

## **ABSTRACT**

of the dissertation for the degree of Doctor of Philosophy (PhD)  
in specialty 6D012300 - Social pedagogy and self-cognition

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on the topic: "**Scientific foundations of educational and methodological support of the quality of education of future social educators in the system of university education.**"

**The relevance of research.** The modern educational situation, which is taking place against the backdrop of active innovation processes in the social and economic spheres of the life of Kazakhstani society, highlights the problem of training teachers of a qualitatively different level who can work in an innovative, developing school. The first president of Kazakhstan in his Message to the people of Kazakhstan: Strategies "Kazakhstan-2050: A New Political Course for a New Kazakhstan" notes that in order to become a developed and competitive state, we must have high-quality knowledge and become a country with high literacy. The need to develop training adapted to global competition in the field of knowledge is also emphasize in the programmatic article by the President of Kazakhstan, "A Look into the Future: Modernization of Public Consciousness".

The paradigm of modern teacher education qualifies the training of social educators as a sphere of spiritual production, the product of which is not just the appropriation of new knowledge, new goals, new values and personal meanings, not only the maintenance of existing socio-pedagogical technologies, but also the disclosure of the essential forces of a future social teacher, his intellectual and moral potential, his ability to freely navigate in complex socio-cultural circumstances, qualitatively carry out the social and educational processes. The training of a specialist in the field of education has been studied in many aspects and this problem is devoted to: the work of the methodology and theory of personality development of a teacher (S.I. Arkhangelsky, N.V. Kuzmina, Yu.N. Kulyutkin, V.A. Slastenin, etc.) is devoted to this problem; studies aimed at improving the educational process and professional training of teaching staff (O.A. Abdullina, Yu.K. Babansky, V.P. Bespalko, A.P. Tryapitsyna); issues of personality socialization and humanization of teacher education (K.A. Abulkhanova-Slavskaya, Sh.A. Amonashvili, E.N. Shiyanov, etc.); in the field of educational content and socio-pedagogical research Yu.V. Vasilkova, M.A. Galaguzova, L.V. Mardakhaev, A.V. Mudrik et al.

Since 2010, the training of specialists in the specialty "Social pedagogy and self-cognition" has been carried out in national universities of Kazakhstan. In the period of preparation for implementation, targeted retraining and advanced training of various categories of socio-pedagogical personnel carried out. Education in the specialty "Social pedagogy and self-cognition" is aimed at the development of full-fledged socialization and the development of children and youth; It is aimed at organizing corrective, pedagogical and educational activities in general educational and specialized educational institutions.

The issue of training teachers in Kazakhstan has always been relevant and has become the subject of comprehensive scientific analysis and research. To study the

main points of result-oriented management in terms of quality assurance, interest in the work of G.M. Mutanov, S. Kalanova, I.A. Nabi, G.S. Minazheva.

The problems of organizing educational processes at the university studied by G.K. Akhmetova, A.E. Abilkasymova, T.O. Balykbayev, K.K. Zhampeyisova, A.K. Kusaynov, N.D. Khmel, and A.A. Moldazhanova. The work on the study of some aspects of the management of teacher education systematized by N.A. Asanov, M.N. Sarybekov, etc.

A competency-based approach to assessing quality and education aimed at the result is considered in the works of J.U. Kobikova, K.S. Kudaibergenova, and research aimed at identifying the features of educational management in the works of N.S. Algozhayeva, T. Baimoldayeva, Z.A. Isaeyva B.A. Koysybayeva, Z.M. Sadvakasova.

When considering the features of the training of social educators, the following works were interesting: on designing the content of social and pedagogical training Abibullayeva, R.I. Burganova, G.Zh. Menlibekova and A.N. Teslenko; on the history and experience of training social educators Sh.T. Taubayeva, I.R. Halitova, A.B. Aitbayeva; to study the technology of socialization of future social educators A.S. Magauova; on the environmental approach in the training of social educators and the study of factors affecting the quality of the educational environment A.K. Mynbayeva and A.A. Bulatbayeva.

We especially want to mention doctoral dissertations devoted to various aspects of the training of social educators in the republic. The works of S. Askarkyzy, D. Ertarginsky, G.K. Kurmanbaeva, A.Sh. Mamanova on the analysis of educational programs and plans, issues of improving the content of training were of interest.

In the course of the study, analysis of psychological and pedagogical literature shows that at the present stage of development of teacher education, the design of educational and methodological support is a decisive factor in the implementation of the ideas of the quality of training of a future specialist. Nevertheless, despite the presence of certain studies, the issues of training future social educators, namely, educational and methodological support for the quality of their education, not considered at a sufficient level.

With regard to the practice of university education, the relevant structures (educational department, methodical department) are involved in educational and methodological support, and the direct preparation of educational materials is the work of departments and teachers. Moreover, the very system of training social teachers in Kazakhstan is at the development stage and the educational programs of this specialty only pass international accreditation. Today, training in the specialty "Social pedagogy and self-cognition" in Kazakhstan is carried out at the undergraduate, graduate and doctoral levels. That is, the educational and methodological support of the educational process should be carried out in accordance with various educational programs covering all types of educational activities of students, and most importantly, it should be complex. Thus, the need arises for the implementation of the work of educational and methodological support based on a scientifically sound basis, the development of specific measurements and quality assessment mechanisms for the developed educational and methodical documentation.

