

SUMMARY

thesis on "Development of trilingual communicative competence of future teachers of preschool organizations" for the degree of Doctor of Philosophy (PhD) in the speciality "6D010100-Preschool education and training" Sandugash Tleubay

Relevance of the research: Due to the need for Kazakhstan to enter the number of thirty developed countries of the world and build a competitive, intelligent nation in the country, special attention is paid to modern learning throughout life, including education and upbringing of children in preschool organizations. The State program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025 is aimed at improving the quality of vocational education, increasing competitiveness, modernizing the system of vocational education in the context of global trends and improving the practical training of future teachers.

The Address to the people of Kazakhstan "Strategy" Kazakhstan-2050 " refers to the new political course of the state, especially noting the recognition of Kazakhstan as a country with highly educated people who speak three languages: Kazakh as the state language, Russian for interethnic communication and English as an auxiliary language for an effective transition to the platform of the world economy. Therefore, it was mentioned that the citizens of the country until 2025 need to master the English language through the integration of trilingual education.

Our country intends to become one of the thirty leading countries in the world, to enter the world educational space and to train competitive, competent teachers who can communicate in their native and foreign languages in their professional activities in accordance with the requirements of the market. In this regard, the goal of all educational institutions, including universities is to form a mobile, receptive, creative, critical, communicative, professionally competent person in accordance with international standards. Therefore, the development of trilingual communicative competence of future teachers of preschool organizations in pedagogical universities is an urgent task.

The program article of Elbasy N. A. Nazarbayev "Course towards the future: modernization of Kazakhstan's identity" says: "The future success of a nation is determined not by its natural resources, but by its competitiveness. Therefore, any citizen of Kazakhstan, as well as the nation as a whole, must have a set of qualities worthy of the XXI century. For example, factors such as computer literacy, knowledge of foreign languages, and cultural openness are among the prerequisites for everyone to move forward. Such programs as "Digital Kazakhstan", "Trilingual Education", "Cultural and Interfaith Harmony" are aimed at preparing our nation, that is, all Kazakhstanis, for the requirements of the XXI century."

In this regard, the issue of developing the trilingual communicative competence of future teachers of preschool organizations is relevant. After all, the adoption in December 2019 of the Law of the Republic of Kazakhstan "On the Status of a Teacher" and the corresponding changes in the functions, actions, and competencies of a teacher require a new approach to research. In this study, firstly, the concept of competence is considered; secondly, it is proved that the teacher is obliged to constantly improve both his professional skills and his research, intellectual and creative level.

The relevance of the research is supported by the fact that the invariant part of the state compulsory standard for preschool education is taught in the invariant part of the Kazakh and Russian languages, and the variable part in English, according to the amendments made to order № 182 dated May 5, 2020.

Also, in accordance with the content of the standard curriculum of preschool education and training, the child's social and personal qualities are formed, aimed at developing creative abilities, communication skills through interest in a foreign language, critical thinking and teamwork, which

means the child should be guided to the 4C model through linguistic communication in various situations.

The importance and significance of language in the development of the communicative competence of future teachers has long been noted by philosophers, psychologists, and teachers, and today it is systematized in accordance with the requirements of society. This was revealed in the course of studying the works of such researchers as B. Russell, V. Humboldt, A. A. Leontiev, L. V. Shcherba, A. R. Luria, Eastern scientists Al-Farabi, Zh. Balasaguni and Kazakh thinkers A. Kunanbayev, A. Baitursynov, M. Zhumabayev.

The ancient Turkic thinker Zhusup Balasaguni said that "the beauty of the mind is the language, the beauty of the language is the word." This shows that the human consciousness is continuously developing through the experience and relationships of the linguistic personality.

Studies of language culture in Kazakh science date back to the beginning of the second half of the XIX century. Researchers-writers N. Torekulov, I. Kenesbayev, A. Iskakov and others in their scientific research comprehensively studied this topic.

The problem of preschool and family education in the Kazakh village was touched upon in the works of Nazipa Kulzhanova (1887-1939). On the issues of preschool education in the Republic of Kazakhstan, such scientists as B. B. Baymuratova, A. K. Menzhanova, A. E. Mankesh, S. N. Zhienbayeva, A. S. Amirova, K. M. Mendayakova, G. Z. Taubayeva, K. M. Meterbayeva, A. Bakredenova and others conducted historical and methodological, scientific and theoretical and special studies, the results of which were published scientific and methodological works, textbooks and programs. These works made a worthy contribution to the renewal of the educational content of Kazakh kindergartens.

In the CIS, after a comprehensive review and study of the problems of language development in preschool children, valuable conclusions were revealed in R. M. Rakhimova, E. G. Andreeva, O. Ushakova, I. E. Tikheeva, E. Fleerina, A. Borodich and others.

