

ANNOTATION

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

Tasova Asel Baimurzaevna

"Formation of communicative creativity of future elementary school teachers"

Relevance of the research. Currently, raising the level of education to the world level is the main requirement.

On his message the President N.A. Nazarbayev to the people dated on January 31 said "The third modernization of Kazakhstan: global competitiveness", the role of the education system should change. Our task is to make education the central element of a new model of economic growth. He said that training should be directed to the development of critical thinking and skills of independent search", in the Message of October 5, 2018" the growth of welfare of Kazakhstan: improving the quality of income and life.".. in the work of higher education will be strengthened requirements for the quality of training the specialists of educational institutions". The effective implementation of these tasks requires from the modern education system the formation of professional potential, the future of the intellectual nation, striving for a fully integrated knowledge, rapid adaptation to daily changes, able to independently act creatively. In accordance with this, modern education in the Republic of Kazakhstan means the need to build in accordance with the competitive requirements of the leading countries of the world and the strategic direction of the model of innovative development.

At present, new approaches are being developed in the field of education aimed at improving the content of education, upbringing and development of society. As a result, holistic pedagogical processes are changing, new technologies of education, recognized as effective, appear. Any teaching technology requires the teacher to have deep theoretical, psychological, methodological knowledge, great pedagogical skills, deep understanding in the soul of students and their understanding. Since the market economy requires the transfer of educational goals from the" knowledgeable person to creative thinking, acting, self-developing communicative and creative person."

In this regard, in 2017, with the approved professional standard in the state pedagogical-professional values were defined "...respect for the student's personality, rights and freedoms; expression of tolerance to other beliefs, world and traditions; openness to cultural diversity; flexibility, adaptation, empathy

ability; understanding of the values of the individual, language and communication; skills of self-education, analytical and critical thinking; communication and language skills; cooperation skills, the ability to resolve disputes".

This suggests the need to study communicative creativity, which is the most important basis of communicative competence of future teachers. It is better to start with future primary school teachers who work at low levels of education.

After all, today the updated content of education is introduced from primary school. To this end, the implementation of the updated content of education in secondary school requires a revision of the content of training of primary school teachers in higher education, adding new methods to its content, which is first. Secondly, they are primary school teachers. Third, the knowledge gained in the primary class, the basis of the approach is the future generation.

Therefore, in the conditions of integration into the world educational, world economic, cultural and information space, future primary school teachers should be ready to solve the problems of interpersonal interaction with high communicative creativity, to solve the actual problems of society without communicative conflicts.

In addition, theoretical and practical research carried out in various areas in the field of communication and creativity is gradually rising to an interdisciplinary level. As a result of conducting a large-scale volume of fundamental research on the problem of communication and behavior of the individual in the social environment, there is a need to study communicative creativity, creativity and communication as an integrative problem in the intersection.

Now actual directions of the organization of educational process were provided in the works of (Baymukhanov B, Abylkasymova A.E., Zhampeysova K.K. and others), theoretical and practical professional preparation of future specialists (Krayevsky V.V., Slastenyn V.A., Kuzmyna V., Khmel N.D., Taubayeva Sh., Seyteshev A.P., Menlybekova G.Zh., M.S. Moldabekova, Berkymabayev K.M. and others).

The problem of creativity is reflected in the research of a number of foreign and domestic scientists. Fundamental research for the individual components of creativity, namely intellectual creativity were studied in the works of (Guilford J., Torrance E., Tunik E.E., Kholodnaya M.A. and others); social creativity (Manayevoch N.A., Chichuk E.Yu.); emotional creativity (Andreyeva I.N., Berezyna T.N., Terechenko R.N. JAverill.R. and others); linguistic creativity (Khalyushova G.A.), lexical creativity (Grydyna T.A.), pedagogical creativity (Morozov A.V., Chernelevsky D.V., Cherbakova E.E.), professional creativity (Ryabova E.V).

Domestic scientists Ospanova B. A., Szwajkowski A. S., Nagimzhanova K.M. studied the formation of creativity of future specialists, Nurgaliyeva A. Studied the usage of innovative technologies in the formation of creativity of students, Sagdullaev I. I. acme-creativity of future specialists, so Galiev T.G. development of creativity of students, Sabirov T. S. prepare in future teachers the organization of cognitive activity of students.

Development of communicative dialogue among students (Zhakypov S. M., Zhetpysbayeva B.A.) the features of forming communication between preschool and primary school children (Sheryazdanova H. T., Zhienbaeva N. B., Isaeva Zh. P.) the development of dialogical relations between teenagers (Shalabaeva L. A.), creating a culture of students' communication (Podobed N.N., Abdraimova K. A., etc.) the problem has been studied.

