

ABSTRACT

dissertation by Yessingalieyva Tlekshi Makhsotovna for the degree of Doctor of Philosophy (PhD) in the specialty 6D010300 –Pedagogy and psychology on the topic: "**Formation of the professional competence of future teachers and psychologists in the conditions of multilingual education**"

The relevance of research. The strategic task of Kazakhstan is to become one of the thirty developed countries of the world and to become part of the world educational space that dictates new priorities. One of the most important is the training of competitive specialists who meet the requirements of the modern educational market, possessing professional knowledge, skills and abilities, developed personal qualities.

This requirement was voiced in the address of the president of the country K.K.Tokayev, which emphasizes that the main priority in the training of future specialists in educational institutions is based on quality and the formation of competencies in demand in the labor market.

The phenomenon of multilingualism manifests itself most prominently along with many obvious indicators of the modern market. There is no doubt that future specialists of a developed society should be professionally competent, fluent in languages and communicative qualities.

This study is updated by the demands of the educational market for the profession of a teacher-psychologist of a new formation, where a number of contradictions are observed: between the social order for the training of future educational psychologists and the modern realities of the university, between the objective need for the formation of modern professional competencies in future educational psychologists, due to the conditions of a multilingual society and their insufficient implementation in educational programs; lack of scientifically and methodologically grounded ways to ensure the implementation of this activity.

The relevance of the problem and the search for a solution to these contradictions served as the basis for choosing the research topic "Formation of professional competence of future teachers and psychologists in the conditions of multilingual education."

The purpose of the study: The substantiation of the formation of professional competence of future teachers and psychologists theoretically and methodologically in the conditions of multilingual education, the development of a structural-meaningful model, methodology and testing its effectiveness in experimental work.

The object of research: a holistic pedagogical process in a higher educational institution.

The subject of research: the formation of professional competencies of future pedagogical psychologists in the multilingual environment.

Research hypothesis: if the process of forming the professional competence

of future teachers and psychologists substantiates theoretically and methodologically and develop a model containing motivational, cognitive and activity components, determine their indicators, methods and means, professional skills and abilities of the student as a result of active activity, then the effectiveness of the development of professional competencies as an integrated personal quality will increase, as the educational program will be structured and implemented in accordance with new requirements and multilingual education.

The objectives of the research are defined in accordance with the goal and hypothesis:

1. To clarify the essence of the concepts "multilingualism", "multilingual education", "competence", "competence", "professional competence";

2. To determine the methodological positions of the formation of the professional competence of future teachers and psychologists in the conditions of multilingual education;

3. To clarify their relationship, continuity and characterize the modern professional competence of a future teacher and psychologist on the basis of the analysis of the updated content of education at school and educational programs at the university;

4. To develop a structural and meaningful model of the formation of professional competencies of future teachers and psychologists in the conditions of multilingual education and to prove its effectiveness in practice;

5. To develop the methodology and content of the program "fundamentals of the formation of professional competence of future teachers and psychologists in the conditions of multilingual education" and check its effectiveness experimentally.

The leading idea of the research is the formation of the professional competence of future pedagogical psychologists in the conditions of multilingual education, which will raise not only the readiness for professional activity to a new qualitative level, but also acquire the necessary competencies in accordance with the modern requirements of multilingual education.

Theoretical and methodological foundations of the study:

Philosophical principles, concepts of the unity of universal and national values, research results of educational scientists, psychologists, philosophers, sociologists and culturologists, revealing the development of historical and social patterns in the formation of professional competencies of future educational psychologists in the conditions of multilingual education.

Sources of research: official documents: Law of the Republic of Kazakhstan "On education", Law "On the status of a teacher", state standards of General and higher education, normative documents of the Ministry of education and science of Kazakhstan, State program of education development of Kazakhstan for the years 2020-2025, academic publications, scientific works of philosophers, psychologists, teachers and sociologists on the research problem.

Main stages of the study: The research work on the formation of professional competence of future teachers and psychologists in the conditions of

multilingual education was carried out in three stages in accordance with the set goal and objectives.

The first stage (2016-2017) based on a thorough study of the sources defined the research problem, defined goals and objectives, organized a scientific apparatus. The analysis of domestic and foreign scholars fleshed out theoretical and methodological foundations of the problem, set and published in periodicals the initial results of the study. Experimental sites were identified, a plan and program of experimental work were prepared.

The second stage (2017-2018) - systematization and study of theoretical material was continued. The first levels of knowledge of future teachers and psychologists were tested with the help of tests during the ascertaining experiment, questionnaires, and conversations. The results are summarized and a formative experiment is conducted. The program was tested on the topic "Fundamentals of formation of professional competence of future teachers-psychologists in the conditions of multilingual education".