I. A. Zimnaya, R. P. Milrud, E. F. Zeer, T. M. Balykhina, A. V. Khutorskoy are scientists who have been engaged in teaching competence in the field of education, the theory and methodology of professional competence.

Researchers who study the competencies of specialists in various aspects: G. Zh. Niyazova, M. X. Baltabaev, Sh. T. Taubayeva, K. S. Kudaibergenova, B. T. Kenzhebekov, G. M. Kasymova, S. S. Kunanbayeva, L. K. Karabayeva, etc. The issues of formation of communication skills are studied in the works of F. Sh. Orazbayeva, S. R. Rakhmetova, etc. Studies of the last few years on this topic belong to K. T. Moldabekova, P. S. Kudabaeva, T. M. Yessimgalieva, K. O. Orazbayeva, D. K. Sadirbekova, G. A. Rizakhodzhayeva, A. B. Tasova, etc.

Well-known scientists who have studied bilingualism and multilingualism from a theoretical point of view are U. Weinreich, O. Garcia, J. Cummins, J. Hamers, M. Blanca, as well as domestic scientists B. A. Zhetpisbayeva, A. N. Sadykova, E. D. Amanbekova, G. Aldabergenova, E. D. Suleimenova, etc.

From the above, we can conclude that the implementation of the educational policy for the development of communicative competence contributes to the spread of tolerance among representatives of different nationalities living in Kazakhstan.

In the Address to the people of Kazakhstan, Elbasy N. A. Nazarbayev points out: "Teaching the state language should begin with kindergarten. This is a time requirement." In accordance with this, parents and society as a whole show great interest in learning languages in preschool organizations. Trilingualism is one of the main components of preschool education and it is thanks to its introduction into preschool education that it is possible to ensure that children learn foreign languages as soon as possible. All this confirms that there is now an urgent need to train teachers of preschool education with knowledge of three languages. However, until now, this problem has not been the subject of research. In this regard, there is a contradiction between the theory and practice

of training teachers of preschool organizations in a trilingual environment. In particular, the lack of a scientific and theoretical basis for the development of the communicative competence of preschool teachers, the increasing demand for a trilingual teacher, and the lack of methodological manuals in three languages (Kazakh, Russian, and English) indicate that there are some **contradictions** in this problem. They also defined the topic of our research and served as its basis: "**Development of trilingual communicative competence of future teachers of preschool organizations**".

The purpose of the research is to provide a theoretical basis for the development of trilingual communicative competence of future teachers of preschool organizations.

The object of the research is the educational process in higher educational institutions.

The subject of the research is the development of trilingual communicative competence of teaching staff in preschool organizations in the educational process.

The scientific hypothesis of the research: if its methodology is developed and introduced into the educational process in accordance with the theoretical foundations of the development of trilingual communicative competence of future preschool teachers, **then** the trilingual communicative competence of future preschool teachers will develop at a high level, **because in this case** the trilingual knowledge of future professionals will be expanded, become the basis for implementation in educational activities.

Research objectives:

- to determine the theoretical foundations of the development of trilingual communicative competence of teachers of preschool organizations and in accordance with the concept of "communicative competence", to clarify the concept of "trilingual communicative competence";
- to determine the psychological and pedagogical features of the development of trilingual communicative competence of teachers of preschool organizations;
- to create a structural and content model for the development of trilingual communicative competence of teachers of preschool organizations;
- to prepare a methodology for the development of trilingual communicative competence of teachers of preschool organizations, to check its effectiveness in the course of practical and experimental work, to develop scientifically grounded recommendations.

The leading idea of the research: the development of trilingual communicative competence of future teachers of preschool organizations in higher educational institutions contributes to professional development, the ability to communicate in three languages, and an increase in the number of competitive specialists.

Theoretical and methodological foundations of the research: philosophical, psychological, pedagogical concepts for the development of trilingual communicative competence of future teachers of preschool organizations, the concept of trilingual competence of scientists, theoretical foundations of pedagogy and psychology on pedagogical technologies, scientific concepts for the development of trilingual competence, didactic laws and teaching principles.

Research sources: works of philosophers, educators and psychologists; documents submitted by the Ministry of Education and Science of the Republic of Kazakhstan in connection with the educational process in higher and multi-level educational institutions (concepts, comprehensive programs, textbooks and teaching aids, electronic textbooks), scientific achievements and advanced pedagogical experience; official materials and documents (Law of the Republic of Kazakhstan "On Education", "State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025"), resolutions of the Ministry of Education and Science of the Republic of Kazakhstan, State Compulsory Standard for Preschool Education, Model Curriculum, the best world practices of organizing the educational process in the context of higher education, pedagogical and scientific experience of the author.

