

## ANNOTATION

of dissertation work by Kenesbekova Saltanat Amangeldikyzy «Preparation of future primary school teachers for self-education», submitted for the degree of Doctor of Philosophy (PhD) in the specialty 6D010200 - Pedagogy and methodology of primary education.

**General description of the work.** Dissertation research is intended to prepare future primary school teachers for self-education.

**Relevance of the study.** In the conditions of a market economy, the labor market demands on workers are becoming increasingly complex. Confidence in the future, creative potential, the ability to solve economic and pedagogical problems, a responsible attitude to professional activity depend on the acquired knowledge and abilities of the individual.

The Law of the Republic of Kazakhstan «On Education» provides: education of an individual with an active civic position, the formation of the need to participate in the socio-political, economic and cultural life of the republic, a conscious attitude of the individual to his rights and responsibilities; expansion of voluntariness, independence of educational organizations, democratization of education management; lifelong development of a training system that ensures the relationship between general education, on-the-job training and the needs of the labor market and helps everyone to make the most of their educational and qualification personal potential in society (Article 11), are designated as the main tasks of the education system. From this point of view, the main goal of higher education is the preparation of a conscious person worthy of modern society, loving his profession, able to answer any of its questions.

President Kassym-Jomart Tokayev noted at a meeting of the Supreme Council for Reforms: «Our main goal is to increase the level of competitiveness and join the ranks of developed countries of the world». Also, in the Address to the People of Kazakhstan «Kazakhstan in the New Conditions: Period of Action» the President said: «We must direct the entire system of professional education to the formation of qualified specialists in demand in the labor market». Let us analyze our point of view within the framework of the research topic, guided by the concept of «competitiveness», «qualified specialists», which the head of state keeps in the spotlight. Having mastered the full course of secondary education and coming to the university to receive professional education, a person acquires the status of a future teacher. Through new knowledge acquired at the university, he develops his worldview, forms his own point of view and position. The university gives the student the opportunity to receive feedback in the desired format within the framework of the curriculum, which contributes to self-education. Education is mastered not only within the walls of an educational organization. No matter what field he works in, the teacher will have to study all his life. In his Address to the People of Kazakhstan, «A Fair Kazakhstan: Law and Order, Economic Growth, and Social Optimism» President of Kazakhstan Kassym-Jomart Tokayev noted that «teachers are the intellectual power of the nation. They open the way to the prosperity of our country by raising an educated generation. Despite the excellent

curriculum, modern schools, and advanced management system, it is obvious that all this is useless if the teacher is not qualified».

Currently, professional education obtained at a university is the first step in the system of continuous education. Modernization of the education system requires from a school teacher determination, strength, energy, overcoming stereotypes, professional competence, high intelligence, creativity, improvement of personal and professional qualities, the ability to quickly adapt to a dynamically developing society, the ability to think critically, competently perceive and transmit information of various kinds to other people. The basis for this is in the Law of the Republic of Kazakhstan «On the Status of a Teacher»: «... a teacher is obliged to continuously improve his professional skills, research, intellectual and creative level».

The content of education of the state compulsory standard of higher education reminds: "Students develop skills of self-development and improvement of knowledge throughout their lives", that this requirement is a task that must be completed in the pedagogical process of the university.

To successfully complete these tasks, you will have to study independently. In the traditional education system, a future teacher was trained in the position of "Education throughout life", and the education system in the modern format arms them with only basic knowledge. In other words, in the traditional system, future teachers receive professional knowledge and information about the specifics of their future profession. The new format system provides for the development of creative thinking skills, the formation of professional competencies, and the ability to make independent decisions based on acquired professional knowledge.

