ABSTRACT
of the dissertation by Kumisbekova Zhazira Nauatbekovna on the topic «Methodical novelty of integration education in the works of Professor Alma Kyraubaeva» submitted for the degree of Doctor of Philosophy (PhD) in the educational program 8D01701 – «Kazakh Language and Literature»

Research topic: Methodical novelty of integration education in the works of Professor Alma Kyraubaeva.

Aim of the research: To systematize the theoretical and methodological foundations of integrated teaching in the works of Professor Alma Kyraubayeva, identify its methodological innovation, substantiate the features and principles of the scholar's original program, and demonstrate the possibilities of applying them experimentally in the teaching process.

Research objectives:

– To analyze the pedagogical legacy of Alma Kyraubayeva and, on this basis, to determine the methodological foundations and didactic features of integrated teaching in the education system;

– To show the interrelation and continuity of the principles of national values, learner-centered teaching, and creative and cognitive activity in the scholar's integrative methodology;

– To substantiate the importance of developing upper-secondary students' worldview, creative thinking and meta-knowledge through an integrative approach;

– To examine the methodological principles of the rating-based assessment system implemented in Alma Kyraubayeva's «Senim» Programme and to identify its continuity with the contemporary criterion-based assessment system;

– To propose, on the basis of the research findings, a systematic methodological model of integrated teaching of the Kazakh language;

– To evaluate the effectiveness of the methodological system in the upper grades of Kazakh-medium general secondary schools experimentally and to determine its outcomes.

Object of the research: The process of teaching the Kazakh language in Grades 10–11 within the general secondary education system.

Subject of the research: The content, methods, and technologies of integrative teaching of the Kazakh language in Grades 10–11 based on the methodological legacy of Professor Alma Kyraubayeva.

Research hypothesis. If the innovative ideas set out in the works and original program of Professor Alma Kyraubayeva are introduced into the methodology of teaching humanities subjects, the quality of learning will improve, the individual's knowledge, skills, and abilities will rise to a creative level, and students' intellectual horizons and worldview capacities will expand. As a result, in general secondary schools, the younger generation's spiritual world will broaden, and conditions will be created for students to develop as linguistic personalities with well-developed communicative and creative skills. If the scholar's propositions on the system of

integrated teaching and her system of complex tasks are applied in lessons, students will develop into thinking personalities with a high level of language culture grounded in national values. This is because students' cultural-humanistic, personal, communicative, regulatory, and general cognitive universal learning activities, carried out under integrated teaching conditions, provide the basis for developing cross-curricular (meta-subject) competencies.

Research methods. The study employed methods of systematizing, analyzing, comparing and generalizing scholarly works and of presenting theoretical propositions. In addition, the organization of the experimental lessons drew on situational and communicative teaching methods based on the principles of Professor Alma Kyraubayeva's school; a modeling method describing the implementation of the present experiment on the basis of national school practice; and empirical methods used for diagnosis and analysis: observation, questionnaires, the t-test, interviews, the narrative method and Cohen's d coefficient (effect size). The study also used visual content analysis (WordCloud) and SPSS (Statistical Package for the Social Sciences) for statistical data processing.

Main propositions submitted for defense (proven scientific hypotheses and other conclusions constituting new knowledge):

1. Teaching the Kazakh language from the standpoint of an integrative approach helps students master deeper sources of knowledge and strengthens their meta-skills. Using information and communication technology tools to store and exchange various types of information develops learners' competencies. This approach engages students in active participation in their social environment and enables them to master the communicative foundations of interaction;

2. The structural and content model of integrated teaching is based on the interconnection and unity of motivational-content, cognitive and outcome indicators. The model encompasses the aims and objectives, methodological approaches and content of the integrated teaching process, as well as a system of criteria and indicators for assessing outcomes. The coherence of these components ensures that integrated teaching is implemented as a holistic pedagogical process. The model ensures mastery of the content, form and criteria of the integrated teaching process;

3. Integrated subject teaching in the upper grades realizes the following pedagogical conditions: studying and drawing on the experience of scholars; systematizing the principles of subject integration in organizing integrated teaching of the Kazakh language; and preparing future language teachers to teach through an integrated approach;

4. Integrated teaching is effective when innovative methodologies, tasks designed in this direction, efficient methods, and the teaching packages offered in original programs are used. A system of tasks aimed at developing meta-knowledge and cross-curricular outcomes through an integrative approach links students' theoretical thinking with practical activity and helps them form a holistic picture of the world;

5. Future educators' and schoolteachers' mastery of innovative teaching methodology that meets present-day requirements, and the development of their

pedagogical skills, will be effective if carried out within courses designed for teachers and students.

