

ABSTRACT

of the dissertation by Gulmira Manashova

«Practice-oriented learning of future pedagogues-psychologists in the conditions of education modernization» submitted for the degree of Doctor of Philosophy (PhD) in the specialty 6D010300 – «Pedagogy and Psychology»

Relevance of the Research. At the current stage of social development, one of the key objectives is the strategic investment of diverse resources in education, as it ensures the formation of human capital and serves as a foundation for sustainable socio-economic development.

Ongoing educational reforms in the Republic of Kazakhstan aim to enhance educational policy, reconsider the foundations of educational theory and practice, and integrate innovative approaches and digital technologies. These reforms reflect the broader process of educational modernization, which also fosters the development of a new pedagogical culture and mindset, thereby creating opportunities for high-quality teacher preparation.

In the context of growing global competition in knowledge, technology, and resources, there is an increasing societal demand for higher-quality professional training. Educational institutions are therefore expected to broaden the scope of their services and adopt more flexible learning formats. Naturally, the priority of professional education remains the qualitative preparation of pedagogical personnel. Accordingly, universities must implement innovative and effective teaching technologies, strengthen the practical components of training, create optimal organizational and pedagogical conditions, and ensure that graduates acquire relevant knowledge and modern tools essential for successful professional practice.

This underscores the importance of identifying effective mechanisms and tools for training future teacher-psychologists – focusing not only on the acquisition of theoretical knowledge but also on the development of practical skills, competencies, and personal qualities required for professional practice within the framework of ongoing educational modernization. Consequently, there is a need to revise teacher training programs to ensure that the educational system is staffed with practice-oriented pedagogical professionals, guided by a competency-based approach in the design and implementation of curricula.

Practice-oriented training has become an essential element of education in light of rapid technological advancement and the constant evolution of labor market demands. Under these conditions, learners must demonstrate flexibility, independent decision-making, and the ability to adapt swiftly to real professional situations. This approach facilitates deeper professional socialization and the development of a stable professional identity.

Considering current educational trends, including emerging formats such as practice-oriented learning, the issue of training highly qualified teacher-psychologists – specialists who meet employer expectations, possess a broad range of competencies, and are capable of adapting to systemic changes – becomes particularly pressing. Contemporary research identifies the 21st century as an era

grounded in humanistic values that prioritize individual development. Consequently, there is an increasing demand for «human-oriented» professionals capable of understanding and supporting individuals across various spheres of life.

Therefore, the quality preparation of future teacher-psychologists represents a crucial challenge. The current socio-economic context heightens the demand for graduates who possess both solid theoretical foundations and practical competencies, thereby necessitating the modernization of university training programs.

Degree of Scientific Development of the Research Problem. The issue of educational modernization has been explored by Kazakhstani scholars such as B.A. Abdykarimov, K.K. Zhampeisova, Zh.A. Karaev, Sh.Zh. Kolumbaeva, N.N. Khan, S.D. Shaimukhanova, and others, as well as by foreign researchers including V.A. Bolotov, V.A. Guruzhapov, A.G. Kasprzhak, O.V. Koryagina, S.V. Krivykh, O.A. Lukashov, A.A. Margolis, S.M. Redlich, G.N. Tolkacheva, I.D. Frumin, F.D. Salajan, and A. Garrett.

Theoretical and methodological foundations of professional and pedagogical education were developed by S.T. Kargin, K.M. Kertaeva, G.K. Nurgalieva, N.E. Pfeifer, Sh.T. Taubaeva, N.D. Khmel, L.A. Shkutina, V.M. Plotnikov, and V.V. Egorov.

Issues related to lifelong education and professional development are discussed in the works of E.I. Burdina, A.M. Zatyneiko, A.E. Espolova, S.Zh. Kokanbaev, B.A. Sailybaev, A.O. Spatay, and others, as well as by foreign scholars such as V.I. Baidenko, B.S. Gershunskiy, I.S. Isaev, A.I. Subetto, and R. Snager.

The theoretical and methodological foundations of practice-oriented education in Kazakhstan have been explored by G.O. Abdullaeva, Zh.E. Abdykhalykova, Zh.M. Sagitova, Zh.Zh. Ordabaeva, A.N. Omarov, O. Kozhabergen, G.R. Kurmasheva, and G.K. Tashkeeva.

