

ANNOTATION

Dissertation on the topic «Initiation of Creative Learning Environment in Primary School Through Humanitarian Subjects» for the degree of Doctor of Philosophy (PhD) in the specialty «8D01301 – Pedagogy and Methodology of Primary Education» Alsitova Assemgul Baktygaleevna

Research Topic: Initiation of Creative Learning Environment in Primary School Through Humanitarian Subjects.

The aim of the research: to identify the theoretical and methodological foundations for initiating a Creative Learning Environment in Primary School Through Humanitarian Subjects, to develop an appropriate methodology, and to test its effectiveness through experimental research.

Research objectives:

- to identify the theoretical and methodological foundations for initiating a Creative Learning Environment in Primary School;
- to clarify the essence and structure of the concepts of “Creative Learning Environment” and “Initiation of Creative Learning Environment in Primary School”;
- to determine the pedagogical possibilities of the Initiation of a Creative Learning Environment in Primary School based on the humanities;
- to develop a structural and content model for the Initiation of a Creative Learning Environment in Primary School based on the humanities;
- to design a methodology for the Initiation of a Creative Learning Environment in Primary School based on the humanities, to test its effectiveness in experimental work, and to provide scientifically grounded recommendations.

Research methods:

- Theoretical methods: generalization, analysis of the dynamics of studying the problem of the creative learning environment using indicators from international databases (Google Books, Ngram Viewer), analysis of scientific works, synthesis, modeling, generalization of the obtained data, content analysis, association, specification, and structuring.
- Empirical methods: diagnostics, Google form survey, interview, classroom observation, pedagogical experiment, and mathematical-statistical processing of the obtained results.

The main principles proposed for defense (proven scientific assumptions and other findings that are new knowledge):

1. The definition of key concepts and the structure of the problem of the Initiation of Creative Learning Environment in Primary School Through Humanitarian Subjects contribute to the establishment of such an environment and the development of the creative potential of its participants. The methodological foundations for Initiation of Creative Learning Environment in Primary School are based on the personality-oriented, activity-based, environmental, axiological, and pluralistic approaches.

2. A *Creative Learning Environment* is understood as a pedagogical structure that stimulates the creative potential of participants, their motivation for self-improvement, cognitive interest, communicative and creative personality development. *The Initiation of Creative Learning Environment in Primary School* is interpreted as a process aimed at developing the value attitude of primary school students, their cognitive skills,

communication skills and creative abilities based on the constructive interaction of subjects of the educational process of this environment..

3. The pedagogical potential of the humanities for the Initiation of Creative Learning Environment is manifested in the development of individual creative abilities, the formation of value-based, emotional, and motivational qualities, the organization of communicative and research activities, the integration of creative pedagogy technologies, and the establishment of a material and spatial environment that supports cooperation and independent creativity.

4. The structural and content model for Initiation of Creative Learning Environment in Primary School Through Humanitarian Subjects makes it possible to analyze the interrelationships between its elements and to determine their role in ensuring the effectiveness and systematic nature of the process. The model includes target, methodological, content, and procedural components and is built upon the interconnection of criteria and indicators that characterize high, medium, and low levels across motivational, cognitive, communicative, and activity-based components.

5. The methodology for Initiation of Creative Learning Environment in Primary School is implemented through the «Collection of Creative Tasks» for students, a curriculum, and a 16-hour training and methodological seminar plan for teachers, as well as the methodological guide «Initiation of Creative Learning Environment in Primary School».

The main results of the study:

- the theoretical and methodological foundations of the problem of the Initiation of Creative Learning Environment in Primary School Through Humanitarian Subjects have been identified.

- the content and structure of the concepts “Creative Learning Environment” and “Initiation of Creative Learning Environment in Primary School” have been clarified.

- the pedagogical possibilities of the Initiation of Creative Learning Environment in Primary School Through Humanitarian Subjects have been revealed.

- a structural and content model for the Initiation of Creative Learning Environment in Primary School Through Humanitarian Subjects has been developed.

- a methodology for the Initiation of Creative Learning Environment in Primary School Through Humanitarian Subjects has been developed.