Based on the above, we have identified the following **contradictions**:

- between the need to create educational and methodological support corresponding to the development trends of higher social and pedagogical education and the lack of scientific justification for its design;
- between teaching equipment and the emergence of pedagogical disciplines, reflecting the new content of socio-pedagogical education and, accordingly, requiring other educational and methodological support;
- the need to design educational and methodological support using criteria that reveal the growth of student achievement and the growth of the productivity of teaching activity and the lack of its scientific and methodological validity.

These contradictions revealed the problem of research and development of a scientifically based system of educational and methodological support for teaching future social educators in accordance with new trends in the pedagogical process and professional development of specialists, and became the basis for determining the topic of the dissertation: **“Scientific foundations of educational and methodological quality assurance of future social pedagogues in the university education system.”**

**Object of study:** the process of training social pedagogues in the system of university education.

**Subject of research:** educational and methodological quality assurance of training of future social pedagogues.

**The purpose of the study** is the scientific and practical substantiation of the educational and methodological support of the quality of the learning process of future social pedagogues.

**The scientific hypothesis of the study.** If the training process for future social educators is oriented toward a new model of educational and methodological support, its quality will be significantly improved, since the model reflects not only the optimal combination of tools and technologies, but also involves highlighting the stages of didactic design of EMQA by the university teacher, organizing pedagogical monitoring with orientation on the formation of a student as a subject of professional activity and traditions of a scientific and pedagogical school of a university.

In accordance with the goal and the hypothesis put forward, the **research objectives** are determined:

- 1) To define the concepts of “quality of education”, “educational and methodological support”;
- 2) justify the methodological approaches to the study of the problem of educational and methodological support of the quality of education of future social educators;
- 3) To reveal conceptual understanding of essence of educational and methodological support for the quality of education of future social educators;
- 4) To develop a structurally-substantive model and justify a set of criteria for evaluating the educational and methodological support of the quality of education of future social educators;
- 5) To carry out experimental work on educational and methodological support of the quality of education of future social educators and develop recommendations to

ensure the optimization of educational and methodical work at the university and improve the quality of the educational process as a whole.

**The theoretical and methodological basis of the study is:** philosophical, psychological and pedagogical ideas about the role of general and professional education in the modern world, its influence on the formation of a person, (B.S. Gershunsky, M.S. Kagan, M.K. Mamardashvili, N.D. Nikandrov and others); works revealing the features of applying a systematic approach to the design and forecasting of the development paths of educational systems (V.G. Afanasyev, E.D. Dneprov, E.S. Zair-Beck, etc.); research of foreign scientists in the field of educational content and socio-pedagogical research (Galaguzova M.A., Mardakhaev L.V., Mudrik A.V., Slastenin V.A., Lerner I.Ya., O.A. Abdullina, V .V. Kraevsky, Lednev V.S. and others); the theory of vocational training (N.D. Khmel, Sh.T. Taubayeva and others), the concept of multi-level university education; work on educational and methodological support of the learning process in higher education (N.A. Asanov, G.S. Minazheva, etc.).

**Sources of research:** the works of psychologists, educators, foreign and domestic scientists in the field of socio-pedagogical education; government, legislative documents of the Republic of Kazakhstan, legislative documents in the field of education, state generally binding standards of higher education, curricula and programs of universities, scientific, scientific and methodological literature.

**Base of research:** Department of Pedagogy and Educational Management of Al-Farabi KazNU, Faculty of Education of Binali Yıldırım Erzincan University, Department of Social Pedagogy and Self-cognition of Taraz State Pedagogical University.

**Research Methods.** To solve the set tasks, a set of mutually complementary methods was used: theoretical and methodological analysis of work in the field of higher pedagogical education; analysis of educational and methodological equipment of the educational process at the university; constructive modeling; questioning; analysis of the products of professional activities of teachers and students of the university; study and generalization of pedagogical experience corresponding to the purpose of the experiment; designing educational and methodological support as an innovative process; expert review.

#### **Scientific novelty and theoretical significance of research:**

- based on the analysis of changes in the system of University education, of foreign and domestic experience of training and methodological support and research in the psychological and pedagogical literature clarified the definition of “quality education” and “educational and methodological support”;

- The potential of systematic, cultural, personality-oriented, informational, qualimetric approaches analyzed, which allows you to design the content and content of the course, and methodological principles are determined because of projection on the subject of research.

- as a conceptional basis of educational and methodological quality assurance of future social teachers, the activity of the teacher on didactic design and organization of pedagogical monitoring aimed at taking into account the individual educational needs of students are substantiated;

- the structural and content model of educational and methodical quality assurance of training of future social teachers is developed and the evaluation criteria of educational and methodological support are proposed.

