

ABSTRACT

of the thesis submitted for the scientific degree of Doctor of Philosophy (PhD) in specialty “6D010300 –Pedagogy and psychology” Atabekova Baktygul Botabekovna

Developing future teachers’ competitiveness on the basis of social partnership

The relevance of research. Today, implementation of the strategy of entering Kazakhstan to the top 30 strongest countries and, accordingly in the context of integration into the global educational space, the university is setting objectives to meet the requirements of nowadays labor market, such as knowledge, skills and abilities that can be easily adopted by the production world, and the most important is to develop a new type of competitiveness and competitive professionals. At the same time, it is known that the First President of the Republic of Kazakhstan, N.Nazarbayev, in the strategy "Kazakhstan-2050" charged a great responsibility for the educational field of making the country highly literate that it would become a competitive country.

In the Message of the President of the country K. K. Tokaev has noted that – “we also need to reorient the entire system of professional education in the formation of competencies required for the labor market”, it is clear that the main priority in the training of future professionals in educational institutions.

Currently, a document confirming higher professional education does not guarantee obtaining a prominent position. As we have already seen, the difficulties of young professionals in the field of employment, as well as the main reason for the growth in the number of unemployed, often indicate low competitiveness.

In connection with the transition to a market economy in an independent country, employers often use the word “competitiveness” instead of the term “professionalism”. At present, the only good training and learning of certain technologies are insufficient; in order to have a stable position in the labor market, more competitive specialists in the state and society are needed as it is known that a competitive specialist can be trained only by a competitive educator. In this regard, the issue of competitiveness of a specialist in the intellectual labor market is becoming an increasingly relevant question in the context of reforming higher pedagogical education and transiting to multi-level teacher

training.

Since the concept of “social partnership” has only recently been used in pedagogical vocabulary, it is recognized as a unique institution of civil society that accepts education as a key asset. Social partnership in education indicates the interaction of various social institutions (employers, employment centers, trade unions, cultural institutions, sports establishments, parents, etc.). Based on this connection, the education system changes depending on the practical orientation.

In this regard, based on the above fundamentals, the analysis of scientific literature has shown that the multidimensionality of the problem is considered in various areas of the concern of training future specialists from near and far abroad, national philosophy, psychology, pedagogy, geoeconomics, and economics. In connection with the trend in this direction, which began in the middle of the last century in the world education system, it can be assumed that there is a scientific foundation necessary to raise this issue and study in-depth its various aspects.

- On the psychological and pedagogical foundations of the process of professional training V.Andreev, P.Kapterev, N.Kuzmina, L.Kandybovich, M.Perlenbetov, A.Kozybay and etc.

- Various aspects of the theory and practice of a unified pedagogical process in the training of future teachers N.Khmel, A.Beisenbaeva, N. Khan, K.Akhiyarov, I.Sinitsa, M.Moldabekova, G.Nurgaliev and others;

The ideas for the preparation of competitive specialists are foreign and Russian scientists: A.Angelovsky, E.Zeer, L.Mitina, A.Vlasova, E.Evplova, O. Lyubchenko, V.Mezinov, M.K. Dzhandildinov and many others. The authors of these works offer various ways and conditions for the formation of competitiveness of the future teacher in the educational process of the university, beyond the educational process.

Studies on the preparation of future specialists in social partnership are partially mentioned in the far and near abroad, as well as in domestic works. Among them were foreign scholars: V.N. Yakimets, I. A.Kulikova, I. P. Smirnov, N. V. Tyukalova, and others. In Kazakhstan this problem was considered by A.M. Pakhimov, E.Paisoov, J.Nupbekova, Z.A. Naigaibaeva, Kh.S. Aymabetova, A.A. Baissenov, and others. However, domestic scientists have studied this problem in

the context of sociology, political science, and economics.

Analysis of the above scientific works shows that the issue of forming the competitiveness of future teachers on the basis of social partnership has not been specially studied:

- between the urgent need of society for competitive teachers and the fact that the issue of full use of the potential of the institutions of social partners in solving this problem is not considered in pedagogical science;

- between the fact that this mechanism does not have specific mechanisms for direct collaboration of employers' organizations, even the recognition of training highly qualified specialists as a public matter.