Similar research has been carried out by scholars from neighboring countries, including L.M. Vorobyova, V.A. Guruzhapov, A.A. Kostyunina, S.G. Kopyeva, G.N. Tolkacheva, F.G. Yalalov, B. Madzhidova, Z.O. Maksudov, Sh.A. Sharopov, R.A. Tursumatova, G.Y. Teshebaeva, A.K. Chaldanbaeva, A.K. Avliyakov, and N.S. Khodjaev.

Western researchers – including N. Brouwer, E. Joling, W. Kaper, L. Mann, R. Chang, S. Chandrasekaran, A. Coddington, S. Daniel, E. Cook, E. Crossin, N. Perroni, S. Yacher, S. Stromholt, B. Wiggins, B. von der Mehden, K. Subramaniam, T. Ju, and J. Zhu – have also contributed to the study of practice-oriented training across a range of professional fields.

Despite the significant theoretical and practical contributions of these studies, the issue of practice-oriented training for future teacher-psychologists still requires further theoretical analysis and experimental validation.

An analysis of contemporary scientific research, the demands of pedagogical practice, and national educational priorities has revealed a number of **contradictions**:

- between the objective need to study the problem of practice-oriented training for future teacher-psychologists and its insufficient theoretical development;
- between the societal and educational demand for qualified specialists in pedagogy and psychology and the inadequate professional readiness of teacher-psychologists to work under the conditions of educational modernization;
- between the increasing requirements for the quality of training of future teacher-psychologists and the lack of an appropriate technology for their preparation for this type of professional activity within higher education institutions.

The resolution of these contradictions and the identification of scientifically grounded ways to address them made it possible to define the research problem, which consists in determining the forms, methods, and means of practice-oriented training for future teacher-psychologists in the context of educational modernization. This served as the basis for formulating the dissertation topic «**Practice-oriented learning of future pedagogues-psychologists in the conditions of education modernization**».

Object of the Research. The pedagogical process in higher education institutions.

Subject of the Research. Practice-oriented training of future teacher-psychologists in the context of education modernization.

Purpose of the Research. To provide a theoretical justification and practical development of a technology for practice-oriented training of future teacher-psychologists within the framework of educational modernization, and to test this technology experimentally.

Research Hypothesis. If the proposed technology is integrated into the pedagogical process of higher education institutions, it will contribute to enhancing the professionalism of future teacher-psychologists within the context of educational modernization. The practice-oriented focus of the learning process will ensure the effective formation of competencies necessary for the successful implementation of psychological and pedagogical activities.

In accordance with the purpose, object, subject, and hypothesis of the study, the following **research tasks** have been defined:

1. To substantiate educational modernization as a condition for practice-oriented training.
2. To analyze the current state of practice-oriented training for future teacher-psychologists.
3. To design a theoretical model for practice-oriented training.
4. To develop a practical technology for practice-oriented training.
5. To experimentally verify the effectiveness of the developed technology.

Leading Idea. The process of practice-oriented training for future teacher-psychologists within the context of educational modernization should be implemented through the developed technology, which is aimed at enhancing their professional readiness.

The sources of the research included official governmental materials and regulatory documents of the Republic of Kazakhstan in the field of education; philosophical and psycho-pedagogical works by Kazakhstani and foreign scholars defining the essence and content of the studied problem; philosophical, psychological, pedagogical, and encyclopedic dictionaries and reference books; materials published in the proceedings of scientific and practical conferences of various levels; educational and methodological publications related to the research topic; as well as the author's own pedagogical and research experience.

Research Methods. The study employed the following methods:

- theoretical methods (analysis of philosophical, psychological, pedagogical, and reference literature; content analysis; theoretical modeling; and examination of university documentation);
- empirical methods (pedagogical experiment, testing, observation, analysis of student work, generalization of pedagogical experience);
- mathematical methods (application of the Pearson correlation coefficient, Student's t-test, and data visualization techniques).

Stages and Procedure of the Research.

At the first stage (2017-2019), a theoretical analysis of pedagogical, scientific, and methodological literature, as well as regulatory and legal documents in the field of education related to the research problem, was conducted. The scientific framework of the dissertation and its key concepts were formulated. The scientific and theoretical foundations of practice-oriented training for future teacher-psychologists in the context of educational modernization were defined. A diagnostic experiment was organized and carried out, confirming the relevance of the research problem and objectives.