The sources of the research include the Law of the Republic of Kazakhstan "On Education", the program "Birtutas Tárbie" ("Unified Education") in educational organizations, approved by the Minister of Education of the Republic of Kazakhstan on 30 June 2024, the National Development Plan of the Republic of Kazakhstan until 2029, A. Kyraubayeva's experimental documents on piloted school practice, and the "Senim" concept. The study also drew on philosophical and pedagogical research by Kazakhstani and international scholars on the research problem, curricula, textbooks and teaching materials, electronic learning resources, periodical scientific and methodological publications, school practice, best pedagogical practice, and the author's own experience gained during the research and experiment.

Theoretical and methodological foundations of the research: the study's theoretical and methodological basis covers several lines. The dissertation rests on the idea of the great thinker al-Farabi, expressed in his treatise "On the Classification of the Sciences": since the unity of education and upbringing underlies all sciences, the formation and development of the inner spiritual wealth of the human soul should hold the central place in the content of the five major branches of knowledge (linguistics, logic, mathematics, physics and the civil sciences). The study also builds on Zhusup Balasaguni's proposition that "education and upbringing are an inseparable, unified process" and on his view that language culture should be taught alongside ethical norms. The research is further guided by the conceptual notions of "the strength of the body" and "the strength of the soul" in the Book of Words and poems of the great thinker Abai Kunanbayev, which deepen the personal and integrative nature of knowledge; by A. Baitursynuly's integration of scientific terminology and the sound system; by M. Zhumabayev's unity of language and child psychology; and by Zh. Aimauytov's cross-disciplinary system of education linking language, literature, natural science, history, drawing and handicrafts.

The study is also guided by such fundamental issues as the integration of the internal regularities and rules of the Kazakh language into a common literary norm, examined by the eminent linguists K. Zhubanov, I. Kenesbayev and M. Balakayev; ways of teaching the art of the word in connection with national worldview, customs, traditions and culture, explored in depth by A. Kaidar, R. Syzdyk and N. Uali; the integration of Kazakh linguistics at the level of ethnolinguistics, linguoculturology and cognitive linguistics; and K. Bitibayeva's refinement of students' oratorical culture through spiritual and aesthetic education based on epic songs and tolgau.

Academician F. Orazbayeva's systemic-communicative theory of teaching the Kazakh language and her mechanisms for using interdisciplinary information in speech activity provided the basis for analyzing and interpreting Professor A.Kyraubayeva's innovative methods and techniques.

The methodological aspects of the work were developed with reference to N. Oralbayeva's research linking theoretical knowledge with word-formation activity, S. Rakhmetova's work on speech culture and creative thinking, and R. Shakhanova's techniques for improving students' functional and communicative literacy within

interdisciplinary connections. The study was also guided by Zh. Baltabayeva's approaches to developing communicative skills and improving the learning process, A. Satbekova's work on professional competence and the modernization of teaching, Zh. Suleimenova's position on guiding the younger generation to learn about national figures, R. Rakhmetova's expertise in applying innovative technologies, Zh. Dauletbekova's theoretical and methodological foundations of integrated Kazakh language teaching, A. Alimov's use of active learning methods in education, and A. Almetova's development of communicative language competence through situational-communicative tasks. In our view, these researchers treat integrative approaches not as mere knowledge transmission but as the principal didactic means of fostering students' creative thinking and developing a culture of coherent argumentation.

Scientific novelty and theoretical significance of the research:

1. The ideas of integrated teaching in the scientific and pedagogical legacy of Professor Alma Kyraubayeva have been systematized as a methodological field, and their theoretical foundations and key principles have been identified;

2. The methodological innovation of integrated teaching in the works of Alma Kyraubayeva has been analyzed in terms of its content-based, interdisciplinary, learner-centered, national-values and creative dimensions, and its structural components have been identified;

3. The scholar's methodological ideas on teaching the Kazakh language have been examined in continuity with the principles of integrated teaching, functional literacy, and learner-centered and values-based education in contemporary schooling, and their present-day methodological potential has been substantiated;

4. he methodological principles of the rating-based assessment system presented in Alma Kyraubayeva's Senim Programme were examined in terms of their continuity with the contemporary criterion-based assessment system. The possibilities of assessing students' knowledge levels, cognitive engagement, creative inquiry, and individual developmental progress in the context of integrative Kazakh language teaching in Grades 10–11 were substantiated;

5. On the basis of the research findings, a methodological model of integrated Kazakh language teaching grounded in the personal and values-oriented ideas of Alma Kyraubayeva's "Senim" program has been developed, and its aim, content, principles, methods, organizational forms and expected outcomes have been analyzed;

6. The scientific and methodological continuity and the mechanisms for revitalising Alma Kyraubayeva's legacy in the contemporary educational space have been identified, and recommendations have been developed for introducing the scholar's methodological ideas into current Kazakh language teaching practice.

