

## ANNOTATION

on the dissertation work for degree of Doctor of Philosophy (PhD) in specialty 6D010300 - Pedagogy and psychology Turebayeva Shynar Maralovna on the theme «Education of multiculturalism of future English teachers in educational space».

**The relevance of research.** The processes of globalization, new forms of communication, the formation of a single economic, informational, cultural, educational space, the increase in interregional and international cooperation, the expansion of contacts of different cultures and languages have caused fundamental changes in society, in the organization of the individual's life. The ongoing globalization processes have led to the widespread development in the world pedagogical theory and practice of the problem of multicultural education of a person, a personality of a competitive, morally mature person who is able to think creatively and work in a multicultural world. Polycultural education is considered as the adherence of the younger generation to ethnic, national and world cultures in order to enrich themselves and to form young people's readiness to change for life in a multicultural environment.

The culture of inter-ethnic communication, empathy, respect for national, cultural, religious and other affiliation of people, ensuring the tolerant existence of a polyethnic and multicultural community, are proclaimed and enshrined in documents of many organizations: the United Nations, the Council of Europe, the United Nations on Education, Science and Culture. However, the implementation of officially declared principles is possible only if there are appropriate ideas, beliefs, behavioral attitudes, actions of a large mass of people.

The Republic of Kazakhstan is part of the modern world community as an equal participant in an intercultural polylog. The processes of modernization of Kazakhstan's education are aimed at the interaction of the educational system with representatives of national science, culture and economics, to increase the significance of the development of the dialogue of cultures, traditions, customs, religions, etc. On the one hand, the process of globalization is destroying the boundaries between representatives of different types of cultures, and on the other, it unites cultures themselves. It is a multicultural education based on dialogue, on recognition of the intrinsic value of subjects of different cultures, on intercultural competence, which makes it possible to form the basis of a sustainable world outlook and tolerant consciousness in the early stages of socialization of the younger generation.

In this context, the importance of modern education and upbringing of the younger generation increases. Rethinking goals and objectives from the standpoint of new paradigms entails considering the multicultural education of the individual as an instrument and principle of educational policy, which is aimed at providing the necessary knowledge about the cultural values of their own people and fostering respect and tolerance for the culture of other nations.

The Kazakhstan education system deals with an ethnically diverse, culturally and mentally diverse contingent of students. The composition of students of higher

education organizations is formed from various sectors of society, represented by various ethnic groups, focused on a variety of cultural values. Moral and spiritual orientations, social attitudes of future graduates determine the mood in society, the degree of its culture, interethnic relations. In addition, now there are more opportunities for the realization of intellectual potential not only in their own country, but also abroad. The mobility of teachers and students becomes not a luxury, but rather the reality of the 21st century.

In the Address of the President of the Republic of Kazakhstan - Leader of the Nation N.A. Nazarbayev to the people of Kazakhstan "Strategy" Kazakhstan-2050 ". A new political course of the established state" as a priority direction of the state's development is marked " integration with the world educational space ", which requires " raising the education system to the international level ", since society's competitiveness depends on its level of education (N.A. Nazarbayev). The tasks of the education system are aimed at the upbringing and professional development of youth on the basis of national and universal human values.

The analysis of psychological and pedagogical research on the problem of multiculturalism education showed that the ideas of multicultural education and the formation of multiculturalism of the younger generation were considered by scientists in different periods. Questions of multicultural education and upbringing of the future generation are presented in the works of domestic and foreign scientists, namely:

- abroad: A.L. Berdichevsky, V.J. Cook, R. Tucker - bilingualism; E. Elbes, E. Wolf – multilingualism; J. Banks - multi-ethnic education; J. Pei, R. Lucier - multicultural education; B.C. Bibler - the dialogue of cultures;

- in Russia: A.N. Dzhurinsky, V.V. Makaev, Z.A. Malkova, G.D. Dmitriyeva, E.A. Abramova, L.L. Suprunova and others - polycultural education; G.M. Kojiaspirova - polyculturalism in education;

- in Kazakhstan: Ā. Kondubaeva, M.K. Issaev, A.E. Karlinsky, M.M. Kopylenko, A.A. Zalevskaya, K.L. Kabdolov, G.B. Madiyeva - problems of bilingualism, interaction and interaction of languages; S.S. Kunanbayeva - cognitive-linguistic and culturological methodology of foreign language education; S.Z. Temirgaliyev, G.K. Askarova, A.T. Chaklikova - problems of intercultural communication in foreign language education; R.A. Dyusupova - culture of international communication; B.A. Zhetpisbayeva - polilinguocultural education; Zh.I. Namazbayeva, Zh.Zh. Nauryzbay, K.B. Zharykbayeva, S.K. Kaliyev, K.ZH. Kozhakhmetova, M.A. Absatova, Sh.S. Demisenova, M.S. Yunussova, G.B. Issabekova - ethnocultural, multicultural and multicultural education.

