

## **SUMMARY**

thesis for the degree of Doctor of Philosophy (PhD)  
specialty 6D010200- "Pedagogy and methods of initial education"  
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### **«Self-organization of student's educational activity on the basis of "time management" technology»**

**Relevance of the research.** In connection with the implementation of the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025, whose goals are "to provide the population with education aimed at the development of the individual with skills and spiritual and moral values demanded in society," "increasing the demand for the profession of teacher and modernizing pedagogical education," in universities special attention is paid to the training of competitive specialists, Addressing many aspects of the development of higher education, including the training of future educators.

One of the priority areas of vocational education is the training of competent pedagogical personnel required in the conditions of updating the content of education in the Republic of Kazakhstan. In the process of professional self-determination and training of teachers, the personal qualities of students are formed, developed and improved, which has a significant impact on the political, as a whole an economic and cultural development of the state. It is important to note that in accordance with the requirements of society, teachers should not only own their profession, be communicable, responsible, but also have creative abilities, be mobile, competitive specialists in the world labor market. In this regard, pedagogical education should be aimed at productive mastery of these competencies.

"A main objective of professional education is not the expert with strictly outlined volume of knowledge, abilities, skills, and the identity of the expert capable to continuously fill up and deepen the knowledge, to increase general-theoretical and professional level, able to mobilize herself for overcoming difficulties, capable to make decisions regardless of external influences".

Modern society puts forward new requirements for specialists who have not only professional knowledge, practical skills, but also master the skills of the 21st century: the ability to effectively organize, clearly plan and rationally manage their professional activities, using personal abilities (critical thinking, team skills and flexibly adapt to changing conditions, etc.). The educational process of a pedagogical university should be aimed at self-education, teaching all students creativity, combining general education with professional self-determination, and actively introducing various forms of education that contribute to the self-organization and self-realization of the personality of the future teacher.

"Self-organization of educational activities is the activity and at the same time the ability of the individual related to the ability to organize himself, which consists in purposefulness, activity, reasonable motivation, planning his activities, independence, speed of decision-making and responsibility for them, criticality of

assessing the results of his actions, sense of duty." One of the effective ways to develop the skills of self-organization of educational activities is the technology "time management, which represents rational methods of training, and allows you to use the indispensable time of life in accordance with personal, educational goals and values, based on the principles of individuality of decisions made, accessibility of execution, the need to monitor efficiency and effectiveness. Time management technology requires scientific justification, the development of a methodology and the introduction of a university into the educational process.

A theoretical review of scientific psychological and pedagogical literature showed that the concept of self-organization of educational activities is determined by various scientific approaches and is considered by scientists from various aspects of educational activities.

A theoretical review of scientific psychological and pedagogical literature showed that the concept of self-organization is considered by scientists from various aspects of educational activity.

Y.O. Ustinova, E.V. Kamaletdinova, L.V. Mosienko and others define self-organization as an ordered conscious activity of the person, promoting effective self-development, self-government.

B.J. Zimmerman, D. Anzola, O.N. Knyazkova, A.V. Smirnov, D.W. Johnson, O.L. Karpova, N.A. Afanasyev, K.A. Abulkhanova-Slavskaya, N.A. Vagapova, G.V.

S.L. Rubinstein, A.N. Leontiev, O.N. Azarova, P. Bird, P. Drucker, S. Covey, G.A. Arkhangelsky, A.D. Ishkov, Yu.A. Dmitriev, Zh. A. Karaev, S.M. Kenesbaev, K.A..

In scientific research J. Rubinstein, S.S. Amirova, O.S. Anisimova, N.A. Zaenutdinova, N.P. Kirina, K.B. Zharikbaeva, J.I. Namazbaeva, H.T. Sheryazdanova, M.A. Rea.

In the context of the study of the self-organization of educational activities, one can note the works of scientists I.A. Zimnaya, A.V. Khutorsky, E.Ya. Kogan, L.O. Filatova, P.I. Pidkasistoy, M.M. Levina, A.E. Abylkasymova, S.B. Abdygapparova, Zh.

V.P. Bepalko, G.K. Selevko, V.S. Kukushina, Yu.G. Fokin, H.M. Ather, Kh.M. Tahir, Kh.F. Atif, F. Imran etc.

Issues of self-education and self-realization of personality in activities were considered in the works of A.E. Dmitriev, V.N. Kosyreva, L.V. Faleeva and others.

