**ABSTRACT**

**of the dissertation for the degree of Doctor of Philosophy (PhD) in the specialty 6D011900 – «Foreign Language – Two Foreign Languages» by Assylzhanova Danagul Yerbolovna, on the topic: «Scientific and methodological foundations for the formation of foreign language communicative competence of primary school students by means of information and communication technologies»**

**Relevance of the research.** The qualitative transformations in international cooperation have created a growing demand for multilingualism in both practical and intellectual human activity. Consequently, modern society places high importance on educating individuals who are proficient in a foreign language and capable of applying this knowledge in various communicative contexts. This idea is aligned with the Address of the President of the Republic of Kazakhstan, K.K. Tokayev (2022), where he emphasized the significance of education for youth as a cornerstone of national development. The Head of State noted that only an educated, multilingual generation can confidently move toward the future, and that the country's development potential is closely linked to the intellectual capacity of the younger generation [1]. Accordingly, the systematic teaching of foreign languages from an early age—particularly beginning in primary school—represents one of the key directions in forming a multilingual individual.

At the initial stage, the primary goal of foreign language instruction is to ensure that learners achieve the required level of foreign language communicative competence, adapt to a new linguistic environment, create conditions for independent acquisition of foreign language speech activities, and foster individuals capable of actively participating in intercultural communication in the target language [2]. In this regard, information and communication technologies (ICT) have considerable potential in developing the aforementioned communicative competence among primary school students. The relevance of this research is supported by a number of normative documents of the Republic of Kazakhstan.

The “Digital Transformation and Development of the ICT Sector for 2023–2029” Concept [3] and the “Concept for the Development of Education” [4] clearly outline the need to apply modern educational technologies and introduce innovative teaching methods. Within this framework, the continued development of IT schools specializing in advanced ICT training is identified as a strategic priority. Moreover, the “State Compulsory Standard of Education of the Republic of Kazakhstan” [5] emphasizes the necessity of forming functional literacy—including foreign language communicative competence—through the application of innovative approaches.

**Object of the research** – the process of teaching English in primary schools.

**Subject of the research** – the methodology for developing primary school students’ foreign language communicative competence through information and communication technologies.

**Purpose of the research** – to theoretically substantiate the development of foreign language communicative competence of primary school students using information and communication technologies and to design the corresponding content and methodology.

**Research Objectives:**

1. To clarify the essence, content, and structure of the concept of “foreign language communicative competence of primary school students”;
2. To identify the potential of ICT in developing foreign language communicative competence of primary school students;
3. To develop a model for forming primary school students’ foreign language communicative competence through ICT and to define its didactic conditions;
4. To design the educational and methodological complex for the elective course “EnglishLab” aimed at developing foreign language communicative competence of primary school students through ICT, and to prepare the corresponding interactive digital learning resource “English for Fun”;
5. To propose a methodology for developing foreign language communicative competence in primary school students within elective English classes using information and communication technologies and to test its effectiveness through experimental work.

**Research Hypothesis:**

The formation of foreign language communicative competence in primary school students will be effective if:

- the components of foreign language communicative competence and the criteria for its development are scientifically substantiated;

- a model is developed and didactic conditions for the formation of this competence in primary school students are identified, and if ICT is used as a primary tool for its formation, then students will develop the readiness and ability to carry out communicative intentions in English, as cognitive, learner-oriented, communicative, and information-technological approaches are implemented.

**The methodological and theoretical basis of the research** include:

* the fundamental principles of the philosophy of education (I.L. Bim, E.I. Passov, L.S. Vygotsky, N. Gez, etc.);
* the concepts of systemic, activity-based, and learner-centered approaches in teaching (V.V. Davydov, N. Chomsky, A.V. Khutorskoy, etc.);
* the core principles of the competence-based approach (S.S. Kunanbaeva, B.A Zhetpisbayeva, I.A. Zimnyaya, I. Babin, O. Zabolotskaya, N. Chomsky, etc.);
* scholarly works on the development of foreign language communicative competence (I.L. Bim, N.D. Galskova, I.A. Zimnyaya, Z.N. Nikitenko, R.P. Milrud, J. Gumperz, D. Hymes, A. Leontiev, S.S. Kunanbaeva, A.A.Golovchun, G.Zhumabekova, P.Elubayeva, S.A.Nurzhanova, S.A. Uzakbayeva etc.);
* works on the development of speech activity (A. Leontiev, N.I. Zhinkin, T.A. Kulgildinova, A. Zhumabayeva, G.G. Zhusupbekova)
* pedagogical and psychological studies on the development of foreign language abilities in primary school students (J. Piaget, V.V. Davydov, D.B. Elkonin etc.);
* research on the use of information and communication technologies in the pedagogical process of educational institutions (I.V. Robert, E.S. Polat, G.K. Nurgaliyeva, D.M. Dzhusubaliyeva, A.T. Chaklikova, A.I. Tazhigulova, G.B. Sarzhanova, A.N. Zhorabekova etc.).

