

ABSTRACT

for the dissertation work of Kabzhanova Gulbanu Aitmukhamedovna on the topic "Pedagogical conditions for the formation of metacompetence in foreign language training of students based on smart resources" for the degree of Doctor of Philosophy (PhD) in the specialty 6D010300 - Pedagogy and psychology

Research relevance. In the context of fundamental changes in the higher education system, high-quality foreign language training is one of the requirements of the labor market, which becomes a platform where you can take worthy positions, using your competitive advantages, including knowledge of a foreign language, understanding of the purpose, strategies and tactics of using this knowledge, the ability to evaluate this activity. In this regard, one of the expected results of the preparation of a future graduate is his meta-competence. It should be noted that in modern scientific research, the theoretical foundations and features of the formation of personal competence are considered and determined. However, in the context of radical changes in university education, the problem of forming students' meta-competence through smart resources remains insufficiently developed. This is due to the fact that the potential of metacognition in the preparation of students has been underestimated for a long time. In addition, we have not found a separate scientific study, proven, effective models for the formation of metacompetence in the foreign language training of students through smart resources, the very concept of "smart resources" is not clearly understood by researchers.

The situation that has developed in science and practice on the formation of students' meta-competence generates contradictions between:

- the need of society for specialists with a high level of meta-competence and insufficient development of scientific foundations to ensure the process of its formation during foreign language training;
- a significant amount of scientific research in the field of the use of modern resources in foreign language training and the lack of work, the subject of which is the process of forming students' meta-competence through smart resources;
- the pedagogical potential of smart resources and the lack of development of methods for their use in the formation of meta-competence in foreign language training of students.

These contradictions led to the formulation of the problem, which consists in the undeveloped pedagogical conditions for ensuring the process of metacompetence formation in the foreign language training of students through smart resources. The relevance of the problem, its insufficient theoretical and practical elaboration, determined the choice of the topic of the dissertation research in the following wording: "**Pedagogical conditions for the formation of meta-competence in foreign language training of students based on smart resources.**"

Research purpose: identification, theoretical justification and experimental verification of pedagogical conditions that ensure the implementation of the model of metacompetence formation in foreign language training of students based on smart resources.

Research object: the process of foreign language training of students.

Research subject: formation of metacompetence in foreign language training of students based on smart resources.

Research hypothesis: if pedagogical conditions are created in foreign language training (availability of access to technological tools and teaching materials, development of positive motivation to use smart resources in foreign language training, student-centered support for foreign language training), ensuring the implementation of the designed model, then the formation of students' meta-competence based on smart resources will be effective, since the systematic student-centered activity of the teacher is ensured.

In accordance with the goal and the hypothesis put forward, the following research objectives were formulated:

1. To study the problems of foreign language training based on the analysis of scientific, methodological literature, normative documents, experience of educational practice in the system of higher education.

2. To identify the place of smart resources in the foreign language training of students.

3. To determine the essence and content of the concept of "meta-competence", highlighting the specifics of its formation in the process of foreign language training of students.

4. To develop a model for the formation of metacompetence in foreign language training of students based on smart resources.

5. Experimentally test the effectiveness of pedagogical conditions for the implementation of the developed model of metacompetence formation in foreign language training of students based on smart resources.

The leading idea of the research: foreign language training of students based on the use of smart resources, subject to appropriate pedagogical conditions, contributes to the formation of meta-competence of higher school students.

The methodological basis of the research consists of pedagogical and psychological theories of student-centered learning (K.Rogers, M. A. L. Blackie, J. M. Keynes, J. Yavits, S. Griner, A. Gilis, L. O'Toole); the provisions of the competence approach (I. A. Zimnaya, A.V. Khutorskoy), the system approach (N.D.Khmel), the personal-activity approach (I.A. Zimnaya), I.S. Yakimanskaya; the theory of the introduction of digital technologies in education (Z.Z. Orazalina, I. V. Robert).

To solve the tasks set and confirm the hypothesis put forward, research methods are used: analysis and synthesis of the results of scientific works on the research topic, philosophical, educational and methodological literature, normative documentation, study, generalization of pedagogical experience in foreign language training of students, modeling; expert evaluation method (M.S. Stupnitskaya's methodology), observation, questioning, testing, experiment, methods of mathematics and statistics in processing research results.

The sources of the research were the works of philosophers, sociologists, psychologists and teachers on the problem under study; documents (the Law of the Republic of Kazakhstan "On Education", the State Program for the Development of

Education and Science in the Republic of Kazakhstan for 2020-2025, the State Mandatory Standard of Higher Education (SES HE), 2018).

