

ABSTRACT

to the dissertation work of Serik Kanatovich Kastaev “Formation of Organizational Skills of Future Teachers Based on Pedagogical Tasks”, for the degree of Doctor of Philosophy (PhD) in the specialty 6D010300 – “Pedagogy and Psychology”

The purpose of the research is to theoretically substantiate the formation of organizational skills of future teachers on the base of pedagogical tasks, to develop a methodology and experimentally work it out in practice.

The object of research is the process of formation of organizational skills of future teachers.

The subject of the research is the process of formation of organizational skills of future teachers on the base of pedagogical tasks.

Scientific hypothesis of the study: if through pedagogical tasks the theoretical and methodological foundations of formation of organizational skills of future teachers are defined, the essence and content of the concept of "organizational skills of future teachers" are clarified, in accordance with which a structural and conceptual model of formation will be developed, a methodology for their implementation is developed and its effectiveness is tested in experimental work, then a high level of formation of organizational skills of future teachers will be ensured through pedagogical tasks, since the said professional training is carried out from the point of view of content-target, activity-based, evaluative and effective aspects.

Research tasks:

- to determine the theoretical and methodological foundations for the formation of organizational skills of future teachers on the base of pedagogical tasks.
- to clarify the essence and content of the concept of "formation of organizational professional skills of future teachers."
- to develop a structural and conceptual model for the formation of organizational skills of future teachers on the base of pedagogical tasks.
- to develop a methodology for the formation of organizational skills of future teachers on the base of pedagogical tasks and experimentally test its effectiveness.

The main idea of the research:

Ensuring a high level of formation of organizational skills of future teachers depends on the course of application of pedagogical tasks in the system of professional training of future teachers.

Research methods: the following research methods were used to test the tasks and hypotheses:

- theoretical methods (study of philosophical, pedagogical, psychological, scientific and methodological, educational and methodical literature, dissertations and periodicals on the topic of research, analysis of normative legal documents; analysis, generalization, modeling);
- empirical methods (observation, survey, question-answer, testing; identification, formation, organization of types of control experiment);

- processing of the data obtained during the research using mathematical and statistical methods.

The main provisions to be defended: (proven scientific hypotheses and other conclusions that are new knowledge):

1. The organizational skills of teachers and the components of the educational process determine the types and content, technology of pedagogical tasks, and their use in higher education institutions is considered as a means of improving the organizational skills of future teachers.

2. "Organizational skills of future teachers are organizational knowledge and skills from the point of view of the formed values of students, allowing them to solve pedagogical tasks, be able to consciously, effectively and timely carry out practical activities aimed at designing, organizing and regulating the activities of a group of students (as a component of training)." Pedagogical tasks in the implementation of the training component in the educational process will be successful only within the framework of taking into account the features that guarantee the effectiveness of the formation of organizational skills of future teachers (task: target execution environment; a certain combination and order of mastering in execution; a state of "conscious feeling"; mastering consistency from the point of view of a conscious performer).

3. The structural and content model of formation of organizational skills of future teachers on the base of pedagogical tasks includes the development of organizational knowledge and skills and values of future teachers, formed by practical actions aimed at designing, organizing, regulating student activities; defines indicators and levels of motivational, meaningful, activity and reflexive-evaluative components, determined in accordance with the structure of activity in the formation of these skills; their implementation is ensured from a content-oriented, activity-oriented, evaluative and effective point of view.

4. The methodology for the formation of organizational skills of future teachers based on pedagogical tasks: it is designed on the basis of a technological learning map, based on the use of tasks aimed at the formation of organizational skills, from the point of view of the implementation of teaching methods and is implemented as follows: training future teachers and arming with theoretical knowledge about the activities of students, their components, mastering knowledge on the organizational skills of a teacher, purposeful familiarization with the training of a teacher who carries out the processes of organizing educational activities, ensuring that students acquire knowledge and skills in organizing educational activities based on practical actions (practical tasks), implementation in the formation of organizational skills. The effectiveness of the methodology increases with the gradual development by future teachers of the elective course "Technology of pedagogical tasks", questions (level) in the textbook "Pedagogical tasks", pedagogical tasks, test and training tasks in accordance with the forms and methods proposed by us.

Description of the main results of the study:

1. The theoretical and methodological foundations of formation of organizational skills of future teachers on the base of pedagogical tasks are

determined. The technology of pedagogical tasks in the implementation of this problem is defined, as well as the main methodological techniques are substantiated.

2. A scientific characteristic of the organizational skills of teachers is given and the essence and content of the concept of "organizational skills of a teacher" is clarified. The structural elements of teachers' organizational skills and their interrelationship are determined, the features of formation of organizational skills of future teachers on the base of pedagogical tasks are determined.

