

ANNOTATION

**on the dissertation of Danikeyeva Aigul Bakytzhanovna on the topic
“Development of the professional potential of the future teacher in the
framework of the modern content of education”, presented for the degree of
Doctor of Philosophy (PhD)
in the specialty 6D01030-Pedagogy and Psychology.**

Topicality of the research. The priority goals and objectives of the modern Kazakhstani system of general education is believed to be implementation of formation and development of schoolchildren, students of institutions of secondary vocational education, universities in pedagogical specialties as a person with knowledge, skills, and abilities that harmoniously combine and correspond to the content of modern education, age characteristics and the graduated level of educational institutions. This is due to the fact that in achievement of objectives of organizing domestic education in accordance with new requirements, it is envisaged to develop human capital by creating conditions for formation of a personality based on national values, achievements of mankind in general and the results of science in life practice, as well as mastering modern knowledge and technologies in the mastered profession, and obtaining the knowledge necessary for improvement and growth of skills in specialty.

Today, in preparation of pedagogical personnel, the issue of forming and improving the potential of professional specialists who are able to carry out the pedagogical process on the basis of the updated content of education, which has entered into pedagogical practice, is becoming relevant. It was the basis for a new approach for studying this issue from a scientific, theoretical and methodological point of view. This applies not only to future teachers, but also to teachers engaged in pedagogical activities at school. As striving to go beyond the existing system of the pedagogical process, an innovator is guided by the issues of obtaining and mastering pedagogical directions. Here, the main problem in the professional activity of a teacher or a future specialist is learning through the widespread use of innovative techniques and a detailed explanation to students an ability to apply this knowledge in their life practice.

Pedagogical thought implemented in the domestic education system, is guided by the idea of harmonious combination with advanced experience in the world and European fields of education. One of the main goals is implementation of our own Kazakhstani educational system, in which the processes of adaptation and upbringing of future specialists to professional work should be combined and based on the historical advanced views that were previously formed in our educational system. So, based on a new approach to the peculiarities of each historical period of development, it becomes natural that the agenda is the need for harmonious formation of the potential of the future professional for performance the goals defined in accordance with the tasks of humanization of education and upbringing in modern society from the point of view of human values. In accordance with the requirements and demand presented at each stage of

development, during formation and development of a personality, there is a need for a scientific understanding of the world and the surrounding reality, and a new approach to professional activity in modern conditions. That is, in the process of training future teachers, the priority areas of modern universities are thought to be upbringing and development of a personality as close as possible to the scientific and theoretical foundations and pedagogical practice of the innovative orientation, having mastered methodological systems and technologies, with formed research and creative thinking, stable national worldview, with competitive qualities, the ability to adapt to the changes taking place in the world, possessing the skills of mastering universal values, with a certain professional orientation.

Opening of specialties for training future teachers in the higher educational system of our state and creation of own educational program by each university on the principle of academic freedom is connected to the fact that universities pay great attention to international experience and strive for integration and compatibility with it. Proceeding from this, it follows that the problem of harmonious formation and development of the potential of future teachers in the education system of new content by consolidating their professional knowledge, skills and abilities of pedagogical activity is especially urgent. Here it is necessary to combine targeted incentives / motives / that contribute to increase in the personal aspects and inclination of future teachers to their future professional activities, competitiveness, innovativeness, research and creative activity with the interests of the state.

Scientists have carried out a variety of studies when considering and analyzing the directions for studying the problems in the course of preparing future teachers for professional activities, formation and development of personal identity and professional potential in pedagogical activity:

For example, if such domestic scientists as Turgynbayeva B.A., Kalmatayeva A.M., Burina E.I. and others, Russian scientists Bondar A.M., Bozhinskaia T.L., Kiseleva O.O., Kostyleva A.A. and others in their scientific works wrote in general about the formation and development of professional potential of pedagogical specialists and future teachers in pedagogical activity, then Konakbayeva U.Zh., Akhmetova G.K., Moldabekova M.S., Janbubekova M.Z., Khmel N.D., Sailybayev B., Kargin S.T., Khurlo L. and others considered the process of professional training of future teachers on a psychological and pedagogical basis.