In the works of Kazakhstani scientists the following aspects of multicultural education and upbringing of the future generation are considered. Z. Kabyzbekova in her scientific work "Education of the multicultural personality of university students" examines the possibilities of educating a multicultural personality in a higher educational institution. M.A. Absatova in her dissertation work "Theoretical and methodological foundations of the formation of the multicultural competence of high school students" offers some ways of forming the multicultural competence of schoolchildren. V. Burmistrova in her dissertation work "Features of the formation

of a multicultural personality of a future specialist in the context of global informatization" paid great attention to the formation of a multicultural personality of future specialists based on information technologies. In the dissertation, M.S. Yunussova "Theory and practice of multicultural education of schoolchildren" reviewed the scientific and theoretical aspects of the formation of a system of scientific concepts of multiculturalism and the ways of their implementation in the educational process. G.B. Issabekova, in her dissertation, "Formation of multicultural personality in the conditions of vocational education" considers the process of formation of a multicultural personality in vocational education.

However, with all the obvious theoretical and practical significance of the research of the listed scientists, the pedagogical, psychological and organizational aspects of the problem of bringing up multiculturalism among future teachers of English in higher education remain insufficiently disclosed, which made it necessary to build a process of bringing up multiculturalism based on the principles of cooperation, mutual respect and tolerance.

A comprehensive study of this problem revealed **a number of contradictions** between:

- the needs of society in the formation of personality, able to integrate into the multicultural space, and insufficient intercultural knowledge and skills acquired in the higher educational institutions and socio-cultural practice;
- between the social order of society for the education of multiculturalism among future teachers of the English language and the lack of developed methodological mechanisms for the education of multiculturalism among students.

These contradictions have identified the problem of research, which is the need to study the theoretical and methodological foundations and features of multicultural education in future teachers of the English language in the educational space and determined the choice of *the research topic* "Education of multiculturalism in future teachers of the English language in the educational space".

**The purpose of the research:** theoretical and methodological substantiation of multicultural education in future teachers of English in the educational space and the development of guidelines.

**Object of study:** a holistic pedagogical process of training future teachers of English at the university.

**Subject of research:** education of multiculturalism in future teachers of the English language in the educational space.

**The main hypothesis** of the study: if the process of education is carried out according to the developed structural-content model and technology based on the principles of multicultural education and corresponding to the effectiveness criteria of the personal, informational, motivational and activity components of multiculturalism, this will provide an opportunity for the successful implementation of the process of multicultural education in future teachers of English language in the educational space.

In accordance with the problem, purpose, subject and hypothesis of the research we formulated **the following tasks**:

- justification of theoretical and methodological approaches to the study of the problem of multiculturalism in future teachers of the English language;
- identification of pedagogical conditions, criteria and indicators of multicultural education in future teachers of the English language in the educational space;
- develop and didactically substantiate the structural and content model and technology of multicultural education in future teachers of the English language in the educational space;
- experimentally test the effectiveness of the model and technology of multiculturalism education among future teachers of English in the educational space, to develop guidelines.

**The methodological basis** of the study was the concepts, theoretical positions and ideas of domestic and foreign schools, directions and author's approaches, the basic provisions of modern methodology:

- at the philosophical level of methodology - the ideas of humanism, pragmatism;
- on the general scientific level - a systematic approach;
- at the concrete scientific level - the idea of a dialogue approach, a socio-psychological, personality-oriented, cultural, activity-oriented, axiological, conflict-oriented approaches.

The following **research methods** were used to achieve the goal of the research, solve the set tasks and test the initial theoretical positions:

- theoretical: theoretical analysis and synthesis of cultural, philosophical, psychological, pedagogical, reference books, as well as dissertation research on the studied problem, pedagogical modeling;
- *empirical*: questionnaires to identify the motivation and initial level of multicultural education of future teachers of the English language, pedagogical observation, interviews and interviewing of students, diagnosis, testing, ascertaining and formative experiments;
- *forming*: development and implementation of a comprehensive multiculturalism education program for future teachers of the English language, use of interactive teaching methods (elective course "Multicultural education of English language teachers", a complex of trainings, cases, projects, business games, essays);
- *statistical*: methods of quantitative and qualitative analysis of the results of experimental work.

**Base of research:** K.A. Yassawi International Kazakh-Turkish University, L.N. Gumilyov Eurasian National University, K. Zhubanov Aktobe Regional State University.

The study was conducted from 2015 to 2018. in three main stages:

The first stage (2015-2016) - *theoretical* - consisted in studying the theory and practice of the development of multicultural education and upbringing, in justifying the purpose, object, subject, hypothesis and objectives of the study; in the collection of domestic, Russian and foreign scientific literature on the problems of multicultural education and upbringing; in the determination of methods and complex diagnostic methods of research.

The second stage (2016-2017) - *experimental* - is devoted to the development of pedagogical conditions for the education of multiculturalism in future teachers of the English language; determination of the basic principles of the research and implementation of the procedure of the ascertaining research experiment; a structural-content model was designed and a multiculturalism education technology developed for future teachers of the English language in the educational space; conducted a formative experiment.

The third stage (2017-2018) - *analytical and transformative* - consisted in systematization and generalization of the results of experimental work on the education of multiculturalism in future teachers of the English language in the educational space. On the basis of the obtained data and their analysis, the main conclusions and practical recommendations on the education of multiculturalism in future teachers of the English language in the educational space were identified and formulated.