The state compulsory standard of primary education provides the following definition: «Educational activity is a process in which the tasks of teaching, developing and educating an individual are solved in the course of targeted, pedagogically sound, consistent interaction of educational entities, taking into account the special educational needs and individual capabilities of students». Along with teaching, developing and educating primary school students, their personal development is one of the most important tasks of pedagogical activity. But it is known that only a teacher who is constantly searching will fully develop a student. As a rule, a young teacher who has completed a bachelor's degree and is just starting his or her professional activity is still not able to implement the complex tasks facing the school. It is known that a young teacher who has mastered the theoretical part of basic professional education at a university and mastered the first elementary skills of professional mastery will not immediately be able to competently continue independent learning. In this regard, the paths of self-education at a university should be defined, its pedagogical conditions should be specified.

In pedagogical practice, there is a large amount and high speed of dissemination of scientific and pedagogical information that a future teacher should master. In turn, a future teacher should be able to analyze the flow of scientific information, systematize knowledge and scientific information necessary for future professional activity. Self-education is a path that will allow a future

teacher to master professional knowledge, develop cognitive activity and acquire the first pedagogical experience.

In order to focus on the state of knowledge in pedagogical science, theory and practice of the problem of training primary school teachers for self-education, we have reviewed the works of domestic and foreign scientists.

Scientists who considered the problem of *training future teachers for professional activity*: S.I. Arkhangelskyi, N.V. Kuzmina, V.A. Slastenin, N.D. Khmel, O.A. Abdullina, N.F. Talyzina, B.V. Sergeeva G.Zh. Mikerova, N. Yu. Fominykh et al. In the works of these scientists, the issues of formation and development of professional entrepreneurship of future teachers were raised.

Scientists who considered the methodological, technological, didactic and methodical aspects of *training future primary school teachers for professional activity* in Kazakhstan: Sh.Kh. Kurmanalina, R.K. Bekmagambetova, K.T. Ibyraimjanov, S.N. Zhienbaeva, S.K. Abildina, K.M. Nagymzhanova, A.O. Mukhametzhanova, K.N. Bulatbaeva, B.T. Barsai, G.T. Abdullina and etc.

Scientists who considered the scientific and pedagogical aspect of preparation for self-education: N.D. Khmel, N.D. Ivanova, I.L. Naumchenko, M.L. Knyazeva, N.B. Krylova, V.I. Andreev, P.I. Pidkasty, M.V. Bashkirov, V.P. Bepalko, A.K. Gromtseva, G.E. Zborovsky, G.E. Kovalev, G.P. Orlov, V.A. Korvyakov, L.M. Bronnikova, M.A. Danilov, Yu.K. Babansky, L.Ya. Zorina, M.N. Skatkin, A.V. Usova, V.B. Bondarevsky, S.G. Vershlovsky, O.L. Karpova and others.

The socio-psychological aspect of preparation for self-education was considered by such scientists as I.O. Ganchenko, I.N. Shakhova, E.Yu. Kashnikova, G.N. Serikov, G.A. Tsukerman, I.S. Cohn, W. James, M.Y. Blag-Shebek, A.N. Krylov, A. Meneghetti, V.N. Koziev, A.M. Matyushkin, V.L. Nechaeva, G.K. Chernyavskaya, E.A. Shchuklina, D.G. Perednya and others.

The methodological aspect of preparation for self-education was studied by I.A. Redkovets, G.M. Kodzhaspirova, N.B. Zhamankulova, E.A. Miroshnichenko, A.V. Barannikov, S.V. Akmanova, A.V. Dmitriev, N.L. Filippov, D.P. Muchkin, T.N. Truntseva, V.V. Kazantseva, V.A. Svetlova, M.A. Nagoeva, M.B. Belikaeva, N.N. Tulkibaeva, I.F. Medvedev, S.V. Yudakova, N.Yu. Kifik, V.A. Svetlova, V.B. Sharonova, A.A. Semenov, G.V. Markovets, I.A. Lukonina, E.A. Glukhova, E.A. Ganin, A.R. Boranbaeva, D.B. Yeshenkulova, A.S. Koshygulova and others.