At the first stage (2018-2019), a theoretical analysis of philosophical, psychological, pedagogical, scientific and methodological literature on the problem of research was carried out; the scientific apparatus of research was formulated; a program of experimental work was developed to implement the identified pedagogical conditions for the formation of meta-competence in foreign language training of students based on smart resources; an ascertaining experiment was conducted.

At the second stage (2019-2020), experimental work was carried out in order to experimentally verify the effectiveness of the identified pedagogical conditions and confirm the working hypothesis of the study.

At the third stage (2020-2021), experimental work was carried out in order to make a final decision on the effectiveness of the identified pedagogical conditions for their use in the real pedagogical process; the results of experimental pedagogical work were systematized, generalized and analyzed, mathematical processing of the results was carried out, the materials of the dissertation research were drawn up.

Research base. Toraigyrov University and Innovative Eurasian University. Diagnostic tools, manuals have been tested at the M. Kozybaev State Medical University.

Theoretical significance of the research.

1. Based on the analysis of scientific psychological, pedagogical and methodological literature, the role of foreign language training in the formation of a student's meta-competence is revealed.

2. As a result of the analysis of researchers' views on the specifics of foreign language training of students in modern conditions, the interpretation of the concept of metacompetence is justified.

3. The analysis of the main approaches to the formation of meta-competence allowed us to design a model for the formation of meta-competence in foreign language training of students based on smart resources.

Research novelty.

As a result of the conducted research:

- the content of the concept of "metacompetence", the essence of the formation of metacompetence in the foreign language training of students based on smart resources are determined;

- a model of media competence formation in foreign language training of students based on smart resources has been developed;

the pedagogical conditions for the formation of media competence in the foreign language training of students based on smart resources have been identified and tested.

Practical significance of the research.

1. the course of the study, a diagnostic system was developed for students of the level of metacompetence formation in foreign language training.

2. During the preparation of the dissertation research, the course "Smart&English" was developed and tested on the Eduardo educational platform.

3. To implement the content component of the courses, 4 textbooks were prepared and tested.

4. Theoretical conclusions, practical recommendations can be used for more effective formation of meta-competence in foreign language training of students based on smart resources.

The main provisions of the research submitted for the defense:

1) in the context of professional education considered by us, the concept of "metacompetence" is an educational result of a student, which is expressed in the ability and willingness of the student to use his knowledge, cognitive abilities to apply existing and develop new experience through the competencies of goal-setting, self-organization, self-control, reflection and self-regulation;

2) a model of metacompetence formation in foreign language training of students based on smart resources, which consists of a target component that includes the goal, methodological foundations and principles of metacompetence formation in foreign language training of students based on smart resources; a content component that includes the competencies of goal-setting, self-organization, self-control, reflection, self-regulation; the organizational component of the process of foreign language training of students based on smart resources, which includes the forms of organization of training, methods, tools and techniques of training; the procedural component, which includes the stages of activity; the effective component, which allows you to assess the level of formation of the student's meta-competence. The model is provided through the existing material and technical base of the educational organization, the technologization of the educational process, human resources and the implementation of pedagogical conditions: the availability of high-quality access to technological tools, teaching materials, the development of positive motivation to use smart resources in foreign language training, student-centered support for foreign language training;

3) the results of experimental pedagogical work confirming the adequacy of pedagogical conditions in the process of implementing the developed model for the formation of students' meta-competence based on smart resources.

The reliability and validity of the results of the research is due to its theoretical basis; compliance with the requirements of the methodology of pedagogy during the study; the use of a comprehensive research methodology adequate to its goals and objectives; an objective assessment of the results obtained in the course of experimental pedagogical work.

Approbation and implementation of the main ideas, theoretical provisions and research results was carried out through:

- participation in the international scientific conferences (Kazakhstan, Astana, ENU. L. N. Gumilev, 2018), (Russia, Moscow, REU im. G. Plekhanov, 2019);

- publication of articles in scientific journals "Bulletin of PSU" (2019), "Science and life of Kazakhstan" (2020), "Bulletin of Toraigyrov University" (2020),

in international scientific journals "Opcion" (2019), "the International Journal of Cognitive Research in Science, Engineering and Education" (2021).

The structure of the dissertation: the work consists of an introduction, three sections, a conclusion, a list of references, and appendices. In addition to text materials, tables, figures and formulas are included in the work.