The issues of theory, practice, competencies, skills and ability for research, innovative work in the course of the whole pedagogical process of training future teachers were considered by such scientists as Kudaibergenova K.S., Nagymzhanova K.M., Ospanbekova M.N., Jeksembayeva G.S., Syzdykbayeva A., Kenzhebekov B.T., Azhibekov K.T., Taubayeva Sh.T., Issayeva Z.A. Psychological aspects of teachers' potential in their professional activity in accordance with personal and subjects peculiarities of the students in the content of teaching and methods were considered by Zharkynbayev K.Zh., Sheryazdanova Kh.T., Jakupov S.M., Perlenbetov M.A., Shevandrin N.I. and others, paying

attention to organization of training future teachers as a separate process from psychological point of view.

The analysis of scientific and pedagogical literature provides grounds to suppose that today there is some psychological and pedagogical material concerning the urgent problem of personal and professional potential. Nevertheless, in connection with introduction of the updated content of education in the pedagogical practice of Kazakhstan, it has become necessary to approach the issue of considering the teacher's potential in a new way. Currently, some aspects of this topical problem are not fully disclosed in the literature from the scientific and methodological point of view, in particular, the issues of development the potential of the professional activity of future teachers and school teachers.

The study of the features of formation and development of the professional potential of future teachers in the conditions of modern education based on the analysis of relevance and contradictions constitute the relevance of the study.

The results obtained in the analysis of the material collected by the authors of the study are of great interest not only for national science, but also for foreign researchers.

According to the results of the study, a new stage of foreign development is being implemented in the theory of determining the professional development of the teachers' potential in the conditions of modern education. This development is taken from the theoretical data of recent studies on the theory of the development of the professional potential of a teacher and the foundations of the original of empirical materials collected by the authors of this article, since there are few domestic scientists and Kazakhstani researchers who are familiar with and deal with the problem of developing professional potential.

In this regard, a number of contradictions arose: between the level of formation and development of the professional potential of the future teacher, who is trained in universities in the context of the modern content of education; between the need to develop the professional potential of future teachers and insufficient study of these topical issues in pedagogical theory and practice. For example:

- to implement the objectives that arise in the course of modernization of the modern content of education, it is necessary to resolve a number of important contradictions;

- between the need for an updated system of content of education for teachers capable of innovation, creative thinking in modern educational conditions and the discrepancy these requirements of the professional and personal characteristics of the majority of pedagogical specialists;

- between constant preparation of teachers for self-education and preservation by teachers the old established system without taking into account the development of motivation for innovation;

- between the requirements of the updated content of education for the necessary training of future teachers and the real level of this training;

- between the need to form the professional potential of a teacher and the underdevelopment of this problem in the theory and practice of secondary education.

Revealing the content and essence of the teacher's professional potential, identifying the pedagogical conditions for formation of the teacher's professional potential within the framework of the updated content of education indicated the relevance of our research. Insufficient knowledge of this problem in theory and practice served as the basis for choosing the topic of our work "**Development of the professional potential of the future teacher in the framework of the modern content of education**".

Purpose of the research: theoretical and methodological substantiation of formation of the professional potential of a future teacher in the context of the modern content of education, development of a structural-content model and testing during experimental work.

Subject of the research: formation and development of the professional potential of future teachers in the educational process in a modern university.

Object of the research: pedagogical process of a higher educational institution.

Research hypothesis: *if* the developed structural and content model and its practical effectiveness, based on realization of the possibilities for formation and development of the professional potential of the future teacher in the activities of universities in the context of modern education, are introduced into the pedagogical process in the form of an elective course and its necessity is proved, *then* it will increase the effectiveness of formation and development of the professional potential of future teachers at the university, while the possibility of training pedagogical specialists with developed professional potential, capable of working in the conditions of the updated content of education in a modern school, will increase.

Research objectives:

1. To disclose the methodological, theoretical foundations of the professional potential of a teacher;
2. To determine the scientific and pedagogical foundations for formation and development of the professional potential of the future teacher;
3. To determine the pedagogical conditions and develop a model of formation of the professional potential of the teacher within the framework of the modern content of education;
4. To conduct experimental work aimed at formation of the professional potential of the teacher in the content of the education of a modern university.