This led to the theoretical and methodological foundations of training competitive specialists on the basis of social partnership in higher pedagogical educational institutions and identifying ways to improve it and choosing a research topic on *developing the future teachers' competitiveness on the basis of social partnership*.

The purpose of the research: theoretical and methodological substantiation of developing future teachers' competitiveness on the basis of social partnership, the development of structural-functional models and their practical experimental testing.

Object of the research: the educational process of higher education.

Subject of the research: the development future teachers' competitiveness on the basis of social partnership in the field of professional education.

Scientific forecast: if a model and methodical system based on using all the possibilities of social partnership in the field of education is introduced into the practice of a higher educational institution, then the efficiency of developing future teachers' competitiveness as an additional quality increases, in this case the idea of combining professional education with practice is realized and specialists on demand will be trained.

Objectives of the research:

1. Determination of the theoretical and methodological foundations for the development of future teachers' competitiveness on the bases of social partnership;

2. Definition of the terms "competition", "competitiveness",

“competitive teacher”, “social partnership”, and determination of interconnection;

3. Analysis of foreign experience in training specialists based on social partnership;

4. Development and scientific substantiation of the structural-functional model of the formation of future teachers’ competitiveness on the basis of social partnership;

5. Compile a program for developing future teachers’ competitiveness based on social partnership in the Resource center and hold practical experiments, develop a practical tool for university teachers, and provide scientifically based recommendations. Prepare practical manuals for university teachers and develop scientifically sound recommendations.

The main idea of the research is to increase future teachers’ competitiveness on the basis of social partnership, not only training future pedagogical specialists for professional activities, but also training qualified specialists in line with the general knowledge and market requirements to a new level.

The theoretical and methodological basis of the study are: dialectical theory of cognition, the theory of personality and activity, the whole pedagogical process, uninterrupted education, creative self-development of personality. Theories of creative self-development of personality, philosophical, psychological, pedagogical assumptions concerning the concepts of "competitiveness", "competitive pedagogy", "social partnership".

Sources of the research: scientific works of philosophers, psychologists, teachers, methodologists, economists and sociologists, official materials of the Government of the Republic of Kazakhstan (laws and programs), regulatory documents of the Ministry of Education and Science (concepts, programs, standards, textbooks, teaching aids, etc.), scientific and pedagogical periodicals on competitiveness, competitive pedagogical and social partnership.

First, in the theoretical project period (2015-2016) research problem was identified, scientific apparatus was established, the materials of domestic and foreign materials were analyzed. On the basis of the experimental work plan, the methodological program and the definition of the experiment, surveys were conducted. Training materials were sorted. The documents of educational institutions for the

training of educational psychologists were studied.

Second, in the modeling period (2016–2017) a structural model was developed for developing future teachers' competitiveness on the basis of social partnership, agreements with institutions of social partnership were signed, rules and plans of the Kemel Resource Center consisting of volunteers approved, the theoretical materials were systematized.

Third, in the final experiment (2017-2018) was continued, the results of the study were sorted and processed. The thesis was ordered upon request; the literature was systematized.

Research methods:

- *theoretical* (theoretical and methodological, logical analysis of philosophical, sociological, psychological, pedagogical scientific literature on research, drawing, modeling and formulation of scientific results);

- *empirical* (observation, interview, questioning, survey, testing, introspection, analysis and resolution of specific pedagogical situations, analysis of original and creative tasks, pedagogical experiment).

- *mathematical and statistical* processing of data obtained during the study.

Research base: Abay Kazakh National Pedagogical University and Kazakh Women's National Teacher Training University. The total number of future teachers of specialties 5B011000- Pre-school education, 5B010200 - Theory and methodology of primary education, 5B012300 - Social pedagogy and self-cognition, 5B010300 - Pedagogy and psychology participated in the pedagogical experiment.

Experimental work was performed at the Department of Pedagogy and Psychology of the Kazakh National Pedagogical University named after Abay, Almaty. Conducted on the basis of the Specialized Lyceum №92 named after Gandhi, the State Psychological Center "Nur Bagdar", the City Pedagogical College №1.

Scientific novelty and theoretical value of the research

1. The theoretical and methodological bases for developing future teachers' competitiveness on the basis of social partnership are defined.

