

ABSTRACT

of the dissertation of Victoria V. Savelyeva on the theme “Professional training of bachelors to the project activities in the conditions of university education” for the degree of Doctor of Philosophy (PhD) in the specialty 6D012000 – “Vocational training”

Relevance of the research. Modernization of the education system in Kazakhstan and key trends of the new educational policy in the context of the strengthening of globalization processes, integration of the formation of the innovative market economy, consider human capital as a basis for economic growth and the tool to increase the competitiveness of the country, stimulation of the development of innovations and the latest technologies.

Reflecting national interests, the new educational paradigm poses for vocational education institutions of any level, including universities, the strategic tasks of flexible response to the current situation in training highly qualified personnel for successful competition and demand of graduates in the labor market. The solution of the tasks is related to the formation and development of the mobile, self-fulfilling personality, capable of innovation and lifelong learning. Therefore, today, professional training is carried out on the way to increase the freedom of students in choosing his educational trajectory.

In these circumstances, it seems clear that there is a need to rethink the approaches to bachelor’s training from the standpoint of solving both global problems of humanity and ensuring the urgent needs of the personality of students. In this regard, it is increased significantly the role of the project activities of bachelors, specially organized in the conditions of university education on the basis of project technology, recognized as one of the productive in the future development of intellectual resources and individuality of students.

The use of the project activities in the conditions of university education can be considered in the format of the new trajectory of obtaining professional knowledge and forming skills to collect independently the necessary information, make hypotheses, draw conclusions, and formulate conclusions and recommendations. The project approach to training, where the student becomes not as the inert consumer of knowledge, but their active creator who is able to formulate the problem, analyze the ways of its solution, find the optimal result and justify its effectiveness, allows to optimally reveal the student’s personality, stimulate and develop his creative, analytical, project, intellectual abilities and skills.

Thus, project activities becomes especially relevant in the process of university education, as it allows to reveal, develop, realize the creative potential of the bachelor’s personality. The possibilities of using project activities is the indicator of the high qualification of the teacher, his progressive methods of teaching, which belong to the information technologies of the XXI century, ensuring the ability to adapt to the rapidly changing conditions of human life in modern society.

Analysis of scientific researches in the given direction showed the diverse interest of scientists in various aspects of the problem of project activities. The philosophical-methodological foundations of the theory and practice of project

activities were studied by S.I. Gessen, J. Dewey, E. Collings, V. Kh. Kilpatrick, S. T. Shatsky, etc. The essence and content characteristics of the project activities in education were considered by N.G. Alekseev, O.S. Anisimov, V.P. Bespalko, T.Yu. Karataeva, I.A. Kolesnikova, etc.

A number of researchers (V.V. Guzeev, M.V. Klarin, E.S. Polat, etc.) see the project activities in interconnection with project training. They consider it as the holistic educational technology that contributes to the mastering of methodological knowledge, skills and abilities of self-education by students and the means of developing research skills and abilities, social skills. V.S. Pavlova revealed the innovative potential of the project technology on the example of professional training of bachelors. In recent years, the attention of scientists was focused on the wide range of technologies of innovative projecting of educational environment, educational systems and educational programs, studied by V.A. Dmitriev, V.S. Lazarev, V.P. Sergeeva, V.A. Yasvin, etc.

There were carried out researches of N.A. Bredneva, O.V. Golubeva, I.A. Dralyuk, E.E. Dymova, N.V. Emelyanova, etc. in different directions of involvement of students in project activities in the university, close to future work.

There are many other works in the scientific environment devoted to various aspects of professional training of bachelors to the project activities in the university such as O.S. Kudinov, A.P. Pozdnyakov, S.Yu. Savinova, L.G. Skulmovskaya, etc.

Analysis of scientific literature and pedagogical experience, study and analysis of normative-legal, educational-program documentation and practice of implementation of educational programs of baccalaureate showed that project activities in institutions of higher education is considered as the organic part of innovation activity of the university in various directions. It contributes not only to the mastering by bachelors of the expected competences in the chosen specialty, personal development, formation of abilities to the project and innovation activities, but it can become the basis of innovations on the directions of specialization of the university; as due to the project activities in the educational process of the university there are carried out the transformation and improvement of various phenomena of real reality.

However, at present time, the problem of rational organization of project activities in the professional training of bachelors is not developed sufficiently despite of its importance in the professional training of bachelors in the framework of mastering the basic professional educational programs in terms of University education.

In understanding the problem, it is necessary to note the **contradictions** *between* the following phenomena:

- the social need for bachelors, who possess the project activities and lack of the single coordinated strategy of organizing the project activities of bachelors in the conditions of university education;

- the requests of bachelors in mastering modern methods and educational technologies of organizing project activities as means of personal development and

professional self-realization in the conditions of university education and lack of mechanisms to ensure this process;

- the need to increase the efficiency of the process of professional training of future bachelors to the project activities and the uncertainty of pedagogical conditions on the formation of project activities in the conditions of university education.