3. In accordance with the theory of activity, the composition, criteria, and indicators of formation of organizational skills of future teachers on the base of pedagogical tasks have been determined and a structural and content model has been developed.

4. The methodology for the formation of organizational skills of future teachers on the base of pedagogical tasks has been developed on the basis of step-by-step formation of mental activity and didactic possibilities of pedagogical tasks.

Substantiation of the novelty and significance of the results obtained:

1. The first result: the necessity of training future teachers in the conditions of professional education in accordance with the achievements of science and technology corresponding to changes in school education is shown, scientific work on formation of organizational skills of future teachers is studied (diss. In section 1.1) and their directions are defined; technologies and types of pedagogical tasks in formation of organizational skills of future teachers are determined (diss. In section 1.2); the characteristics of the methodological positions that guide the study and implementation of formation of organizational skills of future teachers on the base of pedagogical tasks have been described.

2. The second result: (diss. In section 2.1) for the professional training of organizational skills of future teachers, scientific works on the skills, organizational skills, organizational skills of future teachers were studied, as a result, the essence and content of the concept of "organizational skills of teachers" were clarified. Actions within the framework of this concept and the didactic possibilities of pedagogical tasks served as the basis for determining the content and orientation of formation of organizational skills of future teachers (diss. In section 2.2).

3. The third result: a structural and conceptual model of formation of organizational skills of future teachers based on use of pedagogical tasks in accordance with the theory of activity has been developed, the indicators and levels of formation have been clarified, the components of its implementation have been identified and characterized (diss. In section 2.3). These theoretical conclusions contribute to the effective formation of the considered skill.

4. The fourth result: a methodology for the implementation of the elective course program "Technology of pedagogical tasks", aimed at the formation of organizational skills of future teachers based on pedagogical tasks has been developed, and a methodological guide aimed at the formation of these skills has been clarified, guided by the theory of step-by-step formation of mental activity (diss. In section 3.1); diagnostics of formation of organizational skills of future teachers on the base of pedagogical tasks was carried out in order to determine whether the results of organized educational work correspond to certain indicators

and levels (diss. In section 3.2). The effectiveness of the developed methodology is characterized by: the implementation of methods and a set of studies in accordance with the objectives of the research work, the introduction of the presented teaching aid into the educational process, the appropriate organization of educational work, the reliability of the data obtained, the planned frequency of experimental work carried out, the determination of the results of the obtained indicators for the ascertaining and control experiment (diss. In section 3.3).

The author presented the process and results of the dissertation research at a meeting of the department, he published articles at international and domestic scientific and practical conferences and seminars: the article "Theoretical foundations of the study of professionally competent training of the personality of a future teacher" («Теоретические основы исследования профессионально-компетентной подготовки личности будущего учителя») at the international scientific and practical conference "Current scientific research in the modern world", Sofia, Bulgaria, 2018; International Kazakh-Turkish University named after H.A.Yasavi, article "Formation of organizational and managerial abilities of future teachers" («Формирование организационно-управленческих способностей будущих учителей») at the international scientific and practical conference "Professional training of teachers of creative specialties: searches, processes and expected results in the future", dedicated to the implementation of the state program "Spiritual Revival" ("Rukhani zhangyru"), Turkestan, 2019; the article «The Necessity of Improving Online Training» at the IX International Scientific Conference "Innovations and modern pedagogical technologies in the education system", Prague, 2019; Research by young scientists. The article «The Role of Pedagogical Tasks in the Formation of Educational and Organizational Activities of Future Teachers» at the XI International scientific conference, Kazan, 2020; Research by young scientists. The article «Methods for Forming Educational and Organizational Activities of Future Teachers» at the XIII international scientific conference: Actual problems of modern pedagogy, Kazan, 2020; Mardan Saparbayev Institute, article "The Importance of the Formation of Organizational Skills of Future Teachers", at the international scientific and practical conference "Stages of development, achievements, tasks and prospects of independent Kazakhstan for 30 years", Shymkent, 2021; Science, new technologies and innovations of Kyrgyzstan, article "Historical and pedagogical prerequisites for the formation of professional culture of future teachers", Kyrgyzstan, 2021, No.2; International Scientific Journal "Science and Life of Kazakhstan", No.10/2 (142); International Scientific Journal "Science and Life of Kazakhstan", No. 12/8 (154); Bulletin of the Academy of Pedagogical Sciences of Kazakhstan. №1/2021; Bulletin of the University of Yassavi No.2 (128)/2023, also in journals with impact factor: «Review of International Geographical Education», «Cypriot Journal of Educational Science», «World Journal on Educational Technology».

Compliance of science with development directions or government programs.