The principal idea of the research: substantiation of the structure, content, essence of the theoretical foundations for formation and development of the professional potential of a future teacher in the context of the modern content of education from a modern point of view and determination of the pedagogical conditions for its improvement will contribute to the mastery of new knowledge embedded in preparation of future specialists for teaching in the pedagogical

process of the university, which will serve as the basis for further development of their professional potential.

Theoretical and methodological foundations of the research are the theory of development of the teacher's professional potential in the context of the modern content of education, dialectical theory of cognition, the concept and approach to the integral pedagogical process, the pedagogical concept of personality self-realization and its adaptation to professional activity and professional adaptation to teaching, the theory of lifelong education and self-development, as well as ideas in philosophical, psychological, pedagogical and other scientific works underlying the improvement of the teacher's professional training.

Sources of the research: Law "On Education" in the framework of the educational policy of the Republic of Kazakhstan, state programs for development of the educational system, regulatory and legal instructions, compulsory educational standards of the Republic of Kazakhstan, standards of higher professional education. The main provisions/State Compulsory Standard of Education of the Republic of Kazakhstan/ and other sources of information were used:

- Research papers of Kazakhstani and foreign scientists on formation and development of the professional potential of a teacher in the context of modern content of education.

- Working plans and educational and methodological complexes, which are the basis of educational programs for preparation of pedagogical specialties, philosophical works and periodicals of the scientific and pedagogical direction, in which teachers and psychologists consider the personal potential of teachers and the professional potential of a teacher as an urgent problem in the context of modern content of education.

The main stages of the study:

At the first stage (2017-2018), the relevance of the study, the position of pedagogical theory and practice were determined, the analysis of domestic and foreign studies on theory and practice of higher education was carried out, the topic of the study was substantiated, the scientific apparatus of the study was created and a model for formation of the professional potential of the future teacher was developed. The works were carried out aimed at determining its effectiveness in the pedagogical practice of the university.

At the second stage (2018-2019), the level of formation of the professional potential of the future teacher in the educational conditions of a modern university was studied, the idea of the professional potential of a modern teacher was systematized, pedagogical conditions were determined, an elective course "Theory and methods of formation and development of pedagogical potential" was introduced, experimental work was carried out using various research methods.

At the third stage (2019-2020), the indicators of formative and ascertaining experiments were generalized based on the results of the final stage of testing the effectiveness of the model for formation of the professional potential of the future teacher in the pedagogical practice of the university, the correctness of the

pedagogical conditions underlying the professional potential of the future teacher was checked, mathematical processing was carried out according to the obtained performance indicators and comparing the initial indicators, we were convinced of the correctness of the hypothesis, recommendations were given.

Research methods: comparative theoretical analysis of psychological, pedagogical and general scientific works, comparison, generalization, systematization, classification, survey, question-answer, pedagogical experimental research, determination and processing of statistical quantitative, percentage indicators of research results and comparative identification methods. The choice of methods is determined in accordance with the logic of research and problem solving at each stage.

Research base: Taraz Innovative-Humanitarian University, Taraz Regional University named after M. Kh.Dulati - "Ustaz" Institute.

Scientific novelty and theoretical value of the research:

1. The methodological, theoretical foundations of the professional potential of a teacher from the standpoint of a modern scientific approach were disclosed;

2. The scientific and pedagogical foundations of formation and development of the professional potential of the future teacher were determined and systematized;

3. Models of pedagogical conditions for development of the professional potential of the future teacher in a modern university were identified and developed;

4. Experimental work on formation and development of the professional potential of the future teacher was carried out, their results were obtained.

Practical significance of the research lies in the fact that an elective course program has been developed and introduced into pedagogical practice, and it corresponds to the content of the research and development of a model for formation and development of professional potential of a future teacher in the modern university content of education; pedagogical experiment aimed at its implementation has been carried out, it is shown in generalization that it can be used in the process of training future teachers of all specialties (primary school teachers, subject teachers of middle and senior classes).

Main provisions for the defense:

1. Structural components of the content and essence of professional potential in the teacher activities have been systematized and determined by the author's definition and analysis of modern requirements.

2. Scientific and methodological approaches to formation and development of professional potential of a future teacher have been proposed.

