

## **ANNOTATION**

**Thesis work of Duzelbayeva AitolkynBolatovna**

**«Preparation of defectology teachers in the conditions of modernization of pedagogical education», presented for the degree of Doctor of Philosophy (PhD) on speciality 6D010500-Defectology**

**Relevance of research work.** A characteristic feature of modern world development is the transition of leading countries to a new stage in the formation of an innovative society - building an economy based primarily on the generation, spreading and using of knowledge. In these conditions, the role of human capital is increasing; requirements are being formulated for the development of modern thinking among the youth, determining its constant need to increase its own professional qualifications and mobility growth. In this regard, one of the five priorities identified in the President's Message of January 31, 2017, "The Third Modernization of Kazakhstan: Global Competitiveness," highlighted "improving the quality of human capital". For this, the role of the education system must be changed, which should become the central link in the new model of economic evolution.

These required international and national trends regularly caused to the necessity of pedagogical education modernization. The main guide to this process was set by the Head of our state in the article "Social modernization of Kazakhstan: twenty steps to the society of universal labor": "... Modernization of the education system in Kazakhstan is expedient in three main directions: optimization of educational institutions; modernization of the educational process; rising of efficiency and accessibility of educational services ". The particular importance is the President's call to upgrading the system of higher education and develop it to the international level: "Along with this, special attention will be paid to the quality of the higher education system. It is necessary to strengthen control and requirements with attitude to the staff of higher education institutions, their level of material and technical support and educational programs. "

The problem is largely training pedagogical personnel related to the system, since it is the teacher who influences the minds and consciousness of children and young people, forms their attitude to life of the state and society. Hence, one of the leading tasks in the State Program of Education and Science Development for 2016-2019 years is to improve the quality of the teaching staff; improvement of the teaching profession prestige and their qualitative staff; ensuring the quality training of competitive personnel; update the content of higher and postgraduate education in the world trends' context. Therefore, it can be argued that the modernization of the education system is a large-scale program of the state, within a plan whose concrete measures had been developed and implemented; one of them is the preparation, retraining and advanced training of teachers and school administrators. Accordingly, the role of a teacher with creative thinking, who owns advanced, innovative technologies and engages in experimental activities, is growing in the context of a

large-scale modernization of education, which takes place in our country. Today, not only the teacher's professionalism, but also her\his desire to learn, to improve her\his own skills is valued.

To solve this problem, the main provisions of the Professional Standard, specially developed and approved in the RK in June 2017, "Teacher", which clearly outlined the competencies and functions formed at different stages of education. However, to this day, the requirements for the professional competencies of the teacher - speech pathologist have not been standardized. Additionally, the solution of this problem is the most urgent, since it is in the system of special education that occur significant changes. As the Nation Leader N.A. Nazarbayev pointed in the Message to Kazakh people "Strategy" Kazakhstan-2050 ": a new political course of wealthy state", one of the urgent tasks is "the creation of an adaptive educational environment for children with disabilities. Such an environment is necessary for getting education on an equal basis with their counterparts." New goals of education for children with disabilities put forward new demands for special educators. In the conditions of education reform, there is a need for training of special educators with a new conceptual thinking, understanding the essence of social and pedagogical processes. As never before high-qualified speech-pathologists are needed, who are oriented to work with children with various abnormalities, in the light of numerous social factors, specifics of an immediate environment and the characteristics of socialization.

This fact is caused by the rise in the number of children with special educational needs, structure peculiarities of the special education's national system in the Republic of Kazakhstan, manifested in the heterogeneity of labor market demands in the cities and rural areas, in the existence of new special types along with traditional, types of special organizations, and the fact that in parallel with highly specialized organizations (separately - for the deaf and hard hearing, for the blind and visually impaired, for children with intellectual disabilities (mental defectives)

hypotrophy intelligence (children with mental retardation), etc.), inclusive (integrated) groups and classes begin to be created where children with mental disorders are trained and brought up along with normally developing children.

The current reassessment of the existing social practice regarding children with special educational needs is changing the system of requirements for a specialist in the field of special pedagogy and its preparation system. The solution of these and many other issues is possible through the modernization of the contents, forms, methods and technologies of higher defectologic education as a mechanism for improving the process of training specialists for educational organizations. As a result, the peculiarity of the current period requires a comprehension of that global task, which solution apply on the training of teachers-defectologists as one of the important ways to help people with special educational needs and their successful socialization.