The organizational aspect of preparation for self-education is considered in the works of such researchers as: I.B. Sokolova, T.V. Borisova, L.A. Ulyanova, Yu.A. Dubrovskaya, E.D. Beznisko, D.M. Zharylgapova, A.G. Kulichenko, N.M. Minyaeva, T.B. Tarabrina, E.Yu. Kashnikova, Yu.A. Dubrovskaya, M.V. Slipchenko, G.A. Lapshina, I.M. Kuznetsova and others.

Based on the works of domestic and foreign scientists, it can be said that the problem of training future teachers for self-education has been studied in pedagogical science and practice. However, during the analysis of theoretical literature concerning the training of future primary school teachers for self-education and the real experience of training primary school teachers, the following contradictions were discovered:

– between the need to train future primary school teachers for self-education in accordance with the requirements of society and the insufficient development of the model of training future primary school teachers for self-education in theoretical and methodological terms;

– the high professional requirements of society for a graduate who has received the qualification of a primary school teacher at a university and the lack of systematic training of future teachers for self-education at a university;

– a large amount of hours allocated for self-education of students and the lack of justification for effective pedagogical conditions in the preparation of future teachers for self-education at a university.

The definition of scientifically sound and effective ways to resolve this contradiction outlined the **problem** of the study.

The relevance and lack of development of the problem determined the choice of the research **topic «Preparation of future primary school teachers for self-education».**

**Object of research:** pedagogical process of higher educational institutions.

**Subject of the research:** preparation of future primary school teachers for self-education.

**The aim of the study:** to theoretically substantiate and experimentally test a model for preparing future primary school teachers for self-education, taking into account the identified pedagogical conditions.

**Research hypothesis:** if we theoretically substantiate, develop and implement a model for training future primary school teachers for self-education taking into account the identified pedagogical conditions, then this will generally affect the success of training future primary school teachers for professional activity, since students will acquire systemic knowledge, skills and abilities necessary for the development of self-education.

**Research objectives:**

1. To theoretically substantiate the preparation of future primary school teachers for self-education.

2. To identify the pedagogical conditions for the preparation of future primary school teachers for self-education.

3. To develop a model for the preparation of future primary school teachers for self-education.

4. To test the pedagogical conditions and model for the preparation of future primary school teachers for self-education.

**The main idea of the study** is that the process of self-education of future primary school teachers should be carried out taking into account theoretical and methodological foundations, in particular, the proposed pedagogical conditions and the developed model.

**Theoretical and methodological foundations of the research:** concepts of humanistic education and the formation of the teacher's personality (Ya. A. Komensky, D. Diderot, F. A. Distverge, I. G. Pestalozzi, K. D. Ushinsky, V.A. Slastenin, etc.); works on the dialectical unity of professional and psychological-pedagogical training (B.G. Ananyev, E.P. Belozertsev,

E.N. Bogdanov, N.V. Kuzmina, S.L. Rubinstein, etc.); the theory of personalization and self-education (A.K. Gromtseva, A.A. Kirsanov, G.N. Serikov, K.M. Levitan, B.F. Raisky, etc.).

**Research sources:** fundamental philosophical, social, psychological, pedagogical, cultural theories and concepts; educational and methodological literature on the research problem; legislative and regulatory documents of the Republic of Kazakhstan.

**Research methods:** analysis of philosophical, social, psychological, pedagogical, cultural literature on the research problem, observation of students' educational activities; questionnaires, testing, interviews with future teachers, university teaching staff, school teachers; pedagogical experiment; examination of state compulsory educational standards, standard curricula and programs, curricula and programs; modeling, study and generalization of pedagogical experience, statistical and mathematical processing of the obtained results.

**Research base.** Experimental work was conducted with students of the educational program 6B01301 – «Pedagogy and Methodology of Primary Education» of the Karaganda University named after Academician E.A. Buketov and the educational program 6B01301 – «Pedagogy and Methodology of Primary Education» of the Bolashak Academy.

**Main stages of the research.** The dissertation research was conducted in three stages.

*At the first stage* (2018-2020), the material on the problem under study was summarized; the scientific apparatus of the research was defined. For the purposes of the study, pedagogical conditions for preparing future primary school teachers for self-education were identified, a model for preparing future primary school teachers for self-education was developed, and educational and methodological materials were developed to ensure the pedagogical process of the university.

