

ABSTRACT

of thesis paper by Sholpan Zhanbolatovna Alimova on the topic “Formation of Students’ Research Competence in the Process of Psychological and Pedagogical Preparation” presented for the degree of Doctor of Philosophy (PhD) in 6D010300 Pedagogy and Psychology

Research relevance. Currently the modernization of the educational system is aimed at improving the quality of the educational process and, in this regard, the requirements for learning outcomes and the level of training of teaching staff are changing.

The idea of a teacher status has also changed. The regulatory documents of the Professional Standard “Teacher” of the Republic of Kazakhstan (2017), the State Compulsory Education Standard of the Republic of Kazakhstan (2018), the Law “On the Status of a Teacher” (2019) define the requirements for the qualification category “teacher-researcher”, which are normative for the modernization of the pedagogical education content and the development of a training program for a teacher-researcher. The general requirements of the qualification category “teacher-researcher” include such professional competencies as mastering the skills of researching a lesson, developing assessment tools, ensuring the development of students’ research skills, and determining a development strategy in the teaching community.

In the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025, one of the main directions is the modernization of research activities. The State Program indicates the need to provide students with the opportunity to participate in research and development in their specialties, which demonstrates the growing importance of the research component in the professional training of graduates of pedagogical universities.

The State Compulsory Education Standard defines the requirements for knowledge, skills and qualifications. The standard indicates the ability of students to solve problems in the field of research activities, the ability of a bachelor to collect, analyze, systematize and use information on topical problems of science and education, develop modern technologies, conduct experimental work and critically assess the effectiveness of the educational process.

These factors of changes in the educational system show that at present, the transformation of the functions of the future teacher is associated with research activities in the theory and practice of teaching.

The problem of the formation of students’ research competence is studied in such aspects as the issues of professional training at the university (E.I. Burdina, K.K. Zhampeisova, Sh.Zh. Kolumbayeva, N.V. Mirza, N.N. Tulkiybayeva, N.D. Khmel, G.D. Kuh, K.S. Taber, etc.); organization of research activities in higher education (R.Zh. Aubakirova, V.I. Bogoslovsky, A.A. Verbitsky, K.M. Kertaeva, A.K. Mynbaeva, L.A. Nikitina, Yu.V. Ryndina, A.D. Syzdykbayeva, N.Yu. Fominykh, V. Lamanuskas, P.I. Priyono, J. Reeve, H. Walkington and others); psychological foundations of research activities (T.G. Bokhan, N.B. Zhiyenbayeva, A.S. Obukhov, A.N. Poddyakov, A.I. Savenkov, D.B. Miele, K.R. Wentzel, etc.).

The analysis of the degree of scientific elaboration issues of competence-based approach in education and training, the research directions in the didactic foundations of the learning process in higher education, the organization of students' scientific work allows us to state a number of objective **contradictions**:

– between the orientation of the system of professional pedagogical education towards personal development and the achievement of the practical goals of psychological and pedagogical training of competent specialists;

– between the existing level of preparation of a bachelor of education and the need of society in the formation of the personality of a future teacher, capable to research activities, solve research problems and self-development;

– between the need to form students' research competence and the insufficient degree of development of the educational, methodological and technical support of this process.

The problem of the research. The revealed contradictions and the problem contributed to the choice of the topic of the dissertation research “Formation of Students' Research Competence in the Process of Psychological and Pedagogical Preparation”

Research objective – theoretical substantiation and verification of the model effectiveness of the formation of students' research competence in the process of psychological and pedagogical training.

Object – the process of students' psychological and pedagogical training.

Subject – formation of students' research competence.

Research hypothesis. If, in the process of students' psychological and pedagogical training the formation of research competence is carried out, then preparation for professional activity will be more effective, since research competence is a resource for the continuous professional development of a future teacher.

In accordance with the purpose, object, subject and hypothesis, the research **tasks** are defined:

1. To determine the initial theoretical foundations for the presentation of research in programs for the development of higher professional education in the framework of the competence-based approach.

2. To analyze the content, structure of research activities of a student of a pedagogical specialty in the context of educational standards.

3. To reveal the potential of students' psychological and pedagogical training in the aspect of research competence.

4. To construct a multicomponent model of the future teachers' research competence and describe its components.

5. To define the zone of formation of students' research competence in the educational process as a complex of pedagogical conditions.

6. To design a model of the formation of students' research competence in the process of teaching and research and describe its components.

7. To implement the model of the formation of research competence of students in the process of teaching and research and determine the levels of formation of research competence of students.

