

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

Sadirbekova Dinara Kalymbekovna

“Formation of managerial competence of future teachers”

Research relevance. At present, the content of Kazakhstan domestic education is being updated to integrate into the world educational space in the context of the implementation of the strategy of entering Kazakhstan among thirty advanced countries of the world.

The State program for the education development in the Republic of Kazakhstan for 2011–2020 sets such tasks as “providing the education system with highly qualified staff, improving the system for monitoring the development of education, including national educational statistics taking into account international requirements, training high-quality specialists who meet the socio-economic requirements of modern society in our country”. Another program document, “100 Specific Steps”, in paragraphs 76 and 77, identifies such areas as “increasing the quality of human capital, improving the standards of school education, highly qualified staff in higher education institutions and sharing their experience with other educational institutions in the country”. All these require teachers to implement professional efficiency and professional growth, and to form the ability to independently solve their tasks.

Also, the document “Concept of the 12-year secondary education of the Republic of Kazakhstan” emphasizes that “Formation of a competitive personality means readiness not only to changes of social or economic conditions” and, as one of the most important problems of society, the need to be ready to actively influence reality and to its improvement. This task requires the preparedness of the teacher to manage the students, to the new organization of the educational process.

In accordance with it, the modern level of scientific knowledge raises the need in usage of a general theory of management in the organization of the pedagogical process.

Future teachers should have special knowledge and skills in educational management along with higher pedagogical education in order to manage the class team, the educational process, the development of the student’s personality and other human resources properly.

In this regard, new requirements are being emphasized for the training of specialists in the field of education, as modern society requires teachers to have appropriate abilities to carry out organizational and managerial activities in the field of professional competence.

The Strategy “Kazakhstan-2050” is striking confirmation of our thoughts and it notes “weak development of management in the field of education, the need for its development”. The State program of education development in the Republic of

Kazakhstan for 2016-2019 emphasizes the need to realize that "... one of the main requirements of modern society is the formation of a new type of personality with developed managerial competence."

At the same time, the successful implementation of the "development of public conscience", as described in the program article of the President Nursultan Nazarbayev "Course towards Future: Spiritual Revival", requires future teachers to manage effectively the consciousness of the young generation.

All of the mentioned above prove the relevance of the formation in the conditions of qualitative transformations in the process of multi-stage reform of the Kazakhstan education system of a new type of teacher who is able to manage the educational process, team, organization.

In the conditions of modern renewal of education, a teacher should be able to solve managerial and pedagogical tasks effectively, to have the necessary level of management, the ability to plan rationally, organize, control the process of education in school and the development of each child. For successful management, the future teacher should have managerial competence. In this regard, the formation of managerial competence of future teachers on the basis of pedagogical management creates the need for special research and is considered to be one of the urgent problems of professional training of specialists.

In addition, fundamental changes in society imply a restructuring of world views on humanistic values, corresponding to the content of the psychological, educational and management activities of the school. In these conditions, the managerial role of the teacher is subject to change, the activity of the teacher is carried out on the basis of the main conditions for integrating the theory of management and the ideas of cooperation.

The versatility of the problem of professional education identified on the basis of an analysis of psychological and pedagogical literature, demonstrates the diversity of the work of leading scientists having methodological importance for our thesis.

The conceptual foundations of professional education are dealt in the scientific works of S.I. Arkhangel'sky, Yu.K. Babansky, V.P. Bepalko, B.S. Gershunsky, V.V. Kraevsky, M.N. Skatkin, N. D. Khmel, Sh.T. Taubayeva, N.N. Khan and other scientists; questions of the theory of developmental learning and personal activity in the process of teaching and training are examined in L.S. Vygotsky, P.Ya. Galperin, A.N. Leontyev, Zh.Y. Namazbaeva, M. Dzhakupov, N.B. Zhiembayeva, O.S. Sangylbayev and others' works.

The theoretical and methodological foundations of the formation of professional competence of future teachers are widely studied in the works of foreign scientists (Nezahat Guhlu, FE Weinert, SP Brown, J. Jones, etc.), researchers from the CIS countries (V.A. Slastenin, N.V. Kuzmina, I. A. Zimnyaya, A.K. Markova, A.P. Tryapitsyna and others), Kazakhstan scientists (S. Zh. Praliev, B.A. Turgynbaeva, B.T. Kenzhebekov, G. Zh. Menlibekova, K. S. Kudaibergenova, K.M. Berkimbaev and others).

