

**ANNOTATION of the dissertation work of Shakirova Arayly Dalelovna
on the subject "Development of the pedagogical abilities of educators through
socio-psychological training" for the degree of Doctor of Philosophy (PhD) in the
educational program 8D01101 - Pedagogy and Psychology**

Relevance of the research. The current stage of development of domestic education is associated with the reform and updating of the existing system, subject to the requirements of legislative and regulatory documents governing educational activities. The Law of the Republic of Kazakhstan "On Education" establishes the basic principles of state policy and legal regulation of relations in the field of education, their implementation is possible if there are qualified professional personnel with a high level of pedagogical abilities. On September 1, 2021 in the third direction of the State Nation Address to the people of Kazakhstan "National unity and systemic reforms - the systemic basis for the country's prosperity" by the President of the Republic of Kazakhstan, Kassym-Jomart Tokayev, pointed to quality education: in general, the country's education and science sectors face huge challenges. This means being able to keep up with the times, always be one step ahead and offer the latest news. Despite a lot of research in the field of pedagogical abilities, the question of their structure, the determinants of the manifestation of individual components in the context of a holistic personality remains poorly understood. Determining the important characteristics, content, structure and mechanisms of manifestation of these abilities is one of the important areas of modern research. We also emphasize that one of the objectives of the national project "Educated Nation", approved by the Decree of the Government of the Republic of Kazakhstan dated October 12, 2021 No. 726, is based on the feature "Improving the competitiveness of Kazakhstan universities".

In addition, in his address to the people of Kazakhstan dated September 1, 2020 "Kazakhstan in a new situation: period of validity", the head of state pointed out: "We must direct the entire system of vocational education to the formation of qualified specialists who are in demand in the labor market". In addition to the order No. 133 of the Chairman of the Board of the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" dated June 8, 2017 in the "Professional Standard of a Teacher", the indicators of the future teacher "knowledge, skills, business, personal and professional competence" indicate the complexity of work activity. Therefore, pedagogical abilities are considered one of the leading and basic conditions for the success of a modern teacher in the field of professional activity. In the classical version of the interpretation of abilities, it is necessary to take into account the individual psychological characteristics of a person, which ensure the effectiveness of his actions. Also we are based on professional training.

The training of specialists in the field of education was studied in many ways: theories and methodological works of the development of the personality of the teacher V. A. Slstenina, N. V. Kuzmina; professional training of teaching staff Yu. K. Babanskiy, V. P. Bepalko and other scientific research.

It is necessary to mention the works of B.T. Kenzhebekov, G.Sh. Alnazarova, Z.S. Kokanbaev, A.R. Ermentaeva, N.B. Rakhmetova, E.S. Onalbekov,

A.K. Mynbaeva, A.M. Kudaibergenova, P.T. Abdullaeva and others in determining the methodological and theoretical foundations of the problem of training teachers in Kazakhstan.

And the relevance of the problem under study for the modern polyparadigm educational space is reflected in the studies of a number of specialists of the psychological and pedagogical school (N.D. Levitov, F.N. Gonobolin, V.A. Krutetskiy). The basics of understanding the prerequisites, nature, structure, content of the emergence and development of pedagogical abilities as a psychological phenomenon, as well as its most important psychophysical and personal relationships are considered in fundamental research (S.L. Rubinshtein, B.M. Teplov, B.G. Ananiev, V.S. Merlin and others).

N.D. Levitov was one of the first in terms of the complexity of his pedagogical abilities and main components, and Levitov emphasizes this in his works. He attributed to them: obligatory inclination to teaching, calmness, gentleness and flexibility of character, love and a sensitive, uniform, serious and attentive attitude towards students. According to N.D. Levitov, pedagogical abilities are a number of qualities directly related to various aspects of the teacher's personality (quality of speech, ingenuity, quick orientation and immediate decision-making, understanding of the teacher's thoughts and attitudes ...). The foregoing is a condition for the effective implementation of the teacher's pedagogical activity.