At the critical need not only of special, but also general educational organizations in a new type of teacher-speech pathologist, who is able to work

creatively in different types of organizations with different categories of children in response to rethinking the valuable relationship to every child, regardless of whether they have any abnormality, this pointed out in many foreign and domestic researchers' works. Thus, the general theoretical and methodological issues of training pedagogical personnel for working with children with special educational needs were studied by foreign (B.M. Allen, P. Lacey, M. Welch, D.I. Azbukin, G.S. Akieva, I.M. Bobla, E. Goncharova, A.I. Zhivina, Kh. S. Zamsky, A.I. Ivanitsky, B. Karvalis, G.M. Kortova, A.I. Minasyan, N. Morozova, N.M. Nazarova, E.G. Rechitskaya and others) and local scientists (V.V. Bobrova, R.K. Lutschina, Z.A. Movkebaeva, Zh.I. Namazbaeva, K.K. Omirbekova, A.K. Rasaldinova, R.A. Suleimenova, A.K. Satova and others). The researchers established the leading role of the pedagogue in the development of the personality with disabilities in maturation (V.V. Voronkova, S.D. Z Abramnaya, V.Z. Kantor, E.A. Medvedev, N.D. Shmatko, etc.) Some questions of the organization and content of vocational education training of defect teachers have been studied (A.A. Dmitriev, E.T. Loginova, N.M. Nazarova, M.N. Perova, B.P. Puzanov, I.M. Yakovleva, and others). At the present time, individual researchers have identified the main characteristics of a special educators' professional competence, which do not have a single basis in their allotments, there is no scientifically based integrative approach to the professional training of a speech-pathologist. Thus, the basic requirements have been established for a teacher-defectologist's individuality, the traditional content and teaching methods have been determined for students in the specialty "Defectology" (R.O. Agavelyan, S.A. Labutina, K.K. Omirbekova, etc.), some modern technologies formation of special educators' professional competence are scientifically justified (V.V. Bobrova, E.V. Koltakova, T.A. Sokolovskaya, N.N. Yakovleva, etc.), as well as the main outline of training specialists are defined for work in inclusive educational organizations (A.M. Vitkovskaya, Z.A. Movkebaeva, etc.). Along with them, the results of these studies mainly remain at the level of judgments and they are difficult for their practical application due to their absence of pattern.

Analysis of modern research on the problem of training teachers-defectologists under the conditions of the modernization of pedagogical education allowed possible **contradictions between:**

- the social order of the society, the awareness of the necessity to modernize undergraduate and postgraduate training of defectologists, taking into account the real socio-cultural situation and the absence of theoretical, conceptual, systematic, comprehensive substantiation of the problem at issue;
- the requirements of the state policy to provide people with special educational needs with qualified psychological and pedagogical support in inclusive (general) organizations, and the traditional orientation of the training teachers-defectologists' system for special (correctional) pre-school and school organizations.

These contradictions became the basis for considering during research, **the problem of the dissertation research**, which is formulated as follows: how

to effectively prepare future teacher-defectologists for work in the conditions of pedagogical education's modernization?

The increment of requirements for the level of teachers-defectologists' qualification, as well as the society opinion change in assessing the importance of the quality of education, on the one hand, the lack of a theoretical model for the training of special educators in the context of modernizing special education till to these days, which based on a competence approach and consider changes in social policy as regards to people with special educational needs, on the other hand, they determine the relevance of dissertation research theme "**Preparations of teacher-defectologists in an age of pedagogical education modernization.**"

**The purpose of the research work:** Theoretical justification and scientifically methodical preparation process of teacher-defectologists in the conditions of pedagogical education modernization.

**Object of the research:** the process of professional defectologists' training in a pedagogical university.

**The subject of the study:** the formation of teachers-defectologists' readiness to work in the context of pedagogical education modernization.

**Research hypothesis:** if the process of training special educators in university is organized as an integral activity in the formation of cognitive-value aggregate, personality-motivational and practice-oriented components of professional activity, then future teachers of defectologists will be ready for professional works in the conditions of modernizing pedagogical education, as these components contribute to a holistic preparation for special activities in a special and inclusive education system.