**Research Methods:** Theoretical methods: analysis and examination of psychological, pedagogical, and methodological literature related to the research problem; analysis of normative documents in the field of primary education; modeling; generalization; Empirical methods: analysis of standards, curricula, textbooks, and learning materials used in teaching foreign languages at the primary level; pedagogical experiment; observation of the educational process; questionnaires, interim assessments, testing; interviews and the systematization and processing of their results; summarizing the outcomes of experimental work; Statistical methods: quantitative and qualitative processing of collected data using basic mathematical statistics.

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

1. The essence, content, and structure of the concept of “foreign language communicative competence of primary school students” have been clarified;
2. The potential of ICT in developing foreign language communicative competence of primary school students has been identified;
3. A model for developing foreign language communicative competence through ICT has been developed, and its didactic conditions have been defined;
4. The educational and methodological complex of the “EnglishLab” elective course aimed at developing foreign language communicative competence through ICT has been designed, along with the corresponding interactive electronic book “English for Fun”;
5. A methodology for developing foreign language communicative competence of primary school students during elective English course using information and communication technologies has been proposed, and its effectiveness has been validated through experimental work.

**Practical significance of the research:**

– The educational and methodological complex of the elective course “EnglishLab”, including the syllabus, tasks and exercises, and methodological guidelines, has been implemented into the educational process; the interactive electronic book “English for Fun,” developed specifically for this educational complex, has also been introduced into teaching practice.

**The following propositions are submitted for defense:**

1. Foreign language communicative competence of primary school students is the ability to engage in communicative interaction based on knowledge and skills in the areas of spelling, phonetics, vocabulary, and grammar of the target language; digital communication etiquette; vocabulary related to computer technologies; sociocultural characteristics of the country of the target language; and the ability to use appropriate speech activities (speaking, listening, reading, and writing) in situations of personal communication.
2. The potential of information and communication technologies (ICT) in developing foreign language communicative competence in primary school students lies in the following: under the teacher’s guidance, the use of modern tools, information systems, and interactive web elements enhances the effectiveness of students’ speech activities in mastering a foreign language and allows for monitoring the quality of their acquired knowledge. The availability of systems for searching video and audio materials in English on the Internet, as well as hyperlinks to supplementary literature in digital libraries, educational websites, and portals, expands students’ sociocultural knowledge and their understanding of Internet technologies.
3. The model for developing primary school students’ foreign language communicative competence through ICT consists of interconnected blocks (goal, conceptual, content-activity, and evaluation-result) and is implemented through the effective application of the didactic conditions (organization of the educational process with the use of ICT to foster positive motivation for learning a foreign language; integration of the elective course "EnglishLab" into the curriculum; organization of students' independent foreign language learning activities under the teacher's guidance using ICT).
4. The content of the educational and methodological complex of the “EnglishLab” elective course and the adapted interactive electronic book “English for Fun,” along with the methodology for their integration into the learning process, ensures the systematic and sequential development of foreign language communicative competence of primary school students.

**The validity and reliability of the research results** are ensured by the initial methodological, theoretical, and methodological foundations; the alignment of the research content with the scientific framework; the use of comprehensive methods; the implementation of research findings into practice; the effectiveness of the methodological recommendations used during the experimental work; and the confirmation of the scientific hypothesis.

