

ANNOTATION

on the dissertation work for the degree of Doctor of Philosophy (PhD) in specialty 6D010300 – «Pedagogy and Psychology» Aigul Orazbekkyzy Spatay on the theme «Psychological and Pedagogical Features of the Study of Teachers' Readiness to Learn English in Lifelong Education»

General description of the work: the theoretical and methodological foundations for the psychological and pedagogical features of the study of teachers' readiness to learn English in the institutions of the system of lifelong professional education were determined, the essence of the concept of modern professional training of English teachers in lifelong education was clarified, a structural and content model of training teachers in accordance with the latest requirements through lifelong professional education in this system was developed, the results of experimental work were presented; scientific and methodological recommendations were given in the dissertation research.

Relevance of the study. The consequence of socio-economic and universal transformations in society is a lifelong and deep reform of education. It should be noted that today the contribution of teachers of Kazakhstani universities to the human capital is achieved through the pursuit of success, efficiency and quality in the implementation of the “road map” in the higher education system.

In the section “Education” of the Concept of Long-term Socio-economic Development of the Republic of Kazakhstan until 2020, issues of ensuring the innovative nature of basic education and creating a modern system of lifelong education, training and retraining of professional personnel are discussed.

In accordance with resolution Number 645 of the Government of the Republic of Kazakhstan dated August 31, 2019, Article 4 of the law “On the status of a teacher” it says that “a teacher is a person who meets the qualification requirements specified in the professional standards approved in the manner prescribed by the legislation of the Republic of Kazakhstan in the field of labor carries out professional activities in the organization of education, as well as the organization and (or) methodological support of educational activities, meets the qualification requirements specified in the professional standards approved by the legislation of the Republic of Kazakhstan in the field of labor”. This highly important regulatory document indicates that teachers have the right to freely choose methods and forms of organizing pedagogical activities in compliance with the requirements of the state mandatory standard of the appropriate level of education, achieving an increase in the status of teachers.

Lifelong education is an integral part of higher education and is one of the most important areas of intellectual production, where the society human capital is formed, and it is a complex process that requires cognitive and emotional participation, readiness and ability to innovate.

Improving the quality of professional training of specialists in the system of lifelong multi-level education, theoretically justifying the continuity of its management a scientific and methodological support becomes one of the main goals

that require the study and gradual implementation of the process of integration of the Kazakh education system into the world educational space. This is fully evidenced by both the “Concept of development of the education system in the Republic of Kazakhstan until 2015” and the “State program for the development of education in the Republic of Kazakhstan for 2020-2025”.

The implementation of the education system with a conservative content has recently been replaced by an innovative one. The educational services market is one of the most mobile and dynamically developing. Didactic processes are becoming more active, as a result of which the demand for active teaching methods is increasing. The goal of education is changing: a large number of competitive specialists are required, priorities in the learning process are changing, complex professional situations are becoming more relevant, that is, there is a need to introduce professional games into the educational process. In this regard, the world pedagogical experience has accumulated a positive potential, and in this case, the best way is to use foreign, Russian and domestic experience effectively and rationally. This problem is closely related to how to solve it in the field of education. We choose pedagogical technologies using innovative methods, first of all, their testing in a higher educational institution.

The Information Society of the beginning of the XXI-th century is characterized by the development of Science and the growth of artificial intelligence, the expansion of the circle of freedom of each individual, ensuring the availability of different knowledge to every person in any part of the globe through a variety of measures. In particular, changes in socio-economic conditions are reflected in the system of comprehensive individual development. The modern young generation is characterized by pragmatism, and the desire to get material benefits. At the same time, it is no coincidence that the processes of globalization that cover the entire world require the preservation of domestic traditions, the identity of culture, as well as the need for qualifications and special professional competencies.

In paragraph 11 of the Action plan of the Address to the People of Kazakhstan “Kazakhstan in a new situation: a stage of action” dated September 1, 2020, the head of state Kassym-Jomart Tokayev noted that a new identity of the nation should be formed, that is, new principles and new guidelines should be established in the Kazakh society. In this regard, the goal of the educational process at the university should be aimed at developing a person who is not only useful, but also able to make moral decisions, to form the personality of a future teacher with a new vision, who has a high level of spiritual and moral culture and can be a supplier of values and norms that determine the life position of a person.