V.A. Slastenin, N.D. Khmel, C.C. Drawbaugh, T.A. Kozlovskaya, E.A. Alexandrova, O.V. Komova consider general pedagogical principles in the self-organization of students' educational activities during professional training.

Certain aspects of the problem under study were reflected in the research of domestic educational scientists. Theoretical, methodological issues of training of pedagogical personnel, including vocational training of primary teachers, were studied by R.M. Koyanbaev, T.S. Sabyrov, K.A. Aimagambetova, S. Rakhmetova, G.I. Vaysova, T.A. Ospanov, A.A. Kdyrbaeva, B.A. Turggaeva

The analysis of studies on the topic under study in psychological and pedagogical science testifies to the insufficient development of studies, the subject

of which is the self-organization of the educational activity of future primary school teachers. Given the importance of this pedagogical problem, we believe that the scientific and theoretical substantiation and methodological support for the self-organization of the educational activity of future primary school teachers is necessary and relevant.

Thus, it is possible to note the existing contradiction between the objectively arisen need for the formation of students' skills of self-organization of educational activity and the insufficient development of the mechanisms of their formation based on the "time management" technology in the process of professional development.

The revealed contradiction identified the problem of research, which consists in the need to develop a structural and substantive model, the implementation of which would contribute to the successful formation of skills for self-organization of the educational activities of future primary teachers based on time management technology.

The relevance, insufficient scientific and practical development of the problem led to the choice of the **topic of research: «Self-organization of student's educational activity on the basis of "time management" technology».**

**The purpose of the research:** theoretical justification and methodological support for the self-organization of educational activities of future primary school teachers based on time management technology.

**Subject of the study:** the process of vocational training of primary school teachers.

**The subject of the research:** self-organization of the educational activities of the future teachers of primary school based on time management technology.

**Research hypothesis:** if a structural-content model of self-organization of educational activities is implemented in a holistic pedagogical process, including the consistent introduction of various tools of time management technology, the process will achieve efficiency, since students will be included in active activities that contribute to the formation and improvement of self-organization skills.

**Research Objectives:**

1. Clarify the essential characteristics and content of the concept of "self-organization of educational activities" of future primary teachers;
2. Substantiate the psychological and pedagogical capabilities of time management in the self-organization of educational activities;
3. Develop a structural and content model for the formation of skills for self-organization of educational activities based on time management technology;
4. Develop and experimentally test the methodology for the formation of skills for the self-organization of students' educational activities based on time management technology;

The leading idea of the study is that the theoretical foundations developed, a structural and substantive model for the formation of skills for self-organization of educational activities, mechanisms for its implementation, are a condition for rational self-organization of students' educational activities, contributing to

effective learning and successful professional formation. **The leading idea of the study is the in-depth study of the theoretical** foundations of the self-organization of students' educational activities based on time management technology, as well as the development of a structural and substantive model and its introduction into the pedagogical process of the university for effective training and successful professional development of future primary teachers.

**The theoretical and methodological basis of the study are:**

- theoretical provisions of synergistic, axiological, systemic, activity, personal, competent approaches (K.A. Abulkhanova-Slavskaya, S.S. Amirova, Y.O. Ustinova, G.V. Kogan and others);
- psychological and pedagogical theories of personality activity and development (L.S. Rubinstein, A.N. Leontyev, etc.);
- theories and models of self-organization of educational activities (A.D. Ishkov, E.V. Kamaletdinova, etc.);
- theory of a holistic pedagogical process (V.A. Slastenin, P.I. Pidkasisty, A.E. Dmitriev, N.D. Khmel, etc.);
- theory of professional training of specialists (I.A. Zimnaya, A.V. Khutorskaya, R.M. Koyanbaev, N.N. Khan, etc.);
- time management studies (P. Drucker, S. Covey, G. A. Arkhangelsky, etc.).

**Research methods:**

- theoretical methods (study and analysis of philosophical, psychological, pedagogical, teaching and methodological literature, scientific-methodical, educational-methodical literature, dissertations, monographs, periodicals, normative and legal documents on the problem of research; analysis, synthesis, comparison, generalization, modelling);
- empirical methods (targeted observation, questionnaire, survey, expert assessment, diagnostic studies stating, forming, control types of experiment).
- methods of mathematical and statistical processing of experimental study results.

