

ANNOTATION

on the dissertation work for degree of Doctor of Philosophy (PhD) in specialty 6D010200 – Pedagogy and methodology of teaching in a primary school Feyzuldaeva Saltanat Arasatovna on the theme «Professional training of primary school teachers through the implementation of interdisciplinary continuity in higher education»

General description of the work: The dissertation research clarifies the theoretical and methodological foundations of professional training of primary school teachers through the implementation of interdisciplinary continuity at a university, the meaning of professional training of future elementary school teachers through interdisciplinary continuity developed by the structurally-substantial model of professional training of primary school's teachers through the implementation of interdisciplinary continuity at a university and the method of professional preparation of elementary school's teachers through the implementation of interdisciplinary continuity at a university, the results of experimental work were presented, scientific and methodological recommendations were given.

Relevance of the study. Nowadays the key problems of the paradigm of educational modernization is the search for effective ways to integrate educational structures that meet the dynamic changes in politics, economy and other regions of the world. Continuity is a force that ensures continuity of education and formation of personality at all stages of development, in terms of understanding the essence of modern education, its renewal and humanization.

In the Address of the Head of state Nursultan Nazarbayev to the people of Kazakhstan dated January 10, 2018 "new opportunities for development in the conditions of the Fourth industrial revolution "now depends on the quality of education"...it is necessary to accelerate the creation of our advanced education system, covering all ages of citizens." These issues set out in the address for the development of human capital in educational institutions and other subject of human is a program idea.

In accordance with the needs of society, the state program for the development of education and science in the Republic of Kazakhstan for 2016-2019: "...the area of professional competence of teachers is expanding in the framework of new approaches. It is an interdisciplinary and project activity ...integration of children with special educational needs". This, in turn, obliges interdisciplinary and integration in the training of future professionals. In this regard, nowadays issues related to vocational training and its contents and vocational training are of great importance, which is one of the challenges of didactics in high school - leading to the resolution of education quality.

In the unified system of continuous education, there are several stages that are interconnected and closely interact with each other. Their connection and continuity are carried out through the continuous vertical integration of the content of education, that is, they provide stability, integrity, economy and continuity of

the processes of personal development at the stages of primary, secondary and higher education.

In accordance with this, paragraph 26 of article 1 of the Law of the Republic of Kazakhstan "on education"...integrated educational programs-educational curricula developed on the basis of combining the relevant content aspects of educational programs; and in paragraph 7 of article 3-continuity of the educational process, ensuring continuity of levels of education; in paragraph 8 of article 3-unity of education, education and development." The articles specified in the law will allow monitoring the provision of interdisciplinary continuity of educational programs and curricula for training future specialists at universities and professional training of future specialists.

The purpose of the Concept "Kazakhstan-2020: path to future" (resolution of the Government of the Republic of Kazakhstan dated 27 February 2013, No. 19) of the state youth policy of Kazakhstan till 2020 are: formation of effective model of state youth policy aimed at successful socialization of youth, the adaptation of their potential for further development of the country. This goal involves the implementation of tasks that significantly increase the need of society in the formation of a comprehensive personality of future specialists through the implementation of interdisciplinary continuity.

In our case, interdisciplinary continuity - common goals and objectives, a common content system, the combination of each component of the methodological system of continuous education.

Russian and Kazakh scientists who studied the theoretical, organizational and methodological foundations of continuity and the technology of its implementation in the conditions of continuous education: A.I. Zelenkov, V.S. Baturin, Yu.A. Kustov, S.M. Godnik, A.A. Lublinskaya, A.P. Smanzer, G.N. Isaenko, I.Ya. Lerner, A.E. Mankesh, A.M. Mubarakov, G.B. Nuradin, T.P. Dosanova, L.G. Dirksen, U.B. Tuleshova, J.E. Elyubaeva et al.

In modern pedagogical science, the issue of continuity of higher education is considered as a condition for the implementation of continuous education. Its essence and content, firstly, is determined by the General and specific goals of education, the creation of a single meaningful direction, providing personal and active development of the child, his effective transition to the next stage of education, and secondly, the unification of each part of the methodological system of education (goals, objectives, content, means, forms of organization of the pedagogical process).

The problems of formation and development of higher school didactics, theory and practice of the unified pedagogical process in the training of future specialists are analyzed in the research of scientists N.D. Khmel, A.A. Beisenbayeva, Sh.T. Taubayeva, K.K. Kunantayeva, A.K. Rysbaeva, G.K. Nurgalieva, P.D. Seitkazy, S.K. Abildina and others.