The theoretical basis of the study is:

– theoretical basis of the competence-based approach in education and training (L.E. Ageeva, O.V. Akulova, V.I. Baydenko, A.Sh. Baitukayeva, E.A. Basharkina, A.G. Bermus, A.A. Gubaidullin, O.L. Zhuk, I.A. Zimnyaya, L.A. Kazarina, B.A. Kurbanbekova, O.E. Lebedev, T.A. Levchenko, S.N. Lukashenko, N.V. Mirza, D.I. Mukhataeva, A.K. Mynbaeva, L.A. Nikitina, A.Kh. Sarybaeva, A.D. Syzdykbaeva, N.N. Khan, A.V. Khutorskoy, M.A. Choshanov, K.S. Kiymet, J. Kohler, D.P. Montgomery, J.C. Raven, S. Taber and others);

– methodological foundations of pedagogical science, which were developed in the works (E.I. Burdina, K.K. Zhampeisova, E. Zhumatayeva, V.V. Kraevsky, Sh.Zh. Kolumbaeva, Ch. Kupisevich, A.K. Kusainov, E.I. Monoszon, V. Okon, A.I. Piskunov, V.A. Slastonina, Sh.T. Taubayeva, N.M. Ushakova, etc.);

– theory of a holistic learning process (Yu.K. Babansky, K.K. Zhampeisova, Sh. Zh. Kolumbaeva, I.P. Podlasy, V.A. Slastenin, N.N. Khan, N. D. Khmel, etc.).

Research methods. In accordance with the subject and logic of the research, the essence of the phenomenon under study, six groups of techniques and methods were used in the work:

1) content analysis;

2) historical and pedagogical methods;

3) pedagogical experiment (search, ascertaining, formative, final);

4) empirical methods: the study of regulatory and educational documents, monitoring the educational process at the university; conversations with teachers and students; questionnaires; questionnaires.

5) methods of mathematical statistics (ranking, nonparametric Mann-Whitney U-test, qualitative and quantitative analysis of statistical data, statistical methods for evaluating students using the SPSS Statistics 23.0 program, Cronbach's alpha coefficient, graphs);

6) design of educational and methodological documentation.

These methods and techniques are used in the theoretical and experimental parts of the research, which ensure the integrity of the research in accordance with the goals and objectives.

Research novelty:

– the content, structure of research activities of a student in the context of domestic and foreign educational standards were analyzed;

– the potential of students' psychological and pedagogical training in the aspect of research competence was revealed;

– a multicomponent model of research competence of a future teacher was constructed and its components were described;

– the zone of the formation of research competence in the educational process as a complex of pedagogical conditions was designated;

– a model of the formation of students' research competence in the process of teaching and research was designed and its components were described;

– a model of the formation of students' research competence in the process of teaching and research was implemented, and the levels of the formation of students' research competence was determined.

Theoretical significance of the research:

- the concepts of “research competency” and “research competence”, “psychological and pedagogical training” and “educational program” were clarified;
- the concepts of “learning process”, “research process” were considered;
- in the system of psychological and pedagogical training, the potential for the formation of research competence was revealed;
- a model of the formation of students’ research competence in the process of teaching and research was designed, it consists of four blocks: objective, contentive, processual, resultative.

Practical significance of the study:

- the educational program formed on the basis of a competency-based approach and designed for students of educational program 6B01730 “Foreign languages: two foreign languages” of the Higher School of Humanities of Pavlodar Pedagogical University was designed and implemented into the educational process;
- an elective course “Fundamentals of research activities of teachers and students” was created and implemented into the educational process;
- “Business Project” block was added to the discipline “Business Language”;
- guidelines for industrial teaching practice for students were developed and implemented;
- a massive open online course “Action Research”, developed on the international platform Eduardo Studio for students of the specialty “Foreign language: two foreign languages” of Pavlodar Pedagogical University and Toraigyrov University, was created and implemented in the educational process;
- a computer program, a teaching manual “Research Activities Using Media and Smart Resources” was designed and implemented in the educational process of Pavlodar Pedagogical University.

Testing and implementation of research results.

The research results were presented at three international scientific and practical conferences (Gomel – 2019, Naberezhnye Chelny – 2019, Pavlodar – 2021). In the journals, recommended by the Committee for Quality Assurance in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan – 6 (“Bulletin of Toraigyrov University”: pedagogical series (2019, 2020); “Bulletin of the L.N. Gumilyov Eurasian National University”: series “Pedagogy. Psychology. Sociology” (2019); “Bulletin of the Eurasian Humanitarian Institute”: series “Pedagogy and Psychology” (2020); “Bulletin of the Kazakh National Women's Pedagogical University”: series “Pedagogy-Psychology” (2020); “Bulletin Moscow State University named after A. Kuleshov: psychological and pedagogical series” (2019); in the journal included in the “Scopus” database – 1 publication “TEM Journal” (2020).

Provisions submitted for defense:

1. The process of formation of research competence is a set of sequential actions to change the structure of the personality, as a result of which a new personal quality appears – research competence.
2. A model of the formation of a students’ research competence in the process of teaching and research, built on the principles of consistency, the unity of the

content and procedural aspects of learning, variability, problematicity, strength in mastering learning outcomes, reflexivity, which consists of four blocks: objective, contentive, processual, resultative.

3. The process of forming research competence includes a complex of pedagogical conditions associated, firstly, with the inclusion of the educational module “Research Competence” in the educational program, and secondly, with the inclusion in the educational program of elective disciplines and a massive open online course “Action Research”, thirdly, with the organization of research work during the period of pedagogical practice, fourthly, with the writing and defense of theses, and fifthly, with the organization of research work outside the classroom.

4. Assessment of the level of formation of students’ research competence is carried out on the basis of motivational, cognitive, activity and reflexive components.

Thesis structure: the thesis consists of an introduction, three sections, a conclusion, a list of references and appendixes.