

ANNOTATION

**thesis for the degree of Doctor of Philosophy (PhD)
in the specialty "6D010300 - Pedagogy and Psychology"**

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**«Formation of preparedness of future teachers to professional self-
education»**

Research relevance. In the course of the spiritual modernization of Kazakhstan, the requirements to the professional and creative level of the specialists in the field of education adapted to the global competition, to the achievements of sciences in the field of production and the social sphere and the reduction of information technology introduction are increasing. The President of the Republic of Kazakhstan N. Nazarbayev in his Message to the people of Kazakhstan “New development opportunities in the conditions of the fourth industrial revolution» said that “Human capital is the basis of modernization. New quality of education. The role of the education system must change. Our task is to make education the central element of a new model of economic growth. It is necessary to orient educational programs in higher educational institutions to the development of critical thinking and skills of independent search”.

The need for comprehensive development of the individual was emphasized in the Law of the Republic of Kazakhstan “On Education”, as the main objective of the education system: “the creation of the necessary conditions for obtaining quality education aimed at the formation, development and professional development of the individual based on national and universal values”.

Nowadays in the conditions of entering the era of the Fourth industrial revolution, in a deep and dynamic period in the technological, economic and social spheres, today's education system, upbringing of generations are expected to reach advanced world levels, to win competitiveness, preserving national traditions.

100 concrete steps – the plan of the nation are being implemented to achieve this tasks. 60 steps have already been completed. The rest steps are mainly intended for the long term and are being implemented as planned. One of the particular important problem is the entry of Kazakhstan universities into the top European higher education. This event was a significant historical event in the educational system of the country.

Today, on the basis of the integration of Kazakhstan into the world academic community and the formation of open educational space in the universities of the Republic, an important problem is considered – improving the quality of higher professional education in accordance with modern requirements. In particular, we can note the provision of educational programs in higher education institutions in accordance with international educational standards. In accordance with this, innovations are introduced into a single pedagogical process.

At present the modernization plan for the higher education system is one of the concrete steps aimed at improving the efficiency of its activities. Higher education institutions require the formation of full knowledge of the future

specialist in accordance with modern requirements, the creation of conditions for independent work and the development of educational skills.

In this regard, the new organization of the educational process requires scientists to study its philosophical, pedagogical and psychological foundations, theory and practice, revision of educational technologies and methods, principles of worldview, rethinking of spiritual and moral values in accordance with modern requirements.

One of these requirements to educate in new way means – formation of individual with new knowledge and skills, who is able to possess high creative ability, to make the decision independently, who has search, thinking, personality formation, differing ability and skills. Because the need for people prone to creative search and continuous self-education has being increased in modern conditions of development of the country.

In modern conditions, the problem of access to creative search and the concept of “lifelong learning”, the emergence of the desire for continuous self-education, first of all primarily depends on socio-economic factors and these problems can be solved by the means necessary for modern education, and by reorienting the relationship of the individual and the collective to the environment.

Therefore, there is a growing need to prepare future professionals who are able to manage the educational needs in modern higher educational institutions, able to continuously enrich them, to innovate, to form specific personal goals, to develop creative abilities independently. The growth of professional skills associated with personal self-development and self-improvement, aimed at finding ways of professional development of the future teacher, enables its successful self-determination, full self-realization in future professional activities.

In this regard, it is important to create conditions at the university for the formation of preparedness of the future teacher for self-education as it helps to succeed in the professional activities. Today we can not deny problems and difficulties in the organization and implementation of self-educational activities of university students.

However, this problem was studied in different scientific literatures. The issue of self-education was reflected in the research papers of A.Ya.Eisenberg, A.K.Gromtseva, I.L.Naumenko and other scientists.

The ways of self-education within the lifelong educational process were studied in research papers of scholars such as B.F. Raiski, E.P. Belozertsev, V. Prokopyuk and others.

Topics about the organization of the process of students’ self-education were based in the works of researchers such as Yu.K. Babanskiy, B. P. Esipov, V.F. Pismenski, S.Zh. Osmanova and others.

Problems of using self-education in the educational process were the object of studies in U.S.Abdukarimova, K.A.Duisenbayev, M. Mickelson, W. D. Moroz, A. V. Babayan’s scientific papers.

Psychological approach to self-education were based by S.L. Rubinstein, N. F. Talyzina, A.V. Petrovsky, etc. Problems of self-education development were studied in the works of scientists such as A.B. Belyaev, A.Sh.Demeuov and other

scientists.

It is obvious the usage of information technology in self-education activity of students leads to lots achievements and this topic was studied in detail at the scientific papers of A.K.Mynbaeva, K.A.Sarbasova, I.V. Robert and other scientists' works.