**The practical significance** of the dissertation research consists in the development of criteria for assessing the effectiveness of educational and methodological support for the quality of training of social educators in a university recommendations for ensuring the optimization of educational and methodological work at the university and improving the quality of the educational process as a whole, during the educational process, you can use the questionnaires developed during the study "Do you consider all subjects of the core unit studied", "The educational process through the eyes of students", "Understanding specialties: education quality assessment."

**The reliability and validity** of the main scientific results is ensured by the validity of the initial theoretical provisions; using a complex of research methods adequate to its object, subject, goals and objectives; collaboration of the dissertation with the departments providing training for social educators; confirmation of a hypothesis; the validity of the content of the experimental work.

According to the main results of the study, obtained in the course of solving the tasks set for defense, the following **provisions**:

- change the essence of the teaching software in the modern system of education associated with increasing the competitiveness of future social teachers, relevance of educational programs, orientation of educational process on development of subjectivity and reflexivity of trainees and the intensification of the didactic design of activities teachers will demand a new understanding of the nature of training and methodological support as a set of informative materials aimed at effective harnessing of students' professional knowledge and skills; the quality of education is understood by us as a direct result of the educational process, depending on the level of qualification of the teaching staff, instructional process, infrastructure, the intellectual potential of students as the object of the educational process of the University;

- the logic of the development of educational programs of the specialty "Social pedagogy and self-knowledge", the need to focus on the achievements of the teacher and student in the process of studying social and pedagogical disciplines at the University suggests a new model of educational and methodological support and in its modeling can be used the potential of a set of system, cultural, personal-activity, information and qualimetric approaches as guidelines for predicting the expected results of training of social teachers.

- the effectiveness of educational and methodological support and its impact on the quality of training of future social teachers is based on the growth of productivity of teaching activity, expressed in methodical activity, the growth of students' achievements in the process of personal and professional development. Therefore, as the conceptual basis for the design of educational and methodological quality assurance of future social teachers are didactic design of the EMC and pedagogical monitoring of the process of ensuring. At the same time, educational and methodological support implies educational materials and technologies of their use, prepared by the teacher in order to organize the educational, professional and independent activities of the student. Also, educational and methodological support is a kind of tools, using which

the student with the help of the teacher "passes" the path of professional and educational development, gradually mastering the professional.

- the structural and content model of educational and methodological quality assurance of future social teachers should consist of target, theoretical and methodological, structural and organizational, substantive and procedural, methodological and reflective, effective blocks. Assessment of the quality of training and methodological support includes the following criteria: the level of analysis of educational-methodical documentation - compliance of the contents of a target, here the completeness of the objectives, its relevance according to the content and structure of the state educational standard; the unity of structure and processes; the formation of competencies; accuracy and completeness of the contents of the discipline; at the level of analysis of teaching tools - use of modern, innovative, carefully-chosen technologies, forms and methods of educational process; selection of objective assessment tools and technologies taking into account students ' independent work, self-assessment, and the presence of reflection; the use of modern educational and methodical manuals; vehicle of the learning process modern, affordable, effective learning tools;

- For instructional quality assurance of training future social teachers should: use developed in the course of the study: "evaluation Sheet of the EMS on the basic subjects", "Schema analysis work programs (syllabus)", a questionnaire for teachers and questionnaire for students: "Do you think that is fully captured by the items of the profile block?", "Educational process through the eyes of students", "understanding the specialty: assessment of the quality of education»; development of entrance tests or Express questionnaires to assess the residual (required) knowledge and output tests confirming the level of output knowledge after studying the next course; continuous professional development of teaching staff on the didactic basis of designing teaching materials; preparation of information and interactive guidance for the design of test items, development of syllabus on the page of the Teacher in the system "Univer", the intensification of development of the methodical providing of business games, case studies, workshops in core disciplines and the growing use of video lectures in the educational process.

**Testing the results of the study.** The main provisions and preliminary results of the study were reported and approved at meetings of the department of pedagogy and educational management of Al-Farabi KazNU., Department of Pedagogy and Methods of Primary Education TarSPI. The results and main provisions of the study are reflected in the works published by the author. Of these, 1 article is included in the Scopus database. Scientific articles are included in 1) collections of materials of international scientific and practical conferences "Of The XIII International Scientific and Practical Conference" (Germany, Sheffield, 2017); "Қазақстандық қоғамның рухани-адамгершілік жаңғыруы жағдайында ғылым- зерттеушілік және білім беру әрекеті әдіснамасының дамуы" (Almaty, 2017); "Science and practice in the context of the sanctions world order" (St. Petersburg, 2018); 1st international justice congress (Turkey, Rize, 2019), 2) magazines recommended by the Committee of the Ministry of Education and Science of the Republic of Kazakhstan: - "Science and Life of

Kazakhstan" (Almaty, 2017), "Bulletin of the Academy of Pedagogical Sciences of Kazakhstan" (Almaty, 2018); "Bulletin of KazNU. Series "Pedagogical Sciences" (Almaty, 2019).

**The dissertation consists** of an introduction, three chapters, a conclusion, a list of references and appendices. The dissertation research contains illustrations in the form of 25 tables and 18 figures.