The educational process at the university is not only a means of transferring the accumulated knowledge, skills and abilities, but it also helps an individual to form a new vision of the world, to understand the relationship and interdependence of what is happening in it, to understand global problems and develop personal responsibility for their solution.

The relevance of the study is primarily due to the social order in which the results of the study of the demand of modern society for harmoniously developed and professionally educated and qualified specialists are aimed at acquiring

competitive qualities, knowledge and skills. Theory and practice of multi-level pedagogical education, modeling of lifelong professional education, problems of continuity of content of educational programs and standards of levels of lifelong professional and pedagogical education, as well as organizational and pedagogical foundations of continuity of lifelong pedagogical education and the system of methodological support for its implementation, problems of preparation of the educational process in a multi-level system of education were studied in the works of a number of scientists, for instance, Biryukova N. A., Godnik S. M., V. L., Ermolenko N. A. Zavalko, E. M. Ibragimova, V. A. Kuznetsova, V. M. Ushakova, K. K. Zakiriyarov, T. A. Kishkashbayev, K. T. Ustemirov, etc.

Thus, the analysis of scientific research shows that the problem of training teachers in the system of lifelong multi-stage professional and pedagogical education still needs to be considered in depth. In this research work, we studied the advanced views of B. A. Sailybayev on the scientific foundations of continuity management of teacher training in the system of lifelong professional and pedagogical education, S. T. Zharbolova on determining the pedagogical conditions for improving the training of future teachers in the system of lifelong multi-level education and were guided in drawing conclusions.

One of the main tasks of the educational policy of the Republic of Kazakhstan is the implementation of trilingual education. In the address to the people of Kazakhstan of the leader of the nation of the Republic of Kazakhstan N. A. Nazarbayev the strategy “Kazakhstan – 2050” is a new political course of the established state”, the need to develop the necessary measures “to create conditions for the active study of Russian and English languages by our children along with the Kazakh language” was again noted.

The practice of multilingual/trilingual education in Kazakhstan dates back to 2007. However, in the system of lifelong professional and pedagogical education, there is an increasing need to determine the psychological significance of teacher training in connection with the acquisition of English, the language of International Communication, and the lack of proper attention to this issue in the modern education system; in the system of lifelong professional and pedagogical education, there is a contradiction between the increase in requirements for raising the training of teachers to a new quality on the basis of active teaching methods with the organization of joint-dialogue cognitive activities and the lack of methodology based on scientific theory associated with its implementation. The search for a solution to these contradictions led us to identify the problem of research and choose the theme “Psychological and Pedagogical Features of the Study of Teachers’ Readiness to Learn English in Lifelong Education.”

The aim of the study: theoretical substantiation and experimental verification of psychological and pedagogical features in determining the readiness of teachers to learn the language in the system of Lifelong education, which is designed to solve the tasks of adaptation to professional activity.

The object of the study: the educational process in institutions of Lifelong Professional Education.

The subject of the research: the readiness of English Language teachers in Lifelong professional education to learn the language and innovative teaching methods that make this training effective.

The research hypothesis: the formation of a harmoniously developed, highly competent educated, competitive personality in Lifelong professional education will be successful in the following cases:

- training of teachers to learn the English language is carried out in accordance with the relevant requirements;
- when using the system of professional games in the activities of teachers ' English language proficiency;
- the organization of cognitive activity of teachers in English has a combined dialogical character;
- when organizing cognitive activities of English Language teachers in a unified dialogue format;
- implementation and application of active teaching methods aimed at improving the quality of training.

Objectives of research:

- Theoretical and methodological determination and justification of training of teachers of the English language in the system of Lifelong Professional Education;
- To reveal the psychological significance of innovative socialization;
- To clarify the essence of innovative teaching methods in lifelong professional training;
- Theoretical substantiation, development and experimental testing of the system of active teaching methods and methods of their application in professional education;
- To prove that unified and dialogic cognitive activity is the goal of the learning process in the system of Lifelong education, as well as a condition for achieving maximum efficiency;
- Active teaching methods (Business games, socio-psychological trainings, professional games, etc.) are considered very effective and serve as a psychological basis for their organization.;
- Theoretical substantiation, development and experimental testing of the system of professional games in Lifelong professional education and its application methods.