The issues of future primary school teachers' training, history and development of primary education and primary school teacher training and integration of education are reflected in the research of T.S. Sabirov, R.M. Koyanbayev, N.A. Orazahynova, R.K. Bekmagambetova, K.T. Ibraymzhanov,

U.K. Kyakbayeva, K.O. Zhedelov, A.M. Muhanbetzhanova and as well as the issues of professional training of primary school teachers were devoted to the scientists of the new format M. Zh. Sultanbek, B. Baymukhanbetov and others.

Didactic and methodological aspects of primary education are widely represented in the works of S.R. Rakhmetova, Sh.H. Kurmanalina, K.A. Aimagambetova, G.I. Uaisova, A.E. Zhumabayeva, A.S. Amirova, T.K. Ospanov, K.A. Sarbasova, S.N. Zhienbaeva, R.T. Kayynbaev, A.T. Turalbayeva, E.Uaydullaevna, G. Aspanova etc.

These research works are scientific-methodological recommendations for didactic, methodical and professional training of future teachers in higher educational institutions of the country and prepare for the application of modern technologies, as well as defining the role of a unified theory and practice of pedagogical process in higher education, identify areas and directions of our research work, updating of methods and techniques.

Nevertheless, in the above-mentioned comprehensively analyzed scientific and pedagogical works, carrying out interdisciplinary continuity in higher education, we found that the theory and practice of vocational training of primary school teachers are not sufficiently considered.

In this regard, the need for professional training of primary school teachers through the implementation of interdisciplinary continuity in higher education:

- lack of mechanisms for effective implementation of interdisciplinary continuity in higher education and the need to train primary school teachers through the implementation of interdisciplinary continuity in accordance with the needs of society;

- it is established that there are contradictions between the current state of training of future primary school teachers and the scientifically grounded need for methods aimed at improving the effectiveness of interdisciplinary continuity in universities.

The need to solve these contradictions is due to the relevance of our research made us choose the theme of our research work: "Professional training of primary school teachers through the implementation of interdisciplinary continuity in higher educational institutions."

Purpose of research: theoretical and methodological justification and development of primary school teachers' professional training methods through the implementation of interdisciplinary continuity in higher education, experimental verification of its effectiveness, the development of scientific and methodological recommendations.

Object of research: pedagogical process in higher educational institutions

Subject of research: professional training of primary school teachers through the implementation of interdisciplinary continuity in higher educational institutions

Research hypothesis: if a higher education institution defined theoretical and methodological foundations of primary school teachers' professional training through the implementation of interdisciplinary continuity, elaborates on the meaning of "primary school teachers' professional training through an interdisciplinary continuity", aimed to make creative use of structurally-substantial

model of primary school teachers' professional training through the implementation of interdisciplinary continuity at the university in which the specified components, parameters, indicators and levels, contents and methods are identified, it will increase the effectiveness of training, after all, the process of training future primary school teachers at the university will be brought into line with the requirements of society.

Objectives of research:

- definition of theoretical and methodological foundations of primary school teachers' professional training by implementing interdisciplinary continuity at the university;

- concretization of the essence of the concept " professional training of the future primary school teacher through interdisciplinary continuity» ;

- creation of a structural and content model of primary school teachers' professional training through the implementation of interdisciplinary continuity at university;

- development of the methodology of primary school teachers' professional training through the implementation of interdisciplinary continuity in higher education, testing its effectiveness experimentally, developing scientific and methodological recommendations.

The leading idea of the study: improving the quality of education as a result of primary school teachers' professional training through the implementation of interdisciplinary continuity at the university, as a basis for the effectiveness of its training.

Theoretical and methodological foundations of the study: based on the theory of dialectics, theories of personality, theories of cognition, activity theory, continuity theory, which determines the level of development of personality, system approach (N.D. Khmel, A.N. Leontiev, V.P. Bespalko, M.A. Danilov, I.V. Blauberg, V.V. Kraevsky, G.P. Shchedrovitsky etc.); integrative approach, integrated approach, holistic approach (B.G. Ananyev, Yu. K. Babansky, I.S. Maryenko, N.D. Khmel, A.A. Beisenbayeva, V.A. Rybin, A.A. Guseinov etc.); personal-activity approach (L.I. Aniferoва, V.V. Serikov, E.N. Stepanov, I.S. Yakimanskaya, K.A. Abulkhanova-Slavskaya, V.V. Davydov, A.K. Markova, G.I. Shukina etc.) on theories of disciplines' integration, fundamental philosophical principles about essence of cognitive activity of the person, logical principles of interrelation and succession of the phenomena, in accordance with the concept of scientific implementation and pedagogical works, professional pedagogical qualities, principles of interdisciplinary continuity, the concepts and ideas on improving the quality of professional training of future teachers, as well as primary education, its role in the formation of a qualified specialist, psychological and pedagogical, methodological foundations of primary education are determined.