The problem of improving, developing and correcting the professional skills and personal qualities of teachers by means of practical psychology in the form of socio-psychological training was addressed by foreign M.M. Wilcox, M.M. Gale, K.L. McLaughlin, E. Squires, E.C. Berish, J. Hojaste, M. Lee, D. Russell, M. Lee, J. Parker, B. Stree, I. Delcambre, T. Donahue, M. Csikszentmihalyi, O. Kruse and Russian researchers B.F. Lomov, K.A. Abulkhanova-Slavskaya, A.G. Asmolova, A.K. Bykov, R.V. Ovcharova, V.Ya. Liaudis, L.A. Petrovskaya and others.

Among psychologists, practitioners and theorists who study this problem, the terms "pedagogical training" and "pedagogical professional training", which were introduced by A. K. Bykov and N. V. Samoukina, are also distinguished by the fact that they have established active forms and main directions of retraining teachers, defining their main content and structure.

Scientist N.K. Toksanbaeva in her research article says: "One of the leading positions of developmental education is to consider the student as the subject of education". That is, in this regard, we can consider a developing environment, in our case, socio-psychological training. And according to psychologist-scientist M.P. Ospanbayeva, psychotraining is one of the active methods of applied psychology. Its main goal is to develop business relations; aimed at improving sensitivity and regulating behavior. M.A. Yerkinbekova in her dissertation shows that socio-psychological training is an active learning with the aim of mastering life experience, which should be carried out only as a result of the interaction of people in group relations. In her opinion, socio-psychological training in pedagogical activity helps to regulate pedagogical relations between the subjects of education and upbringing.

Modern science psychology and the practice of improving the efficiency of human activity pay great attention to socio-psychological training, of particular

interest are the works of A.K. Bykov on improving abilities through socio-psychological training.

In the research work, the mechanisms of socio-psychological training in the development of the pedagogical abilities of students are investigated. A number of **contradictions** were identified in the direction we are considering in the course of analyzing the situation of theoretical and practical experience in applying the concept of socio-psychological preparation to the study of the process of preparing vocational education:

- the contradiction between the lack of a scientific basis for socio-psychological training and the lack of its publications of internal organizational trust through the influence of socio-psychological training on the development of pedagogical abilities of educators is a complex phenomenon determined by individual and group characteristics, communication features, as well as behavioral tactics of interpersonal interaction, one of the important characteristics of pedagogical abilities and teachers in psychological and pedagogical literature.

- the contradiction between the requirements of the state educational policy for the pedagogical abilities of teachers and modern universities, research through socio-psychological training;

- the contradiction between the fact that special programs are not planned through the influence of socio-psychological training on the development of pedagogical abilities of teachers, and the level of its actual implementation in the process of higher education;

- contradictions between the inadequacy of the theoretical and practical development of the orientation of educational activities aimed at self-development and training in the higher education system through the influence of the social order of society and the influence of socio-psychological training on the development of pedagogical abilities of teachers in general, the educational situation, methodological developments, programs aimed at developing pedagogical abilities in the absence of a general educational situation.

We defined the research topic as "**Development of the pedagogical abilities of educators through socio-psychological training**" based on the analysis of the theoretical foundations and the practical demand for applied materials, and taking into account the indicated contradictions.

Goal of the research: Scientific and theoretical substantiation of the development of the pedagogical abilities of educators through socio-psychological training, experimental and practical research and presentation of the scientific and methodological complex.

Object of the research: The process of developing the pedagogical abilities of learners.

Subject of the research: Socio-psychological training as a method of developing pedagogical abilities.

Leading idea of the research:

In the research, as part of studying the development of the pedagogical abilities of educators, we intended to create a structural and content model for the

development of the abilities of future specialists, creating theoretical and methodological foundations. The methodology of the experimental study is determined and formulated according to the laws, mechanisms, parameters and criteria indicators for the development of the pedagogical abilities of future specialists through socio-psychological training.

