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### ANNOTATION

Of the dissertation on the theme "**Development of social intellect by future elementary school teachers**", prepared for the defense of the degree of Doctor of Philosophy (PhD) specialty 6D010200-Pedagogy and methods of primary education

**The relevance of the research.** Today, education is a key factor of the state's socio-economic system and human capital. In the context of global education, modern issues such as the implementation of public policy in the area of higher education and the formation of the national model of education will enable us to identify the priority areas of development in the future. Consequently, the formation of the human capital of the country as a prosperous state obliges the growth of the higher education system.

In today's world, new trends in world development, such as economic, social and cultural changes require adaptation of higher education to these conditions.

At the request of the society, the state program of education and science development of the Republic of Kazakhstan for 2016-2019 provides an opportunity to realize intellectual and human creative activity in the basic capital of society. At the same time, the main task of Kazakhstan's modern education system is to preserve, promote and develop the social intelligence of the future profession.

In the Message of the Head of State N.A.Nazarbayev from January 10, 2018 "New opportunities for development in the context of the fourth industrial revolution", it is noted that "it is necessary to increase the number of graduates of information technology in the field of higher education with the knowledge of artificial intelligence and "large data". Thus, in order to be a competitive nation and to be the owner of a highly qualified professional with a sense of national consciousness, one will be able to properly evaluate the information needed for personal development in the dynamic digital growth period, and the openness of the sense to communication opportunities will be in direct contact with social intelligence growth.

At the same time, in article 3 of the Education Act of the Republic of Kazakhstan, one of the principles of educational policy states that "... everyone has access to education at all levels, taking into account intellectual development, psycho-physiological and individual peculiarities." In general, the above documentation is a programmatic idea for educational institutions and other stakeholders.

In order to be an intellectual nation, it is necessary to pay special attention to the scientific, professional, cultural information, knowledge and competence, pedagogical-psychological, moral features of the future specialist and as well as self-organization and management in the social collective. Thus, one of the main tasks of the higher education system today is to create a "national intelligence", to train competitive professionals internationally. One of the most important qualities of a competent professional should be the creative thinking, the ability to apply acquired knowledge, to make new decisions, and to quickly develop the legitimacy of the

truth. Improving these qualities is primarily due to the fact that the graduates of the university, including the first step in the system of primary education, have the opportunity to integrate the future primary school teachers into innovative, scientific, economic, social and cultural spheres, their academic, scientific research work, requires the creation of preconditions for the development of social literacy of the classroom teachers.

The multilevel structure of higher education, the planned integration of the university into the international education system and the management of the society in accordance with the requirements of the society require the introduction of new mechanisms of human professional development in education. That is why, in today's society, there is a high demand for the education system, the quality of training, and the level of professional development of the foundation, which is often the foundation for higher education. This, in turn, will be a key issue for increasing the professional level of future primary school teachers. Future pedagogical professionals will be able to contribute not only to educators, but also to the success of their students in their social and personal life. To do this, the teacher must be a successful, competitive, intelligent individual in both professional and social life.

The essence of advanced education is that the aim of the high education is to bring up professionals who can maximally demonstrate their inner abilities and find their own viable and professional trajectory in the context of reforming the periphery; that has the ability to move into action from the knowledge.

At the moment, with a new look at the purpose of higher education, the strategic direction of its development is the formation of a new generation of highly qualified specialists with humanistic thinking, which is responsible for life, develops world outlook culture, develops intelligence, and interacts with business skills.

Although the higher education institution is a step leading to the decision-making, responsible, active, initiative of a future professional, it is becoming more and more important that in-depth study of the problem of social literacy of future teachers is inevitable.

However, as shown in the development of the higher education system, it is well-known that there are still unresolved problems in the effectiveness of the development of social intelligence of future primary school teachers, despite the general interest of fundamental and applied research and social intelligence. While changes in the education system in the context of the updated content require the future professional to be a subject of their professional activity, there is still a lack of scientific and theoretical basics for finding effective solutions to this problem. The most urgent problem is the development of social intelligence of future professionals in the ever-changing era.