At the second stage (2019-2021), a theoretical model was designed and a technology for practice-oriented training of future teacher-psychologists in the context of educational modernization was developed. To verify the proposed hypothesis, a formative experiment was organized and conducted, during which the developed technology was tested in practice.

At the third stage (2021-2023), the control phase of the formative experiment was conducted. A comparative analysis of the initial and final research results and their interpretation was performed. The main conclusions and practical recommendations based on the experimental work were formulated, and the dissertation was prepared in accordance with the established requirements.

Research Base: Karaganda Buketov National Research University and «Bolashaq» Academy, Karaganda.

The scientific novelty and theoretical significance of the research lie in the following:

- the modernization of education has been substantiated as a condition for practice-oriented training;
- the current state of practice-oriented training for future teacher-psychologists has been analyzed, and the concepts of «practice-oriented training of future teacher-psychologists», «professional activity of future teacher-

psychologists,»and»readiness of future teacher-psychologists for professional activity»have been clarified;

- a theoretical model of practice-oriented training for future teacher-psychologists in the context of educational modernization has been designed;

- a technology for practice-oriented training of future teacher-psychologists in the context of educational modernization has been developed;

- the proposed technology of practice-oriented training for future teacher-psychologists in the context of educational modernization has been tested and validated through experimental research.

The practical significance of the research lies in the results of the experimental work, which confirm the effectiveness of implementing practice-oriented training for future teacher-psychologists in the context of educational modernization, as well as in the introduction of teaching and learning materials into the educational process. These include:

- additions to teaching practice programs: educational (introductory), pedagogical (psychological and pedagogical), pedagogical (educational and training), and pedagogical (industrial) practices for future educational psychologists;

- the elective course «Practice-Oriented Technologies in the Context of Contemporary Educational Modernization»;

- the elective course «Project Activities in the Educational Environment»;

- the collective monograph «Technology of Practice-Oriented Learning in the Implementation of the Competency-Based Approach»;

- the electronic textbook «Russian-Kazakh-English Terminology Glossary-Reference for Students of the Specialty 5B010300 – Pedagogy and Psychology»(certificate of registration in the State Register of Copyrighted Works, February 4, 2019, No. 1590);

- the computer program»Fundamentals of Pedagogical Mastery» (certificate of registration in the State Register of Copyrighted Works, May 26, 2021, No. 17988);

- the computer program «Project Activities in the Educational Environment» (certificate of registration in the State Register of Copyrighted Works, December 7, 2023, No. 41096);

- electronic lectures, multimedia presentations, and video lectures on the discipline» Project Activities in the Educational Environment»;

- the composite work «Methodological Guidelines for Industrial (Pedagogical) Practice»(certificate of registration in the State Register of Copyrighted Works, December 7, 2023, No. 41096);

- the compiled work «Methodological Guidelines for Industrial (Pedagogical) Practice»(certificate of registration in the State Register of Copyrighted Works, February 4, 2025, No. 54161);

- and the development of a website for novice teacher-psychologists.

The following provisions are submitted for defense:

1. Educational modernization, being an essential condition for practice-oriented learning, ensures that students are prepared for real professional

environments. It encompasses the integration of theory and practice implemented through a hybrid learning format that combines theoretical knowledge with practical skills; a focus on the development of skills and competencies; the use of modern technologies and digital tools in educational practice (including artificial intelligence, machine learning, virtual and augmented reality, and gamification); adaptation to labor market demands through flexible educational programs (providing opportunities for course and format selection); and the promotion of lifelong learning.

2. Practice-oriented learning possesses significant potential for addressing current challenges associated with the professional development of future teacher-psychologists. The conducted analysis of their training has shown that the existing education system only partially meets the demands of the modern educational environment and does not sufficiently ensure the necessary level of professional preparedness for work in dynamically changing social, economic, and educational contexts. To improve the quality of training for future teacher-psychologists – and consequently, to enhance and strengthen their practice-oriented learning—it is necessary to develop a pedagogical technology and corresponding educational and methodological materials that will facilitate the effective implementation of this process.

