

ABSTRACT

of the dissertation of Zhakupova Altynai Zhumabekovna for the degree of Doctor of Philosophy (PhD) in the specialty 6D010100-“Pre-school education and upbringing”

Research topic: Development of environmental competence of future teachers of pre-school educational organizations.

The purpose of the study: theoretical and methodological substantiation of the development of environmental competence of future teachers of pre-school organizations, the definition of pedagogical conditions and conducting experimental work.

Research objectives:

- to substantiate the essence of the concept of "ecological competence of a pre-school teacher";
- to determine the theoretical and methodological foundations for the development of environmental competence of future teachers of pre-school organizations;
- to identify pedagogical conditions for the development of environmental competence of future teachers of pre-school educational organizations;
- to create a structural and meaningful model for the development of environmental competence of teachers of pre-school organizations;
- to develop a methodology for the development of environmental competence of future teachers of pre-school educational organizations, to test its effectiveness in the course of experimental work.

Research methods:

- theoretical analysis of philosophical, psychological, pedagogical and environmental scientific and methodological literature, educational programs and textbooks, methodological manuals on the problem under study, the method of expert review, generalization, comparison, etc.
- conducting interviews with students, questionnaires, pedagogical control, testing, experiment.
- diagnostics, mathematical and statistical processing (SPSS) and generalization of research results.

The main points submitted for defense (proven scientific hypotheses and other conclusions that are new knowledge)

1. the essential characteristic of the ecological competence of the future teacher of pre-school education as an indicator of integrative, professional and personal abilities and ecological and value orientation of the individual for solving the problems of ecological education of preschooler's determined.

2. the pedagogical conditions for the development of environmental competence of pre-school teachers have been identified: the desire for independent

environmental education, readiness for the specifics of their professional activities, self-development in research activities.

3. a structural and content model of the formation of ecological competence of pre-school teachers has been designed and implemented, including the following interrelated approaches: systemic, synergetic, axiological, personal-activity, collectively providing content-cognitive, value-motivational, activity-practical readiness of the student to search for non-standard educational and environmental situations and, as a result, the formation of a high level of ecological culture and consciousness of the individual.

4. The development of environmental competence of future teachers of preschool organizations is ensured by the introduction into the pedagogical process of the content and methodological manual "Environmental competence", the elective course program "Environmental competence of a teacher of a future pre-school organization", the program and plan of the Eco club "Ecologist".

The main results of the research:

- scientific and theoretical analysis of the environmental competence of future teachers of preschool organizations;
- the structure and content of the definition of "ecological competence of a preschool teacher" has been clarified;
- the pedagogical conditions for the development of environmental competence of future teachers of preschool educational organizations are substantiated;
- a structural and content model of the development of environmental competence of preschool teachers has been developed, components, measurement indicators, levels have been determined;
- a methodology has been developed for the development of environmental competence of future teachers of preschool organizations, the effectiveness of which has been tested during a pilot study.

The description of the research results is related to: the correspondence of the research content to the scientific apparatus; the initial methodological and theoretical positions of the author; the use of a set of theoretical and empirical research methods; the validity of the data obtained, the effectiveness of the results of experimental research with the processing of the results by mathematical and statistical methods and the results of the initial and final indicators; confirmation of the results of the research hypothesis.

Substantiation of the newness and theoretical significance of the results obtained:

The first result is completely new. When specifying the concept of ecological competence of a pre-school teacher in the course of the analysis of philosophical, ecological, psychological, pedagogical works, the essence, structure and content of the concept of "ecological competence" with an expert analysis of the conceptual and categorical node are clarified. The author's definition of the ecological competence of the future teacher of a preschool organization is given. The analysis

of the works of domestic and foreign scientists is carried out, the theoretical and methodological foundations of the development of environmental competence of future teachers of preschool organizations are determined.

The second result is completely new. For the first time, an attempt made to determine the possibilities and pedagogical conditions for the development of environmental competence of future teachers of preschool organizations.