S.K. Kaliyev, S.A. Uzkbayeva, A.N. Kosherbayeva, U.M. Abdigapbarova and other researchers had studied the origins of the management problem in the works

of ancient Greek philosophers, the consideration of this problem in the works of Turkic thinkers, analyzed and classified views on the role of government, moral principles of governance in their works.

Methodological foundations of management in education, management theory are deeply considered in the works of foreign scientists such as F.Rodzher, T.Peters, F.U.Taylor, P.F.Drukker, and also in the works of Russian scientists Yu.A.A. Konarzhevsky, A.Mayorov, M.M.Potashnik, T.I. Shamova, S.D.Yakusheva and other researchers.

The problem of pedagogical management has been studied since the 90s of the twentieth century in the works of Kazakhstani scientists, and it has been studied intensively in recent years.

In particular, *the theory and practice of management of the pedagogical process of the comprehensive school* were studied (T.O. Balykbaev, T.M.Baymoldaev, D.N. Kulibaeva, S.K.Islamgulova, K.ZH.Aganina, Z.A. Isaeva, F.B.Umirbekova and others); *scientific and pedagogical foundations, pedagogical conditions, management features of a higher educational institution* (A.S. Satybaldieva, L.N. Kim, K.A. Zhusupova E.Sh.Kozybaev, B.K.Omarova, etc.); *theoretical and methodological foundations of improving the training of educational organizations managers* (A.Tuksanbaev, A.Z. Adilgazinov and others); *scientific foundations of interaction, continuity in the management of educational organizations* (B.Sailibaev, A.Abishev, etc.); *development of management activities of future teachers, theoretical and practical bases of the formation of management culture* (D. Abdraimov, A. Dzhunusbekova, K. Adanov, etc.).

Having analyzed all these works, we found out *the lack of knowledge in domestic science about the problem of the formation of the managerial competence of future teachers*. The future primary school teachers were chosen as the object of research in the works close to our research. For example, A.Zhunusbekova has considered the training of future primary school teachers for management activities, K.Adanov has substantiated the pedagogical system of forming teacher's management culture, M. Knisarina substantiated theoretically and created the methodology for the formation of management activities of primary school age students.

D.Abdraimov analyzed comprehensively the problem of informatization in the preparation of teachers for management activities. In addition, our research is interested in the problem of leadership, it has also become the object of research in the domestic scientific literatures only in recent years. The issues such as the formation of leadership qualities of future primary school teachers (Baimukhanbetov B.M.), the development of leadership potential of students (M.K.Ushatov, A.A.Alimbekova), and the development of leadership preparedness of high school students (Baykulova AM), leadership development in younger schoolchildren (G. Aspanova) were studied in this direction.

All the mentioned scientists' works make a significant contribution to the development of pedagogical management, management of the educational system, the educational process, but all of these works consider only certain

aspects of these processes. The analysis of psychological and pedagogical literature and practice carried out in our study had showed that various aspects of the problem of management in education were studied, but at the same time it showed the need to study the managerial competence of future teachers as this problem was not studied sufficiently in the scientific literature, also the analysis determined the need to ensure this process from the educational and methodological point of view. This analysis revealed the presence of the following *contradictions* between the demands of society and modern science and practice:

- society's demand for future teachers with formed managerial competence and insufficient knowledge in this field;
- the need to form the managerial competence of future teachers and the lack of definition of its theoretical foundations;
- opportunities for the formation of students' managerial competence in the educational process of higher pedagogical educational institutions and the lack of a justification for their realization from a scientific point of view;
- the need to formation of managerial competence of future teachers in the educational process of higher educational institutions and the lack of development at a sufficient level of the methodological foundations of its implementation.

These contradictions have identified the *problem* of research - the theoretical foundations for the formation of managerial competence of future teachers and the search for ways and methods of its implementation in practice, and also as the basis for choosing the topic of the thesis "Forming managerial competence of future teachers".

The aim of the research is the theoretical substantiation of the formation of managerial competence of future teachers, the creation of methods and experimental and practical verification of its effectiveness.

The object of the research is the educational process of a higher pedagogical educational institution.

The subject of the research is the formation of managerial competence of future teachers.