Theory and practice of professional training of future specialists (V.V. Krayevsky, V. A. Slastenin, V. B. Kuzmina, N.D. Khmel, Sh.T. Taubayeva, B. A. Abdikarimuly, A.E. Abilkhasimova, G.Zh. Menlibekova, A. P. Minbayeva, B. A. Zhetpisbayeva, K. M. Berkimbayev, U. M. Abdygapparova, R. S. Umarov, etc.) was studied within the comprehensive development of self-education.

Among these research papers we point out dissertations of scholars close to our topic, for example N.B. Zhamankulova had examined didactic bases of formation of students' self-education skills, B. Y. Kific, S. Z. Undacova had studied the formation of the competence-based approach to self-education of future teachers in the conditions of credit education. K. B. Smatova had done research on the formation of training skills of students through independent work at the universities, N. Ualieva had studied the formation of competences of students on the basis of the organization of their independent work. R.B. Ismaylova based the theoretical and methodological approach to the formation of professional orientation of students through independent work.

So, analysis of the psychological and pedagogical literature and practice carried out in our study had showed that the following contradictions in our study area:

- between the demand of society for teachers who are able to carry out professional self-education, and the lack experience in its orientation to self-education in the modern educational process of the pedagogical university;
- between the formation of the readiness of future teachers to professional self-education in the educational process of the pedagogical university and insufficient study of the theoretical and methodological foundations of this topic.

These contradictions have identified the problem of research and they became the basis for choosing the topic of the thesis as «**Formation of preparedness of future teachers to professional self-education**».

The object of the research: educational process of the pedagogical university

The subject of the research: formation of preparedness of future teachers to professional self-education

The aim of the research - theoretical substantiation of the formation of preparedness of future teachers to professional self-education development, development of methodology and verification of its effectiveness in the experimental work

Scientific hypothesis of the research: *if*, the terms «self-education», «professional self-education», the essence of formation of preparedness of future teachers for professional self-education and the pedagogical conditions of formation of preparedness of future teachers for professional self-education will be determined, and also the structural and content model and methods of formation of

preparedness of future teachers for professional self-education will be developed, and if they will be implemented effectively in the educational process of the university, *then* it develops the quality of personal freedom of future teachers, their purposeful self-organization, self-realization, knowledge, skills, their preparedness for professional self-education, *because* their independent cognitive activity in professional personal development is provided by conceptual, technological, effective approach.

Objectives of the research:

- the concretize the terms «self-education», «professional self-education» and to define of the essence of formation of preparedness of future teachers for professional self-education
- to determine pedagogical conditions of formation of preparedness of future teachers for professional self-education
- to develop the structural and content model of formation of preparedness of future teachers for professional self-education
- to develop the methodology of formation of preparedness of future teachers for professional self-education and experimental verification of its effectiveness

Idea of the research: formation of preparedness of students for professional self-education in the educational process of higher educational institutions contributes to the training of highly qualified, creative, self-developed, competitive professionals who are able to realize new development opportunities in the Fourth industrial revolution.

The theoretical and methodological basis of the research: theory of professional self-education, theory of personality; philosophical, sociological, psychological concepts about professional work; theory of the integral pedagogical process; methodological foundations of the educational process; modern educational problems; professional education; psychological, pedagogical and philosophical concepts and principles that contribute to the development of the content of education.

Sources of the research: official documents of the Government of the Republic of Kazakhstan, the Law of the Republic of Kazakhstan “On Education”, the Strategy “Kazakhstan-2050”, the state program for the development of education and science in the Republic of Kazakhstan for 2016-2019, the programs of higher professional education of the Ministry of Education and Science of the Republic of Kazakhstan, state standards, curricula and programs, the concept and program of informatization education sphere; the scientific works in the field of philosophy, psychology, pedagogy, philosophy; advanced experiences, pedagogical and research experience of the author.

Stages of the research

Stage 1 (2015-2016) experimental and survey works and the state of the problem were studied, the necessary materials were selected and systematized. The initial principles of the research were defined. The methodology of experimental work was developed, the essence of formation of preparedness of future teachers for professional self-education was defined. The gathered theoretical and reliable materials were analyzed; the content, activity characteristics of self-education of

the future teacher in accordance with the types of professional activity were determined; the first experiment was carried out; the model of formation of preparedness of future teachers for professional self-education was developed, results of approbation experiment were processed.

Stage 2 (2016-2017) theoretical and methodological activities on the problem of research were continued; the analysis of educational programs and educational standards of professional education of Kazakhstan in the specialty Kazakh language and literature (bachelor) was carried out. Educational-methodical manuals and programs were published, they were introduced in educational process, scientific articles were published. The structure of educational process of formation of preparedness of future teachers for professional self-education was improved, methods were offered. On the basis of materials of the the second stage of the experimental work, experiment was carried out on formation of preparedness of future teachers for professional self-education.

Stage 3 (2017-2018) Conclusion activities were carried out on theoretical and experimental parts of research paper; professional state obligatory modules for future teachers of the Kazakh language and literature, elective modules of higher educational universities, programs of teaching the professional module blogs, its methodical maintenance and development of pedagogical technologies were continued.

