ABSTRACT

dissertation for the degree of Doctor of Philosophy (PhD) in the specialty «6D011800 – Russian language and literature»

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«Methodical model of the development of intellectual activity in the projection for the formation of professional personality of specialist in philology»

The relevance of research. The depth and nature of the ongoing socio-economic transformations in modern Kazakh society associated with the integration of Kazakhstan's education system into the global educational space require conceptual changes in approaches to the training of philologists at all levels of higher education. The Concept of the Language Policy of the Republic of Kazakhstan notes the role of the education system in solving problems related to the new language situation in the country. The essence of this role is determined by the task of implementing the principle of continuity of the educational process based on a high level of quality, international standards, one of the most important elements of which is language training. In psychological, pedagogical, and methodological sciences, the main directions of philology training are outlined, research conducted by university teachers should anticipate social needs, and their results should be effectively transmitted to society through appropriate knowledge transfer mechanisms. In this regard, the modern development of all levels of higher education should become a platform on which the political, economic, socio-cultural well-being of the country will be based.

Thus, the formation of a future specialist-philologist, his/her development as a person at the moment is influenced not only by the training and program content of education transmitted by the teacher, but also by the intellectual and creative activity and self-education of the subject. Modern conditions for the formation and development of society, along with the loss of existing professions and the emergence of new ones, dictated by new forms of the country’s economic structure, indicate that it is no longer enough to rely on the acquisition of certain knowledge and skills. The new paradigm of education, implemented in the credit education system, requires a new teacher, whose creative individuality should be manifested not only in the desire to create something new, but also, above all, in the ability to change the personal properties and professional qualities of oneself. It follows from this that the ongoing processes of educational renewal require new, innovative approaches in the training of future philologists. The priority goal of the modern educational paradigm is the focus on developing the activity and creative independence of the individual in the educational process. New educational technologies and innovative approaches to learning are being actively developed in all areas of science. Creative search is also observed in the methods of teaching the Russian language. The main task of methodological science is to develop effective ways and means of language teaching that contribute to the development of active intellectual activity of students and students.

The Law of the Republic of Kazakhstan “On Education”, state general educational standards, curricula and programs in philological disciplines and other official documents require teachers to consistently develop professional competencies in students, develop skills of independent activity, critical and innovative thinking. The attitude towards the study of subjects of the philological cycle as a means of knowledge and self-development makes it possible to more fully utilize the personal development capabilities of students. Consequently, the relevance of the study is justified by the need for a broader search for methodological ways and conditions for the formation and development of the intellectual activity of future philologists in the process of cognitive activity.

The scientific novelty and theoretical significance of the research consists in the following:

1. The scientific and methodological basis for the formation of the intellectual activity of the personality of a philologist in the educational process has been determined.

2. For the first time, the mental nature of an individual's intellectual activity is described in the format of an intelligence map, which made it possible to develop a theoretical basis for identifying the conceptual dominants of the concept of “intellectual activity”, as well as for modeling a methodological system for the development of intellectual activity in the process of vocational training.

3. A cluster of professional competencies of a certain type (personal; cognitive; instrumental; systemic) of future philologists has been developed based on the activation of the properties of intellectual activity of a person in the processes of adaptation to new challenges of professional activity.

4. For the first time, a methodological model of an innovative type has been developed for a professionally oriented educational process through the directed step-by-step activation of intellectual activity and criteria for evaluating its success have been defined.

5. This methodological model has been first tested when students studied the special course “Innovative approaches in teaching Russian language and literature” in the educational process of I. Zhansugurov Zhetysu University.

The purpose of the research is to provide a theoretical and methodological substantiation of the content of the methodological model for the development of intellectual activity in the projection of the formation of the professional personality of a philologist.

The object of the research is the student’s intellectual activity as an integrative, professionally significant quality of the individual.

The subject of the research is methods and techniques for the development of intellectual activity in projection on the formation of the professional personality of a philologist.

Research hypothesis. In our work, we proceed from the assumption that intellectual activity is a system-forming factor. If we develop a scientific and methodological basis for the development of the intellectual activity of a specialist-philologist, describe its cognitive nature in the format of a mind map and determine the system of professional competencies that form it, then a scientific platform for a

methodological model for the development of an individual's intellectual activity will be created and a set of organizational and pedagogical conditions will be developed, ensuring the effective implementation of the educational process according to this model.

Research objectives:

1. To determine the scientific and methodological basis for the development of the intellectual activity of the individual philologist.

2. To identify and describe the mental nature of the intellectual activity of the individual philologist in the format of a mind map.

3. To describe the competence component of the intellectual activity of the personality of a philologist.

4. To develop a methodological model for the development of the intellectual activity of a philologist's personality and criteria for assessing the level of its formation in the learning process.

5. To test the methodological model for the development of the intellectual activity of a philologist's personality and evaluate its effectiveness, develop and implement a special course "Innovative approaches to teaching the Russian language and literature".