The named contradictions identified the **problem of research**, which consists in the next: what are the conditions of professional training of future bachelors to the project activities in the conditions of university education.

The relevance, theoretical and practical significance of the considered problem and its insufficient theoretical-methodological development in pedagogical science determined the research theme: "Professional training of bachelors to the project activities in the conditions of university education".

The research purpose: the theoretical-methodological justification and development of the methodology of professional training of bachelors to the project activities in the conditions of university education.

The research object: the holistic pedagogical process of the university.

The research subject: the project activities of bachelors.

The research hypothesis: professional training of future bachelors to the project activities in the conditions of university education will be successful if:

- the theoretical-methodological approaches to professional training of bachelors to formation of project activities in conditions of university education are substantiated;

- the theoretical model of professional training of bachelors to the project activities in the conditions of university education has been developed and has been tested, taking into account new tasks of professional activity and mechanisms of cognitive processes affecting teaching;

- the process of professional training of bachelors to the project activities is allocated to the special educational activity, taking into account its psychological-pedagogical components and the pedagogical conditions providing this process;

- the methodology of professional training of bachelors to the project activities in the conditions of university education has been developed and has been tested.

In order to test the proposed hypothesis, the following **research tasks** must be solved:

1. to determine the theoretical-methodological basics of professional training of bachelors to project activities;

2. to create the model of professional training of bachelors to the project activities in the conditions of university education;

3. to identify and theoretically justify pedagogical conditions of professional training of bachelors to the project activities in the conditions of university education.

4. to develop the methodology of professional training of bachelors to the project activities and to test it in the experimental-pedagogical work.

The theoretical and methodological basics of the research are the most important provisions about methodology of project activities (A.V. Leontyevich, N.V. Novozhilova, Yu.M. Reznik, etc.); the theoretical provisions and concepts of project activities and project management (J. Dewey, V.Kh. Kilpatrick, A. Kofman, N.V. Matyash, A.M. Novikov, N.Yu. Pakhomova, E.S. Polat, M.V. Retivykh, V.D. Simonenko, S.T. Shatsky, etc.); the theory and methodology of professional education (S.A. Batyshev, N.N. Khan, N.D. Khmel, M.N. Sarybekov, etc.); the modern concepts of formation and development of higher vocational education (S.I. Archangelsky, N.D. Khmel, D.M. Mallaev, Yu.G. Tatur, etc.); the scientific approaches to the content, forms, methods and technologies of development at the bachelors of professional training of the skills of organizing project activities (N.A. Bredneva, O.I. Vaganova, Jeff Sutherland, I.V. Kazachenko, E.S. Polat, N.F. Talyzina, N.V. Khapilina, M.A. Choshanov, I.S. Yakimanskaya, Yu.A. Yakuba, etc.).

The research methods are: theoretical (analysis, synthesis, comparison and generalization), observational (direct and indirect observation); praximetric (analysis of normative-legal, educational-methodological documentation, products of project activities); empirical (conversation, testing, questionnaire, expert evaluation); retrospective analysis of own experience; pedagogical modeling; pedagogical experiment; methods of qualitative and quantitative analysis of the obtained data and mathematical statistics and graphical methods of results processing.

The research stages:

At the first stage (2016-2017), the degree of development of the problem in the theory and practice of university education was revealed; practical familiarity with training of bachelors to the project activities was carried out; methodological approaches to the research problem were identified; research methodology was developed, empirical material was collected.

At the second stage (2017-2018), theoretical-methodological basics of the research problem were analyzed; the model was created; methodology was developed, conditions and optimal mechanisms for its implementation were determined; basic ideas and provisions were tested in the course of experimental work.

At the third stage (2018-2019), theoretical conclusions and practical recommendations were systematized; the training manual on the research problem was prepared, and the results of the work was completed in the form of the doctoral dissertation.

Research base: the experiment was conducted in two universities - ETU (Eurasian Technological University) and ATU (Almaty Technological University), in groups of specialties: 5B012000 – “Vocational training” (within a particular field).

The scientific novelty of the research is as follows:

1. Theoretical-methodological approaches (personal-oriented, systemic, competency, communicative-informative) were defined, which contribute to the

study of problem in the conditions of university education as the objective reality and the open dynamically developing process;

2. The importance and expediency of studying the phenomenon of "project activities" was proved as educational-cognitive and scientific-creative activity, which implies uniqueness of the created product or service; and the model of professional training of bachelors to the project activities was created;

3. Pedagogical conditions of professional training of bachelors to the project activities in the conditions of university education were identified and justified;

4. The methodology of professional training of bachelors to the project activities was developed which was tested in experimental-pedagogical work.