The proof of the hypothesis is connected with the solution of the following **research problems:**

- Definition of the concept "training of teacher-defectologists in the response of pedagogical education modernization" as a psychological-pedagogical category;
- Definition of political, socio-economic prerequisites for the modernization of pedagogical, including defectologic education;
- Systematization of foreign and domestic experience in the training of special educators;
- Theoretical justification and development of a practice-oriented model of special educators' training for work in the conditions of modernization of the pedagogical education, reflecting the content of training, its forms and methods;
- Development of methods for training teacher-defectologists in the context of modernizing pedagogical education, conducting practical experiments and offering scientific and practical recommendations.

**The leading idea of the research** is that the integral activity on the formation of the cognitive-value aggregate, personality-motivational and practice-oriented components of professional activity ensures the readiness of future teacher-defectologists for professional works in the conditions of pedagogical education modernization.

**The methodological and theoretical basis of the research** is an idea of human integrity, determined by biological, social and personal unity (F. Bacon, V. G. Maralov, V.D. Shadrikov), the concept of a systematic approach of the pedagogical phenomena study (V.G Afanasiev, V.I. Zagvyazinsky, V. Kraevsky, D.A. Novikov, M.P. Potashnik); acmeological concept of personality and enhance professional skills (B.N. Ananiev, V.G. Zazykin, A.A. Derkach, N.V. Kuzmina, A.K. Markova, etc.); theory of work (L.S. Vygotsky, A.N. Leontiev, S.L. Rubinshtein, E. Erikson, the theory of a holistic pedagogical process (Y.K. Babansky, I.V. Blauberg, V.S. Il'in, M.N. Skatkin, N.D. Khmel, B.G. Yudin, etc.), the competency-based approach in vocational education (E.F. Sezer, I.A. Zimnyaya, V.V. Serikov, A.V. Khutorskoy and etc.), in special education (N.N. Malofeev, N.M. Nazarova, G.N. Penin, L. M. Shipitsyna, etc.), the personal activity approach to preparation and further training of teachers (N. Kalashnikova, N.V. Kuzmina, V.A. Slastenin, G.S. Suhobskaya) and others, with system, personal and activity approaches in the formation of personality (I.V. Blauberg, V.V. Davydov, A.N. Leontiev, S.L. Rubinshtein, G.P. Shchedrovitsky, etc.), humanization of education (E.A. Alexandrova, O.S. Gazman, N.B. Krylova), Research in the field of pedagogical technologies, the construction of pedagogical systems (V.P. Bespalko, B.S. Gershunsky, N.I. Zaprudsky and others); tendencies to the all-round elaboration of the structural and contextual characteristics of pedagogical systems and character building technologies (V.P. Bespalko, A.A. Leontiev, etc.); as well as theoretical foundations of pedagogical design (V.P. Bespalko, I.I. Ilyasov, Y.S. Tyunnikov, etc.).

In accordance with the purpose, the following research methods were chosen: theoretical methods - analysis of literature, normative-legal and methodological materials on the research topic, studying the experience of training teacher-defectologists and forms of organization in foreign and domestic universities. Empirical methods - questionnaire, conversation, observation, diagnostic methods, pedagogical experiment, methods of statistical data processing.

**The base of research:** Pavlodar State Pedagogical Institute (PSPI) and Abai Kazakh National Pedagogical University (KazNPU). The various types of experiment was covered 322 people.

**The scientific novelty and theoretical significance** of the research results consists of:

- a disclosure of the concept of "readiness of teacher-defectologists in the conditions of pedagogical education modernization" as a psychological and pedagogical category;
- a description of the political, socio-economic prerequisites for the modernization of pedagogical and defectologic education;
- the classification of existing forms and methods of foreign and domestic training of special educators;
- the development of practice-oriented model for the special educators' training for work under the conditions of pedagogical education modernization.

**The practical significance of the study** is that:

1. A practical-oriented model of the special educators' training for work in the conditions of the pedagogical education modernization has been developed.

2. The methodical manual "Ethnoeducational approaches in special and inclusive education" (2017) was created in the process of research, which can be successfully applied in the process of preparing teacher-defectologists in the university.

3. Developed practical recommendations for the special educators' training to work in conditions of the pedagogical education modernization that will help organize the educational process on the defectologic specialties in the universities with the focus on providing the necessary degree of willingness of specialists to perform the full range of roles and functions in working with children with developmental delay.

4. Elective discipline is prepared and introduced into the working curriculum - "Professional guidelines of the teacher (defectologist)".