2. The values of the concepts "competitiveness", "competitive teacher", "social partnership" and their interaction are defined.

3. The international experience of training specialists on the basis of social partnership was analyzed.

4. A structural and informative model of developing future teachers' competitiveness on the basis of social partnership has been prepared.

5. A methodical system has been designed for developing future teachers' competitiveness on the basis of social partnership and a program of work for the "Kemel" resource center, consisting of volunteers, the basis for the development of the quality studied. Prepared practical manual "Technologies for social partnership" for university teachers and scientifically substantiated recommendations.

The practical significance of the study was summarized result of the pedagogical experiment on the development of technology, models and methodological system of developing future teachers' competitiveness based on social partnership created by resource center. Therefore, scientifically based proposals were developed. The results obtained in the course of the research are characterized by the fact that the future specialist is able to adapt to any profession.

Statements for the defense:

1. The theoretical and methodological basis for developing future teachers' competitiveness system is integral component of person's pedagogical readiness as developed person and professionalism in activity, that considered as psychological and pedagogical system of a single manifestation of the inner activity of an individual.

2. "Competitiveness" of future teachers is an integral characteristic of a person who combines pedagogical creative professionalism, skills, a positive attitude towards the profession and a constant desire for success, professional qualities and emotional volunteering, allowing them to perform scientific and pedagogical work with high productivity.

3. The structural-informative model developing competitiveness of future teachers on the basis of social partnership is a set of basic principles of a methodological theoretical and methodological nature, revealing the principles, components, tools and forms that ensure the preparation of scientific and educational activities of the future teacher in educational institutions.

4. Literature analysis of international experience of interaction between educational institutions and social partners, foreign practice of training future specialists on the basis of social partnership - university education, achievements in advanced science and traditions of

entrepreneurial cooperation make it possible to attain high efficiency for all participants.

5. The work program of the “Kemel” Resource Center, created by volunteers, aimed at developing future teachers’ competitiveness through social partnership, and according to its methods and forms the quality being studied is ensured.

Reliability, approval, implementation of research results – will be provided with the use of an integrated methodological system and methodology in accordance with the purpose of the study; the formation of future teachers’ self-cognition activity guided by the principles of philosophical, psychological and pedagogical work; the results of processing practical experiments and analysis of the obtained data.

Thesis structure. The dissertation consists of three chapters, conclusion, bibliography and appendices. Volume -167 pages, contains 13 tables, 22 figures.

The introduction substantiates the urgency of the problem, goal, subject, object, scientific hypothesis and tasks of research work, methodological basis, leading idea, methods and stages of research, scientific novelty, practical significance, principles, provisions submitted for defense, validity and reliability of research results.

The first chapter "Development of the competitiveness of future teachers on the basis of social partnership of theoretical and methodological foundations" analyzes the problem of training future teachers in domestic and foreign studies, as well as describes the methodological approaches and principles of training a competitive specialist, reveals the structure, functions of the concepts of "competitiveness", "competitive teacher ". The characteristics of goals, objectives, criteria and components, indicators, levels of the structural-content model of the development of this quality are given.

The second chapter "Social partnership - as a means of developing the competitiveness of future teachers" provides an analysis of the pedagogical classification "Social partnerships" of domestic and foreign experience in training future competitive specialists. The characteristics of goals, objectives, criteria and components, indicators, levels of the structural-substantial model of the development of this quality are given.

In the third chapter "Organization of the development of the

competitiveness of future teachers on the basis of social partnership", a project of the resource center "Kemel" on the development of the competitiveness of future teachers on the basis of social partnership, a program of experimental work, presents the results of experimental and pedagogical work.

In the conclusion, recommendations are given on the results of the dissertation work, research prospects are determined.

In the appendix contains diagnostic materials and reference materials that are not included in the work, used in the application and research.

Publication and approbation of research results. The basic principles and results of research work were discussed at meetings of the Department of Pedagogy and Psychology of the Institute of Pedagogy and Psychology of the Abai Kazakh National Pedagogical University. The content and main results of the dissertation research were reflected in 12 scientific articles, including in journals recommended by the supervisory committee in the field of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan, The international scientific journal, which is part of the Scopus database, in the special collections of materials of international scientific conferences.