The third result is completely new. The structural and content model of development of ecological competence of teachers of pre-school organizations proved. The structural and content model of the development of environmental competence of pre-school teachers is considered as an integral structure consisting of content-cognitive, value-motivational, activity-practical components, in which three levels (low, medium, high) are defined, criteria and indicators of its identification are given and implemented in close interrelation.

The fourth result is completely new. The practical novelty of the research is the development and implementation into practice of the methodology for the development of environmental competence of future teachers of pre-school organizations (the elective course program "Environmental competence of a teacher of a preschool organization"; the educational and methodological manual "Environmental competence"; the Eco club program "Ecologist" within the specialty "Pre-school education and upbringing").

Compliance of science with the directions of development or state programs: the main idea of the study is contained in the Message of the President of the Republic of Kazakhstan K.Tokayev "Kazakhstan in new conditions: period of validity": "Environmental protection and ecological development of Kazakhstan today is at the forefront. Civilized states around the world are dealing with this issue, and we cannot stay away from the main trend. Environmental education of the younger generation, schools and universities should be due attention, as well as the need to form a unified environmental policy aimed at strengthening environmental values in society, giving impetus to the system of environmental protection.

Normative documents that are the legal basis of environmental education and upbringing are contained in the "Environmental Code of the Republic of Kazakhstan", "Kazakhstan 2030 for Sustainable Development" and in the strategic development programs "Kazakhstan-2050": environmental protection, to create favorable living conditions and human health, ensuring the prosperity of our people and productive education and upbringing for the younger generation, the "Ecological orientation" corresponds to the implementation of the political requirements of the state level in the field of continuing education. This, in turn, indicates the relevance of the research problem.

The contribution of the doctoral student to the preparation of each publication: (the share of the author of the dissertation, measured as a percentage of the total volume of the publication, is indicated)

1. Scientific article "Opportunities for the development of ecological competence of the future pre-school teachers" in the publication included in the Scopus Cyprus Journal of Educational Sciences database. 2022. – Vol.17, Iss.1.P. 238-249. published in the publishing house. (Co-authored by: Mankesh A., Kyakbayeva U., Karimova R., Omarova D.) The article describes the possibilities of developing the environmental competence of future teachers of pre-school organizations. The share of a doctoral student in writing an article is 70%.

2. 3 articles have been published in publications approved by the Committee for Quality Assurance in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan.

1. The specifics of environmental education of preschoolers. Bulletin of KazNPU after Abai series "Pedagogical sciences". Almaty. 2019 - No. 1 (61) p. 212-217, ISSN 1728-5496. (Co-author: Mankesh A.Y.) 80%.

2. Pedagogical and psychological basis for the development of environmental competence of specialists of pre-school organizations. Journal of KazNPU after Abai series "Pedagogical sciences". Almaty. 2019. No.4 (64) pp. 256-263, ISSN 1728-5496. (Co-author: Mankesh A.Y.) 85%.

3. Abai's works as a means of environmental education in pre-school organizations. Science and life of Kazakhstan. Almaty. 2020. No.12(2) p. 180-186, ISSN 2073-333X. (Co-author: Mankesh A.Y.) 90%.

3. 4 articles published at international conferences in the countries of the near and far abroad:

1. A teacher of a pre-school organization as a subject of environmental education and upbringing. Materials of the international scientific and practical conference "Education in the XXI century" Moscow, Russian Federation: International Institute of Professional Development of a Teacher. February 28-29-2020. p. 413-420. (co-authored by Mankesh A.Y.) 90%.

2. An education system focused on professional environmental activities. OECD studies conference on transformative educational studies. Ankara, Turkey: Academic organization Iksad Kongre. 19-21MARCH -2020.p. 65-72, ISBN978-625-7914-89-5. (Co-authored by: Mankesh A., Kyakbayeva U.) 70%.