**Basic provisions stand to be protected:**

1. An essential characteristic of the concept "willingness of teacher-defectologists in the context of the pedagogical education modernization", considered as "integrative psychological and pedagogical education, which basis is the highly moral qualities of the individuality and the recognition of the social significance of future teacher-defectologist profession, as well as the medical-psychological-pedagogical knowledge system, skills of professional activity with children in different ages under the consideration of various special and inclusive organizations".

2. Characteristics of the hierarchical readiness structure of teacher-defectologists in the conditions of the pedagogical education modernization, which justifies the need for complex formation of cognitive-value, personality-motivational and practice-oriented components of professional preparedness among students.

3. Structured forms and methods of teachers-defectologists' training abroad.

4. Practical-oriented model of special educators' training for work in the context of pedagogical education modernization, presented in the form of a set of hierarchically interrelated components, subordinated to the goals of the effective future professional specialist-defectologist personality's formation, who has perfect professional skills, general and professional culture, owned motivationally precious beliefs and value-orientational attitude towards children with special educational needs.

5. Methodics of teacher-defectologists' training in the conditions of pedagogical education modernization and recommendations for its implementation.

**Reliability and validity of the research results** are provided by the initial methodological positions with the structure of the experimental work, which carried out in accordance with the purpose, objectives, subject and logic of the study, the adequacy of goal and the methods used for statistical processing of the investigation results.

**A research organization.** The investigation was conducted from 2014 to 2017 in three stages.

*The first stage* (2014-2015) – preparatory-analytical. It was devoted for a study of literature, the analysis of the problem's development in the scientific and practical terms, the formulation of an idea and the research problem, the definition of goal, object, subject, hypothesis, research tasks and methods.

*The second stage* (2015-2016) is experimental-transforming. These years, an exploring was conducted preparedness state of students studying in a defectology faculty, toward to work in the conditions of the pedagogical education modernization, an experimental and theoretical selection of the organizational and pedagogical conditions for vocational teacher-defectologists' training was carried out in the institution, a practical-oriented model for the special educators' training to work in conditions for the pedagogical education modernization and mechanisms for its realization, the organization and methodology of the stage construction in an experimental study were described.

*The third, generalizing stage* (2016-2017) tested the effectiveness of developed model, analyzed the results of the research, formulated conclusions on the research problem, was documented the thesis.

**Testing and introduction of research results.** The main provisions, theoretical and practical results of the dissertation research were discussed at international conferences:

1. «Special (Defectologic) education» planning designed undergraduate educational programs by this course // «Graduate student Tolegen Tazhibaev – founder of psychology and pedagogy science in Kazakhstan» named international scientifically practical conference materials. – Almaty, 2014. P. 205-206.

2. In the problems of education renewal, constructing future teacher-defectologists' professional competency // First international scientifically practical conference «Pedagogy and modern aspects of physical education». - Ukraine (Kramatorsk), 2015. P. 155-161

3. Formation of future teacher-defectologists' professional competence // VIII International scientifically practical conference of young scientists and students: «Theoretical and applied questions about special pedagogy and psychology». – Russia (Kursk), 2015. P. 85-89

4. Formalizing teacher-speech pathologists' professional competency under the considerations of inclusive environment // «Innovations in education: researching and solutions» named II International scientifically practical conference materials. – I part. – Almaty, 2015. P. 158-160

5. Future of defectology higher education in the context of renovation in education of the Republic of Kazakhstan // II International scientifically practical conference «Pedagogy and modern aspects of physical education». – Kramatorsk, Ukraine, 2016. P. 333-339

6. The ratio of students of higher educational institutions for joint training with disabled people. // 31 st International Congress of Psychology ICP. -2016. Yokohama. Japan/ Teaching Psychology. P. 248-252

7. Etnoeducational context of teacher-defectologists' professional preparation// Special education: XIII international scientifically practical conference materials. – 1 part. – Russia (St. Petersburg), 2017. P. 137 -139

**Publications.** The main provisions, as well as the results and conclusions of the dissertation research are reflected in the author's 18 publications, 7 of them at international scientific and practical conferences; 6 - in scientific articles, in journals recommended by CCSON of the Ministry of Education and Science of the Republic of Kazakhstan; 1 - in foreign journals, included in the SCOPUS database, 3 educational and methodical manuals.

**Structure and amount of work.** The thesis consists of an introduction, two sections, conclusion, a list of literature and applications. The main text of the thesis is set out on 157 pages.