The main assumption of the research: If socio-psychological training is effectively used in the education system and is developed by a specially organized methodological complex and programs, **then** the patterns, parameters and criteria indicators in the dynamics of the development of pedagogical abilities of educators are formed at a high level, **because** the proposed structural and content model and educational and methodological complex of support based on the theory, concept and practice of vocational and pedagogical education in pedagogy.

Objectives of the research:

1. Determination of the psychological and pedagogical foundations of socio-psychological training in the development of students' pedagogical abilities.
2. Analysis of the basic concepts of the study (pedagogical abilities, socio-psychological training), determination of their meaning, function, structure.
3. Creation of a structural-content model for the development of pedagogical abilities of future teachers.
4. To develop a set of tasks for socio-psychological training to develop the pedagogical abilities of students, to conduct its experimental verification, to determine the effectiveness of the use of socio-psychological training in the practice of teaching students.

Theoretical and methodological foundations of the research:

- Conceptual foundations of the vocational education system (A.S. Belkin, N.S. Glukhanyuk, N.V. Kuzmina, V.I. Zagvyazinskiy, E.F. Zeer, E.A. Klimov, Kh.T. Sheryazdanova, N. S. Akhtaeva, A.R. Ermentayeva and others);
- the theory of professional competence (A.S. Belkin, A.K. Markova, L.M. Mitina, V.V. Nesterov, Sh.Kh. Kurmanalina, B.T. Kenzhebekov, G.Zh. Menlibekova, etc.);
- conceptual and psychological provisions of personality development and mediation of activity in this process (B.G. Ananiev, A.N. Leontiev, E.A. Golubeva, L.S. Rubinshtein, V.N. Myasishchev, B.M. Teplov, B. S. Merlin, V. I. Zimnya, V. A. Kan-Kalik);
- theory of integral research of personality (B.Ch. Merlin, B.A. Vyatkin, E.A. Silina, D.S. Kornienko);
- theoretical foundations of the organization of socio-psychological training (K. Rogers, M. Forverg, S. I. Sidorenko, N.Yu. Khryashcheva);
- general scientific methodological methods of organizing the educational process (system-structural, personality-oriented, activity-based).

Sources of the research:

Regulatory documents on scientific research, domestic and foreign works of philosophers, psychologists and teachers; materials of international, republican conferences.

Methods of the research:

-theoretical: comparative analysis of psychological, pedagogical and methodical literature; analysis of normative and legislative documents; modeling, abstraction; identification of the categorical apparatus, analysis and generalization of materials on the classification of parametric characteristics of pedagogical abilities;

- empirical: testing - the methodology "Diagnosis of the level of partial preparedness for professional and pedagogical self-development"; O. F. Potemkina's methodology for diagnosing socio-psychological views of a person in the field of motivational needs; test "Determining the level of abilities"; K. Rogers and R. Diamond's method of diagnosing socio-psychological adaptation; Methodology for the analysis of pedagogical abilities; Diagnostics of the level of self-development and professional and pedagogical activity (L.N. Berezhnova); "What are your socio-psychological attitudes?" survey; "What is your creativity?" survey.

- statistical: Spearman's rank correlation coefficient, correlation analysis.

Scientific novelty and theoretical significance of the research:

1. For the first time in pedagogy and psychology in Kazakhstan, through socio-psychological training, the development of the pedagogical abilities of educators was considered, and the possibility of developing basic and applied knowledge was created.

2. Thanks to the theoretical analysis of the goal of the research, for the first time in practice, the development of the pedagogical abilities of educators through socio-psychological training was revealed.

3. In the Kazakh science of pedagogy and psychology, the main directions for the development of the pedagogical abilities of educators through socio-psychological training have been developed, and its structural content is shown in the model.

4. The method of experimental study of the features of the development of pedagogical abilities in future teachers is clarified, a methodological complex is provided for implementation through the analysis of the results, the features of the development of pedagogical abilities are formulated.

