**ANNOTATION**

of the dissertation thesis of Bakytzhan Aidarov on the topic "Scientific and theoretical foundations of the formation of professional mobility of future teachers of vocational training", presented for the degree of Doctor of Philosophy (PhD) on the specialty 6D012000 - "Vocational training"

**The relevance of research.** The accession of the education system of the Republic of Kazakhstan to the Bologna Process actualizes the problem of developing the professional mobility of future teachers to increase their competitiveness in the global educational space, participation in world educational programs, etc. This requires bringing the educational process in higher education in line with world standards and the needs of the educational services market.

In the changing system of higher professional education in accordance with the Bologna Agreements, the need of the state and society for mobile specialists is increasing. The growing interest of scientists in it is associated with the problem of manifestation of human mobility in professional activity in the context of the development of social and economic relations in the country, the expansion of the labor market. Because mobility is the key to the successful professional activity of a modern specialist.

Professional mobility is a special case of a person's mobility. It is a kind of response to the public demand in professionals with a high level of readiness and ability to adequately respond to changing conditions and decision-making. Quickly navigate in a modern environment and repurpose from one area of ​​professional activity to another. Find own place in a different professional environment and adapt to it. Make changes to the content and style of professional activities. Respond promptly to professional and life situations. Be ready for further career and professional growth.

From a philosophical position, professional mobility was studied by B.S. Gershunsky, L.A. Sorokin, I.T. Frolov and others. In the sociological aspect - T.L. Arakelova, I.V. Vasilenko, G.E. Zborovsky, I.L. Smirnova and others.

 Pedagogical research reveals the role and importance of universities in the formation of professional mobility of students (B.L. Agranovich, A.I. Arkhangelsky, V.I. Zhukov, E.A. Knyazev, V.A. Slastenin, G.F. Shafranov- Kutsev, etc.).

 All possible aspects of the process of training professionally mobile specialists at the university are reflected in the works of L.V. Goryunova, B.M. Igoshev, S.E. Kaplina, L.P. Merkulova, V.A. Mishchenko. The works of L.A. Amirova, E.F. Zeer are devoted to the identification of the essential characteristics, content and conditions for the formation of professional mobility of specialists already carrying out professional activities.

Separate aspects of the process of forming the professional mobility of future specialists are considered by Yu.V. Troitskaya, who focuses on the multimedia means of forming professional mobility. S.A. Morozova and E.E. Symaniuk, KM Berkimbaev, Zh.O.Bisenbaeva, Zh.E. Abdykhalykova who recognize professional mobility as a factor in the implementation of the teacher's innovative activity, E. Bazhenova considered the development of academic mobility of students in the current situation.

It has been established that in a number of pedagogical studies of the country, the issues of the role and significance of the formation of professional mobility of students in higher educational institutions have been studied. Its impact on competitiveness, development of creative potential, leadership qualities, professional competence and talent (B.B. Atabekova, B.A. Turgynbekova, B.M. Baimukhanbetova, Zh.K. Almeshova, L.M. Narikbayeva, G.T.Musabekova, D.K. Sadirbekova etc.)

At the same time, let us pay attention to the following circumstance. Despite the relevance and deep theoretical understanding of the problem of the formation of professional mobility of future specialists, the analysis of different views of scientists on this process showed that this problem has not yet been studied deeply enough and needs further development in the format of higher professional pedagogical education. In particular, until now there are no works devoted directly to the problem of the formation of professional mobility of future teachers of vocational training in the process of university training. The lack of relevant scientifically grounded developments can be considered as a justification for the need to study the named problem.

It is important to point out a number of **contradictions** between:

- the state and social order for the training of professional - mobile specialists, competitive and in demand in the modern labor market, and insufficient attention to their training in the existing system of higher professional education;

- the increased level of requirements of modern society for the professional mobility of university graduates and insufficient attention to the problem of its formation in the educational process of the university;

- the objective necessity and need of the individual in mastering a high level of professional mobility in the process of university training and insufficient development of scientific and theoretical foundations and educational and methodological support of the process under study.

Taking into account the above-mentioned contradictions, the research **problem** was highlighted: what are the possibilities of modern higher professional pedagogical education in the training of professional mobile specialists who are competitive and in demand on the labor market? What should be the process of forming professional mobility in future teachers?

The above-mentioned contradictions and the problem of research determined the orientation of scientific research towards identifying the necessary and sufficient components of the pedagogical system for the formation of professional mobility of a teacher in the process of university training. They made it possible to formulate the research topic: **"Scientific and theoretical foundations of the formation of professional mobility of future teachers of vocational training."**

**Purpose of the research:** scientific and theoretical substantiation and approbation in experimental work of a structurally meaningful model of the formation of future teachers’ professional mobility of vocational training in higher educational institutions.