At the same time, higher education has a high level of communication skills and capabilities, acquisition of communication styles and approaches, recognition of different social pockets, and the ability to use it in its practice. Future professionals will find a measure of their effectiveness in professional activities, working together on a regular basis with other people, listening to other opinions, expressing their feelings, and acting efficiently in decision-making when there are many difficulties.

In subsequent years, psychological science separates social intelligence from general intelligence. The level of interaction between the person living in the "human-human" sphere and the social environment determines social intelligence. Among the personal and professional qualities, social literacy is unique in the pedagogical activity. Understanding the process of communication and the behavior of people, the peculiarities of adaptation to different systems of communication, and the ability to think intelligently is the social intelligence.

Social intelligence provides the effectiveness of the person in the process of interaction; it demonstrates the communication and intellectual capabilities of each other.

The challenges of social breakthroughs in the country, the emergence of a new social incitement, and the emergence of new social phenomena can contribute to the rise of personality traits and the ability to integrate into the country. The majority of respondents are often not ready for social interaction in situations where they need to be responsible for the decision-making process, and the importance of paying particular attention to training future teachers is especially important. Social intelligence ensures that people understand behavior, understanding human speech, and non-verbal effects. This opportunity creates an effective interpersonal interaction and social adaptation.

We have found that the problem that we consider in the analysis of real-life experiences in the preparation of primary-grade teachers at the JSI is not a form of research that is related to the development of social intelligence of future primary school teachers.

In this regard, to develop the future of social primary school teachers' intelligence:

- the current requirement of society for the necessity of the development of the professional qualification of the primary generation teacher and its lack of scientific justification and development methodology in the university;
- There is a contradiction between the current state of the future primary school teacher training and the fact that the university does not fully utilize the potential of social professionalism of a future professional.

These contradictions require the necessity of identifying mechanisms for effective solution of the problem, based on the principles of development of social intelligence of future primary school teachers in the theory and practice of pedagogy and should be considered at the theoretical-methodological and methodological level. The relevance of the research problem and the search for the right solution of the above contradictions were the basis for the study of the theme of the research "**Development of social intellect by future elementary school teachers**".

**The purpose of the research:** theoretical justification of the development of social intelligence of future primary school teachers and their development and practice.

**Object of research:** the process of preparation of future primary school teachers at the university.

**Subject of the research:** development of social intelligence of future primary school teachers in obtaining vocational training in higher education institutions.

**The scientific prognosis of the study.** If the pedagogical process is based on the theoretical approach and is aimed at the creative use of the future model of social intelligence of future primary school teachers, whose methodological approaches, components, content and methodology have been identified, the effectiveness of this quality of students will increase, as the social skills of the future specialist by becoming a subject of intelligence development.

**Research objectives:**

- Determine the methodological and methodological basics of developing the potential of future primary school teachers;
- Clarify the notion "intelligence", "social intelligence";
- Creating a positive and creative approach to the development of the social intelligence of a future primary school teacher.
- Preparation of methodology for the development of social intelligence of future teachers, the effectiveness of experimental and practical work, scientific and methodological concepts.

**The key idea of the research** is to develop a systematic, synergetic, multidisciplinary, personality-based, acmeologic approach to the development of social intelligence of future primary school teachers with the professional-personality qualities (superficial thinking, ability to communicate effectively, professional competence, the creator of the subject-subject, the presence of empathy and intuition, the reflection of culture, vocabulary, professional-pedagogical activity) gives the opportunity.

**Theoretical and methodological foundations of the research:** the theory of philosophical knowledge, the theory of personality, theoretical concepts of psychology and pedagogy, regularity, synergetic, multidisciplinary, personal action, and acmeologic foundations of methodology.

**Sources of research:** The Law of the Republic of Kazakhstan "On Education". 27.07.2007, №319-III of the RK Astana. Akorda (with amendments and additions dated 01.01.2016); State program of education development in the Republic of Kazakhstan for 2016-2019. Research on domestic and foreign scientists (philosophical, pedagogical, psychological), pedagogical researches, special programs, periodical scientific-methodical information, practice of schools, advanced pedagogical experience, personal pedagogical experience of the author.

**Research methods:** theoretical methods: analysis of philosophical, psychological and pedagogical, social, scientific and methodical literature, collection of best practices, content analysis, comparison, classification, interpretation, modeling; empirical methods: monitoring, questioning, diagnostics, examination; mathematical statistical methods: experimental data processing, qualitative and quantitative analysis.

