

The defense of the degree of Doctor of Philosophy (PhD) in the specialty 6D010200- «Pedagogy and methods of primary education», the dissertation work of Zhanadilova Karashash Bazarovna on the topic: «The development of metacompetence of future primary education teachers»

ANNOTATION

Relevance of the study. The development of metacompetence of future primary education teachers.

The purpose of the study: determine the theoretical and methodological foundations for the development of metacompetence skills of future primary school teachers and prepare a methodological system, test its effectiveness in the course of experimental work, and give scientifically based recommendations.

Research objectives:

- Determination of theoretical and methodological foundations for the development of metacognition of future primary school teachers;
- To clarify the essence of the concepts of "metacompetence", "metacompetence of the future primary school teacher", to determine the structure;
- Development of a structural and content model for the development of meta-competence of future primary school teachers;
- Development of a methodological system for the development of meta-competence of future primary school teachers, testing its effectiveness in the course of experimental work, preparation of scientifically based recommendations.

Research methods:

- theoretical: (for philosophical, psychological, pedagogical and methodological literature) comparative analysis-generalization, internal motivation, content analysis, descriptive writing, critical writing, reference writing, formulation, cluster structuring, comparison, evaluation, expression, argumentation, analytical interpretation;
- empirical: mental experiment, training video seminar, survey, interview, pedagogical control, testing, conducting experimental work, pedagogical diagnostics, pedagogical modeling;
- statistical: mathematical and statistical processing of research results. mathematical and statistical processing, monitoring, expertise).

Basic principles proposed for defense (proven scientific assumptions and other conclusions that are new knowledge):

- "Metacompetence - a set of skills in the development of integrative and professional-personal qualities". In the context of the development of metacognition of future primary school teachers, the main attributes are self – awareness, self-determination, self-improvement, self-actualization, self-control, self-actualization, self-control of the individual in the perception of new knowledge, in connection with old knowledge. The methodological foundations for the development of metacognition of future primary school teachers are the systematic platform, the personal platform, the multi-subject platform, the synergistic platform, the integrative platform, and the competence platform.

– "Development of meta – competence of future primary school teachers" is a single process that contributes to the improvement of the spiritual and moral personality of the future teacher, who is socially responsible for his professional activity, accumulates experience of subject, informational, communicative, functional literacy, develops the ability to analyze, manage his cognitive activity, adapt to new conditions.

-The structural and content model for the development of metacognition of future primary school teachers is a structure that defines the theoretical and methodological foundations for achieving the expected result; the components and indicators of the development process, characterizes methods and tools aimed at effectively solving the research problem, and defines the levels of development.

-The methodological system for the development of metastructure of future primary school teachers includes: a special course program "fundamentals of metastructure development in primary education"; the educational and methodological manual "skills complex". The development of meta-competence of future primary school teachers will be effective only if the content (forms, methods, tools) of this methodological system is used comprehensively

Description of the main results of the study:

1. The theoretical and methodological foundations for the development of metacognition of future primary school teachers are determined.

2. The essence and structure of the concepts "Metasubject", "metasubject of the future primary school teacher» are clarified.

3. A structural and content model for the development of meta-competence of future primary school teachers been developed.

4. A methodological system for the development of metacompetence skills of future primary school teachers been developed, tested in a practical experiment, and scientifically based recommendations have been developed.

Justification of the novelty and significance of the results obtained:

The degree of novelty of each scientific result and conclusion formulated in the research paper is as follows:

Result 1-New. The theoretical and methodological foundations for the development of metacognition of future primary school teachers have been identified. When determining the methodological foundations for the development of metacognition of future primary school teachers, the principles of consistency, personality, multi-subject, synergistic, integrative, and competence are used.

Result 2-new. The essence and structure of the concepts "metasubject", "metasubject of the future primary school teacher " were clarified. The refined essence of "metacognition " as a philosophical, psychological and pedagogical concept and its structure will become the basis for creating a scientific and methodological basis for organizing the learning process.

Result 3-new. A structural and content model for the development of metacompetence skills of future primary school teachers as a structure with components and indicators of high, medium, and low levels defined.

Result 4-New. A methodological system for the development of meta-competence of future primary school teachers has been developed, its effectiveness

has been tested in the course of experimental work, and scientifically based recommendations have been developed.

