

ABSTRACT

of the dissertation work on the topic «Organization of self-assessment of educational achievements of students with mental retardation in the context of inclusive education» submitted for the degree of Doctor of Philosophy (PhD) on the specialty «6D010500 – Defectology» by Kalykbayeva Almagul Zhakanovna

Research topic: Organization of self-assessment of educational achievements of students with mental retardation in the context of inclusive education

The purpose of the study: To develop and scientifically substantiate the system of formation of self-assessment of primary school students with mental retardation in mathematics lessons in inclusive education.

Research objectives:

1. To develop the theoretical foundations of the organization of self-assessment of educational achievements of primary school students with mental retardation in the conditions of inclusive education.

2. To identify the features of self-assessment of educational achievements of primary school students in the conditions of inclusive education.

3. To develop and implement a system of special tasks for self-assessment of educational achievements in mathematics of primary school students with mental retardation.

4. To prove the positive impact of the formation of the skill of self-assessment of educational achievements on the development of adequate self-esteem of students and to develop methodological recommendations for teachers on the formation of the skill of self-assessment of educational achievements of primary school students.

Research methods:

1. Theoretical analysis of psychological-pedagogical and scientific-methodical literature, analysis of pedagogical research, comparative analysis;

2. Empirical methods: observation, questionnaires, testing and questionnaires; content - analysis of students' works; psychological and pedagogical experiment (ascertaining, forming, control).

3. Methods of mathematical statistics.

Main provisions:

1. The problem consisting in resolving the contradiction between the need to form the skill of self-assessment of the educational achievements of primary school students with mental retardation, and the lack of scientifically based ways and means of introducing this process in the conditions of inclusive education.

2. Pedagogical model of the formation of the skill of self-assessment of educational achievements of primary school students with mental retardation, based on the principles of SMART and Bloom taxonomy.

3. A system of special tasks for self-assessment of educational achievements of primary school students with mental retardation in mathematics lessons, the pedagogical criteria of which are: consistency, accessibility and continuity.

4. Proof of the positive impact of the formation of the skill of self-evaluation of educational achievements on the development of adequate self-esteem of students.

5. Methodological recommendations for teachers on the formation of the skill of self-assessment of educational achievements of primary school students.

Description of the main results of the study:

The dissertation work has theoretical and practical significance, which was expressed in the results obtained:

1. The features of self-evaluation of educational achievements of primary school students in the conditions of inclusive education are revealed

2. A model and special tasks for self-assessment of educational achievements of primary school students with mental retardation have been developed.

3. The effectiveness of the proposed system of special tasks for self-assessment of educational achievements of primary school students with mental retardation has been tested and evaluated.

4. Methodological recommendations for primary school teachers on the organization of self-assessment of students' educational achievements in the conditions of inclusive education have been developed.

The degree of novelty of the obtained results and conclusions:

First result: Scientific works of scientists of far, near abroad and domestic scientists are analyzed. It generalises scientific data on self-assessment of educational achievements of pupils of primary school of health care, taking into account training in the conditions of inclusive education, and also gives an analysis of the process of formation and development of self-esteem of children as the main component of self-awareness.

The second result: The features of self-assessment of the educational achievements of primary school students are revealed, the relationship between the formation of the self-assessment skill and adequate self-assessment in students with mental retardation and normative students in the conditions of inclusion is substantiated.

The third result: A model for the formation of the skill of self-assessment of educational achievements of primary school students was developed, based on the principles of SMART, Bloom's Taxonomy. Special self-assessment tasks contributing to the development of adequate self-esteem of children in the context of inclusive education.

Fourth result: Recommendations were prepared for primary school teachers on the formation of the skill of self-assessment of students' educational achievements in the conditions of inclusive education.

Compliance with the directions of development of science or government programs:

The priority task of the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025 is "... modernization of pedagogical education, ensuring the intellectual, spiritual, moral and physical development of the younger generation".

In the context of inclusive education currently being introduced in kazakhstan, this task fully applies to children with mental retardation and special educational needs. Article 5 (11-3), (21-4), the Law of the Republic of Kazakhstan "On Education", Order No. 6 with additions dated January 12, 2022, notes the need to create special conditions for students to receive education, taking into account the psychophysical

characteristics and cognitive capabilities of the student. Adaptation of educational curricula and special teaching methods, without which it is impossible to master general education and educational programs in the conditions of inclusive education. At the same time, the obligation of equal access to education for all categories of students is emphasized, on the basis of correctional, pedagogical and social support for students with mental retardation and special educational needs at the level of primary and basic secondary education in inclusive conditions.

Description of the contribution of the doctoral candidate to the preparation of each publication:

The main provisions, results and conclusions of this dissertation work are reflected in 11 publications, of which 2 - in a foreign journal included in the SCOPUS database, 5 - in the materials of international scientific and practical conferences, 3 - in journals recommended by the KOKSON of the Ministry of Education and Science of the Republic of Kazakhstan, 1- workbook.

The author's certificate for the developed "Special tasks for self-assessment" was received.