Scientific hypothesis of the research: *If* the theoretical foundations of the formation of managerial competence of future teachers will be determined, the structure of humanistic orientation of teachers-managers with democratic management style will be created and its characteristics will be given and implemented in the pedagogical educational process of the higher school at the reflex, cognitive, projective stages of the model and the formation of managerial competence of future teachers, *then* personal qualities and pedagogical, managerial knowledge, abilities, skills of future teachers and opportunities will emerge for the formation of teacher-managers, *as* their managerial competence will be provided from a targeted, technological, organizational, criteria-based point of view.

Objectives of the research:

- to identify the theoretical basis for the formation of managerial competence of future teachers;

- to determine the personality structure of the teacher-manager and to give its characteristics;
- to develop a structural and content model of the formation of managerial competence of future teachers
- to create a methodology for the formation of managerial competence of future teachers and to verify its effectiveness in the practical experiment of the study.

Idea of the research. Formation of managerial competence of future teachers based on the effective use of the capabilities of higher pedagogical educational institutions has a beneficial effect on the preparation of competitive specialists with developed humanistic personal qualities with professional, managerial knowledge, skills, competence in the context of the domestic education while entering the world educational space.

The theoretical and methodological basis of the research are philosophical, socio-psychological and pedagogical principles and concepts that reveal the content of the scientific concepts of “personality”, “management”, “competence”, humanistic concepts about the development of human life, about the creative possibilities of self-improvement from the point of view of the integrity of the individual self-development of the personality, demonstrating the interrelation of internal and external factors, generating self-government mechanisms, self-realization, self-improvement; theory of collective-creative education; the main provisions of the synergistic method, system-structural analysis, considered in relation to pedagogical phenomena and processes; psychological concepts of axiological, activity-based, and person-centered, integrated approaches, etc.

Sources of the research - the works of philosophers, sociologists, psychologists and teachers in management; official materials of the Government of the Republic of Kazakhstan, regulatory documents of the Ministry of Education and Science on the problems of secondary general education (concepts, standards, etc.); scientific achievements and advanced experience of foreign and domestic psychologists, teachers; scientific periodicals; pedagogical and research experience of the author.

Stages of the research.

The study was carried out in 3 stages.

Stage 1 (2015-2016) - materials of research paper were collected, their analysis was carried out, the scientific apparatus was substantiated, advanced experience of higher pedagogical educational institutions was compiled and summarized, and the program of experimental work was developed.

Stage 2 (2016-2017) - materials on managerial style, managerial roles, managerial types, managerial competence were selected, the essence of the concept “managerial competence of future teachers” was defined. The personality structure of the teacher-manager has been developed, its characteristics have been substantiated. A model of the formation of managerial competence of future teachers and its content has been created. A diagnostic method was chosen to determine the degree of development of managerial competence of future teachers (surveys, survey questions, various types of tests, exercises, etc.). The

methodology for the formation of managerial competence of future teachers has been developed. Supplements, trainings, the Regulation on the section of teachers-managers, the content of extracurricular activities and guidelines for their implementation had been prepared in the content of programs of basic compulsory disciplines, profiling disciplines. The experiment was carried out to determine and form the managerial competence of future teachers, and also interim sections were done.

Stage 3 (2017-2018) - the analysis of the achieved final results, statistical processing, general conclusion were made at the stage of experimental and practical work. The dissertation materials were designed in accordance with the requirements.

Research methods are theoretical analysis of philosophical, psychological and pedagogical sources related to general theoretical and research problems; familiarization with regulatory documents on educational policy of the Republic of Kazakhstan, educational concepts; analysis of advanced practices; designing educational technologies, a comparative analysis of performance; methods and techniques of questioning, testing, mathematical processing, diagnostic, pedagogical, corrective techniques.

Base of the research is Kazakh State Women's Pedagogical University

Scientific novelty and theoretical significance of the research

- the theoretical basis for the formation of managerial competence of future teachers were revealed;

- the personality structure of the teacher-manager was determined, and also its characteristics were given;

- the structural and content model of the formation of managerial competence of future teachers was created;

- methodology for the formation of managerial competence of future teachers had been developed, its effectiveness had been verified during a practical experiment.

The practical significance of the research

- methodology for the formation of managerial competence of future teachers has been developed (methods for determining the managerial competence, reflexive diagnostics, etc.);

- additions to the content of programs of basic compulsory disciplines (Pedagogy, Management in Education, Theory and methods of upbringing), the main compulsory discipline (Criterion assessment technologies);

- the Regulations about the section "Teacher-manager" and the content of its activity were developed, the effectiveness of its activity was verified in practice.