Theoretical significance of the work is determined by: methodological approaches and developments in the field of project activities of students from the point of view of its peculiarities and importance in professional training of bachelors in conditions of university education; the increase of scientific knowledge in the field of theory and methodology of professional education due to the expansion of ideas about the essence, structure and objects of project activities of bachelors; improvement of ways of professional training of bachelors to the project activities and process of its formation; systematization of knowledge, provisions and ideas of research, complementing and enriching the theory of professional training of bachelors to the project activities, constituting the certain contribution to professional training of bachelors in the conditions of university education. The main scientific-theoretical provisions, conclusions and suggestions of the research represent some interest for the theory and practice of professional pedagogy.

The practical significance of the research is determined by its focus on improving the quality of professional training of bachelors to the project activities in the conditions of university education in the specialty 5B012000 – “Vocational training”. Educational discipline, its complex educational-methodological support was developed and tested. The research materials can be used in the development of practical studies on professional training of bachelors in the conditions of university education with the application of project activities, in scientific-research work of students, in the process of self-education and self-development.

The developed model of professional training of bachelors to the project activities was introduced into the educational process of the Eurasian Technological University (ETU) by the special course "Project management" for students of the 4th year training. The scientific-methodological manual “Projecting of the coach “Organization of the independent work of students” was issued and published.

Reliability and validity of the obtained results were ensured by: the methodology of the research and initial theoretical provisions corresponding to the set tasks; use of the complex of methods, adequate to the purposes, tasks and logic of the research; variety of sources of information; theoretical development and experimental testing of the basic provisions of the research in the educational

process of the university; results of quantitative and qualitative analysis of empirical and experimental data at the different stages of experiment.

Publications. The content of dissertation work is reflected in 23 scientific works, from them: 1 – in the scientific-methodological manual; 4 – in the scientific publications, recommended by the Committee for Control in Education and Science MES RK; 2 – in the scientific publication of the “Scopus” database; 1 – included in the “Thomson Reuters” database; 11 – in the materials of international conferences, 2 – in foreign scientific journals; 2 – in the scientific journal “Bulletin of the Eurasian Technological University”.

They were issued in the next publications: Opción Scientific Journal, Año 35, No. 88 (2019), ISSN 1012-1587 / ISSN: 2477-9385; in «AD ALTA» Journal of Interdisciplinary Research (June, 2019), ISSN 1804-7890, ISSN 2464-6733; Bulletin of KazNPU named after Abai, series “Pedagogical Sciences”, Almaty, 2019, № 1 (61); News of the National Academy of Sciences of the Republic of Kazakhstan, series “Social Sciences and Humanities”, Almaty, 2018, № 2 (318); Materials of the International Scientific and Practical Conference “Innovations in Science, Education and Production of Kazakhstan”, Almaty, 2016; Materials of the International Scientific and Practical Conference “Scientific-Pedagogical Search in the Modern World”, Almaty, 2016; Materials of Republican Scientific and Practical Conference of Young Scientists, Almaty, ATU, 2018; Materials of the International Scientific and Practical Internet-Conference, Pereyaslav-Khmelnitsky, 2019; Materials of the International Scientific and Practical Conference, Belgorod, 2019; Materials of the International Online-Conference, Taraz, “Orleu” Institute of Advanced Training of Teachers in Zhambyl Region, 2017.

The dissertation structure. The work consists of the introduction, three sections, conclusion, list of the used sources and appendixes.

The introduction of the dissertation research reveals the relevance of the problem of professional training of bachelors to the project activities in the conditions of university education, its purpose and tasks. The scientific novelty, theoretical and practical significance of the research problem are reflected. The areas of testing and introduction of the research results are characterized.

The first section "**Theoretical-methodological basics of formation of the project activities of bachelors in the conditions of university education**" reveals methodological approaches, essence, structure, objects and stages of organization of the project activities of bachelors in university education. It was carried out the analysis of social-economic prerequisites on formation of the project activities of bachelors in conditions of university education.

The second section "**Psychological-pedagogical basics of the project activities of bachelors in the conditions of university education**" reveals historical-pedagogical aspects of the project activities in the conditions of university education in Kazakhstan and abroad. Psychological-pedagogical peculiarities of bachelors are considered.

The structural-substantial model of the process on formation of project activities of bachelors is described. The pedagogical conditions, contributing to the

successful implementation of the model, are given. The peculiarities of the student-centered training are revealed as the important condition of formation of project activities in the conditions of university education in the collaborative educational environment.

The third section "**Experimental-pedagogical work on professional training of bachelors to the project activities in the conditions of university education**" is devoted to experimental testing of the model of process on formation of project activities of bachelors in the conditions of university education and pedagogical conditions of its implementation. The methodology of formation of project activities of bachelors is predicted.

There are described the diagnostic methods of research tested in two Kazakhstani universities: ETU and ATU (Eurasian Technological University and Almaty Technological University), as well as the program of introduction of project technology in the process of university education and the results of its testing.

The results of the conducted dissertation research are summarized, as well as the main conclusions and recommendations are formulated **in the conclusion** of this work.