Research stages: the research was carried out in 3 stages.

The first stage (2017-2018) is a theoretical basis for the study of philosophical, pedagogical, psychological, scientific and methodological literature and regulatory documents on the subject of research. The scientific apparatus of the research has been determined, the goals and objectives of the research have been set, the subject and form of research, stages and scientific hypothesis have been identified, the concept of "trilingual communicative competence" has been clarified, psychological and pedagogical features of the development of trilingual communicative competence of future teachers of preschool organizations have been identified, a structural and content model has been developed, criteria and levels are indicated, scientific articles are published.

The second stage (2018-2019) - an experimental work was carried out to determine the effectiveness of the implementation of the model for the development of trilingual communicative competence of future teachers of preschool organizations in the educational process. In the course of the identification experiment, the level of primary education was studied in accordance with the criteria for the development of trilingual communicative competence of students in preschool education and training. At this stage, the program of the elective course "Development of communicative competence on the basis of trilingual education", the program and plan of the club "Let's do it", aimed at developing the trilingual communicative competence of future teachers of preschool institutions, were developed and introduced into the educational process.

The third stage (2019-2020) - additions were made to the preliminary conclusions based on the analysis results, generalizations and refinements of the experimental results were made, experimental materials were systematized, on the basis of which the dynamics of the development of trilingual communicative competence of future teachers of preschool organizations was determined, the effectiveness of development was mathematically and statistically substantiated trilingual communicative competence of future teachers of preschool organizations.

Research methods:

- theoretical (analysis, comparison of scientific and theoretical literature, presentation of results);

-empirical (questioning, interview, observation, analysis of educational and methodological documentation, analysis of students' independent work, testing, practical work).

Research base: Abai Kazakh National Pedagogical University, Kazakh National Women's Pedagogical University.

Scientific novelty and theoretical significance of the research:

- the development of trilingual communicative competence of future teachers of preschool organizations is theoretically justified and the concept of "trilingual communicative competence" is clarified»;

- the psychological and pedagogical features of the development of the trilingual communicative competence of teachers of preschool organizations are revealed;

- a structural and content model for the development of trilingual communicative competence of future teachers of preschool organizations has been developed;

- a methodology for the development of trilingual communicative competence of future teachers of preschool organizations has been developed, the effectiveness of which has been tested in the course of experimental work, and scientifically based recommendations have been prepared.

Practical significance of the research:

- in order to develop the trilingual communicative competence of future teachers of preschool organizations, the elective program of the course "Development of communicative competence on the basis of trilingual education", the program of the club "Let's do it" and methods of its implementation have been developed;

- the results of the research can be used in the educational process of teachers of higher and special pedagogical schools, the Institute for advanced training and retraining of teachers of secondary schools and teachers of preschool organizations.

The main findings of a dissertation to be defended:

- in the theoretical justification of the development of trilingual communicative competence of future teachers of preschool organizations, the concept of refined trilingual communicative competence is expressed in achieving competence in the conditions of successful self-realization of a specialist, in performing actions related to the profession, and represents integrated personal qualities;

- based on the psychological and pedagogical features of the development of the trilingual communicative competence of preschool teachers, it is possible to successfully realize the future specialist (the ability to enter into emotional contact, set communicative tasks, build a communication model, listen and hear, read and write, activate communication with words, along with pedagogical requirements, observe ethical standards as a specialist, choose the right communication style, etc.);

- the structural and content model of the development of the trilingual communicative competence of preschool teachers consists of a set of basic principles of methodological, theoretical and methodological nature, revealing the principles, components, means and forms that ensure the readiness of the scientific and pedagogical activity of the future specialist;

- the development of the trilingual communicative competence of future teachers of preschool organizations, the content and methodological approach to the pedagogical process is provided by the introduction of the elective course program "Development of communicative competence on the basis of trilingual education", the program and the plan of the club "Let's do it".

The author's **personal involvement** consists in obtaining the scientific results presented in the thesis and published in printed works, the theoretical development of the main conceptual ideas and provisions of the research.

Approbation and implementation of the results of the dissertation research: the main results of the dissertation work were published in 13 articles, including 4 articles in scientific publications recommended by the Committee for Quality Assurance of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan; 1 article in a foreign journal included in the Scopus database; 8 articles were published in collections of international scientific and practical conferences.

The structure and content of the thesis: the thesis consists of an introduction, two main parts, a conclusion, a list of references and an appendix. The volume of work is 173 pages, 24 tables, 12 figures. The list of used literature consists of 170 sources.