Formation of communicative competence of future teachers (Chaklikova A. T., Rakhymbekova G.O, Kulzhanbekova G.K., Binazarova M.M., Karabayeva L.K., Kasymova G.M., Kudabayeva P. A.), the development of their creative potential, preparation for creative activities (Burdina E. I., Shakhgulari V. V., Goncharova N. A., Syzdykova R.Sh.) are also taken to the object of study.

In the study of communicative creativity of the scientific school of O.V.Lesher dedicated to the study of problems of intercultural communication and communicative creativity, in particular, solving unusual problems and implementation of unique ideas (Bogoyavlenskaya D.B., Brushlynsky A.V., Matyushkyn S. Mednich); interaction logic and intuition in creativity (Blumenau D.I., Granovskaya P.M., Ponomarev Ya.A., Simonov P.V., Stepanova V.A.) motivational factor of communicative creativity (Maslow A., Rogers K., Shostrom E.); adaptive features (Makshanov S. I., Khryachev N. Yu); and creative behavior in case of uncertainty (Grecov A.G., Druzhinin V. N., Tsukanova E. V.); peculiarities of communicative creativity of preschoolers (Kunitsyn V.N., Landau E., Martyshkyna N. B.) and others studied the writings constitute the theoretical background of the thesis research.

In addition, we can call among the works of interest to us the work of Osypov T.Yu. conditions of forming communicative creativity of students of technical universities, formation of communicative creativity of the subject in a group decision task Golovanov A. A., in teaching communicative creativity of future foreign languages specialists Alexeyeva N.A., communicative creativity of in terms of intercultural communication Sarapulova A.V., in the complex process of interpersonal communication Vishnevskaya O.N., formation of communicative leadership of students Abdygazyeva N.K.

Also discussed in detail the methodological, technological, didactic and methodical aspects of primary education (Aymagambetova K., Turganbayeva

B.A., Kurmanalya Sh.Kh., Amyrova A.S., Zhyenbayeva S.N., Barsay V.T., Sarbasova K.A., Abyldina S.K. and others); history and development of the training primary school teachers (Bekmagambetova R.K., T. Arenova A.Kh. and others), education, outlook, upbringing of younger students (Muhanbetzhanova A.M., Arenova A.Kh, and etc.).

In addition, our study also involved future primary school teachers (Abdygapparova U.M., Baymukhambetov B. M.) , professional-pedagogical, technological competence (Abdullina G.T.), information and communicative competence (Muldabekova K.T.).

Thus, the analysis of domestic and foreign literature revealed that in Kazakhstan psychological and pedagogical research is not in the unity of the concepts of communicative creativity of the individual, which, firstly, secondly, investigated the comprehensive aspects of the problem of training future primary school teachers, but the question of the formation of their communicative creativity is not taken on a special research form.

Therefore, it is obvious that between the demand of society for the formation of communicative creativity of future primary school teachers and the theme; it is obvious that there is a *contradiction* between the need for effective implementation of the formation of communicative creativity of future primary school teachers and the lack of theoretical and methodological foundations of its implementation. The search for a solution to this contradiction allowed us to identify the problem of research and choose the topic "**Formation of communicative creativity of future primary school teachers**".

The purpose of the study: to develop a theoretical basis and methodology for the formation of communicative creativity of future primary school teachers and to test its effectiveness through experiment.

Research object: the educational process of the University

Research subject: formation of communicative creativity of future primary school teachers

Research problems:

- to define the theoretical bases of formation of communicative creativity of future primary school teachers;
- to define the meaning of communicative creativity of future primary school teachers;
- to create structural and content model of formation of communicative creativity of future primary school teachers;
- to develop the methods of formation of communicative creativity of future primary school teachers and its experimental testing.

Theoretical-methodological bases of research are the philosophical ideas of the unity of theory and practice, theory of knowledge, concepts and personal development, and personal-activity relationship in the study of the phenomena of social development, principles of the theory of creativity, principles of the higher education system, creativity, communicative creativity.

Sources of research: scientific works of philosophers, psychologists and teachers; resolutions of the government of the Republic of Kazakhstan, normative documents and educational complexes of the Ministry of education and science on higher education (concepts, standards, model curricula, etc.) b.); scientific achievements and best practices of foreign and Kazakh teachers; scientific periodicals; pedagogical and research experience of the applicant.

Research leading idea: formation of communicative creativity of future primary school teachers will allow the increase of creative, intellectually developed, with high culture of communicative interrelations, competitive specialists in the government which meets the requirements of spiritual revival and the fourth industrial revolution.

Investigation phase. The research work was carried out in accordance with 3 stages.

