

ANNOTATION

for the dissertation of Zheldibayeva Raigul Serikovna for the degree of Doctor of Philosophy (PhD) in the educational program 8D01101 – «Pedagogy and Psychology»

Research topic: Development of professional competence of future educational-psychologists in the context of globalization.

Purpose of the study: Theoretical substantiation of the development of professional competence of future educational-psychologists in the context of globalization, development of a methodology and experimental verification of its effectiveness.

Research objectives:

1. clarify the essence of the concept of professional competence of future educational-psychologists in the context of globalization.

2. to determine the indicators and levels of development of professional competence of future educational-psychologists in the context of globalization.

3. to develop a structural and content model for the development of professional competence of future educational-psychologists in the context of globalization.

4. to develop of a methodology for the development of professional competence of future educational-psychologists in the context of globalization and experimental verification of its effectiveness.

Research methods:

To achieve the goal of the study, implement the tasks and test the initial theoretical provisions, the following research methods were used:

- theoretical methods: theoretical and methodological analysis of philosophical, sociological, pedagogical, psychological scientific literature on the research problem, comparison, generalization of best practices, design, modeling, formulation of research results;

- empirical methods: survey, observation. Adapted author's surveys of foreign scientists during the study: Patrick Severine Kavenuke, Mjege Kinyo and Joel Jonathan Kayombo «Critical thinking skills of future teachers: studying their consistency, self-confidence and skepticism», Sarah A. Marrs, Carla Quesada-Pallarès, Korinthia D. Nicolai, Elizabeth A. Severson-Irby and J. Reinaldo Martínez-Fernández «Measuring the Research Competence of Young Researchers», Ivana Komarkova, Dimitri Gagliardi, Johannes Conrads, Antonio Collado «Entrepreneurial Skills», Mallinckrodt, B., Miles, J. R., Bhaskar, T., Chery, N., Choi, G., & Sung, M. R. «Revised Daily Multicultural Competence/Ethnocultural Empathy Scale», Hüseyin Uzunboylu, Çiğdem Hürsen «Continuing Education Competency Scale: A Study of Suitability and Reliability», Yingshan Bao, Fangwei Zhu, Yue Hu, Ning Cui, Yuan Gu «Dutch Conflict Resolution Test», Yang Liua, Yue Yinb, Ruilin Wu «Measuring student global competence: development and empirical research of an instrument on the Chinese model».

- statistical methods: the value of each survey was validated, taking into account the calculations of the compliance index using the graphic and statistical program NCSS. The analysis of contingency of components was taken into account, the final competency model was validated. The description of the received results is given.

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

1. The professional competence of future educational psychologists in the context of globalization is understood as an integrated set of innovative, ideological knowledge, skills and personal qualities of tolerance from humanistic positions in accordance with global educational requirements when they perform the functions of diagnostic, corrective, psychological and pedagogical support.

2. Indicators and levels of development of professional competence of future educational psychologists in the context of globalization are determined in accordance with the structure of innovative, ideological tolerant competences and are based on the traditional classification of educational goals according to B. Bloom, which shows effectiveness in assessing the development of professional competence of future educational psychologists in the context of globalization.

3. The structural-content model of the development of professional competence of future educational-psychologists in the context of globalization provides for the unity of the conceptual (goal, methodological foundations, principles of global education), content (content, forms, methods, means, stages of the development process), resultant (indicators, levels, diagnostic methods) parts.

4. It seems productive to use the following methodological complex: determining the levels of development of professional competence of future educational psychologists in the context of globalization based on B. Bloom's taxonomy; methods for developing the professional competence of future educational psychologists in the context of globalization at the motivational, educational, qualifying stages: the elective course «Formation of global competence in the context of higher education», the training «Development of the professional competence of future educational psychologists in the context of globalization», holding Days open doors «Secret of success of educational psychologist» and the introduction of extracurricular activities «10 interviews» into practice.

Description of the main results of the study.

1. The essence of the professional competence of future educational- psychologists in the context of globalization is determined, its structure is emphasized and its characteristics are substantiated.

2. Indicators and levels of development of professional competence of future educational psychologists in the context of globalization are determined in accordance with innovative, tolerant, worldview competencies.

3. Psychological and pedagogical conditions for the development of professional competence of future educational-psychologists in the context of globalization have been

determined and its structural and content model has been developed, consisting of conceptual, content and resultant parts.

4. A methodology for developing the professional competence of future educational psychologists in the context of globalization has been developed, consisting of motivational, educational, qualifying stages, and its effectiveness has been experimentally tested.

The rationale for the novelty and significance of the results obtained is determined by the methodological positions achieved by the author, the use of theoretical and empirical methods, the logical connection between the tasks and the content of the study; processing statistics of the obtained experimental result; confirmation of the forecast.

The first scientific result is based on the analysis of domestic and foreign literature concerning the research problem, with giving the author's definition and semantic characteristics to the concept of «professional competence of future educational psychologists in the context of globalization».

The significance of the second scientific result is characterized by the fact that the indicators and levels of development of professional competence of future educational-psychologists in the context of globalization are determined in accordance with the composition of innovative, ideological competencies and tolerant competences based on the traditional classification of educational goals by B. Bloom.

The third scientific result is supported by the definition of psychological and pedagogical conditions that contribute to the proof of the research forecast, the definition of indicators, levels of development of professional competence, the development of a structural-content model for improving efficiency.