**Research base**: School-Gymnasium № 86 named after Mukhtar Auezov in Astana.

**Testing and implementation of research results.**
The obtained results have been reflected in: 2 articles in national journals; 7 publications in international scientific conference proceedings; 2 articles in journals indexed in the Scopus database; and 4 articles in journals recommended by the Committee for Quality Assurance in Education and Science:

* *The Effect of ICT-Enhanced Blended Learning on Elementary School Student’s Achievement in English and Attitudes Towards English Lesson* // *International Journal of Education in Mathematics, Science and Technology*, №3 (10), 2022, pp. 632–649. Turkey. E-ISSN: 2147-611X. [Link](https://ijemst.net/index.php/ijemst/article/view/2463). Author’s contribution: 85%.
* *Investigating The Effects of ICT-based Interactive Foreign Language Teaching to Primary School Students* // *Journal of Social Studies Education Research*, 2024, Vol. 15, Issue 5, pp. 26–58. ISSN: 1309-9108. [Link](https://jsser.org/index.php/jsser/article/view/6085). Author’s contribution: 85%.
* *Formation of foreign language communicative competence of primary school students based on cooperative learning technology* // *Bulletin of KazUIR & WL named after Ablai Khan*, Pedagogical Sciences Series, 2023, Vol. 71, No. 4, pp. 225–237. [Link](https://doi.org/10.48371/PEDS.2024.73.3). Author’s contribution: 80%.
* *Formation of foreign language communicative competence of primary school students* // *Pedagogy and Psychology Journal*, KazNPU named after Abai, 2024, Vol. 58, No. 1, pp. 50–57. [Link](https://journal-pedpsy.kaznpu.kz/index.php/ped/article/view/1564/983). Author’s contribution: 80%.
* *The educational use of electronic textbooks in primary foreign language teaching in the context of digitalization* // *Bulletin of KazUIR & WL named after Ablai Khan*, Pedagogical Sciences Series, 2024, Vol. 74, No. 3, pp. 432–444. [Link](https://doi.org/10.48371/PEDS.2024.73.3). Author’s contribution: 85%.
* *Effective methods of teaching English* // *Bulletin of KazNPU named after Abai*, Philology Series, 2020, No. 4 (74), pp. 354–358. Author’s contribution: 95%.
* *Classification of digital educational resources and electronic educational methodological complexes: implementation in foreign language education* // V International Scientific-Practical Conference “Foreign Language Education: Best Practices, Innovations and Prospects”, KazUIR & WL, 2018, pp. 196–199. Author’s contribution: 90%.
* *Communicative methods of teaching English to primary school students* // International Conference “Philology, Linguodidactics and Translation Studies”, KazNU, 2019, pp. 166–168. Author’s contribution: 95%.
* *The essence and didactic capabilities of the information and communication environment in foreign language education* // International Media Conference “The Science. Socium. Society”, Serbia, 2019, pp. 228–231. Author’s contribution: 95%.
* *Pedagogical and psychological features of foreign language teaching in primary school* // International Scientific-Practical Conference “Pedagogical Competence in the Context of Digitalization”, KazNU, 2020, pp. 52–55. Author’s contribution: 95%.
* *The system of teaching English in the Republic of Kazakhstan* // National Scientific-Methodological Journal “Mega Bilim”, 2020, No. 1, pp. 14–15. Author’s contribution: 95%.
* *The Content of Primary School Foreign Language Education* // International Conference “Science and Innovation: News, Problems and Achievements – 2021”, KazConf, Astana, 2021, pp. 25–32. Author’s contribution: 95%.
* *Psycholinguistic foundations of teaching foreign languages in an information and communication environment* // Informational Bulletin of the Republican Institute for Professional Development “Orleu”, “Management in Education”, 2021, No. 1 (100), pp. 77–80. Author’s contribution: 95%.
* *Features of using digital resources in teaching English to primary school students* // Proceedings of the International Scientific Conference “Science and Innovation”, Astana, 2023, May 30–31, pp. 23–33. Author’s contribution: 80%.

**Structure of the dissertation research:** The dissertation consists of an introduction, three chapters, a conclusion, a list of references, and appendices.

The introduction outlines the relevance of the research topic, the object, subject, aim, and objectives of the study, the hypothesis, scientific novelty and theoretical significance, practical significance, key propositions submitted for defense, stages of the research, and the testing and implementation of the results.

Chapter One explores the essence, content, and structure of the concept of foreign language communicative competence of primary school students; the potential of ICT in fostering this competence is thoroughly described; the state standards and model curriculum are analyzed; didactic conditions are reviewed.

Chapter Two presents the structure of the proposed model, and provides a detailed description of the educational-methodological complex developed for the elective course “EnglishLab” as well as the corresponding interactive electronic book.

Chapter Three includes diagnostic assessment of competence levels, describes the experimental stages and methodology, demonstrates the effectiveness of the approach, and presents the final results of the experimental study.

The conclusion summarizes the main findings and propositions of the research and offers scientific and methodological recommendations.