The theoretical and methodological foundations of the research: the principles of professional training of teachers; problems of lifelong pedagogical education; lifelong management of this process; psychological significance of innovative socialization; social, psychological and pedagogical theories; theory of management of training of specialists; ideas of pedagogical management in lifelong education; professional activity, personality-oriented, system culture, technological, innovative approaches and their theories in the planning and organization of lifelong education. The methodological basis of the study was L. S. Vygotsky's theoretical-methodological and cultural-historical research, psychological-pedagogical concept of contextual learning by A. A. Verbitsky, and psycholinguistic and linguistic research (I. A. Zimnyaya, F. De. Sossur, V. Humboldt, I. N. Gorelov, N. Chomsky,

Judith Green, L. A. Jakobowitz, B. V. Belyaev, E. I. Passov, E. D. Bozhovich, Novikova I. A., Novikov A. L., M. A. Rybakov, A. Zh. Aldamuratov); theories of translation of language constructions (Alekseeva L. M., Gavrilenko N. N., Malyuga E. N., V. A. Kovshikov, V. P. Pukhov, V. P. Belyanin, P. Newmark, V. S. Vinogradov, V. N. Komissarov, Retskerya. I., Schweitzer A.D. and others; research of linguistic and cultural studies (Zlobin A. N., Utochkina A. K., Larina T. V., etc.) ; theories of innovative and pedagogical activity by K. Angelovsky, V. I. Zhuravlev, L. S. Podymov, M.M. Potashnik, A. I. Prigozhin, P. I. Tretyakov, I. R. Yusufbekova; theory of formation of professional personality by O. A. Abdullina, N. V. Kuzmina, A. K. Markina, V. A. Slastenin and others [34, 35,36,37,38, 39,40]. As well as B. S. Gershunsky, G. I. Zhelezovskaya, G. P. Kornev, V. V. Kraevsky, and Yu.A. Kustov's general methodological issues of pedagogical science and general problems of the conceptual apparatus of pedagogy; problems of personality-oriented education considered in the works of Sh. A. Amonashvili, L. Vyatkina, V.S. Sukhomlinsky, I. S. Yakimanskaya; questions on the course of activity in the construction of the educational process in L. S. Vygotsky, A. N. Leontiev, and S.L. Rubinstein's works and the individual direction of studying language abilities carried out by the B.M. Teplov's school (The research works by E. A. Golubeva, M. K. Kabardov, T. L. Chepel, G. A. Maktamkulova, E. V. Artishevskaya, S. A. Izyumova, N. Ya. Bolshunova, E. V. Demina, etc.). The theoretical and methodological basis was also formed by the conceptual theoretical opinions of well-known Kazakhstani scientists, researchers and experienced specialists, including: K. B. Zharykbayev's theories of ethnic approach in the process of individual education; S. M. Dzhakupov's concept of the development of unified dialogue cognitive activity in the organization of lifelong education; N. K. Toksanbayeva's concept of fundamental theory on the development of professional pedagogical abilities and relationships of students in the process of Lifelong Professional Education; fundamental concepts in the doctoral dissertation of the native linguist S. S. Kunanbayeva "Modern Foreign Language Education: Methodology and Theory" (2005); doctrinal principles of R. B. Karimova on the use of health-saving technologies in the system of lifelong education; conceptual works of L. Komekbayeva on the provision of psychological services in order to improve professional skills in the process of lifelong education; The actual theoretical conclusions of G.S. Mailybaeva about the diagnostic activities of teachers and other theoretical conclusions.

The leading idea of the study: the system of lifelong professional and pedagogical education, the organization of training of specialists in this field by means of professional games, interactive methods of joint-dialogue cognitive activity contributes to their development and improvement in qualified competencies in accordance with the requirements of society, theoretically identifying the psychological and pedagogical features of teachers' readiness to master the English language, and building a block-modular educational process using innovative methods: use of professional games and active teaching methods in order to increase the success and comfort of the learning process and the competitiveness of learning subjects.