3. Pedagogical conditions have been established and the model for development of professional potential of a teacher in the conditions of the modern content of education has been proposed:

- Implementation of the elective course "Theory and methodology for formation and development of the teacher's potential";

4. The validity of the components that underlie the meaningful structure of formation of a future teacher professional potential in the modern conditions of university education has been identified and proved.

Reliability, approval, implementation of the research results into practice - harmonious complex use of methods and techniques in the process of realizing the goal and objectives of the research, as well as increasing confidence in correctness of the hypothesis put forward, guiding the conceptual principles of thought-forming philosophical, psychological, pedagogical and other works when carried out by future teachers activities aimed at formation and development of personal, cognitive and professional potential; processing of the results of pedagogical experimental research work, as well as selection and analysis of the data obtained, scientific and theoretical conclusions and conclusions obtained in the course of the research work are published in the materials of domestic and foreign international scientific and practical conferences, as well as in foreign and domestic scientific and pedagogical magazines.

Thesis structure: thesis consists of introduction, two chapters, conclusion, list of references and appendix.

The first section “**Scientific and theoretical foundations of development the professional potential of a teacher**” provides scientific and theoretical substantiation of formation and development of professional potential of a modern teacher with a descriptive comparative analysis of the semantic content of the structural components of the meaningful system of professional potential in the activities of a teacher. In addition, the modern system of the content of education in pedagogical process of a university is analyzed in the course of preparing future teachers for the professional activity of a teacher, scientific conclusions are made.

In the second section “Methods for formation and development of the professional potential of a future teacher in the context of modern education” experimental and pedagogical work is described, level indicators of the formation of the professional potential of a teacher in the context of modern educational content are analyzed, analysis and accompanying pedagogical conditions are presented, the results and organization of pedagogical experimental work are presented, effectiveness of the developed model in pedagogical practice is shown.

The content of the dissertation research work is that in modern society there is a system of social institutions that satisfy the needs for a good life, development and advanced growth. One of them is the system of general education schools, which ensures present and future development of the society. Pedagogical process organized in accordance with the typical characteristics of schools and the process of professional activity of pedagogical community should be built on the basis of special laws and requirements of regulatory guidelines. Thus, only a *teacher with a well-established professional potential* can purposefully engage in formation of culture among schoolchildren on the basis of deep knowledge, national and universal spiritual values, introducing young people to life with a predominance of humanism, a tendency to search and creativity and the manifestation of active qualities.

From this point of view, we consider it necessary to determine the main content and direction of our research. In our opinion, the main and logical issue of the study is to make an explanatory analysis of the concepts of “professional potential of a teacher” and “development of professional potential of a teacher” that take place in our scientific work, to reveal their essence and content. Speaking about the concepts that are basis of our dissertation work, we are guided by the definitions, approaches, modern concepts of determining the professional potential of a person, which have developed in psychology and pedagogy in recent years, and, based on them, we give the corresponding characteristics.

The general, structural concept of “professional potential” is complex and sectoral in its content. For instance:

1. Depending on the ratio of adaptation orientation to pedagogical activity and a specific situation related to the activity. At the same time, it is noted that this approach is aimed at engaging in pedagogical activities, taking into account the peculiarities of natural abilities;

2. Shows the attitude of a teacher to professional activities. However, great ability is required to perform professional tasks well;

3. A teacher carries out professional activity in accordance with the level of pedagogical requirements, understanding the essence of pedagogical process and subordinating educational activity to the system of didactic principles;

4. Professional potential of a teacher is the accumulation and consolidation of personal and professional qualities, that is, the system of knowledge, skills, abilities, ways of thinking and activity acquired in the process of preparation.

Pedagogical professionalism is a concept related to professional potential of a teacher and is close to it in content. In general, pedagogical professionalism is the ability to analyze the course of educational process, predict its organization and conduct, and also foresee the difficulties that will arise in the future. Hence, professionalism is the ability to think and act professionally.

In our study, the modeling method is used to develop a model for formation of professional potential of a future teacher. Thus, the first structural element of the model is a concept that allows to select from a set of data basic information about the object under study, determines the goal, content, form, methods, means and result of the pedagogical process.

