

ANNOTATION

**to the dissertation work of Shalabayeva Laura Ismailbekovna
on the topic "Psycho-pedagogical conditions of the development of the
dialogue forms of communication adolescents", submitted for the degree of
Doctor of Philosophy (PhD)
on the specialty "6D010300 - Pedagogy and Psychology"**

The relevance of the research topic. Socio-economic processes in the modern world lead to the transformation of relations between people which finds its expression in the priority of virtual communication, disunity, reduction of the communicative competence of the individual and in its extreme manifestations of intolerance, aggression, etc. In this regard, a great responsibility for the formation of socially significant communicative skills and skills is imposed on the education system, which lays the foundations of the country's cultural and educational potential in accordance with the dynamic demands of modern society.

The need marked on "results, ensuring personal self-development, independence in acquiring knowledge ..." and "in the context of value education, the school will provide a contribution to the implementation of national ideas and will contribute to the education of open, friendly citizens of their country" in the state program of education development in the Republic of Kazakhstan for 2016-2019. The main goal of the renewal of the education system in the Republic of Kazakhstan is the formation of a self-developing personality, capable of governing itself, which insistently dictates the need for the formation of communicative skills among schoolchildren.

The school is called upon to lay the foundations for the whole development process of the future citizens' personality in the country, being the core of the education system. The most important priority of the forming general educational skills, abilities and methods of cognitive and speech activity of schoolchildren in the State Compulsory Standard of General Secondary Education in the Republic of Kazakhstan: "The content of education should ensure: the formation of an active person with critical and creative thinking, the ability to independently extract knowledge and use them in practical activities; development of its communicative abilities". The current shift in priorities in education on the basis of a person-centered approach causes the emergence of a new ideal of a cultured and educated person, a means and condition for achieving which is the development of the communicative potential of the individual.

The problem of communication becomes particularly relevant for students of younger adolescence, which is due to the impact of a number of factors:

- Firstly, it exactly in teens age the communication begins to determine many parties of personality development, coming forward as leading activity;
- Second, there are cardinal changes in the conditions of activity, communication and social environment during the transition to the secondary school link;

- Thirdly, the influence of global information processes leads to a preference for virtual contacts to direct communication, which is negatively shaped by the communicative, perceptual and interactive aspects of teenagers communication, and their social and cognitive activity is reduced. Therefore, the current situation in the system of secondary education can be defined as the time of searching for new ways of developing communication between learners, the priority of which is the development of a dialogue form of communication between students as subjects of the educational process.

Theoretically, the relevance of the analysis of the problem in dialogical communication is determined by the logic of the development in psychological and pedagogical studies of communication. While the phenomenon of communication is actively studied by foreign and domestic researchers, the problem of personal representation of a person in communication and his personal and social qualities as factors of readiness for dialogic communication, despite all the importance and scope of this problem were not the subject of deep scientific development in our country. In connection with this, the actual direction of research in modern pedagogy and psychology is the theoretical and experimental development of the problem of the significance and conditions for the development of dialogic communication among students of younger teens.

Despite the fact that dialogue as a form of educational interaction of the teacher with the students has existed for a long time (since the time of Socrates, Plato, Galileo, etc.).

In Soviet science, in the process of rethinking the subject of psychology, the importance of restructuring its conceptual apparatus was emphasized on the basis of the category of activity and communication (B.G. Ananiev, A.N. Leontiev, A.A. Bodalev, L.S. Vygotsky, P.Ya. Galperin, V.V. Davydov, M.I. Lisina and others). In a number of Russian studies, the role of communication is especially emphasized and based on the principle of joint activity of students (S.M. Dzhakupov, G.K. Kulzhanbekova, B.A. Mukushev, M.N. Esengulova, etc.), preschool children and primary school students Kh. T. Sheryazdanova, N.B. Zhienbaeva, L.A. Kuranbaeva, Zh.K. Isaev, etc.), high school students (N.N. Podobed, K. A. Abdreimova and others).

Based on the results of psychological and pedagogical studies (V.B. Bibler, G.Ya. Bush, M.I. Lisina and others), they convincingly proved that dialogue is the basis of creative thinking, that the development of dialecticity as a system-forming component of creative thinking, it is impossible outside the dialogue. V.A. Yerunov, T.S. Kudrin, G.M. Kuchinsky, A.M. Matyushkin, L.A. Petrovskaya, L.I. Podlesnaya, A.U. Kharash and others explored the forms of implementation of the dialogue and its pedagogical potential. K. Levin, N.Yu. Postaluk and others, they established a function of dialogue as its ability to generate interest, motivation. Z. Abasova, M.A. Molchanova, V.V. Serikov, E.N. Shiyanova and others showed that dialogue as a form of subject-subject interaction between the teacher and students in the learning process develops the personality of the student and teacher.

