

Dissertation of Stambekova Zhazira Kurmangalievna in search of the degree of «Doctor of Philosophy» (PhD) in the direction of 6D010200 – «Pedagogy and methodology of primary education» on the topic «*Preparation of future teachers of primary education for the development of innovation activity*»

## REVIEW

The updated standard, updated curricula, new quality textbooks and teaching aids, the creation of a new internet resource, etc. the new system of assessment of students' knowledge is all innovative products, which are ultimately dictated by the requirements of the time. The targeted implementation of the updated curriculum introduced into the primary education system directly depends on the appropriate implementation of innovative activities of teachers. The contradiction between the content of memorized knowledge that has taken place in society and the content of the curriculum, which provides for a radical change in the active, communicative direction, and the fact that the student himself becomes the main person in learning, can only be eliminated by high-quality training of teachers for innovative activities. Therefore, an important issue is the formation of future primary school teachers as mobile, active, adaptable to change, and responsible. After all, these qualities and abilities are one of the most important aspects of the development of the Kazakh education system, the normalization of the social environment, and ensuring security in the conscious and purposeful development of the younger generation. It is for this purpose that the question of preparing future primary school teachers for innovative activities of scientific work is not mistaken, as the main source of work, and this determines the relevance of the study.

In the first chapter «Theoretical and methodological foundations of preparing future primary school teachers for innovative activities in the context of updated educational content», an overview of the study of the problem of preparing future primary school teachers for innovative activities in the context of updated educational content. The second chapter systematizes the criteria and indicators of training future primary school teachers for innovative activities, defines the possibilities of training future primary school teachers for innovative activities, and builds a structural and content model in accordance with modern pedagogical requirements and the content of the updated curriculum. The third chapter

discusses the program of the special course «Preparation of future primary school teachers for innovative activities» the stages and logic of its implementation.

In the course of the dissertation work, the applicant zh. Stambekova studied the scientific and methodological foundations of preparing primary school teachers for innovative activities of general education schools and presented her own ideas.

The success of this research, which considered the scientific and methodological foundations of preparing future primary school teachers for innovative activities in the context of updated educational content, is that, first of all, it studied the theoretical and methodological foundations of preparing future primary school teachers for innovative activities in the context of updated educational content. Secondly, we believe that the research work is a step towards solving the problem of preparing primary school teachers for innovative activities that meet the requirements of the new socio-social demand. Third, in the context of the updated content of education, he developed a methodology for preparing future primary school teachers for innovative activities and tested its effectiveness in practice. Fourth, in the pedagogical process of the University in the preparation of future primary school teachers for innovative activities, it was implemented with the introduction of a special course program for future specialists on the topic «Preparation of future primary school teachers for innovative activities», a methodological manual «Methods of preparing future primary school teachers for innovative activities» for students. These arguments prove that the research work was carried out in accordance with the requirements of the rules for awarding academic degrees.

Dissertation work «Preparing future primary school teachers for innovative activities in the context of updated educational content» with the scientific, theoretical and methodological foundations of the research, the plan of experimental work, the relevance of the initial and final results obtained using mathematical and statistical methods and the introduction of methods, systems of tasks, special courses with consideration of research activities.

The conclusions and conclusions presented in the research work are consistent in their relationship, focused on a single goal. Proposals to raise the problem to a new level, determine the achievable results, and determine the systematic unity of views on the methodology of preparing future primary school teachers for innovative activities.

I consider the dissertation of Stambekova Zhazira Kurmangalievna for the degree «Doctor of Philosophy» (PhD) in the direction 6D010200 – «Pedagogy and methodology of primary education» «Preparing future primary school teachers for innovative activities in the context of the updated content of education» I consider the written Work.

Noting the theoretical and practical value of the thesis of Stambekova Zhazira Kurmangalievna for the degree of Doctor of Philosophy (PhD) on the topic «Preparing future primary school teachers for innovative activities in the context of updated educational content» at the Abai Kazakh National Pedagogical University 6D010200 – «Pedagogy and methodology of primary education» I propose to defend in a Dissertation council created in the specialty

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