The significance of the fourth scientific result is confirmed by the fact that the development of the professional competence of future educational-psychologists in the context of globalization developed by the author is tested in an experimental mode by motivational, educational, qualifying stages of the content of the methodology and gives a positive result.

Compliance with the directions of development of science or government programs.

The topic of the dissertation and the results obtained correspond to the directions of the development of science and state programs. The concept for the development of higher education and science in the Republic of Kazakhstan for 2023-2029 «Implementation of the policy for the development of higher education until 2029» notes that it «provides the legislative framework, the independence of the state mandatory standards of higher and postgraduate education, attracting talents to universities and research institutes, increasing the level of knowledge and competencies, the development of modern education, based on developing technologies and the economy of the future, taking into account the global competencies of the program. This, in turn, requires future educational psychologists to be competitive, approach innovative, global requirements in the development of professional competencies.

In the third task of the national project «Educated Nation. Quality education» – «increasing the competitiveness of Kazakhstani universities» indicates the provision of continuous education to develop skills and competencies, including support for graduates of organizations of technical and professional, higher and postgraduate education and «upgrade». This indicates the relevance of the development of competencies in improving the quality of education. Thus, professional competence is one of the main conditions for the professional activity of modern educational psychologists.

Description of the contribution of the doctoral candidate to the preparation of each publication:

The results of the study are reflected in 10 scientific publications: 1 in foreign publications included in the Scopus database, 5 articles in publications recommended by the Committee for Quality Assurance in the Sphere of Education of the Ministry of Education of the Republic of Kazakhstan, 4 articles in collections of International scientific conferences, including 1 in international scientific conferences near and far abroad. All publications were prepared in the course of the study.

1. The adaptation and validation of the global competence scale among educational psychology students// International Journal of Education and Practice. - 2023. - No. 1 (11), (USA, New York). - p. 35-46. The input of doctoral student is 100%. The article discusses the adaptation and validation of the global scale of competencies among future educational psychologists.

2. Development of professional competencies of future educational psychologists in the context of globalization. International scientific journal «Science and Life of Kazakhstan». Almaty. - 2020. p. 112-117. The input of doctoral student is 85%, (co-author Sapargalieva A.Zh. 15%). The article deals with the problem of developing the professional competencies of future educational psychologists in the context of globalization.

3. Conditions for the development of professional competencies of future pedagogue-psychologists in the context of globalization. «Bulletin» KazNPU named after Abai. - Almaty. - 2020. No. 3 (67). - p. 87-91. The input of doctoral student is 85%, (co-author Sapargalieva A.Zh. 15%). The article discusses the conditions for the development of professional competence of future educational psychologists in the context of globalization.

4. Болашақ педагог-психологтардың кәсіби құзыреттілігін дамытудың өзекті мәселелері. Bulletin of Toraigyrov University. No. 2 (2021). - Pavlodar, - 2021. - p. 192-201. The input of doctoral student is 85%, (co-author Sapargalieva A.Zh. 15%). The article deals with topical issues of development of professional competence of future teachers-psychologists.

5. Қазақстандық ЖОО-дарындағы болашақ педагог-психологтардың кәсіби құзыреттіліктеріндегі «жаһандық құзыреттіліктің» рөлі. No. 4. Pavlodar, - 2021. - p. 367-375. The input of doctoral student is 100%. The article discusses the role of «global competence» in the professional competencies of future teachers in Kazakhstani universities.

6. The development of critical thinking among future teachers-psychologists in the context of globalization. Bulletin of Toraigyrov University. No. 1. - Pavlodar, -2023. - p. 127-133. The input of doctoral student is 85%, (co-author Z. Rimantas 15%). The article deals with the problem of the development of critical thinking of future educational psychologists in the context of globalization.

7. Defining «Global competence» in the framework of Kazakhstani educational psychologists' professional competence. «Scientific legacy». No. 87. - 2022, (Hungary, Budapest). - p. 19-23. The input of doctoral student is 80%, (co-authors Sapargalieva A.Zh., Z. Rimantas 20%). The article discusses the definition of «global competence» within the framework of the professional competence of Kazakh educational psychologists.

8. Critical thinking as a premise for the professional competence in the era of globalization. Materials of the international scientific-practical conference of NJSC «Zhetysu University named after I. Zhansugurov» «Generation of the future: experience and prospects of science and education». Taldykorgan, 2022. - p. 181-184. The input of doctoral student is 100%. The article considers critical thinking as a prerequisite for the formation of professional competence in the era of globalization.

9. Formation of global competence of future educational psychologists. Materials of the Republican scientific-practical conference «Training of future teachers in the conditions of modern educational space» «JSC Zhetysu University named after I. Zhansugurov». Taldykorgan, 2021. - p. 174-178. The input of doctoral student is 85%, (co-author Sapargalieva A.Zh. 15%). The article deals with the problem of forming the global competence of future educational psychologists.

10. Научные основы развития профессиональной компетентности будущих педагогов-психологов в условиях глобализации. Materials of the International Scientific and Methodological Journal. No. 5(10). August 2020, Psychological Science series. Nur-Sultan, 2020. - p. 6-10. The input of doctoral student is 80%, (co-authors Murat Sh., Z. Rimantas 20%). The article discusses the scientific foundations for the development of professional competence of future educational psychologists.

All publications are the works of a doctoral student, made mostly individually, depending on the content of the dissertation, in accordance with the results obtained.