Research methods:

- theoretical analysis of scientific and methodological materials on the topic of the dissertation;
- control of the educational process in natural conditions;
- pedagogical experiment, which includes constation and formative sections;
- processing of experimental data and results of observations using the method of Mathematical Statistics;
- analysis of the results obtained from the point of view of their reliability, theoretical significance and practical application.

Research base: Orda university, teachers and students of the pedagogical Faculty of this university, Department of Pedagogical Sciences of Gazi University in Ankara (Turkey), South Kazakhstan Higher Pedagogical College, and school - lyceum №7 named after K. Syptayev in Shymkent. Teachers of primary, secondary and higher educational institutions of professional education and students were used to test individual conclusions of the dissertation on an experimental basis.

The main stages of the study:

At the first stage (2018-2019): the topic of the dissertation research was chosen in accordance with the professional activity of the doctoral student, a wide analysis of scientific and special literature related to this issue was carried out, a wide review of the main articles-publications on the topic, the compilation of the scientific and explanatory apparatus of the research was carried out. The plan and program of the experiment were developed. Educational and methodological materials were sorted. Documents of educational institutions were studied.

At the second stage (2019-2020): a selective adaptation of the system of active teaching methods and the classification of professional games, the selection of the type of psychological and pedagogical support for the implementation of the system of Lifelong Professional Education in the educational process, the creation of constational and formative experiments, the adaptation of methods, diagnostic and correctional programs were worked out. In the course of the determination experiment, the initial level of knowledge of student-teachers and university teachers was checked, the results were summed up, and the formation experiment was carried out (tests, questionnaires were conducted, tasks were given, etc.), intermediate sections were taken, and theoretical materials were systematized.

At the third stage (2020-2021) : work was carried out on generalization, systematization and processing of information obtained on the basis of the constational experiment, drawing up conclusions and instructions, summing up the results and formalizing the research of the dissertation. The formation experiment was continued, the results of the study were sorted and processed. Educational and methodological materials were published. The dissertation was designed on demand, and the literature was systematized.

Based on the research materials, several scientific papers, articles and brochures have been published.

With the direct intervention of the doctoral student, the materials of the object of research necessary for the process of Lifelong Professional Education of the University were presented and conducted to the students of the University in the

form of lectures, seminars in the program of the elective course “Methodology of Psychological and Pedagogical Preparation of a Teacher for Professional Activity (based on the competence of English language proficiency)”.

Approbation and implementation of the research results were carried out at SilkWay International University and Gazi universities in Ankara, South Kazakhstan higher pedagogical college and IT Lyceum No. 7 named after K. Spatayev. (2018-2021)

The main provisions submitted for defense:

1. Definition of the theory and methodology of the study of teachers' readiness to learn English in the system of continuing education;
2. To identify the psychological significance of innovative socialization of English language teachers in professional education;
3. Theory and practice of the classification of the system of professional games used in the educational practice of institutions of continuing professional education, as well as proof of its effectiveness;
4. A system of active teaching methods for use in the educational practice of institutions of continuing professional education;
5. Pedagogical technologies using innovative teaching methods in the form of professional games and active teaching methods.
6. Theory and practice of the organization of cognitive activity in the combined-dialog aspect in continuous professional education.

Scientific novelty and theoretical significance of the research:

- 1) the principles of implementing the training of teachers to learn the English language and the methodological foundations of continuity management in the system of lifelong professional and pedagogical education are defined;
- 2) the essence, content of teachers ' readiness to learn the English language in the system of lifelong professional and pedagogical education is justified and a structural and functional model is developed;
- 3) the criteria and indicators for the implementation of teachers ' readiness to master the English language in the system of lifelong professional and pedagogical education are determined and the psychological and pedagogical conditions are determined;
- 4) a concept for the implementation of teachers ' readiness to learn the English language on the basis of the organization of joint dialogue cognitive activities in the system of lifelong professional and pedagogical education, has been developed;
- 5) the technology and mechanism of connecting teachers ' readiness to master the English language with innovative socialization in the system of lifelong professional and pedagogical education have been identified;
- 6) an advanced method of effective implementation of teachers ' readiness to master the English language through professional games and active methods in the system of lifelong professional and pedagogical education has been developed, and its effectiveness has been proven in the course of a practical and empirical experiment.