In the log included in the SCOPUS database:

1. Using self-assessment instruction to develop primary school students' self-esteem in inclusive practice in Kazakhstan // Cypriot Journal of Educational Science.- 2021-, pp. 1631-1642. ISSN 13059076 (Satova A., Autayeva A., Ospanova A., Suranchina A., Uaidullakzy E.). The article substantiates the need to form the skill of self-assessment, as a factor influencing the self-esteem of the student, which is the main component of the formation of the personality as a whole. The share of a doctoral student in writing an article is 80%.

2. The attitude of teachers toward students self-assessment of educational achievements in inclusive education lessons // Cypriot Journal of Educational Science.-2022-,pp.643-651.ISSN 13059076 (Autayeva A., Orazayeva G., Kassymzhanova G., Zhigitbekova B., Bekmuratova G.). The article reveals the attitude to self-assessment and the level of readiness of teachers in the conditions of inclusive education, the identification of the cause and the lack of self-assessment in the classroom. The contribution of the doctoral student in writing the article is 85%.

In the publications recommended by the Committee for Quality Assurance in the Field of Education and Science of the Republic of Kazakhstan:

1. Организация самооценивания обучающихся с ООП в инклюзивном обучении на основе принципа SMART (на примере уроков математики в начальной школе) // Вестник «Педагогические науки» КазНПУ им.Абая №1 (65) 2020, - С. 410-416. ISSN 1728-5496 (Satova A.K.). The article describes the essence of self-assessment and the experimental work carried out in the conditions of inclusive education. The contribution of a doctoral student is 90%.

2. Organizing of self-assessment of learning achievements of primary school students in inclusive education. Международный научный журнал «Наука и жизнь Казахстана» 12-4 (150) 2020,- С.168-176. ISSN 2073-333X (Satova A.K.). The article reveals the basic principles and approaches to the organization of self-assessment, as a process, and as a result of educational activities. The contribution of a doctoral student is 85%.

3. Особенности самооценивания обучающихся начальных классов в условиях инклюзивного образования // Вестник Павлодарского Педагогического Университета, серия «Педагогика» 1(2021),- С.152-166. ISSN 2710-2661(Satova A.K.). The article describes the features of self-assessment and their application in daily school practice, for the assimilation of the program material of primary education. The share of doctoral students is 90%.

In the materials of international and domestic scientific and practical conferences:

1. Самооценка - один из структурных компонентов в развитии личности // Материали XV Международна научна практична конференция «Новината за напреднали наука»- София- 2019, - С.51-56. ISBN 978-966-8736-05-6. The article analyzes the concept and development of self-esteem of children of primary school age. Contribution to writing an article by a doctoral student is 100%.

2. Эффективность процесса самооценивания учебных достижений обучающихся в условиях инклюзивной практики// III Международная научно-практическая конференция «Новые педагогические исследования». Пенза-2020, – С.23-30. ISBN 978-5-00159-608-0. In this article, self-assessment is presented as a process in school practice, the criterion of effectiveness is the assimilation of elementary basic knowledge and the formation of the skill of self-assessment. The share in writing an article by a doctoral student is 90%.

3. The effect of specialised instruction on the level of self-assessment of primary school pupils in an inclusive environment: the case of Kazakhstan Social Science Education// - Elementary Education Online,- 2021,- pp. 1374-1382. ISSN 1305-3515(Satova A.K., Baibekova M.M.). This article describes the experimental work, the results obtained justify the effectiveness of self-assessment in the educational process, for children with both mental retardation and normative students. The contribution of the doctoral student to this work is 95%.

4. Features of self-evaluation of learning achievements of elementary classes students in the conditions of inclusive education // Scientific Collection «InterConf», (40):with the Proceedings of the 2nd International Scientific and Practical Conference «Scientific Community: Interdisciplinary Research» Hamburg, Germany, -2021-pp.193-205 ISBN 978-3-512-31217-5 (Satova A.K.). This article reveals the theoretical and practical significance of scientific research on the problem of self-evaluation of the educational achievements of the younger schoolchild. Vlad in writing an article by a doctoral student is 90%.

5. Основные аспекты успешной реализаций инклюзивного образования //Материалы международной научной-практической конференции «Интеграция теории и практики специального и инклюзивного образования» 2021,- С.106-109. Казахский национальный женский педагогический университет. ISBN 978-601-346-080-2.

The article reveals the main factors and criteria for the successful implementation of inclusive education in primary school. The share of a doctoral student in writing an article is 100%.

Tutorial: 1. Special tasks for self-assessment. Workbook 76 p. № 18976 от «24» июня 2021 года, г.Астана, Институт Интеллектуальной собственности. ISBN 978-601-09-1586-2. The workbook presents the "System of special tasks for self-

assessment of educational achievements" in mathematics for students of grades 1-3. These educational tasks are developed on the basis of the "SMART" principle and Bloom's Taxonomy, taking into account the specifics of the special educational needs of younger schoolchildren (Satova A.K.). The share of doctoral students is 95%.

The main conclusions and results of the dissertation research are independently performed work by the doctoral student as a whole, which reflect the content of the dissertation and correspond to the results obtained.