The third stage (2019-2020) - the experiment on the formation of professional competencies of future teachers and psychologists was continued according to the program, the results obtained and were processed statistically, systematized and recommendations were developed. The dissertation is designed in accordance with the requirements.

Research methods: theoretical (theoretical methodological analysis of philosophical, sociological, psychological, pedagogical scientific literature on the problem of research, comparison, generalization of best practices, design, modeling; empirical (survey, test, pedagogical control, conversation, experiment), statistical: statistical processing of the results obtained for the study, mathematical calculation of the results).

Research base: Abai Kazakh National Pedagogical University, Sh.Esenov Caspian State University of Technology and Engineering.

Theoretical significance and scientific novelty of the study:

1. The essence of the concepts "multilingualism", "multilingual education", "competence", "competence", "professional competence" is clarified.

2. Methodological approaches to the formation of modern professional competencies of future pedagogical psychologists in the conditions of multilingual education are defined.

3. The interdependence and continuity are justified on the basis of a comprehensive analysis of the updated content of education at school and educational programs at the university, the modern professional competencies of teachers and psychologists are clarified on the basis of Dublin descriptors and learning outcomes.

4. The effectiveness of the structural and content model of the formation of professional competencies of future teachers and psychologists in the conditions of multilingual education has been developed and experimentally proved.

5. Developed (three-level: language, cognitive, psychological) program called "Fundamentals of the formation of professional competence of future teachers and psychologists in the context of multilingual education" and tested using the integrative technology CLIL in experimental work.

The practical significance of the research: the model of formation of professional competence of future teachers and psychologists tested in the practice of the higher education system, theoretical positions and the conclusions reached in the study made it possible to develop practical material for updating the content of education. The program "Fundamentals of the formation of professional competence of future teachers and psychologists in the context of multilingual education", the structure of activities and the program "English Club", psychological trainings are effective in the system: university-college-school.

Provisions for protection:

- methodological approaches to the formation of professional competence of future teachers and psychologists in the context of multilingual education;

- the relationship and continuity of the updated content of education in school and educational programs "Pedagogy and psychology"; professional competencies of future teachers-psychologists based on Dublin descriptors and their effectiveness in the context of multilingual education;

- the structural and content model of the formation of professional competencies of future teachers-psychologists is built taking into account the modern requirements of the educational market, the implementation of psychological activities and the training of teachers-psychologists of a new formation;

- the three-level (language, cognitive, psychological) program "Fundamentals of the formation of professional competence of future teacher-psychologists in the context of multilingual education", the integrative technology CLIL are aimed at effective and effective training of future teacher-psychologists.

The evidence and validity of the study are provided: compliance with the goals and objectives of the study scientific apparatus, planned and systematic implementation of research methods, experimental work and application of the recommendations in practice of comprehensive schools, secondary and higher education institutions, as well as a summary of the main issues and results of research in international journals, scientific conferences and seminars.

Approval of the results of the study: the basic principles of research published in scientific reports in journals recommended by Committee for control in education sphere and science MES RK, international journals included in Scopus database and the materials of the international scientific-theoretical and practical conferences.

Volume and structure of the dissertation. The dissertation consists of an introduction, three chapters, a conclusion and a list of references. The "Appendix" section contains practical materials.

The introduction describes the relevance, parts of the scientific apparatus: the purpose, object, subject, tasks, hypothesis, methodological foundations and stages of research, scientific novelty, practical significance of the work, the basis

of the research, the provisions submitted for defense.

The first Chapter "Methodological bases of formation of professional competence of future teachers and psychologists in the conditions of multilingual education" is characterized by the strategy of development of Kazakhstan in the field of multilingual education and of the principle of "trilingualism", define methodological approaches on formation of professional competence of future teacher-psychologists in conditions of multilingual education, the relevance and content key definitions based on the analysis of scientific research.

The second chapter "Formation of professional competence of future teachers-psychologists in the conditions of socio-economic transformations and the updated content of education", based on the analysis of higher school standards and learning outcomes based on the Dublin descriptors, the boundaries of mutual influence and continuity with the updated content of education are determined, the possibilities and prospects of modern educational programs of the university are determined, the content model of the formation of professional competence of future teachers-psychologists is structured.

The third Chapter, "Experimental work on formation of professional competence of future teachers and psychologists in the conditions of multilingual education" reveals the advantages of integrative technology CLIL as effective in terms of the formation of the competencies developed the contents and methodology of the program "bases of formation of professional competence of future teacher-psychologists in conditions of polylingual education", tested its effectiveness and the results of experimental work on the study.

In conclusion, the conclusions are formulated based on the results of the work carried out, and the scientific recommendations are given.

The appendix contains diagnostic materials used in the study, educational programs, questionnaires, training content and tests.