Formation of professional potential of a teacher is a process that consists of several stages. It begins before the student enters a pedagogical educational institution, but does not end simultaneously with his/her graduation. Its qualitative character, which is necessary for the teaching profession, develops differently at each stage of formation of a professional personality. Before entering a pedagogical specialty, with professional pedagogical training and during independent work as a specialist. However, between these stages there must be mutual continuity, which develops a person to the personality of a professional teacher.

Determination of the indicator (forecast) of the teacher’s attitude to professional activity and pedagogical activity was carried out in three stages with participation of 92 teachers. In the 2017-2018 academic year /28 teachers/, in the

2018-2019 academic year /34 teachers/ special observations and surveys were carried out on professional potential of a teacher, allowing to obtain information about the necessary manifestations of educational image of a student and teacher personality and formation of necessary business level in professional and pedagogical activities of a teacher, as well as in 2019-2020 /30 teachers/ on organization of educational work for sustainable development of a student personality. These events pursued the following goal: to determine the indicators of formation and development of a teacher's personal and professional potential in upbringing of the student's personality, and to take this as a basis for promoting our research work. We also considered this as a principle for self-education of teachers, their self-development, improvement and advanced training on the basis of renewed education.

We believe that for manifestation of these qualities, a future teacher needs motivating purposeful actions /motives/ - search, cognitive, meaningful and intellectual, research, practical activity, and it is also important to increase the level of formation of creativity structural component. When the university talks about formation of personal subjectivity of a future teacher, they mean formation of emotionally value relationships, development of self-awareness, readiness to start professional activity, which is the goal of professional education.

The content of the elective course on the topic "Theory and methodology for formation and development of pedagogical potential" allows to reveal the essence of the concepts of "personal potential", "professional", "structural components of pedagogical potential", etc. Priority are the main fundamental problems of formation and development of a future teacher professional potential: purposeful activity /motives/ - exploratory, cognitive, intellectual and research, practical activity and the structural component of creativity. Explanations of their content system were given. Thus, 1. Under components of the content system of motives of purposeful activity /motives/ search activity, we consider methodological teachings: the theory of values /axiology/, the sources of knowledge and similar knowledge /epistemological/, interdisciplinary connections, etc. 2. Under components of the content system, cognitively - meaningful and intellectual - research and theoretical knowledge we take: pedagogical and psychological knowledge, knowledge for specialization, new meaningful subject knowledge. 3. The components of a meaningful system of knowledge on practical activities and creative - methodological and practical knowledge and skills include novelty, experience of professional activity, development of professional skills.

Introduction of this elective course into curriculum, guided by the structural components of purposeful activity /motives/ - exploratory, cognitive and intellectual, research, practical activity and creativity - methodological teachings: theory of values /axiology/, sources of knowledge and similar knowledge /epistemological/, interdisciplinary connections; theoretical knowledge: pedagogical and psychological knowledge, knowledge for specialization, new meaningful subject knowledge; methodological and practical knowledge and skills: novelty, experience of professional activity, active, conscious participation of students in classes to substantiate issues of professional skill, contributed to an

increase in the activity and awareness of students participation in a classroom, the growth of their spiritual values, personal abilities, scientific understanding of educational and cognitive orientation during the lesson. Further, this led to the fact that students learned to carry out assignments in non-traditional ways, to improve themselves in preparation for future pedagogical professional activities, to consolidate knowledge, abilities, skills and solve pedagogical situations.

The level of formation and development of professional potential of a future teacher proves the effectiveness of increasing responsibility for pedagogical professional activity and gives positive results both in the system of a higher educational institution and in institutes for advanced training of pedagogical personnel.

Thus, the pedagogical and practical work carried out proved the scientific and methodological effectiveness of formation and development of professional potential of a future teacher at university, and the hypothesis put forward from the point of view of the theory found its practical confirmation.

Based on the scientific theoretical provisions of the dissertation research and the results of experimental work, we made the following conclusions:

1. The study of the conditions for preparing future teachers for professional activity determined the need for formation and development of personality and professional potential of a future teacher in pedagogical activity in universities, showed the importance of its implementation in the pedagogical process of the university.