Practical significance of the research: the study's propositions have been supplemented with modern methods and techniques in the context of updated educational content, and ways to apply integrated teaching in the classroom have been demonstrated. These propositions and methodological materials can serve as effective resources in subject teaching, specialized courses, and elective classes. The study offers diagnostic tools to assess the development of teachers' research

competence in integrated teaching. The findings can be used in the upper grades of general secondary schools, in higher and secondary specialized pedagogical institutions, in professional development centers for Kazakh language teachers, and in the experimental laboratories of teacher retraining institutes.

Research setting. The experimental work was conducted at the A. Makarenko Secondary School in Taraz, Zhambyl Region, and at the K. Satpayev Secondary School in Kaskelen, Almaty Region.

14 scientific works have been published on the topic of the dissertation, including: 1 article in a journal indexed in the Scopus database (40th percentile); 4 articles in journals 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; 3 articles in proceedings of international conferences held abroad and 6 articles in proceedings of international conferences held in Kazakhstan.

All publications were prepared during the research.

1. Technology-Enhanced Language Learning in Multilingual Environments: A Linguistic Review of Socio-Pedagogical and Neurolinguistic Frameworks. International Journal of Technology in Education and Science. 10 (2026) pp. 947-971.ISSN: 2651-5369, https://surl.li/bsjnky (A.Bogenbayeva 5%, F.Orazbayeva 10%, A.Rauandina 5%, Zh.Kumisbekova 75%, M.Imankulova 5%).

2. Search and experience of forming the language potential of schoolchildren. Karaganda universitetinin khabarshysy. Pedagogikalyq seriyasy, 30-tom, 2 (118), 2025, – Karaganda. – Pp. 90-106. https://surl.li/ideanb (Zh.Kumisbekova 90%, Zh.T.Sarybekova 5 %, R.K.Kerimbayeva 5 %).

3. Professor Alma Qyraubaevanyn kozqarasyndagy integratsiyalangan oqytu tekhnologiyasynyn sabaqtastyq elementteri [Elements of continuity of integrated teaching technology in Professor Alma Kyraubayeva's view]. Toraighyrov universitetinin khabarshysy. Pedagogikalyq seriyasy. – № 2 (2025). – Pavlodar. – Pp. 500–514. https://surl.li/xneguq (Zh.Kumisbekova 90%, R.K.Kerimbayeva 5%, Zh.T.Sarybekova 5%).

4. National school model of A.Kyraubayeva. Yasawi universitetinin khabarshysy. – № 2 (136). – 2025. – Turkistan. – Pp. 460–471. https://doi.org/10.47526/2025-2/2664-0686.224 (Zh.Kumisbekova 80%, F.Sh. Orazbayeva 20%).

5. Professor Alma Qyraubaeva: ulttyq qundylyqtar ustanymy [Professor Alma Kyraubayeva: the principle of national values]. Al-Farabi Kazakh National University Bulletin. Philology Series. – № 1 (197). – 2025. – Almaty. – Pp. 183–191. https://surl.li/cbzvwa (Zh.Kumisbekova 80%, F.Sh.Orazbayeva 20%).

6. Qazaq tili panin integratsiyalai oqytudyn manyzy [The importance of integrated teaching of the Kazakh language]. Aleumettik zhane pedagogikalyq gylymdar boiynsha 2-shi Khalyqaralyq Rumeli Kongresi [2nd International Rumeli Congress on Social and Pedagogical Sciences]. Rumeli University, 27–29 April 2024. – Istanbul. – Pp. 934–938. (Zh.Kumisbekova 80%, O.Chobanogly 10%, F.Sh.Orazbayeva 10%).

7. Panaralyq oqytudy qazirgi bilim beru zhuiesinde qoldanudyn manyzy [The importance of applying interdisciplinary teaching in the modern education system]. Zhusup Khas Khazhib Balasagyndyn tuulgan kununun 1010 zhyldygyna arnalgan «Borborduk Aziya elderinin onugushundogu baiyrky kol zhazmalar zhana alardyn el aralyk dengeeldegi rolu: til, adabiyat, madaniyat zhana bilim beruu maseleleri (XI–XXI kylymga cheiin)» attuu el aralyk ilimiy-teoriyalyk konferentsiya [International scientific-theoretical conference «Ancient manuscripts in the development of Central Asian countries and their international role: issues of language, literature, culture and education (11th–21st centuries)», dedicated to the 1010th anniversary of Zhusup Khas Hajib Balasaguni]. – Osh, 25.02.2026. – Pp. 682–688. (Zh.Kumisbekova 100%).