**Object of research:** educational process at the university.

**Subject of research:** the process of forming a future teacher’s professional mobility of vocational training

**Research hypothesis:** the formation of future teachers’ professional mobility of vocational training will be effective if: - the theoretical and methodological foundations of formation process of professional mobility of a teacher are determined and substantiated; - the psychological and pedagogical determinants of the process of forming the professional mobility of future teachers of vocational training have been identified; - a structurally meaningful model of the formation of professional mobility of future teachers of vocational training in the educational space of the university has been developed and educationally and methodically provided, then mobile, competitive teachers of vocational training will be prepared in accordance with the modern market.

The revealed contradictions, the subject of research, its purpose, object, subject, as well as the formulated assumption, determined a number of the following **research tasks:**

- determination of the theoretical and methodologicalfoundations of the formation of professional mobility of future teachers of vocational training;

- development of a structural and content model of the formation of professional mobility of future teachers of vocational training;

- identification of pedagogical conditions for the formation of professional mobility of future teachers of vocational training;

- approbation and implementation in the practice of the university of the methodology for the formation of professional mobility of students of vocational training.

**The theoretical and methodological foundations of the research is** the philosophical, sociological, psychological and pedagogical research of scientists about "mobility", "professional mobility"; new requirements for the training of specialists in the field of higher vocational education within the framework of the Bologna Agreement, the theory and concept of vocational education and the formation of a teacher's personality, psychological theories of social and professional development of a personality in activity, the theory of consistency, activity, education, formation of mobility, content of higher vocational education, methods and educational concepts of higher professional education, scientific works on the formation of future teachers’ mobility.

**Research methods:** methods of theoretical analysis of scientific philosophical, psychological and pedagogical literature on the problem of research (essential-logical, comparative), synthesis, abstraction and generalization; empirical methods: pedagogical experiment (ascertaining, formative, control), observation; conversation, questioning and computer testing of students; method of modeling and pedagogical design; methods of processing the results (qualitative and quantitative analysis of research results, statistical and computer data processing, the method of visualizing the results in the form of figures and tables).

**Main stages of the research:**

At the first stage (2017-2018), materials on the research problem were summarized; theoretically, the key words of the problem are defined - the formation of professional mobility of future teachers of vocational training in the educational process of the university - the initial state of mobile, competent, professional training in accordance with the requirements of the time. The content and methods of experimental work have been developed. The ascertaining experiment was carried out.

At the second stage (2018-2019), a structural and meaningful model of the formation of professional mobility of future teachers of vocational training was developed. An experiment was carried out to form it in accordance with the plan. The methodology for the formation of professional mobility of future teachers of vocational training has been tested. The research results are analyzed.

At the third stage (2019-2020), the results of the study were summarized and systematized; empirical data are analyzed. The obtained results were processed quantitatively and qualitatively. Conclusions are drawn. Scientifically grounded recommendations have been developed.

**Experimental research base** - South Kazakhstan University named after M. Auezov, International Kazakh-Turkish University named after Akhmet Yassavi, South Kazakhstan State Pedagogical University. The experiment involved 143 students.

**Scientific novelty and theoretical significance of the research:**

- theoretical and methodological foundations of the formation of professional mobility of future teachers of vocational training have been determined;

- a structural and content model of the formation of the professional mobility of future teachers of vocational training has been developed (includes blocks of target, meaningful, organizational and activity-based and criteria-based assessment);

- revealed the pedagogical conditions for the formation of professional mobility of future teachers of vocational training;

- methodology effectiveness for the formation of professional mobility of students of vocational training of a university has been experimentally proved

**The practical significance of the study** lies in: - the introduction of a structural and content model of the formation of professional mobility of a future teacher of vocational training into university educational practice; - in practical implementation in the real pedagogical process of the university of scientifically grounded educational and methodological support of the process under study; - in the implementation in the educational process of the university and the system of advanced training of pedagogical personnel of the special course "Professional mobility of a teacher".

The research results can be used at faculties and departments of higher and secondary specialized educational institutions that train vocational education teachers to improve vocational education.

**Main provisions for the defense:**

- theoretical and methodological foundations for the formation of professional mobility of future teachers of vocational training;

- a structurally meaningful model of the formation of professional mobility of future teachers of vocational training;

- pedagogical conditions for the formation of professional mobility of future teachers of vocational training;

- evidence of the effectiveness of the methodology for the formation of professional mobility of university students of vocational training.

**Reliability and validity of the research results.** The correspondence of the research methodology to the problem posed, a comprehensive consideration at the theoretical level of the substantive and procedural characteristics of the research object, the possibility of their practical application and the researcher's practical experience in this direction.

**Approbation and implementation of the research results,** the main principles of the research were reflected in scientific reports at international and republican scientific and practical conferences, in international scientific journals with a nonzero impact factor according to the Scopus information base, in journals recommended by the Committee for Control in the sphere of Education and Science of MES RK.

In total, 17 author's works have been published on the topic of the thesis. Including 3 published articles in scientific publications recommended by the Committee for Control in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan, 2 articles in foreign publications included in the Scopus database, 7 articles in collections of materials of international conferences, 3 articles in foreign scientific journals, 1 electronic textbook , 1 teaching aid.

Structure of the **thesis** is determined by the logic of the research and the tasks set. The thesis consists of an introduction, two chapters, a conclusion, a bibliography and an appendix.