The scientific and theoretical foundations of practice-oriented training for future teacher-psychologists in the context of educational modernization were explored through an analysis of relevant research works, which allowed for the clarification and specification of the following key concepts:

- «practice-oriented training of future teacher-psychologists» is understood as a learning process based on mastering an educational program through the integration of theoretical and practical components, aimed at promoting the successful adaptation of future teacher-psychologists to professional activities;

- «professional activity of future teacher-psychologists» is defined as a complex, value-driven, creative, and self-regulated process implemented through active interaction among participants in the educational process. It is oriented toward solving psycho-emotional, educational, and social tasks, ensuring the harmonious personal development of learners, and maintaining psychological well-being within the educational environment;

- «readiness of future teacher-psychologists for professional activity» is regarded as an outcome of higher education, representing a comprehensive personal formation that includes intrinsic and extrinsic motivation, a high level of professional competence (the ability to provide psychological support and assistance to participants in the educational process in diagnosing and addressing emerging difficulties, as well as to conduct educational, counseling, and methodological work), and the development of reflective analytical skills necessary for the effective performance of professional duties.

3. The theoretical model of practice-oriented training for future teacher-psychologists in the context of educational modernization represents an integrated system of interrelated components, each performing specific functions, which include:

- the development of a strategy that encompasses the formulation of goals, identification of objectives and priority directions, definition of a set of actions, and the optimal utilization of available resources;

- the substantiation of the approaches and principles underlying the practice-oriented training of future teacher-psychologists within the framework of educational modernization;

- the presentation of the content and structure of the technology of practice-oriented training for future teacher-psychologists, as well as the stages of its testing within the educational process of higher education institutions;

- the identification of forms, methods, and means for implementing the technology of practice-oriented training that ensure the readiness of future teacher-psychologists for professional activity;

- the determination of the expected outcome, expressed in the formation of readiness of future teacher-psychologists for professional activity.

4. The technology of practice-oriented training for future teacher-psychologists in the context of educational modernization constitutes a set of interrelated educational and methodological materials. Their sequential integration into the process of interaction between the participants of the pedagogical process – based on a combination of practice-oriented tools and methods for their practical implementation – contributes to the formation of readiness of future teacher-psychologists for professional activity. The step-by-step implementation of this practice-oriented training technology was guided by the educational and methodological materials we developed.

5. The results of the experimental validation confirm the effectiveness of the developed technology of practice-oriented training for future teacher-psychologists in the context of educational modernization. The implementation of this technology fully contributed to the formation of the professional readiness of future teacher-psychologists, thereby confirming the hypothesis of the study.

The reliability and validity of the scientific results are ensured by the chosen research methodology and the underlying theoretical foundations, which correspond to the stated objectives; by the sufficient duration and systematic nature of the research process; by the results of the experimental work; by the use of a set of methods appropriate to the nature of the dissertation's objectives; and by the application of both qualitative and quantitative analyses of the research outcomes.

The approbation and implementation of the main provisions and results of the research were carried out through scientific publications. The principal theoretical propositions and findings of the study are reflected in 26 scholarly works, including:

- proceedings of national (Karaganda, 2018) and international scientific and practical conferences held in neighboring countries (Moscow, 2017, 2018, 2021, 2022), abroad (Sofia, 2019), and within Kazakhstan (Karaganda, 2018, 2024);

- articles published in peer-reviewed academic journals recommended by the Committee for Quality Assurance in the Sphere of Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan, such as Bulletin of PSU, Pedagogy Series, (2018); Science and Life of Kazakhstan,

(2019); Bulletin of Abai KazNPU, Pedagogical Sciences Series, (2020); and Bulletin of Karaganda University, Pedagogy Series, (2025);

-papers published in journals indexed in the Scopus database (Journal of Intellectual Disability – Diagnosis and Treatment, (2021); International Journal of Evaluation and Research in Education (IJERE), (2025).

In addition, one collective monograph has been developed and published, along with three computer programs and one composite work.

The structure of the dissertation is determined by the logic and sequence of the research objectives. The dissertation comprises 158 pages and includes an introduction, two main chapters, a conclusion, a list of references, and appendices. The work is illustrated with tables, charts, diagrams, and figures that support the presentation of the research findings.