2. Analysis of theoretical knowledge of scientific literature aimed at developing professional potential of a future teacher within the framework of the modern educational content, structure, importance of formation and development of professional potential of a future teacher, the motives of purposeful activity in substantiating their effectiveness in pedagogical activity / - allow to substantiate the structure and essence of understanding and the implementation of the development of search, cognitive content and intellectual, research, practical activities and creativity and professional potential in teaching in general.

3. Methods, methodology for formation and development of professional potential of a future teacher, developed on the basis of the designated parts and their indicators made it possible to determine personality and level of professional potential of a future teacher and make adjustments to the content of training of a future teacher.

4. Revealing pedagogical conditions increased the quality of preparation of a future teacher to work on formation and development of professional potential. The pedagogical conditions for development of professional potential of a future teacher have been determined:

The content of the elective course on the topic “Theory and methods of formation and development of pedagogical potential” made it possible to increase effectiveness of formation of professional potential of students in future pedagogical activity.

5. Results of the pedagogical-experimental practical work showed the average level of formation and development of professional potential of a future

teacher during the ascertaining experiment, the level of students in the practice of formation has grown in terms of a qualitative result.

Based on the results obtained during the pedagogical and practical work, the following recommendations were formulated:

1. Introduction of elective courses on methodology, methods of forming and developing professional potential of subject teachers (pedagogy and methods of primary education, History, Geography, Kazakh Language and Literature, English, Chemistry, Physics, Mathematics, Computer Science, etc.) that are trained in universities in pedagogical specialties, can be used in the process of professional training of a future teacher in this direction.

2. If future researchers were engaged in purposeful scientific creative work, devoting their dissertation research work to formation and development of the professional potential of the future teacher through their pedagogical activities, this would provide theoretical and methodological assistance in increasing the professional competence of the teaching staff at school.

The hypothesis put forward in the dissertation was substantiated from a scientific theoretical point of view and confirmed by the results of pedagogical experimental work. The results obtained indicate the need to develop professional potential of a future teacher in the course of implementing the strategy for training future specialists at universities of the Republic of Kazakhstan.

Approbation and implementation of research results: The content of the thesis was discussed at academic meetings to discuss research papers within the educational program "Pedagogy and Psychology" of the Faculty of Pedagogy and Psychology of Zhetysu University named after I. Zhansugurov, at foreign and domestic conferences.

The ideas and results of the main provisions of the dissertation work of the research direction were published in scientific and methodological works in the form of articles in the following publications:

1. Development of the professional potential of a teacher as the necessary condition for implementation renewal of education. Science and education. International Centre for scientific cooperation. Fundamental and applied scientific researches: Topical issues, achievements and innovations. Collection of articles of XXII International Scientific and Practical Conference, April 15, 2019 in Penza 219-225. eLIBRARY ID: 37264978.

2. Peculiarities of management of a teacher in the framework of the updated content of education. International Scientific and Practical Online Conference "Programs for improvement the system of education: the issues of efficient organization the educational process and competent specialists training". International Kazakh-Turkish University named after Khoja Akhmet Yassawi. 03-04.05.2019.

3. Research activities of a creative teacher in the framework of the updated content of education. IV International Scientific and Practical Conference "WTO

Membership: Prospects for Scientific Research and the International Technology Market" in Vancouver (Canada) October 23-25, 2019, 104b.

4. The problems of formation thinking activities of primary school children. Zhetysu University named after I.Zhansugurov. Materials of the International Scientific and Practical Conference "The youth is the prime mover of the society" 25-26. Kazan, 2019, Taldykorgan, p. 236

5 . The essential characteristics of multicultural education. Abay Kazakh National Pedagogical University. "Bulletin". " Pedagogical Sciences" series, №2(62). 2019.

6. Teacher's potential and its formation. International Scientific Journal "Science and life in Kazakhstan". №5 (3) 2020, p.150 .

7. Scientific foundations of training future teachers. Abay Kazakh National Pedagogical University. "Bulletin". " Pedagogical Sciences" series, №4(60),2018, p.15-23.

8. Development of the professional potential at the teacher as a necessary condition. Opcion Volume 35, Issue 88, 2019, Pages 92-114. ISSN: 10121587.

9.Pedagogical Competence as Means of Developing the Professional Potential of the Teacher . Vol. 12 No. 1 (2020): Issue 2020/1 <http://iratde.com/index.php/jtde/article/view/606>