Novelty and significance of the results:

- *The validity of the first scientific result* is substantiated by the definition of the theoretical and methodological foundations of the problem of Initiation of Creative Learning Environment in Primary School Through Humanitarian Subjects.

- *The validity of the second scientific result* is grounded in clarifying the content and structure of the concepts «Creative Learning Environment» and «Initiation of Creative Learning Environment in Primary School»;

- *The validity of the third scientific result* is based on identifying the pedagogical possibilities of Initiation of Creative Learning Environment in Primary School Through Humanitarian Subjects;

- *The validity of the fourth scientific result* is grounded in the development of a structural-content model for Initiation of Creative Learning Environment in Primary School Through Humanitarian Subjects.

- *The validity of the fifth scientific result* is substantiated by the development of a methodology for Initiation of Creative Learning Environment in Primary School Through

Humanitarian Subjects, by verifying its effectiveness through experimental work, and by providing scientifically grounded recommendations.

Compliance with the directions of science development or state programs: The research corresponds to the directions set out in the state regulatory documents governing the field of education. In particular, Article 3, Clause 2 of the Law of the Republic of Kazakhstan «On Education» (2007) identifies among the main tasks: “the development of the creative, spiritual, and physical abilities of the individual, the formation of strong foundations of morality and a healthy lifestyle, and the enrichment of intellect through the creation of conditions for the development of individuality.” In addition, the *National Development Plan of the Republic of Kazakhstan until 2025* highlights as a priority task “the education of a creative generation focused on development, success, competitiveness, and creation.” Within the framework of the third nationwide priority, the necessity of including components of sustainable development, creative thinking, as well as healthy psycho-emotional development in school curricula is emphasized, as they are the basis for the emotional, physical, and psychological well-being of students.

Furthermore, in the national education project «*Schools of the Future*», one of the key tasks is defined as the creation of a comfortable and safe learning environment for students and teachers, aimed at developing the creative potential of learners. In the *State Compulsory Standard of Primary Education* (2025), among the main tasks, the development of students’ creative abilities and the formation of the basic values of creativity and innovation are outlined. Finally, the *Concept for the Development of Preschool, Secondary, Technical, and Vocational Education in the Republic of Kazakhstan for 2023–2029* emphasizes the need to continue and strengthen work on improving the content of secondary education on the basis of value-oriented, activity-based, learner-centered, and communicative approaches.

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

Based on the results of the research, 12 scientific works were published, including: 1 article in scientific journals included in the Scopus database; 3 articles in publications recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan; 5 articles in the proceedings of international scientific conferences; 1 collection of tasks and 1 methodological guide were prepared and published; and 1 certificate of authorship was obtained.

1. Diagnostics of primary school teachers’ creative potential in Kazakhstan. *Journal of Education and E-Learning Research*, Volume 11(1), 2024. P. 166–173. <https://doi.org/10.20448/jeelr.v11i1.5403> Education - 56 th percentile. This article presents the results of a study on the creative potential of a teacher, understood as an integrative characteristic of personality that includes the creation of an learning environment conducive to the development of students’ creative abilities and the stimulation of creative collaboration. (Co-authored by: Kuzembayeva, G., 5% Zhazykova, M., 5% & Maydangalieva, Z. 5%). doctoral student's contribution to the publication – 85%.

2. The Study of Factors and Barriers That Negatively Affect the Development of the Creative Potential of the Individual. “Abilkass Saginov Karaganda Technical University” NJSC, *University Proceedings*, No. 4 (93), 2023. This article focuses on analyzing the factors that hinder the development of creative potential, such as psycho-emotional state, insufficient educational, methodological, technological, and material resources, as well as

the low level of the creative environment. doctoral student's contribution to the publication – 100%.

3. Pedagogical approaches to the initiation of a creative learning environment in primary school. *Bulletin of L.N. Gumilyov Eurasian National University, Series: Pedagogy, Psychology, Sociology. No. 1 (146).* – 2024. – pp. 58–70. <https://doi.org/10.32523/2616-6895-2024-146-1-58-70> The article presents a theoretical analysis and identification of optimal pedagogical approaches to the development of creativity within a creative learning environment. (Co-authored by: U.Zh. Tuyakova – 10%, M.K. Zhazykova – 10%). doctoral student's contribution to the publication – 80%.

