**ANNOTATION**

**for the dissertation thesis of**

**Imanchiyev Zhandarbek Yermekovich**

**"Development of professionally significant qualities of master students"**

**by specialty**

**«6D010300 - Pedagogy and psychology"**

Nowadays, the formation of a competitive society has become an essential requirement for the entry of our country into the top of thirty countries in the world. And that future professionals are important subjects of this society. Due to this fact, in the process of joining the republican system of education in the leading ranks of world education demand for the training of competitive professionals in the stages of multi-level education in high educational institutions increased. Our arguments are confirmed by the priorities set out by the President of the Republic of Kazakhstan in the national program "100 steps" - "to enter of the nation into thirty developed countries we need to improve the quality of human capital and increase the competitive ability of personnel".

**From this perspective, "the formation of personality, able to plan freely, able to self-improvement and self-development, to make responsible decisions from the standpoint of humanistic based on deep skills in a rapidly changing environment," noted as a problem of education in the concept of education development for 2011-2020 years of the Republic of Kazakhstan.**

**In this connection, in the process of professional training in modern pedagogical higher education institutions the great attention focuses on the development of methodological, pedagogical, research, mentoring, leadership, reflective qualities of the future teacher. This raises the need to study the problem of development of professionally significant qualities of the future teachers in universities.**

Master students occupy an important place in the pedagogical universities on stage of multi-level education. At first, in the process of training in master programs their professional knowledge received in a bachelor degree happening deepen, and secondly, as a result of direct research activity and involvement into scientific, intellectual and informational environment methodological knowledge have enriched, research competence and leadership qualities develop. Thirdly, training in a group with older, experienced staff, the possibility of taking lectures from only scientists contributes to the development of their reflective skills. Fourth, the ability of activities of master students in the school improves their educational qualifications. Also, the academic degree "master" on pedagogical disciplines enables them to carry out their activities at all stages of the education system, pre-schools, secondary schools, secondary special institutions and higher education institutions. Thus, from the standpoint of a professional, they can contribute to the training and education of the younger generation, the process of preparation of future specialists and in the development of pedagogical science. From this point of view, they have become important actors in society contribute to its change and development, the implementation of the tasks set by the state. Such responsibility to society puts high demands on the process of preparation of the future masters of pedagogical specialties. This, in turn, requires improving the quality of professional training of master students, and increases the significance of the development of professional-significant qualities of master students.

In the scientific literature at universities in detail the problems of continuing education (Mitiaeva A.M., Burdin E.I., Baydenko V.I., Bashirov J.R., Zhaytapova A.A and others.), the introduction of multi-level system of education in Kazakhstan (Arynov K.T., Atyhanov A., Akhmetov G.K., Nysanbaev A.N., et al.), the preparation of the scientific-teaching staff (Kozyrev G.S., Senashenko B.B., et al.). Theoretical foundations of learning and cognitive activity of master students (Arkhangelski S.I., Lapin O., Naumenko N.K., Pidkasisty P.I., et al.), preparation for science, the formation of research culture (Solyanikov L.I., Kim N.Y., Taubaeva Sh.T., Bulatbaeva A.A., Baymuhambetova B., et al.), preparation for the information and analytical (Belous T., Gaydamak E.S. et al.), innovative technological activity (Aspen C.B., Smirnova M.O., Berkіmbaev K.M. et al.) were grounded from a theoretical point of view and found practical solutions for them.

Along with the justification of psychological theories of development, training and professional formation of the person (Adolf V.A., Zeer E.F., Klimov E.A., Leontiev A.N., Namazbaeva ZH.Y. et al.), activity theories, ensuring the development of professionally significant qualities in the implementation of various activities (Abulhanova-Slavskaya K.A., Vygotsky L.S., Galperin P.Ya., Rubinstein S.L.et al.), person-centered approaches (Bondarevskaya E.V., Stefanovskaya T.A., Shilova M.I., Yakimanskaya I.S.et al.) the theory and practice of an educational process in the preparation of future specialists (Hmel N.D., Han N.N.etc..), the professional competence of the future teacher (Serikov V.V., Kudaikulov M.A., Kenzhebekov B.I., et al.), aspects of professional training of future specialists (Seiteshev A.P., Abdigapbarova U. M., Muratbayeva G.A., Kozybaev E.Sh. and others) were digested.

The significance and structure of professionally significant qualities were investigated in detail from the standpoint of professional and personal qualities on the ethnic basis of the future teacher (Namazbaeva ZH.Y., Karakulova Z.Sh., Ahtaeva N.S. et al.), the psychological qualities required for professional activities (Markova A.K., Mitina L.M.,); of personal qualities (Karelskaya A.K., Lazarenko L.A.); professional qualifications (Travin I.V.); the complex of pedagogical abilities (Bogachev I.V.); own qualities (Schadrikov V.D., Yakovleva E.A.); emotional state (Zhuravleva O.P., Krasinskaya L.F., Novgorodtseva V.A.), united qualities (Uspanov K.S.).

The analysis made in the study of psychological pedagogical literature and practice showed the need to develop professional-significant qualities in the process of training in higher education institution, also noted the lack of his research in the scientific literature. It allowed us to highlight the following items contradiction between the demand of society and modern science and practice:

- demand of society on a competitive, high-quality prepared scientific-pedagogical personnel and insufficient degree of it’s study;

- the need to develop of professionally significant qualities of the future scientific and pedagogical staff and insufficient elaboration of its theoretical foundations;

- the possibility of development of professional-significant qualities of higher educational institutions master students and the groundlessness of their implementation from the scientific position;

- the necessity of the development of professionally significant qualities of higher educational institutions master students and the underdevelopment of the methods for its implementation.

The need for permission of showing contradictions determined the selection of the research theme "Development of professionally significant qualities of master students."

**Aim of the study.** Theoretical substantiation, development of methods of professionally significant qualities of master students and perform experiments on its effectiveness.

**Object of the study.** The process of training of master students in higher educational institutions.

**Subject of the study.** Development of professionally significant qualities of the pedagogical specialties master students.

**Objectives of the study:**

- Clarification of psychological and pedagogical foundations of development of professionally significant qualities of master students;

- Determination of the meaning and structure of professionally significant qualities of master students;

- Development of a model of development of professionally significant qualities of the pedagogical specialties master students;

- The development of pedagogical conditions for the effective functioning of the model of development of professionally significant qualities of the pedagogical specialties master students;

- Development of methods of professionally significant qualities of the pedagogical specialties master students, and check its efficiency by experimental work.

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

1. The meaning of the concept "professional-significant qualities of master students" was clarified, its structure was defined and the content was described.

2. The structural model and content of the development of professionally significant qualities of pedagogical specialties master students were developed. Measure, performance and levels of development of professionally significant qualities of pedagogical specialties master students were defined.

3. Pedagogical conditions of the effective functioning of the model of development of professionally significant qualities of the pedagogical specialties master students were revealed.

4. The method of development of professionally significant qualities of the pedagogical specialties master students was developed, and suggestions for its implementation were made.

**The practical significance of the research:**

- A comprehensive program for pedagogical specialties master students "Go together to Success";

- The program of an elective course "Fundamentals of professionally significant qualities development of the specialist";

- The content of the workshop "Technology career" was developed, its effectiveness in practice was tested.

The obtained results during the execution of the research and scientific and methodological proposals developed on their basis, research materials can be used on stages of multi-level education in universities, in colleges of education, in the practice of school, training and retraining of teachers.