The results achieved in the research work and specific scientific and methodological recommendations developed on their basis, the research materials can be used in higher pedagogical educational institutions, in the higher cycles of general education schools, gymnasiums and lyceums, in the practice of colleges, in the system of advanced training and retraining professional teachers.

The following provisions are made on the defense:

- *Managerial competence* - an integrated set of professional and personal abilities, knowledge, skills and management skills that ensure management decision-making.

- *The managerial competence of a teacher* is an integrated set of his/her personal abilities, pedagogical and managerial knowledge, skills and abilities, providing activities for managing the development of an individual student's personality, class, and educational process.

- *A teacher-manager* is a person who acts as a methodologist, expert, leader, performer, emotional regulator, speaker, and master; subject teacher, possessing personal, pedagogical, managerial qualities.

- The structural model of the formation of managerial competence of future teachers provides the unity of the constituent parts, such as target, technological, organizational and criterion, it also considers criteria and indicators.

- Creating opportunities for the formation of managerial competence of future teachers and their justification from a theoretical point of view, the inclusion of additions to the content of programs of basic compulsory disciplines (Pedagogy, Management in Education, Theory and methods of upbringing), profiling compulsory discipline (Criterion assessment technologies), providing students with professional pedagogical, managerial knowledge, the work of the section "Teacher-Manager" and extracurricular activities, integration them with educational and extracurricular activities have a positive impact on the comprehensive development of students from a management perspective. Successful and effective formation of managerial competence of future teachers is possible with its phased implementation (reflection, cognitive, projective).

Approbation of the research. The main conclusions, theoretical and practical results of the research were discussed at International conferences such as: International journal of environmental & science education (2016), 16th International Multidisciplinary Scientific GeoConference SGEM (2016), the collection of materials of the international scientific-practical conference «Әлемдік және Қазақстандық білім-ғылым кеңістігіндегі этнопедагогика мен этнопсихология» («Этнопедагогика и этнопсихология в мировом и казахстанском научно-образовательном пространстве») (2016), the collection of materials of the international scientific and practical conference «Қазақстан Республикасының Әлемдік кеңістігіндегі Білім мен Ғылымның даму тарихы және заманауи тенденциялары» («История и современные тенденции развития образования и науки Республики Казахстан в мировом пространстве») (2016).

Publications. The content of the dissertation work is presented in 11 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, 1 article in the Scopus database, 2 - in the international scientific conferences, 1 - in the materials of international scientific conferences of near and far abroad, 3 - in teaching aids.

The reliability of the results of the research paper, their recognition and

introduction into practice are provided by reliance on theoretical and methodological concepts in philosophical, pedagogical and psychological works, guiding the applied principles, the application of methods and techniques in accordance with the aim of the study, in compliance of the experimental and practical work of the research aims, mathematical processing of the results and conclusion of the results.

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

The relevance of the research topic, the scientific apparatus: the aim, object and subject of research, scientific hypothesis, tasks, the main idea, theoretical and methodological foundations, research sources, stages, research methods, research base, scientific novelty and theoretical significance of the research, practical importance, the provisions to the defense, and ways of testing of the research paper are described in **the introduction part** of the thesis.

Having based on the analysis of philosophical, psychological, pedagogical, methodical literature, and on the works of domestic scientists and researchers from near and far abroad, the theoretical foundations of the problem are defined in the first section "**Theoretical and methodological foundations of the formation of managerial competence of future teachers**". The essence and methodological basis of the formation of managerial competence of future teachers are determined. The concepts of "management", "managerial competence", and "managerial competence of future teachers" are clarified. The structure and content of managerial competence of future teachers are determined, a structural and content model of its formation is developed. Criteria and indicators, levels of formation of managerial competence of future teachers are identified.

In the second section "**Experimental and practical work on the formation of managerial competence of future teachers**", the diagnosis of the formation of managerial competence of future teachers is defined and described. Methodology for the formation of managerial competence of future teachers is developed, and also its content is offered. The effectiveness of the methodology is tested in a practical experiment, its content, dynamics and results are described in detail. The correctness of the proposed hypothesis is proved, the goal is achieved and the objectives of the study are solved.

The conclusion summarizes the main provisions, the results of the study, provides methodological recommendations, presents conclusions based on the results of theoretical and experimental work, outlines the research prospects for future researchers.

The appendix provides materials used in experimental and practical work.