*At the second stage* (2020–2022) the content and methodology of the experimental work were determined, an ascertaining and formative experiment was conducted, during the latter, the developed model for preparing future primary school teachers for self-education was tested, taking into account the identified pedagogical conditions.

*At the third stage* (2022–2024) a control experiment was conducted in order to test the effectiveness of the implementation of the model for preparing future primary school teachers for self-education, taking into account the proposed pedagogical conditions; processing of the results, which were compared with the research hypothesis; formulation of conclusions, development of recommendations, preparation of the dissertation.

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

1. Theoretical substantiation of the preparation of future primary school teachers for self-education. The content of the concepts of «self-education» and «preparation of future primary school teachers for self-education» is clarified.

2. Pedagogical conditions for the preparation of future primary school teachers for self-education are identified.

3. A model for the preparation of future primary school teachers for self-education is developed.

4. Pedagogical conditions and a model for the preparation of future primary school teachers for self-education are tested.

**Practical significance of the research:**

– an elective course «Fundamentals of Self-Education» was developed and implemented for students of the educational program «Pedagogy and Methodology of Primary Education» for students of the Karaganda University named after Academician E.A. Buketov and the Bolashak Academy;

– an electronic teaching aid «Fundamentals of Self-Education» was prepared and implemented for students of the educational program «Pedagogy and Methodology of Primary Education» (certificate of entry of information into the State Register of Rights to Objects Protected by Copyright, No. 15308 dated 02/18/2021);

– a teaching aid «Fundamentals of Self-Education» was prepared and implemented for students of the educational program «Pedagogy and Methodology of Primary Education» (Karaganda: publ.: "Acad. E.A. Buketov at. Karaganda University" KEAK, 2021. - 148 p.).

– The results of the study can be used in the system of higher education, technical and vocational education for the training of primary school teachers, in schools, in the system of advanced training of teaching staff.

**The main provisions submitted for defense:**

1. The theoretical basis for preparing future primary school teachers for self-education is that the development of self-awareness, self-knowledge and self-confidence of young people in modern society is a relevant and priority task of the state. The youth of Kazakhstan should be able to use their intellectual, innovative and creative potential. From this point of view, the pedagogical process of a higher educational institution can become a platform for the optimal solution of this problem.

The theoretical basis for preparing future primary school teachers for self-education made it possible to clarify the content of the concepts of «Self-education», «Preparation of future primary school teachers for self-education».

By «self-education» we mean cognitive activity consisting of a conscious recognition by an individual of his motives and personal interest, the desire to know himself on the basis of the «I» concept, self-education through the formation of an educational model; self-control, including self-reporting and evaluation of one's actions. By the concept of «Preparation of future primary school teachers for self-education» we mean the process of activating the independent cognitive activity of future primary school teachers without the influence of external forces, without the criterion for assessing the increase in professional interest of future teachers in the process of an integrated pedagogical process.

2. The pedagogical conditions for preparing future primary school teachers for self-education are: substantive systematization of the process of preparing future primary school teachers for self-education; growing sustainable interest of students in their future profession; activation of the professional activity of the teaching

staff, guiding future teachers towards self-education; organization of the process of preparing future primary school teachers for self-education; understanding by future primary school teachers of the importance of self-education.

3. A model for preparing future primary school teachers for self-education, consisting of interconnected blocks: a conceptual and target block (goal, approaches, principles), a content and organizational block (components, pedagogical conditions, means), an evaluation and result block (levels, result).

4. Results of experimental work confirming the effectiveness of the implementation of pedagogical conditions and a model for preparing future primary school teachers for self-education.