The theme of the dissertation corresponds to the state mandatory standard of higher and postgraduate education, the principles of organizing the educational process on credit technology of education and the implementation of specialist training specified in the concept of development of higher education and science of the Republic of Kazakhstan for 2023-2029. It is also aimed at ensuring the training of future teachers in accordance with the training of a teacher (teachers) of the school in educational institutions, provided for in the professional standard "Teacher" (2022).

Description of the doctoral student's contribution to the preparation of each publication.

The main scientific publications within the framework of the dissertation research, reflecting the main results of the scientific work are 4 articles in journals recommended by the Committee for Quality Assurance of Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan and 4 articles with an impact factor. In the article "Types of Pedagogical Tasks In The Educational Process", co-authored with the scientific consultant, Doctor of Pedagogical Sciences, Professor K.M.Berkimbaev, published in the international scientific journal "Science and Life of Kazakhstan" (No. 10/2 (142) / 2020), the author examined the types of pedagogical tasks used in the educational process, including training of teachers, and their functions. In the following article "Methodological Approaches to Training Future Teachers in the Context of Innovative Learning", published in the International Scientific Journal "Science and Life of Kazakhstan" (No. 12/8 (154) Turkestan, 2020), the author examines the problems of forming theoretical and methodological foundations for training future teachers in the context of innovative learning, including examining methodological approaches to forming the professional culture of future teachers. The third article, "Organizational Actions in the Content of a Teacher's Pedagogical Abilities", published in the journal "Bulletin of the Academy of Pedagogical Sciences of Kazakhstan" (No. 1/2021), describes the types of pedagogical abilities, including didactic academic, perceptual, speech, organizational, authoritarian, communicative, pedagogical, predictive abilities and the teacher's ability to concentrate on several types of activities at the same time. The achieved actions of students in academic work as a result of the correct implementation of organizational activities are described.

The article "Content of Future Teachers' Organizational Skills and Ways to Improve Them", published in the "Yasavi University Bulletin" No. 2 (128) / 2023 together with the foreign scientific consultant V.V.Grishkun, examines the components of teacher training for the pedagogical process, including types of pedagogical skills. The researchers believe that organizational skills should consist of: constructive (research, constructive activity), technological (activity: organizational, informational, communicative activity), analytical and evaluation (monitoring and control activity) activities. The system of training future teachers

considers ways to improve their organizational skills; substantive and procedural aspects; intensive and extensive ways from the point of view of the pedagogical system.

The article "Formation of the Ability to Organise Learning Technologies of Future Teachers through Innovative Methods" published in the impact factor publication, *World Journal on Educational Technology: Current Issues*. (2022.14 (5)) addresses the issue of assessing the ability of future teachers to organise learning technologies using innovative methods in accordance with the objective of the study. The use of innovative technologies during the day, the time spent on using the technology and the learning environment were noted as the secondary objectives of the study. . In the course of the study, innovative and educational technologies were used, developed in accordance with the method of quantitative research and analysis of the views of groups of participants on innovative problems, according to the results of the study, an increase in interest and skill in innovative technology was noted.

In the article "Formation of Future Teachers' Ability to Organize Educational Activities on the Basis of Pedagogical Tasks", published in the *Cyprus Journal of Educational Science* (2022. 17 (7)), in accordance with the purpose of the study, the ability of future teachers to form organizational skills based on pedagogical tasks was determined. This study was conducted in accordance with the quantitative research method. As a means of collecting data for the study, the researchers created a number of opportunities for organizing educational activities based on pedagogical tasks. As a result of the study, it was established that the ability of future teachers to organize educational activities on the basis of a pedagogical task corresponds to the average level of knowledge in the field of pedagogical content and organization of educational activities. Obviously, there is no significant difference in the ability of future teachers participating in the study to organize educational activities on the basis of a pedagogical task, depending on their gender and the faculty in which they study. However, it turns out that depending on the class variable, there is a significant difference in the ability to organize educational activities on the basis of a pedagogical task. According to the results of the study, the need to expand the content of the course in teacher training programs in order to form the ability of future teachers to organize educational activities on the basis of pedagogical tasks was identified.

The author's contribution consisted in collecting and analyzing data, compiling questions and conducting a survey among students, as well as translating the article into English. The author has compiled a list of bibliographies and references, as well as links to the works of other authors in accordance with the requirements of these journals.

The educational and methodological manual "Pedagogical tasks" has also been published. The content of the educational and methodological manual on the organization of pedagogical activity of teachers includes issues aimed at implementing the organizational skills of future teachers on the basis of pedagogical tasks, solving problems of organizing educational activities of students of secondary schools, developing the organization of an effective educational process based on

the acquired knowledge of learned activities, educational tasks (pedagogical situations), educational tasks.