Research sources: problems of interdisciplinary continuity of domestic and foreign scientists (philosopher, psychologist, teachers) on issues of research, research on interdisciplinary continuity in the training of primary school teachers; study of preparation of future teachers of initial classes; official documents on lifelong learning in education (laws, concepts, programs, etc.); best practices of

national, regional scale, teaching and research experience of the author; a world-class experience.

Method of research:

- theoretical: methods of analysis philosophical, psychological, pedagogical and scientific-methodical literature on research problems, content analysis, collection, structuring, clarification, meaningful experiment, comparison, analysis, generalization and interpretation of scientific data, modeling;
- empirical: pedagogical control; questionnaire, testing; mathematical analysis of experimental results; systematization and interpretation of experimental data.

Research base: I. In the experimental group of the faculty of pedagogy and psychology at Zhetysu state University after I. Zhansugurov 80 students, 75 students took part in the control group from the faculty of education at Taraz innovation and Humanities University. The number of students who took part in the study at various stages of work is about 155.

The main stages of the study: The study covered several stages.

The first stage (2016-2017) - theoretical and search, collection and systematization of materials on vocational training of primary school teachers through the implementation of inter-subject continuity at the university, theoretical and methodological analysis, studied scientific works, literature on the problems of inter-subject continuity, training. The assessment of the current state of training future teachers' problem. Composed of theoretical research, a substantiation of the forecast of the study, defined object, subject, goals and objectives of the study programme of experimental work.

The second stage (2017-2018) is experimental, as a result of which a structural and content model of primary school teachers' vocational training through the implementation of interdisciplinary continuity at the university was developed, its components, parameters, indicators, levels were determined. The programme of the training seminar (for tutors of university) «Pedagogical bases of interdisciplinary continuity in higher education institution», the program of elective course "fundamentals of future primary school teachers' professional training through the implementation of Interdisciplinary continuity" for students has been developed and its effectiveness has been tested in practice.

The third stage (2018-2019) - summarizing the results, where the analysis and synthesis of the results of the study formed the development of the scientific results. The work on correction of results, refinement of theoretical and experimental data, conclusions and recommendations are made.

Scientific novelty and theoretical significance of the study:

1. The theoretical and methodological foundations of primary school teachers' professional training through the implementation of interdisciplinary continuity at the university are determined.

2. The meaning of the concept "professional training of the future primary school teacher through interdisciplinary continuity" is concretized.

3. The structural and content model of primary school teachers' vocational training was developed, components, parameters, indicators and levels were

determined through the implementation of interdisciplinary continuity at the university,

4. The methodology of vocational training of elementary school teacher has been developed through interdisciplinary continuity at the university and its effectiveness is tested experimentally, scientific and methodological recommendations were given.

Practical significance of the study:

- The program of the training seminar "Pedagogical bases of interdisciplinary continuity in higher education" (for university teachers);

- The program of elective course "Fundamentals of professional training of future primary school teachers through the implementation of Interdisciplinary continuity" for students has been developed and its effectiveness has been tested in practice.

The main provisions submitted for defense:

- an integrative approach, a comprehensive approach, a holistic approach, a personal and activity approach were identified in figuring out the theoretical and methodological foundations of primary school teachers' through interdisciplinary continuity in higher education. Features of a student preparation as the future teacher of primary school are prevalence in its structure professionally-qualitative values (orientation to the child), breadth and depth of professionally significant knowledge, high degree of importance of pedagogical abilities and individual qualities in the maintenance of preparation.

- professional training of future primary school teachers through interdisciplinary continuity consists of mastering the system of professional education of students in the conditions of updated education, individual, General and professional competencies, self-regulatory integrative qualities of personality.

- the content of primary school teachers' vocational training through the implementation of interdisciplinary continuity at the university is understood and recognized on the basis of the content-structural model. Dynamic pedagogical communication is a set of criteria and indicators formed from components (motivational-purposefulness, content-activity, evaluative-reflective) and is carried out in accordance with their levels (low, medium, high).

- The effectiveness of the methodology of primary school teachers' vocational training (training workshop, elective course program) and experimental results, scientific and methodological recommendations were provided through interdisciplinary research in higher education.

Approbation and implementation of research results into practice:

The results of the study were introduced into the practice of training specialists in educational institutions specified on the research base.

Main results and the rules of the study were published in 4 articles at the international scientific-practical conferences of the Republic, 3 articles in international conferences and abroad; 1 article in a scientific journal abroad, 1 article in the Scopus journal (Scopus) indexed in the database of international information of the company and 5 articles in journals recommended by Committee for control in education and science, Ministry of education and science.

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