Psychological ideas of personal and individual-creative approaches to the personality development of the schoolchild in the process of dialogical learning are

explored in the works of S. Arkhangel'sky, L.Ya. Galperin, V.V. Davydov, L.V. Zankov, I.Ya. Winter, V.A. Kan-Kalik, A.A. Leont'ev, B.F. Lomov, A.K. Markov, V.V. Serikov, D.B. Elkonin et al.

Criteria and provisions of modern didactics on new teaching technologies have been developed in detail by S.P. Baranov, A.A. Verbitsky, A.E. Dmitriev, M.M. Levin, M.I. Makhmutov, V.A. Okon and others.

In the experience of innovator teachers (Sh.A. Amonashvili, S. Lysenkova, EN Il'in, VF Shatalov, etc.), the dialogue is presented as a form of interaction between the teacher and students in the lesson, concrete examples of the practical use of the dialogue in teaching.

In the practice of the general education school (especially the middle level), dialogic communication, despite its teaching and educational potential, does not find a proper place for it. Such aspects of the dialogue as: classification of dialogues, levels of formation, inclusion of students in dialogue, technology and methods of dialogue in different age groups have not yet been resolved, the specificity of these factors in the development of dialog , the way of forming a dialogue form of communication among teenagers in educational process. This current direction is poorly represented in the professional training of future teachers and is not disclosed in the system of professional development and retraining of educators.

In the progress of the analysis of the state of the problem in psycho-pedagogical science and the study of the process of the development of dialogical communication in the teaching and educational process of the general school, contradictions were established:

- between the need to determine the dialogue communication, essence of modern teenagers and the insufficient validity in the psychological and pedagogical science of theoretical and methodological approaches to the study of this phenomenon;

- between the objective need for the development of dialogical communication in the process of educational activity of teenagers as subjects of the educational process and the lack of scientifically substantiated psychological and pedagogical methods and forms of its implementation.

The analysis of psychological and pedagogical studies and the practice of the general education school has shown that one of the important prerequisites for research in the priority scientific direction in question is the resolution of the revealed contradictions, taking into account the problem of research, which consists in the need to determine the totality of the psychological and pedagogical capabilities of the school's educational process, dialogical form of communication among students of younger teens.

The aim of the study: is the theoretical justification and experimental verification of the psychological and pedagogical conditions for the development of dialogue communication among teenagers.

The object of research: is the educational process of the general education school

The subject of the research: is the psychological and pedagogical conditions for the development of dialogic communication between students of the 5th grade of the general education school.

Objectives of the research:

- to clarify and characterize the essence of the concept "dialogic communication of teenagers";
- to develop a structurally-substantive model for the development of dialogue among teenagers;
- to determine the psychological and pedagogical conditions for the development of dialogue among teenagers;
- to develop and test experimentally the complex psychological and pedagogical program for the development of dialogical communication among pupils of a general secondary school of junior teens;
- to develop methodical recommendations for teachers and psychologists on the development of dialogue among teenagers.

Hypothesis of the research:

If the dialogic communication of younger teenagers is developed on the basis of an integrated psychological and pedagogical program, taking into account the age and personality characteristics of dialogue between students and the readiness of teachers to implement the educational dialogue, then its level will increase, as necessary conditions and effective methods and forms of subject-subject interaction in the educational process.

Leading idea of the research: active inclusion of younger teenagers in the educational dialogue promotes the development of a dialogical form of communication on the basis of co-creativity with the teacher, personal subject-subject interaction.

The theoretical and methodological bases of the research are:

- The personal-activity approach, which involves the consideration of the personal aspect of the learner and considers educational activity as a space for creative interaction, joint activity of students and teachers as subjects of the educational process;

- System approach, which allows revealing the psychological and pedagogical conditions of dialogical communication as a system;

- Competence approach, which considers the direction of education on the development of the personality of students and the formation of key communicative competences;

- Principles of determinism, development, unity of consciousness and activity, system;

- the dialogic concept of the culture of M.M. Bakhtin, theory of joint dialogical cognitive activity S.M. Dzhakupov, communicative paradigm of personality development of N.D.Zhienbaeva;

- the concept of I.K. Kryazhev, A.A. Leontiev, B.F. Parygin and others.