The following rules are recommended for defense:

1. Implementation and management of training of English teachers in the system of lifelong professional and pedagogical education, as well as their innovative socialization are facilitated by the following specific principles (continuity, unified dialogue, humanization, integration, coordination, unity of management and self-government and reliance on advanced pedagogical technologies, etc.), methodological bases (dialectical theory of knowledge, theory of unity of theory and practice, the principle of unity of consciousness and activity (S. L. Rubinstein), theory of the involvement of ethnic stereotypes in the training of teachers (K. B. Zharykbayev), English language in the system of Lifelong Professional Education theory and practice of using interactive methods in the training of teachers (Alimov A.), the law of transition of quantitative changes to qualitative changes, etc.).

2. The system of lifelong professional and pedagogical education, the English language reflects the essence and content of lifelong and innovative management of teacher training, unifying its goals, objectives, principles and directions, forms and methods. The structural and functional model of Lifelong Professional Education will be formed more effectively, which will ensure a single rational and optimal process of multidisciplinary lifelong pedagogical education, which will contribute to the interrelationship and mutual conditionality of teaching activities and the professional development and formation of the future teacher.

3. The system of lifelong professional and pedagogical education, the combination of training of English teachers with innovative socialization is determined by special criteria and indicators and psychological and pedagogical conditions (implementation of paradigms of humanization of pedagogical education at all stages of training of English teachers; preservation of continuity between the ideology, content and technology of teacher training and management of this process with the organization of joint-dialogue cognitive activities; humanization of Education Management; the English language is implemented by establishing continuity between the goals, objectives, content and methods of teacher training in an integrative nature; determining their relationship at all stages of specialist training).

4. The concept of integrative continuity management of the training of English teachers in the system of lifelong professional and pedagogical education in the context of an innovative peacekeeping approach to the goals and objectives of this process, the state of the ongoing system of lifelong education in the country, a set of requirements for modern teachers, guiding principles in the system of lifelong education, the main directions, structural content, it considers the management activities of the system of lifelong professional and pedagogical education and ways to master the scientific and methodological content in the future.

5. The Integrative continuity of training of teachers in the system of lifelong professional and pedagogical education includes methods and tools for collecting and processing information on this issue; laws, mechanisms, laws and principles of effective influence on the individual; and a whole set of systems for their control, and the mechanism implements this pedagogical technology.

6. Implementation of training of English teachers in the system of lifelong professional and pedagogical education with the organization of integrative joint-dialogue cognitive activity, management methodology is based on empirical experience, the effectiveness of which has been proven in the course of a complex experiment and is aimed at the formation of professional competence of this specialist.

The validity of the research results is ensured by the theoretical and methodological substantiation, compliance of the content of the work with the scientific apparatus, the use of complex methods, the expediency of the experimental program, summing up the results on the basis of documentary materials, the implementation of the basic principles and results of the research in practice, the effectiveness of the results obtained, the proof of the scientific hypothesis, the applicant's experience in working in a higher educational institution.

Implementation of methodological, logical and scientific principles; compliance with theoretical and empirical research standards; substantive analysis and methodological validity of initial positions and theoretical conclusions; availability of theoretical analysis and generalization of empirical data; use of tested research methods and adequate tasks set in the dissertation and logic of work; representativeness of research choices; the content and statistical analysis of the results obtained is ensured by the mandatory personal participation of the author in the empirical study and the organization of the study.

Approbation and implementation of research results:

The results of the study are implemented in the practice of training specialists in the presented research educational institutions.

The main results and provisions of the study: 4 articles at International conferences of the near and far abroad; 1 article was published in the journal Scopus (Scopus), indexed in the database of an International Information Company, and 6 articles in publications recommended by the Committee for Quality Assurance in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan.

Structure of the thesis. The dissertation consists of an introduction, three **sections**, a conclusion and a list of references and appendixes.