**Testing and implementation of the research results:** the main results of the dissertation research were presented:

– in the materials of the republican scientific and practical conference: «Pedagogical theory and practice: history, modernity, prospects» (Karaganda, 2020); «Actual problems of historical science» (Karaganda, 2020);

– in the materials of the international scientific and practical conference of the neighboring countries: «Theoretical and pragmatic aspects of the formation of a person in the educational space» (Russia - Moscow, 2020); «Educational technologies: history, modernity, future» (Russia - Krasnodar, 2024);

– in the materials of international scientific and practical conferences of the far abroad: «Perspektywiczne opracowania są nauką i technikami» (Poland - Przemysl, 2019);

– in the materials of international scientific and practical conferences on Kazakhstan: «II Kalyuzhnov Readings: Innovative Directions for the Development of Social and Humanitarian Sciences» (Aktobe, 2019); «Modernization of the Education System: Trends, Problems and Prospects» (Almaty, 2019); «Modern Educational Environment: Innovations, Experience, Prospects» (Karaganda, 2020);

– in scientific journals recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan: «Science and Life of Kazakhstan» (Astana, 2019); Bulletin of Karaganda University, series «Pedagogy», 2018, 2024; Bulletin of KazNPU named after Abai, series «Pedagogical Sciences», 2019;

– in journals included in the Scopus information database: Opcion, 2019; Journal of Education and e-Learning Research, 2024; Scientific Herald of Uzhhorod University, 2024;

– in other journals of Kazakhstan and foreign countries: Zamanai bilim = Modern education = Modern education (Karaganda, 2018); Actual problems of our time (Karaganda, 2018); Talent Development and Excellence (Saudi Arabia, 2020);

– at methodological seminars and meetings of the Department of Pedagogy and Methodology of Primary Education of the Karaganda University named after Academician E.A. Buketov.

**The reliability and validity of the results** are ensured by the initial theoretical positions of the researcher, sufficient duration and systematic nature of the work, the logic of the scientific apparatus of the research, the implementation of a set of methods of scientific and pedagogical research, qualitative and quantitative

analysis of experimental data, the introduction of the main provisions of the research into pedagogical practice, the correspondence of the content of the experimental work to the scientific apparatus of the research.

**The structure of the dissertation.** The dissertation consists of an introduction, two chapters, a conclusion, a list of references, appendices.

**The introduction** substantiates the relevance and choice of the research topic; defines the object and subject of the research; formulates the goal, hypothesis, objectives, and leading idea of the research; presents the theoretical and methodological basis of the research, research methods, research base, research stages, scientific novelty and theoretical significance of the research, practical significance of the research, discloses the main provisions submitted for defense, contains information on the testing and implementation of the research results.

**The first chapter**, «Theoretical Foundations of Preparing Future Primary School Teachers for Self-Education» analyzes the essence of self-education of future teachers in higher education institutions, and clarifies the content of the concepts of «self-education» and «preparing future primary school teachers for self-education». The pedagogical conditions necessary for preparing future primary school teachers for self-education are identified and disclosed: meaningful systematization of the process of preparing future primary school teachers for self-education; growing sustainable interest of students in their future profession; activation of professional activity of the teaching staff, directing future teachers to self-education; organization of the process of preparing future primary school teachers for self-education; understanding by future primary school teachers of the importance of self-education.

This section presents a model of preparing future primary school teachers for self-education, consisting of such blocks as a conceptual and target block (goal, approaches, principles), a content and organizational block (components, pedagogical conditions, means), and an evaluation and result block (levels, result).

**The second chapter** «Experimental Work on Preparing Future Primary School Teachers for Self-Education», presents the organization and methods of research that determine the initial level of preparation of future primary school teachers for self-education (ascertaining experiment); describes the formative experiment; provides an analysis of the implementation of the model for preparing future primary school teachers for self-education, taking into account the proposed pedagogical conditions (control experiment); provides a mathematical analysis of the research results, proving the validity of the hypothesis.

**The conclusion** presents the main results and findings of the dissertation research, offers recommendations for the further use of the proposed pedagogical conditions and the model for preparing future primary school teachers for self-education.

**The appendix** offers research materials that reveal the stages of the experimental work.