Compliance of Science with directions of development or state programs: Law of the Republic of Kazakhstan "on education" ; "Intellectual nation – 2020 "(January 17, 2014), the program" Digital Kazakhstan "(2017), the National Action Plan for the development of functional literacy of schoolchildren for 2012-2016" and the state educational program of the Republic of Kazakhstan define the main positions of the state policy in the context of the development of creative thinking, the ability to make independent decisions, revealing the personality and qualities of students through result-oriented education.

Amendments and additions to the order of the minister of Education and science of the Republic of Kazakhstan dated October 31, 2018 № 604 on approval of State mandatory standards of education at all levels of Education:

- formation of worldview, civic and moral positions of a competitive future specialist on the basis of knowledge of information and communication technologies, creation of communication programs in the state, Russian and foreign languages, orientation to a healthy lifestyle, self-improvement and professional success;

- develops skills of self-development and lifelong learning;

- creates a personality capable of mobility, critical thinking and physical self-improvement in the modern world;

- formation of training skills necessary for independent further training in the field of study.

It is also mentioned in the messages of the president of the country K. K. Tokayev, on the basis of which it is possible to find a positive solution to the problem of developing functional literacy of both schoolchildren and future specialists.

"The state educational standard of primary education" should have an educated and qualified specialist armed with the methodology of using new information and communication technologies in the practice of continuing education, adaptation to new conditions in the development of metacognition of future primary school teachers in the modern education system. Therefore, the search for Theoretical and practical solutions for the development of meta-competence of future primary school teachers is closely linked to state programs for the development of education and science in the Republic of Kazakhstan.

Description of the contribution of the doctoral student to the preparation of each publication: During the preparation of the publication, a theoretical analysis of the literature was carried out, as well as an analysis of experimental studies in publications was presented. According to the content of the dissertation research, 5 articles and 1 textbook for university students were published.

In a publication included in the Scopus database:

1 Zhanadilova K.B. «Developing metacompetence in future primary schoolteachers. Journal of Educational Sciences, 17 (1), 294–305. <https://doi.org/10.18844/cjes.v17i1.6709>. A.Zhumabayeva, A. Arenova,

M.Ospanbekova, Z. Zhanazarova, B. Zhankushkov) in the article, the doctoral student conducted experimental work to determine the dynamics of the development of metacognition of future primary school teachers, how almost all the skills specified in the educational program can become flexible descriptors for organizing the trajectory of their personal development in professional training through the development of metacognition of future primary school teachers. The share of doctoral students in writing articles is 50.

2. Zhanadilova K. B. "A new quality in the training of future primary school teachers – the development of metacognition" (Bulletin of PU, Pavlodar, № 2, 2020. – pp. 195-201. In the article ISSN 1811-1831), the transition of primary school teachers from a "knowledgeable person" to a "creatively thinking, acting person" to a "self-developing person" is revealed by the necessary specific examples. The share of a doctoral student in writing an article is 100%.

3. Zhanadilova K. B. "Features of applying new approaches to teaching in the formation of metacognition of primary school teachers" (Bulletin of the Kazakh National Women's Teacher training University № 3(83), 2020. -158-166 the article analyzes the issues of thinking culture, information synthesis, analysis, application of cognitive methods and tools, intellectual development, training and self-management, professional development. The share of a doctoral student in writing an article is 90%.

4. Zhanadilova K. B. "Methodological significance of the development of metacognition of future primary school teachers" (Bulletin of Abai University. - Series "Pedagogical Sciences" - Almaty, №4 (72), 2021. – 11-25 on the basis of a theoretical understanding of the features and trends in the development of metacognition of future primary school teachers, the concept of "Metacognition of future primary school teachers" and its categories are formulated, its important characteristics, content components and development criteria are determined. The share of a doctoral student in writing an article is 100%.

5. Zhanadilova K. B. "Formation of socialization and metacognition of primary education teachers. Materials of the international scientific and practical conference" Shokan readings - 23 April 26. - Kokshetau, 2019. - P. 13-17. The share of a doctoral student in writing an article is 100%.

6. Zhanadilova K.B. The question of integration of competence and meta-competence of primary school teacher. ISSN 1804-7890, ISSN 2464-6733 (ONLINE) AD ALTA Is a peer-reviewed journal of international scope. 2 issues per volume and special issues. The authors (june, 2019). The share of doctoral students in writing articles is 80%.