8. Innovative models for the spiritual and moral education of young generation based on the Alma Kyraubayeva's approach. International Scientific and Practical Conference on April 29–30, 2026, on the topic: «Global Education and Universal Values: Problems and Solutions» National university of Uzbekistan named after Mirzo Ulugbek . Tashkent – 2026. 832-838 sh. (Zh.Kumisbekova 100%).

9. Oqushy tulgasyn damytuda pedagogikalyq qarym-qatynas [Pedagogical communication in developing the student's personality]. Zhana gumanitarlyq bilim: oqylym men zhazylymdy dengeilik oqytu: Respublikalyq gylymi-praktikalyq konferentsiya [New Humanities Knowledge: Level-Based Teaching of Reading and Writing: National Scientific and Practical Conference]. – 31 May 2023. – Pp. 94–100. (Zh.Kumisbekova 100%).

10. A.Qyraubaevanyn oqytu tekhnologiyasyndagy ezhelgi dauir adebieti men ulttyq tarbienin integratsiyasy [Integration of ancient literature and national upbringing in A. Kyraubayeva's teaching technology]. Abai atyndagy Qazaq ulttyq pedagogikalyq universitetinin Khabarshysy. «Filologiya gylymdar»" seriyasy [Bulletin of Abai Kazakh National Pedagogical University. Philological Sciences Series]. – № 1 (87). – 2024. – Almaty. – Pp. 80–91. (Zh.Kumisbekova 80%, F.Sh. Orazbayeva 20%).

11. Professor A. Qyraubaevanyn enbekterindegi integratsiyalyq oqytudyn filosofiyalyq negizderi [Philosophical foundations of integrated teaching in the works of Professor A. Kyraubayeva]. Filologiya gylymdarynyn doktory, professor Q.G. Qaliulynyn tuganyna 95 zhyl toluyna arnalgan «Qazaq til bilimindegi gylymi zertteudin bagyttary, adisnamasy men adistemesi» taqyrybyndagy respublikalyq gylymi-praktikalyq konferentsiyanyn materialdary [Proceedings of the National Scientific and Practical Conference «Directions, Methodology and Methods of Research in Kazakh Linguistics», dedicated to the 95th anniversary of Doctor of Philology, Professor K.G. Kaliuly]. – 16 October 2024. – Almaty. – Pp. 138–140. (Zh.Kumisbekova 100%).

12. Oiyn areketteri – oqu, enbek, tarbie kepili [Play activities as a guarantee of learning, work and upbringing]. Gylym. Aiel. Qogam: Qazaqstandyq galym aielder qogamy zhurnaly [Science. Woman. Society: Journal of the Kazakhstan Association of Women Scientists]. – № 4. – 2024. – Pp. 84–88. (Zh.Kumisbekova 100%).

13. Galym-pedagog Alma Qyraubaeva enbekterindegi ulttyq qundylyqtar korinisi [The reflection of national values in the works of scholar and educator Alma Kyraubayeva]. «Ulttyq qundylyqtar: Tanym. Tagylym. Adal azamat» Respublikalyq gylymi-praktikalyq konferentsiyasynyn materialdary [Proceedings of the National Scientific and Practical Conference "National Values: Cognition. Learning. Honest Citizen"]. – 31 October 2025. – Almaty. – Pp. 293–298. (Zh.Kumisbekova 100%).

14. A.Qyraubaevanyn integratsiyalyq adistemesi men qazaq tilin oqytudyn innovatsiyalyq tekhnologiyalary: sabaqtastyq pen zhanashyldyq [A. Kyraubayeva's integrative methodology and innovative technologies of teaching the Kazakh language: continuity and innovation]. «Gylymi natizhelerdi kommertsialandyru men bilim beru startaptarynyn manyzy: universitet pen mekteptin yntymaqtastygy» atty qalalyq konferentsiyasynyn materialdary zhinagy [Proceedings of the City Conference «The Importance of Commercializing Research Results and Educational Start-ups: University–School Cooperation»]. – Almaty, 2025. – Pp. 19–23. (Zh.Kumisbekova 100%).

Structure and scope of the dissertation. The dissertation consists of normative references, definitions, an introduction, three chapters, a conclusion, a list of references, and appendices.

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