of implementing dual-oriented education.

*The relevance of the third scientific result* is determined by the development of research and experiential model of dual-oriented education in the process of training of special education teachers for work, consisting of the conceptual, technological and result stages and the definition of its value and practical approach orientation.

*The relevance and innovation of the fourth scientific result* is confirmed by the development of the content of the polycomponent program of the implementation of educational and research laboratory and a variety of praxis, preparing and integration in the educational process of the "Theory and practice of dual-oriented education in modern higher education institutions" textbook for universities, development of the content of elective courses "Theory and practice of dual education in the Republic of Kazakhstan", with evaluation of research results in the International scientific conference in the DAAD (Deutscher Akademischer Austauschdienst - German Academic Exchange Service) "Dual Models of Training of Future Pedagogical Professionals in the International Educational Space: Problems, Solutions and Prospects", obtaining positive results in the process of evaluation of research and experiential model of training of special education teachers based on dual-oriented education.

Implementation of the main directions of the Law of the Republic of Kazakhstan "On Education", "On social, medical and pedagogical correctional support for children with disabilities" (2002), the main objectives of the National Project "Strategic Alliance in Dual Education in the Republic of Kazakhstan", the Order of the Minister of Education and Science of the Republic of Kazakhstan "On approval of the Rules of Dual Education" (2016) which identifies special requirements for the operation of all levels of teacher education based on dual-oriented approach to professional training of teachers in the New Kazakhstan.

The defining ideas of Kazakhstan's dual-oriented model of pedagogical education are: intensive interconnection of the system of pedagogical professional education with the labor market and employers, hysteresis (instant response) to the underachievement in the quality of training of pedagogical resources compared to

the real requirements of educational institutions; diversification of pedagogical education (increase of personalized educational programs with dual-oriented education); the training system for "simulation of industrial situations to solve real professional problems".

The main idea of the research corresponds with the Law of the Republic of Kazakhstan "On Education", the Law "On the Status of the Teacher" and implementation of the main goals designated in the Address of the Head of State K.Tokayev to the people of Kazakhstan on September 1, 2020.

"Kazakhstan in the new reality: time for action", in the Law of the Republic of Kazakhstan "On social and medical-pedagogical corrective support for children with disabilities", which attests to the relevance of the research problem.

### **Description of the contribution of doctoral students to the preparation of each edition:**

11 scientific papers were published on the topic of the dissertation: 1 in foreign editions included in the Scopus database and 1 in foreign journals, 3 articles in scientific journals, approved by the Committee for Quality Assurance in the Field of Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan, 6 in the collections of international scientific conferences, 1 teaching aid.

1. *Personalized Learning Strategy as a Tool to Improve Academic Performance and Motivation of Students*/ International Journal of Web-Based Learning and Teaching Technologies В Volume 16, Issue 6 November-December 2021. - P.1-17. ISSN: 15481093. (Co-authored by: Zhiyenbayeva, N. & Ergesheva, E. – 70%).

2. *The issue of the development of Kazakhstani model of professional teacher training on the basis of dual-oriented education* / Kazakh National University named after Al-Farabi. Khabarsgy//Psychology and Sociology Series, 1(68) 2019. P.103-110. ISSN 1563-0307. (Co-authored by: Zhiyenbayeva, N. & Abdigapbarova, U. – 70%).

3. *Model of a communicative subject in the university system of dual-oriented education* / Bulletin of the Academy of Pedagogical Sciences of Kazakhstan, No.3 (May-Jun), 2020. - P.152-159. ISSN 2070-4046. (Co-authored by: Zhiyenbayeva, N. – 80%).

4. *Modern strategy of the communicative paradigm of dual-oriented education* / Bulletin of Science and Life of Kazakhstan Pedagogical Sciences. 11/2(145)2020. - P.304-308. ISSN 2073-333X. (Co-authored by: Zhiyenbayeva, N.– 80%).

5. *Innovative strategy of communicative practice of dual-oriented education.* / International Journal "Innovations in life" No.3 (26) September 2018. - France, p. 271-282. ISSN 2227-6300. (Co-authored by: Zhiyenbayeva, N. & Abdigapbarova, U. – 70%).

6. *The conceptual model of the communicative subject in the university educational system of dual-oriented training.* / American Scientific Journal No. (28) / 2019. Vol.2. p. 35-40. (Co-authored by: Zhiyenbayeva, N. – 70%).

7. *Experimental study of the development of dual-oriented learning in the educational process of higher education* / Soznaniye Educational Newsletter.

Pedagogy Series, No.11, (22) / 2020. Kaliningrad, p. 25-30. (Co-authored by: Zhiyenbayeva, N. & Abdigapbarova, U. – 60%).

8. *Problem-seeking paradigm of dual-oriented education* / International Academic and Research Conference: Besbaev Readings: priority directions of modernization of integration processes of the Eurasian Economic Union. Bulletin of KazATSO, No.1 (55), 2018, Almaty, p. 67-71. ISSN 1998-9975. (Co-authored by: Zhiyenbayeva, N. – 70%).

9. *Changing the educational paradigm: innovations, problems, practices* / International Academic and Research Conference. Almaty, 2021.- P. 1-6. ISBN 978-601-7668-19-8. (100%).

10. *Correctional and developmental laboratories as an innovative form of dual oriented training for future teachers*. The international scientific conference, within the framework of DAAD project, “Dual Models of Training of Future Pedagogical Professionals in the International Educational Space: Problems, Solutions and Prospects” which will be held on 11-12 October, 2022. - Almaty. P.116-120. ISBN 978-601-269-134-4 (Co-authored by: Tapalova, O. – 80%).

11. *Theory and practice of dual-oriented education in modern higher education institutions-Training manual*. / Lantar Trade LLP, Almaty, 2019, p. 164. ISBN 978-601-7975-59-3. (Co-authored by: Zhiyenbayeva, N. & Autaeva A. – 60%).

All publications were prepared in the course of the study.