The first phase (2015-2016.)- a systematic study of the problem, defined by the scientific apparatus, integrates and summarizes the best practice of universities, school teachers, identified theoretical foundations, scholarly articles, published editions of the collected material within the theme.

The second stage (2016-2017)- continued development of the theoretical and methodological foundations of the subject, designed the elective course, the content and developed the training modules and individual lessons. Educational and methodical manuals and electronic manuals are published, introduced in educational process, scientific articles are developed and published. Implemented stages of the identification and formation of pilot experiment, the generated intermediate sections.

The third stage (2017-2018) - the content of the thesis is published in scientific articles and discussed at seminars. The analysis and processing of the results obtained during the practical experiment. The results of the study are systematized and summed up. The results, relevant conclusions and recommendations were included in the content of the dissertation. References are systematized, dissertation is prepared on demand.

Research methods: theoretical analysis of scientific literature related to the problem of research; study of best practices; analysis and use of modern diagnostic tools in the literature, questioning; interview; control; test; pedagogical experiment; generalization of research results.

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

The theoretical significance and scientific novelty of the research:

- theoretical bases of forming communicative creativity of future primary school teachers are defined
- the meaning of communicative creativity formation of future primary school teachers were defined
- the structural and content model of forming communicative creativity of future primary school teachers is developed
- the method of forming communicative creativity of future primary school teachers is developed and its effectiveness is tested at the experimental stage.

Scientific hypothesis of the research: if the theoretical foundations of the formation of communicative creativity of future primary school teachers are determined, the essence and content, structure and description of communicative creativity are determined, the structural and content model and methodology are developed, effectively implemented in the educational process of the university from a practical and experimental point of view then the level of their creativity in motivational, cognitive, functional components is increased, because the process of developing communicative, language, creative personality of future primary school teachers is provided.

Practical significance of the research:

Developed and implemented in the educational process educational and methodical complex for the formation of communicative creativity of future primary school teachers: the program of the elective course "Formation of communicative creativity of the personality", "Karym-katynas madenyety"; electronic manuals: "Karym-katynas madenyety", "Exercise book for communicative creativity development"; individual lessons on the training module: Pedagogy", "Pedagogical technology and innovation".

The results of the study can be used in the process of professional training of primary school teachers of higher educational institutions, training centers, teacher training colleges, organizations of general secondary education, additional education.

Rules to protect

1. The main concepts of the thesis were defined during the theoretical underpinnings of the problem of the study. Our formulation of the communication through the communicating entities, the subjective understanding. Creativity is the creative embodiment of important, non-standard thinking, especially the rapid solution of new problems. The communicative creativity of future primary school

teachers is a professional and personal quality that ensures the formulation of new important problems in its subjective interaction and their exceptional, fast and effective solution.

2. The components of communicative creativity are communicative communication, language content, creative thinking, quality of features, intellectual activity, speech activity and creative talent.

3. Motivational, cognitive, functional components of the formation of communicative creativity of future primary school teachers are measured by the presence of incentives for the need for communicative creativity, the expansion of knowledge and concepts with the phenomenon of creativity and professional and personal quality, ability to show it in activities, skills, providing independent development. In accordance with these criteria indicators determine the level of passivity (low), heuristics (medium), creativity (high).

4. Structural and content model of formation of communicative creativity of future primary school teachers, consisting of the target, content, activity, effective parts, provides for the effective implementation of this formation.

5. The content of diagnostic, technological, procedural stages of the method of formation of communicative creativity of future primary school teachers is carried out on the basis of personality-developing, didactic, organizational conditions determined in the course of the study. It also provides effective implementation of their development of communicative, linguistic, creative personality.

Publications. In total, 11 works were published on the content of the dissertation. 5 articles are published in scientific journals recommended by the Committee on control in the field of education and science, 2 - in foreign publications included in the base of Scopus, 3 - in the collections of international scientific conferences, 1 - in international scientific conferences near and far abroad. Developed 2 training manuals, 2 electronic textbooks.

Research test. The main conclusions and content of the study were discussed at international scientific conferences: international scientific and practical conference " Basekege kabiletty mamannyn ulttyk zhane alemdik kasiby kelbetin kalyptastyru". Turkestan, 2016; VII international scientific-methodical conference "Psychologyalyk gylym men tazhirbyenin kazyrghy kezdegy damu urdystery zhane bolashagy" dedicated to the 100th anniversary of the Kazakh scientific psychology and the founding Congress of the Kazakh psychological society.

Almaty, 2017; «Bilim men gylymnyn damuynyn khimiya, biologiya, ekologiya zhane geography boiynsha zamanauy bagyttary» international scientific and practical conference. Almaty, 2017; XXVI international scientific-

practical conference: "Scientific research: key problems of the II Millennium". Moscow, 2018.

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.