The practical significance of the research:

1. The structural-content model of the development of the pedagogical abilities of students through socio-psychological training can be used in the process of teaching pedagogical disciplines;

2. A set of tasks for socio-psychological training has been developed, which contributes to the formation of basic labor actions;

3. A special course of the educational program "Fundamentals of socio-psychological training (pedagogical abilities)" was developed;

4. "Socio-psychological training: Pedagogical excellence": teaching aid / A.D. Shakirova, N.K. Toksanbayeva, Sh.N. Zakaryanova, B.B. Ayazbayeva - Almaty, 2022. - 156 p. educational and methodological tool was developed;

Basic principles proposed for defence:

1. The pedagogical abilities of students are a multi-component holistic system, the structure of which is directly related to: organizational and communication skills, propensity for the profession "man-to-man", pedagogical tact, pedagogical culture, pedagogical competence, multi-level qualities of a holistic individuality.

2. The problem of "*development of pedagogical abilities of students through socio-psychological training*" is reflected in the psychological and pedagogical characteristics of students as a system of life relationships and as a determinant of profound personal changes. The guideline is based on pedagogical abilities, systematization of the definitions of socio-psychological training, analysis of theories, scientific and methodological principles of its study.

3. The effectiveness of the development of students' pedagogical abilities is determined by the purposeful organization of the process of their professional training by the method of socio-psychological training. Methodological principles, pedagogical and psychological foundations form a logical scheme of the structural and content model for the development of the pedagogical abilities of future specialists.

4. A special educational program "Socio-psychological training (pedagogical ability)", a teaching aid "Social-psychological training: pedagogical ability", a program of socio-psychological training for the development of pedagogical abilities were tested and developed.

Research base:

Research work of Zhetysu University named after Ilyas Zhansugirov, Academy "Kainar", Al-Farabi Kazakh National University.

Stages of the research:

At the first stage (2019-2020), a theoretical analysis of the literature on the research problem was carried out, the object, subject, general and particular provisions, goals and objectives, methodological foundations and research methods were determined.

In the second stage (2020-2022), the problem of developing the pedagogical abilities of educators through socio-psychological training was scientifically and theoretically substantiated, empirical studies were experimentally studied and the results obtained were analyzed.

In the third stage (2022-2023), the practice of developing the pedagogical abilities of students through socio-psychological training was carried out, recommendations and advice were given on the effectiveness of the special program. Dissertation work was prepared, conclusions were drawn.

Published scientific works:

The content of the results of the dissertation work was published in 14 scientific publications. In 1 journal included in the Scopus database; In 3 journals of the control commission in the field of science and higher education of the Ministry of Education and Culture of the Republic of Kazakhstan; in 6 sets of materials of international and domestic conferences; 3, 1 copyright certificate, 1 study guide and e-learning tool published in international scientific journals.

Dissertation structure:

The dissertation work consists of an introduction, three parts, a conclusion, a list of references and appendixes.

In the first chapter, entitled "Theoretical foundations for the development of pedagogical abilities of teachers through socio-psychological training", the psychological features of the development of abilities through socio-psychological training in universities are considered and the problems of developing the pedagogical abilities of future teachers are theoretically conducted.

During the experimental study of the development of students' pedagogical abilities through socio-psychological training, a procedure was carried out for experimental research and evaluation of the features of the development of students' pedagogical abilities through socio-psychological training, as well as the results after the experiment were differentiated.

The third chapter "The content and system of work on the development of the pedagogical abilities of educators through socio-psychological training" presents a structural and content model for the development of pedagogical abilities of teachers with the help of socio-psychological training, as well as the educational and methodological development of the pedagogical abilities of educators with educational and psychological preparation considered the content of the program.

In conclusion, the final results and recommendations on the tasks of the dissertation work are given.

The list of used literature were given in the bibliographic section.

The appendix contains the used research methods and guidelines, the act of embedding, copyright certificate.