Methods of research. The research was carried out on the basis of a set of methods aimed at testing the hypotheses put forward and solving the tasks posed:

1) *theoretical methods*: analysis of philosophical, psycho-pedagogical, scientific and methodological literature on the problem under study, normative and legal documents of education in the Republic of Kazakhstan, curricula, programs, school documentation, which made it possible to determine the level of elaboration of the current state of the problem under study;

2) *empirical methods*:

- empirical methods: questioning, interviewing, inclusion of students in various situations; method of peer review,

- psychological and pedagogical experiment;

- methods of processing and interpretation of data: a qualitative analysis of the results obtained, methods of statistical processing of data, factor analysis, T-test of Studuette, etc.).

In the experimental part of the research, a set of techniques for psychological diagnosis was used: a questionnaire for changing the motivation of A. Mehrabian's affiliation in the modification of M.Sh. Magomed-Eminov; test questionnaire level of subjective control of J. Rotter in the modification of V.V. Bazhin, E.A. Golyntin, A.M. Etkind; method of determining the level of dialogic communication, sociometry, autosociometry, referentometry, autoreferentometry.

Scientific novelty and theoretical significance of the research:

- the essential characteristic of the concept "dialogic communication of teenagers" is clarified;

- developed a structurally-substantial model of the development of dialogue between adolescents;

- the psychological and pedagogical conditions that ensure the development of the personality in the process of dialogic communication are defined.

Practical significance of the study:

- generalized the experience of the traditional teaching and educational process of the secondary level of general education in the context of research tasks;

- an integrated psychological and pedagogical program for the development of dialogic communication among middle school students has been implemented.

- developed and introduced methodological recommendations for teachers and psychologists on the development of dialogue among teenagers;

Provisions to be protected:

1. Dialogic communication of teenagers is an active subject-subject form of the communication organization, which is a real orientation of the individual's influence on another participant (teenage or teacher) in order to obtain information or to exert a certain influence, characterized by the generality of the situation (teaching or interpersonal communication) and verbal intentions. The dialogical form of the teenager's communication as an integral component of the process of development of intersubjective activity of the individual, presupposes a certain level of organization of dialogical relations - mutual trust, equality, mutual understanding of subjects of communication, optimal for normal mental development, personal development and successful learning. Indicators for the development of dialogue among adolescents are its focus, intensity and productivity.

2. Dialogic communication of younger teenagers is determined by the social status of the teenage, the level of development of personal qualities (the need for affiliation and a locus of control, the dialogical personality) and it is represented by a high, medium and low level of development. The limited potential of interactive communication is dependent on the direction of the teacher's influence (active interaction, one-sided orientation of educational and upbringing influences), pedagogical decentration, level of competence in dialogue.

3. The structure-content model of the development of dialogic communication among students of the 5th grade reflects the structure and content of the development of dialogical communication with the following structural components: the purpose and objectives, the content (dialogical communication and its components), the stages in the formation of dialogue among teenagers (diagnostic, generalizing), forms, methods, technologies and means of development, characteristics of criteria and levels, the result of the process of formation of dialogical communication.

4. The psychological conditions that ensure the success of the development of dialogue among teenagers include: the formation of personal prerequisites for dialogue between teenagers (the internal locus of control, the expressed need for affiliation, the dialogical personality); readiness of the teacher for the educational dialogue, organization of psychological support for the development of dialogic communication. The pedagogical conditions for the development of dialogue among teenagers are: the use by teachers of subject methods of the formation of students' ability to conduct a dialogue; training of technology teachers using various types of dialogue; selection of the content of training in various subjects, aimed at promoting dialogue between students.

Reliability and validity of research results are provided by a systematic approach to the description and study of the object of research; strict logic of the experiment in accordance with the goals, objectives and conditions of the research; the implementation of modern methods of research and processing of materials, the representativeness of the sample and the approbation of the results of the study and the possibility of a repetition of experimental work, which allowed a thorough quantitative and qualitative analysis of its progress and results.

Experimental base of the research: City secondary school No. 94, Almaty. The sample consisted of teenagers in the number of 294 people (5 grades). The amount of examinee made 112 schoolchildren in the first year of research, they were 98 schoolchildren in the second year of work, they become 80 schoolchildren in the third year. Researches were conducted from 2014 to 2017.

Approbation of research results. The content of the thesis is reflected in 11 scientific works, including: 4 - in scientific publications recommended by the Committee for Control in Education and Science; 3 - in the scientific publication included in the Scopus database, 4 - in the materials of international conferences, including 1 - in the materials of foreign conferences.

Structure of the dissertation: The thesis is presented in 185 pages, illustrated by 25 tables, 5 figures. The list of used sources includes 158 items, 18 of them in foreign languages.