**Research base:** experimental-pedagogical work was carried out with the students of the Kazakh National Pedagogical University named after Abay and 5V010200 - Pedagogy and Methodology of Primary Education of the University of

Almaty, with the total number of students participating in the experiment - 114 students.

**Scientific novelty and theoretical significance of the research:**

- Theoretical-methodological approach to the development of social intelligence of future primary school teachers;

- The essence of the notions "intelligence", "social intelligence" was clarified.

- A structured-content model for the development of social intelligence of future primary school teachers has been developed, components, dimensions, indicators, levels have been identified.

- The methodology of development of social intelligence of future teachers has been developed and its effectiveness is proved in the experimental condition, a scientific and methodical conception is given.

**Practical significance of the research.** The elective course "The development of social intelligence of future teachers of the future", the rules and program of the Scientific Club "Pedagogical skill" for students are made.

The results of the research can be used in the faculties and departments, schools, teachers' qualification upgrades that are designed for primary and secondary school teachers.

**Guidelines for protection:**

- The importance of the development of social intelligence of future primary school teachers is explained through the structure and substance of the main categories;

- The development of social intelligence of future primary school teachers provides professional activity, which is the core of the professional qualities of the person, aimed at the implementation of self-interest orientations and creation of subject-subject environment; social intelligence - a personal-professional structure that ensures professional achievement of a person, the ability to formulate social behavior and social information, formulate an active constructor of his life, become a competitive specialist, and effectively carry out quality education.

- Structural-content model of development of social intelligence of future primary school teachers is a set of motivational, meaningful, reflexive and cost-effective components by identifying criteria and indicators based on systematic, synergetic, multidisciplinary, personality, acmeological qualities, and it is carried out according to consistent with high, medium, low levels;

- the content of the methodology for the development of social intelligence of future primary school teachers (the elective course "Development of social intelligence of future primary school teachers", the rules, program of "Pedagogical skill" club) and results of experimental work.

**Reliability, approval, implementation of the research results**

The main conclusions, theoretical and practical results of the research were discussed at international conferences: Materials of the International Scientific and Methodological Conference on "Innovations in Education and Science" (Almaty, 2017), V International Scientific and Practical Conference "Pedagogy and Psychology in Modern World: Theoretical and Practical Research" (Moscow, 2017),

Material XIII International Conference on Practice "One-to-One Education in the Science-2017" (Sofia, 2017), Materials LVI International Scientific-Practical Conference "Young Researcher: Challenges and Perspectives" (Moscow, 2018).

- Scientific and pedagogical editions: «Social intelligence as a psychological phenomenon» (Bulletin of KazNPU named after Abay, series №4 (45), 2015, Almaty), «The concept of social intelligence in psychology» (Bulletin of KazNPU named after Abai «Psychology» series , "Gender Peculiarities of Social Intellectual Integrity of Young Children" (Bulletin of KazNPU named after Abai, Series "Psychology", №2 (47), 2016, Almaty), "Structural Peculiarities of Social Mental Abilities of Future Teachers ", "Personality of the Person of the Future." (International Journal of Environmental and Science Education, Turkey, 2016) (Pedagogy and Psychology Scientifically-methodical journal, 1 (30) 2017, Almaty), "The possibilities of social intelligence development of future teachers" (Science and Life of Kazakhstan, international scientific journal, №6 (52) 2017 Astana), "The basic methods of social intelligence research" (Bulletin PSU, Pedagogical series № 4, 2017, Pavlodar), "System of social intelligence development of future teachers of the future" (Science and Life of Kazakhstan, International Scientific Magazine №1 ( 54), 2018 Astana).

**Published scientific works:** in the subject of dissertation the author published a total of 12 scientific works. 7 of them were published in scientific journals recommended by the Committee for Control of Education and Science of the Ministry of Education and Science of RK, 1 article was published in Scopus database, 4 articles were published in international conferences, scientific journals.

**Structure and content of the dissertation.** The dissertation consists of introduction, 2 chapters, conclusion, list of references and appendices. A total of 165 pages have been typed with a computer that is decorated with 25 graphs and 15 illustrations. Literature list consists of 155 titles.