**The basis of the study** was experimental - experimental work was carried out on the basis of Kazakh National Women's Teacher Training University - an experimental group, at the ascertaining and control stages students of Kazakh National Pedagogical University named after Abay and Moscow Pedagogical State University - a control group took part.

**Organization and stages of the research.** The study was conducted in stages from 2017 to 2020.

**At the first stage** (2017-2018) - (analytical and methodological) author analyzed philosophical, psychological and pedagogical literature on the problem of research, revealed the degree of its development; development of methodological apparatus of research. A structural-content model of the formation of skills for self-organization of the educational activities of future primary teachers was designed, methodological foundations and research methods were determined.

**At the second stage** (2018-2019) - (experimental) developed a program of ascertaining and formative experiment, carried out approbation of the structural-

content model of the formation of skills of self-organization of educational activities of primary school students.

**At the third stage** (2019-2020) - (control and generalization), the analysis and synthesis of the results of research work, the processing of experiment data, the writing of the dissertation study, the development of practical recommendations related to the perspective of the study of the problem of self-organization of educational activities of future primary school teachers were carried out.

**Provisions for Defense:**

1. The self-organization of students' academic activities is the ability to rationally organize educational work and their vital activities, based on the ability to set goals, strive to achieve them, strong-willed efforts, creativity, planning their own activities, self-reflection and self-correction, aimed at the effective development of professional knowledge and self-realization.

2. The time management of the future teacher is a deliberate, systematic application of special techniques when organizing personal and educational activities in everyday practice to increase the effectiveness of self-organization. Time management has the following features of technology: methodological and practical development of implementation into the training process; an algorithm for self-organization of training activities; uniqueness of individual student style, which takes place in self-organization of educational activity, reproducibility and possibility of application in conditions of professional training, predetermining result - readiness to distribute one's time in rational ways.

3. The structural-content model for the formation of skills for the self-organization of educational activities of students is developed on the basis of synergistic, axiological, systemic, activity, personal and competent approaches, which includes the following components: goal, functions, principles, criteria, indicators, levels, means, methods, forms of organization and results. Each of the components of the model has a specific content and methodological features, and also solves a certain part of the general pedagogical problem - the development and improvement of rational organizational abilities of students (rational distribution of personal and educational time).

4. Ensuring effective mastery of the skills of self-organization of educational activities based on time-management technology is carried out during the development of the elective discipline "Fundamentals of time-management," which allows you to structure the life activities of students in accordance with personal and educational values, develop a value attitude to the self-organization of educational activities, choose and implement the individual trajectory of your own professional education and development, determine and actively use the most suitable means of time (online organizers, task planners, graphic planning systems, self-management diary, etc.), contributing to the successful self-realization of students.

**The scientific novelty and theoretical significance** of the study is determined by the following aspects:

- the essence and content of the concept of "self-organization of educational activities" of future primary teachers are clarified;

-based psychological and pedagogical capabilities of "time management" technology in self-organization of educational activities;

-developed structural-content model of self-organization of educational activities of future primary teachers based on "time management" technology;

**The practical significance of the research;** consists in methodical support for the formation of skills for the self-organization of the educational activities of future primary teachers based on time management technology: the elective discipline "Fundamentals of time management" has been developed and tested, textbooks "Diagnostics of the quality of educational achievements of students in pedagogical specialties," "Fundamentals of time management" have been issued, methodological recommendations are formulated to improve the training of future primary teachers.

**The reliability and validity of the results** are provided by initial methodological provisions, analysis of diverse scientific approaches to the problem being studied, a set of complementary theoretical and empirical methods, the sequence of stages of experimental work, the representativeness of its data, and the effectiveness of the results of implementation into pedagogical practice.

**Testing and implementation of study results.** The main provisions, theoretical and practical results of the study were discussed at international conferences: Education and Megapolis: Partnership for Sustainable Success, "XXII International Scientific and Practical Conference" Russian Science in the Modern World, "etc.

**Publications.** On the topic of dissertation research, 17 scientific papers were published, of which: 2 teaching aids, 1 article in the journal included in the Scopus MBC, 5 articles in scientific publications recommended by the Committee on Quality Assurance in the Field of Education and Science of the Republic of Kazakhstan; 9 articles in the materials of international scientific and practical conferences, including far and near abroad.

**Thesis structure:** Thesis includes introduction, two sections, conclusion, list of used sources and annexes.