4. Creative Learning Environment: Components and Characteristics. *Bulletin of Abai Kazakh National Pedagogical University, Series "Pedagogical Sciences", No. 3 (83), 2024, pp. 15–25.* <https://doi.org/10.51889/2959-5762.2024.83.3.002> This article examines the essence and significance of the phenomenon of Creativity within the framework of pedagogical science, as well as identifies the constituent components of the Creative Learning Environment. (Co-authors: M.K. Zhazykova – 10%, L.V. Vakhidova – 10%). doctoral student's contribution to the publication – 80%.

5. Theoretical Foundations of Developing the Creativity of Future Teachers // The Proceedings of the III Kalyuzhny Readings: “Consolidation of Pedagogical Science and Practice as the Basis for Training a New Generation of Specialists,” dedicated to the 70th anniversary of A.A. Kalyuzhny. International Scientific and Practical Conference. – Aktobe: K. Zhubanov Aktobe Regional University. – 2022. – pp. 392–395. This article presents an overview of the concept of “creativity,” its essence and various interpretations, and offers the author’s perspective on the problem of developing creativity through the creation of a Creative Learning Environment. doctoral student's contribution to the publication – 80%. (Co-author: M.K. Zhazykova – 20%).

6. Formation of a Creative Educational Environment as a Factor of Personal Creativity Development // Proceedings of the VI International Scientific and Practical Conference “*Traditions and Innovations in National Education Systems.*” – Ufa: Bashkir State Pedagogical University, 2022. – pp. 88–92. The article examines the issues of forming a creative educational environment as a factor in the development of personal creativity. doctoral student's contribution to the publication – 100%.

7. Supporting the Creativity of Primary School Students in the Learning Environment // Proceedings of the International Scientific and Practical Conference “*Transformation in the Education System: Experience, Innovation, and Prospects.*” – Aktobe, 2023. – pp. 343–347. The article discusses the problems of Initiation a creative learning environment as a factor in the development of personal creativity. doctoral student's contribution to the publication – 100%.

8. Issues of Initiation of a Creative Learning Environment in Primary School // *Science and Youth – 2024: A Look into the Future:* Proceedings of the International Scientific and Practical Conference. – Orenburg, April 18–19, 2024: Collection of Articles / Ed. Board: T.G. Rusakova, V.A. Zebzeeva, G.N. Muss, A.K. Mendygaliyeva, N.V. Litvinenko. – Moscow: TC Sfera, 2024. – pp. 58–60. The article examines the problems, prospects, and priorities of Initiation of Creative Learning Environment in the primary school educational process, as well as the determination of pedagogical conditions for its evaluation and implementation. doctoral student's contribution to the publication – 100%.

9. Development of Creativity of Primary School Students in the Learning Environment of Primary School // *Traditions and Innovations in National Education Systems*: Proceedings of the International Scientific and Practical Conference within the framework of the National Pedagogical Forum, November 30 – December 2, 2023. Vol. III. – Ufa: Publishing House of M. Akmulla BSPU, 2023. – pp. 13–18. The article discusses the specific features of developing creativity in primary school students within the Learning environment of the primary school. doctoral student's contribution to the publication – 100%.

10. Collection of Creative Tasks: A Set of Assignments for Use in Humanities-Oriented Lessons for Grade 3 Students / A.B. Alsitova. – Aktobe, 2023. – 86 p. ISBN 978-601-7357-68-9. This collection of creative tasks is intended for use in humanities classes in Grade 3. doctoral student's contribution to the publication – 100%.

11. Initiation of a Creative Learning Environment in Primary School: A Methodological Guide for Teachers / A.B. Alsitova, M.K. Zhazykova. – Aktobe, 2023. – 42 p. ISBN 978-601-7357-69-6. This methodological guide was developed to assist primary school teachers in Initiation of Creative Learning Environment in Primary School. (co-author: M.K. Zhazykova – 20%). doctoral student's contribution to the publication – 80%

12. Diagnostic Tasks for Assessing the Creativity of Primary School Students. Certificate of Entry into the State Register of Rights to Objects Protected by Copyright, May 21, 2024, No. 46145. doctoral student's contribution to the publication – 100%.