

ANNOTATION

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

The actuality of the research topic. 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 the purpose, strategies and tactics of using this knowledge, and the ability to evaluate this activity. In this regard, one of the expected results of training 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 meta-competence in 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' metacompetence generates contradictions between:

- the need of society for specialists with a high level of metacompetence and the 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 using 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 metacompetence 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 forming metacompetence in 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 of metacompetence forming in foreign language preparation of students on the basis of smart-resources."**

The purpose of the study: theoretical substantiation and experimental verification of pedagogical conditions that ensure the formation of meta-competence in foreign language training of students based on smart resources.

The object of the study: the process of foreign language training of students.

The subject of the study: pedagogical conditions for the formation of students' metacompetence based on smart resources.

The hypothesis of the study is that the formation of metacompetence will be effective if:

- the possibilities of smart resources as a modern trend in foreign language training of students are revealed and applied;
- a model for the formation of students' metacompetence based on smart resources has been developed and implemented;
- pedagogical conditions have been created in foreign language training (access to technological tools and teaching materials, the development of positive motivation to use smart resources in foreign language training, student-centered support for foreign language training). In accordance with the set goal and the hypothesis put forward, the following research objectives were formulated:

1. To reveal conceptual approaches in psychological and pedagogical science to the formation of metacompetence in foreign language training of students;
2. Consider smart resources as a modern trend in foreign language training of students;
3. To reveal the essence of the concept of "metacompetence" as a result of learning;
4. To develop a model for the formation of metacompetence in foreign language training of students based on smart resources.
5. To develop a methodology for the formation of metacompetence in foreign language training of students based on smart resources
6. To test experimentally 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 main idea of the study is: foreign language training of students based on the use of smart resources, while observing appropriate pedagogical conditions, contributes to the formation of metacompetence of higher school students. The **methodological basis of the study** consists of pedagogical and psychological theories of studentcentered learning (M.A.L. Blackie, J.M. Case, J. Yavits, A. Gilis, S. Griner, L. O'Toole, K. Rogers); the main provisions of the competence approach (I.A. Zimnaya, E.F. Zeer, E.E. Simanyuk, S.B. Seryakova, A.V. Khutorskoy), a systematic approach (V.P. Bespalko, V.A. Slastenin, N.D. Khmel), a personal-activity approach (I.S. Yakimanskaya, V.A. Kan-Kalik, Yu.P. Azarov); theories of the introduction of digital technologies into education (Z.Z. Orazalina, I.V. Robert); conceptual foundations of the modernization of pedagogical education (A.D. Kaidarova, S.J. Praliev, K.K. Zhampeisova, N.N. Khan, Sh.Zh. Columbayeva, A.J. Kaidarova); theory and methodology of pedagogical innovation (A. Hannan, V.I. Zagvyazinsky, T.A. Strokova, A.M. Walder); theory of public distance learning e-learning (M. Selinger, S. Baidin, A. Ziden).

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, analysis of philosophical, educational and methodological literature, normative documentation, study and generalization of pedagogical experience in foreign language training of students, modeling; methods of expert assessment, observation, questioning, testing, analysis of products of students' educational

activities, pedagogical experiment, methods of Mathematics and Statistics in the processing of research results.

The sources of the research were the works of philosophers, sociologists, psychologists and educators on the problem under study; official materials and documents (the Law of the Republic of Kazakhstan "On Education", the Concept of Development of Higher Education and Science in the Republic of Kazakhstan for 2023-2029, the State Mandatory Standard of Higher Education (SESHE), 2018).

At the first stage (2018-2019) the 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 metacompentence in foreign language training of students based on smart resources; ascertaining experiment was conducted.

At the second stage (2019-2020), experimental work was carried out in order to develop and implement a model for the formation of students' metacompentence based on smart resources.

At the third stage (2020-2023), experimental work was carried out in order to verify the effectiveness of the pedagogical conditions identified during the experimental work 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.

The research base.

Toraighyrov University and the Innovative University of Eurasia. Diagnostic tools and manuals have been tested at Kozybaev University.

The theoretical significance of the study: 1. Based on the analysis of scientific psychological, pedagogical and methodological literature, the necessity of forming a student's metacompentence based on smart resources in modern conditions is substantiated. 2. As a result of the analysis of students' foreign language training in modern conditions, the essence of the concept of metacompentence and the pedagogical design of its formation based on smart resources are substantiated. 3. The analysis of the main approaches to the formation of metacompentence allowed us to design a model for the formation of metacompentence in foreign language training of students based on smart resources.

The novelty of the research. As a result of the conducted research:

- clarified the concept of "metacompentence as 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;

- a pedagogical design and a model for the formation of metacompentence in foreign language training of students based on smart resources are designed;

– a methodology for the formation of metacompetence in foreign language training of students based on smart resources has been developed and experimentally tested.

Practical significance of the study:

1. In 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 Smart&English course 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 and practical recommendations can be used for more effective formation of metacompetence in foreign language training of students based on smart resources.

The main provisions of the study submitted for the defence:

1) in the context of professional education under consideration, the concept of "metacompetence" is an educational result of a student, which is expressed in the student's ability and willingness 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, including the goal, methodological foundations and principles of metacompetence formation in foreign language training of students based on smart resources; a **meaningful** component, including 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 learning, methods, tools and techniques of learning; 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 metacompetence. 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, educational and methodological 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' metacompetence based on smart resources.

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

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

- participation in international scientific and practical conferences (Astana, ENU, 2018), (Plekhanov Russian University of Economics, Moscow, Russian Federation, 2019);
 - publication of articles in scientific journals journals "Bulletin of PSU" (2019), "Science and life of Kazakhstan" (2020), "Bulletin of Toraighyrov University" (2020);
 - publication of articles in international scientific journals "Opcion" (2019), "International Journal of Cognitive Research in Science, Engineering and Education" (2021), Cypriot Journal of Educational Sciences (2022)"European Journal of Contemporary Education" (2024).

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, the work includes tables, figures and formulas.