The theoretical and methodological basis of the research work is made up of the works of Kazakh and foreign scientists studying the problems of formation of the intellectual activity of the person, *on philosophy*: P.V. Kopnin, V.A. Lectorsky, N.O. Lossky, J.M. Abdildin, A.S. Balgimbayev, A.N. Nysanbayev, G.G. Shlyakhin and others. *Pedagogy*: Yu.K. Babansky, L.Ya. Lerner, M.N. Skatkin, T.N. Shamova, V.P. Bespalko, V.V. Kraevsky, V.A. Slastenin, A.V. Khutorsky, G.T. Khairullin, N.D. Khmel, A.E. Abylkasymova, M.A. Kudaikulov, I.N. Nugumanov, T.S. Sabirov et al. *On the methodology of language teaching:* L.V. Yekshembeyeva, O.B. Altynbekova, R.A. Shakhanova and others, *in the field of general linguistics:* Yu.N. Karaulov, E. Benveniste, E.D. Suleymenova and others. *On cognitive linguistics:* V.Z. Demyankov, E.S. Kubryakova, R. Jackendoff, T.J. Schuell et al. *Psychology:* A.N. Leontiev, S.L. Rubinstein, M.I. Makhmutov, A.K. Markova, V.V. Davydov, K.A. Abulkhanova-Slavskaya, A.V. Petrovsky, D.B. Bogoyavlenskaya, G.I. Shukina, Z.I. Kalmykova, Y.N. Kulyutkin, L.M. Friedman, J.I. Namazbaeva et al.

Research materials: philosophical, psychological, pedagogical and linguistic literature; legislative and regulatory documents in the field of education: Laws of the Republic of Kazakhstan "On Education", "On Languages", National Qualification Framework, State Compulsory Standard of the Republic of Kazakhstan, etc.; international and domestic periodical scientific and pedagogical publications; scientific and linguistic texts; personal data.

The practical significance of the study is determined by the possibilities of applying its results in the practice of teaching philological disciplines in higher education in Kazakhstan. The application of the proposed methodological model for the development of the intellectual activity of a philologist's personality expands the system of methodological techniques and approaches in organizing the learning process and provides qualitatively new learning results.

The reliability and validity of the main results of the study is ensured by methodological approaches to the knowledge of the categories "development", "activity", "intelligence", "action", "intellectual activity", "intellectual activity", "intellectual activity of the personality of a specialist-philologist", as well as the use of a set of research methods in accordance with the objectives of the research, collection, qualitative and quantitative analysis of materials, testing and implementation of the results obtained in practice.

Main provisions submitted for defense:

1. The scientific and methodological basis for the formation of an individual's intellectual activity in the educational process is developed as a synthesis of modern results of the development of social and human sciences: psychology, pedagogy, sociology, linguistics and its scientific directions: psycholinguistics, cognitive linguistics and communicative linguistics.

2. The mental nature of a person's intellectual activity can be described in the format of a mind map. A mind map can become the basis for identifying the conceptual dominants of the concept of "intellectual activity," which can be used to model a methodological system for the development of intellectual activity in the process of professional training.

3. Intellectual activity, as one of the functions of intelligence, implements the processes of personality adaptation to new conditions, which is accompanied by the formation of a cluster of professional competencies of future philologist specialists. In the higher education system, it is activated in the procedures of internal motivation for the formation of competencies of a certain type (personal; cognitive; instrumental; systemic).

4. The identified parameters of intellectual activity make it possible to create a methodological model of an innovative type for a professionally oriented educational process through a directed, step-by-step activation of intellectual activity and criteria for assessing its success.

5. Evaluation and testing of the proposed methodological model is possible through the development and implementation of a special course "Innovative approaches in teaching Russian language and literature" in the educational process of I. Zhansugurov Zhetysu University.

Approbation and implementation of the research results. According to the results of the dissertation research, 10 publications were prepared, including 1 article in peer-reviewed journals and publications included in the SCOPUS database, 1 article in peer-reviewed journals and publications included in the Web of Science database, 5 articles in leading peer-reviewed journals and publications recommended by the Committee for quality assurance in the field of science and higher education of MSHE RK, 3 reports in the materials of international scientific and practical conferences, 1 textbook. The author of the dissertation also completed a scientific internship at the M.Auezov Institute of Literature and Art (Almaty, Kazakhstan) and a scientific internship within the framework of the "500 Scientists of Kazakhstan" program, funded by the Ministry of Science and Higher Education, at the University of Granada (Granada, Spain). In addition, the approbation of the methodological model of the development of intellectual activity of a philologist specialist took place during the

author's experimental training, in the process of studying the special course “Innovative approaches in teaching Russian language and literature” by students.

Promising areas for further research on the development of intellectual activity of the professional personality of future philologists can be the following: understanding the mechanisms of internal and external intellectual activity of the subject of learning, analyzed in this study and identified through the technology of intelligence mapping, will allow teachers to effectively organize the educational process; the presented methodological model can be adapted and recommended for implementation in educational activities of Kazakhstani universities.

Structure of the dissertation. The dissertation consists of an introduction, three sections, a conclusion, a list of sources used and applications. The dissertation illustrates 15 tables and 29 figures.