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

- substantiated theoretical and methodological approaches to the study of the problem of multiculturalism in future teachers of the English language;
- pedagogical conditions, criteria and indicators of multiculturalism education have been revealed for future teachers of the English language in the educational space;
- a structural-substantive model and technology of multiculturalism education for future teachers of English in the educational space were developed and didactically substantiated;
- experimentally tested the effectiveness of the model and technology of multiculturalism education among future teachers of English in the educational space, developed guidelines.

**The practical significance of the study lies in the fact that:**

- The results can be introduced into the content of the disciplines “Country Studies”, “Introduction to Intercultural Communication”, “Linguoculturology” in the process of teaching students of the specialty 6B011900-Foreign Language: two foreign languages;
- The proposed elective course “Educating multiculturalism with future teachers of English in the educational space” can be used in the process of training future specialists in the system of higher education, as well as in institutes of advanced training and retraining of teachers.

**Provisions for the defense:**

1. Education multiculturalism acts as a system, manifested in intercultural interaction; formed in the process of preparing future specialists in the system of higher professional education.
2. The education of multiculturalism among future teachers of English in the educational space is based on the creation of a cultural space that ensures the realization of pedagogical conditions and the ability to influence the students' self-consciousness, thinking and self-creation.

3. The education of multiculturalism in future teachers of the English language is realized in the form of a structurally informative model, developed taking into account the general pedagogical principles and principles of multicultural education.

4. Technology of multicultural education in future teachers of English in the educational space is carried out by the most effective methodological techniques.

**The reliability and validity of the results and conclusions** provided by the initial methodological approaches to the understanding of multiculturalism as an integrative quality of the person; compliance of the scientific apparatus with the object, subject and objectives of the study; the use of a set of theoretical and empirical methods that are adequate to the purpose and logic of the study; a variety of experimental techniques; a comparative analysis of the results of the ascertaining and control stages of the experiment, the statistical significance of the findings of the positive changes achieved in terms of the most important indicators of the personality quality we studied.

**Approbation and implementation of results.** The results of the research were discussed in 13 published scientific articles published in: 2 journals included in the Scopus database; 4 magazines recommended by CCSES; 5 collections of materials of international domestic conferences; 2 collections of materials of international foreign conferences, in particular:

- in the course of participation in international scientific and practical conferences: «Мектеп оқушыларын білім алудағы табыстылыққа жетелеу» (Quality management: search and solutions: III International Scientific-Practical Conference, Kuala Lumpur, Malaysia, 2017), «О поликультурном воспитании» (Актуальные научные исследования в современном мире: international scientific and practical conferences, Ukraine, 2016), «The innovative learning technologies of foreign language as a tool of formation of multicultural personality» (Бәсекеге қабілетті маманның ұлттық және әлемдік кәсіби келбетін қалыптастыру: international scientific and practical conferences, K.A. Yassawi IKTU, Turkistan, 2016), «Психодиагностикалық тестті құру технологиясы мен бейімдеу» (Психологияның қазіргі мәселесі: қайнар көзінен бастап жаңа заманға дейін: international scientific and practical conferences, Abai KazNPU, Almaty, 2016), «Особенности воспитания поликультурности у студентов в вузе» (Инновационные и цифровые технологии в инофилологическом образовании: international scientific and practical conferences, L.N. Gumilyov ENU, Astana, 2018), «Формирование полиязычной личности в условиях глобализации: проблемы и пути развития» (Жастар, ғылым және инновациялар: international scientific and practical conferences, K.Zhubanov ARSU, Aktobe, 2016), «Возможности воспитания поликультурности у будущих учителей английского языка в образовательном пространстве» («II Калюжный оқулары: әлеуметтік гуманитарлық ғылымдардың инновациялық бағыттары»: international scientific and practical conferences. – K.Zhubanov ARSU, Aktobe, 2019);

- in publications in international, republican scientific and pedagogical editions: : «Information Educational Technologies As A Problem Of Pedagogics» (Modern Journal of Language Teaching Methods, Iran, 2018), «New Solution of

Psycho-physiological Problem» (Utopía Y Praxis Latinoamerica. - Maracaibo-Venezuela, 2018), «Көптілдік көпмәдениеттілік құндылықтарды қалыптастыру шарты ретінде» (Vestnik WKSU, №2 (66), 2017), «Воспитание толерантной личности будущего специалиста как социально-педагогическое явление» (Vestnik WKSU, №2 (66), 2017), «Жоғары оқу орны студенттерінің оқу үдерісіне бейімделу жағдайы» (Vestnik ENU, Pedagogics, Psychology, Sociology series, №2 (123), 2018), «Болашақ педагог мамандарға ақпараттық коммуникациялық технологиялар негізінде білім беру және ақпараттық мәдениетін қалыптастыру мәселелері» (Vestnik ENU, Pedagogics, Psychology, Sociology series, №2 (123), 2018).

**The scope and structure of the thesis.** The thesis consists of an introduction, three sections, conclusion, list of used sources, applications. The total volume of the thesis is 152 pages, contains 134 sources, includes 22 tables and 13 figures.