The state obligatory modules for future teachers in the specialty “Kazakh language and literature”, elective modules in higher educational institutions, the principles of development of professional modules were based and introduced in educational process. The effectiveness of teaching methods of state obligatory modules for future teachers in the specialty “Kazakh language and literature”, elective modules in higher educational institutions, the principles of development of professional modules tested in the experiment. The results of the experiment were summed up, the data were statistically processed. References were systematised.

Research methods are theoretical analysis of philosophical, psychological and pedagogical sources related to general theoretical and research problems; analysis of documents on higher educational establishments, analysis of advanced practices; monitoring the educational process, testing, questioning, experimental work, systematization of results, statistical processing.

Base of the research are Kh.A.Yassawi International Kazakh-Turkish University, M.Auezov South Kazakhstan State University, Korkyt Ata Kyzylorda State University.

Scientific novelty and theoretical significance of the research:

- the terms «self-education», «professional self-education» were concretized and the essence of formation of preparedness of future teachers for professional self-education was defined
- pedagogical conditions for formation of professional self-education of future teachers were determined
- the structural and content model of formation of preparedness of future teachers for professional self-education was developed

- the methodology of formation of preparedness of future teachers for professional self-education was developed and its effectiveness was verified in experiment.

The practical significance of the research:

The educational and methodical complex based on the formation of professional self-education of future teachers is developed and it is introduced in the educational process of teaching students in specialty 5B011700 – «Kazakh language and literature»:

1) *The program of an elective course:*

«Acmeology: the basis for personal and social achievements»

2) *manuals:*

- «Acmeology: the basis for personal and social achievements»

- «Methodology of research in the subject Kazakh language and literature»

3) *electronic manual:*

«Acmeology: the basis for personal and social achievements»

The achieved results of the research can be used in the process of professional training of Kazakh language and literature teachers at higher educational institutions, teacher training institutes, at the pedagogical colleges, at the educational process of secondary schools and gymnasiums, lyceums.

The following provisions are made on the defense:

- Concretization of the terms «self-education», «professional self-education» have allowed us to formulate that “professional self – education of the future teacher is a purposeful independent cognitive activity, that provides his/her creative self-realization in the self-improvement of subject, psychological, pedagogical, methodological knowledge and professionally important personal qualities”.

- *Preparedness of future teachers for professional self-education* – an integrated characteristics of personal qualities and skills in self-organization and implementation of targeted cognitive activity in his/her professional development.

- Pedagogical conditions determined in the our research: 1) *orientation of future teachers to professional self-education*, 2) *availability of an individual program for the organization of professional self-education*; 3) *the implementation of professional self-education with mobility technologies in the conditions of digitalization, self-education in project activities* are considered as main guiding principles of the formation of the future teacher's preparedness for professional self-education.

- Structural and content model of formation of preparedness of future teachers for professional self-education is determined in the *conceptual* (goals, methodological approaches, principles, conditions), *technological* (content, forms, tools, methods and techniques), *evaluation* (components and indicators, levels).

- The content of this method of formation developed in the course of our research, provides effective implementation of the formation of motivational, organizational, reflective composition of training future teachers for professional self-education. As a result professional personal qualities of the future teacher to

independent implementation of purposeful cognitive activity on the basis of personal freedom will be formed.

Approbation of the research. The main conclusions, theoretical and practical results of the research were discussed at International conferences:

1) Actual scientific research in the modern world. VIII International scientific-practical Internet Conference. G. Pereyaslav-Khmelnitsky (2015).

2) International. Scientific review. X International Scientific and Practical Conference «International Scientific Review of the Problems and Prospects of Modern Science and Education». Boston. (2016).

3. Materials of International scientific-practical conference «Бәсекеге қабілетті маманның ұлттық және әлемдік кәсіби келбетін қалыптастыру». Kh.A.Yassawi International Kazakh-Turkish University. Turkestan (2016).

4. European research. Innovation in Science, Education and Technology. Moscow (2016).

5. Materials of International scientific-practical conference «Қазақстан Республикасы мен әлемдік кеңістіктегі білім және ғылымның даму тарихы, заманауи тенденциялары». Kazakh State Women's Pedagogical University. Almaty (2017).

6. Итоги 2017 года: научные исследования и разработки. Materials of International scientific-practical conference. Irkutsk (2018)

Publications. The content of the dissertation work is presented in 12 publications, including 4 articles published in scientific journals recommended by the Committee for Control in the Sphere of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan, 2 articles in the Scopus database, 6 - in the international scientific conferences (4 articles in abroad).

The reliability of the results of the research paper, their recognition and introduction into practice are provided by usage of complex methods, justification of the chosen methodological approach in accordance with the object, subject, aims; the duration of experimental work and sufficient coherence of the results obtained by independent researchers.

The structure of the thesis paper. The thesis consists of an introduction, two sections, a conclusion, an appendix and the list of references.