

ANNOTATION

to the dissertation work of Lenura Abdualimovna Tleubekova
“Development of Students’ Creative Potential in Intellectual Schools” for the degree
of Doctor of Philosophy (PhD) in the specialty
6D010300 – “Pedagogy and Psychology”

Research topic: Development of Students’ Creative Potential in Intellectual Schools.

The purpose of the research: To identify the theoretical and methodological foundations for the development of students’ creative potential in intellectual schools, to design and implement an effective methodology for its development, to substantiate its effectiveness through experimental and practical research, and to provide scientifically grounded methodological recommendations

Research objectives:

- to determine the theoretical and methodological foundations for the development of students’ creative potential in intellectual schools;
- to identify the specific features of developing students’ creative potential in intellectual schools;
- to develop a structural and content-based model for the development of students’ creative potential in intellectual schools;
- to identify the pedagogical conditions for developing students’ creative potential in intellectual schools, to develop a methodology, and to verify its effectiveness through a pedagogical experiment.

Research methods:

- *theoretical*: analysis, generalization, study, comparison, systematization, modeling, analysis from particular to general and from general to particular, structuring, concretization;
- *empirical*: diagnostics, testing, concretization, Google surveys, mental (thought) experiment, χ^2 (chi-square) criterion method, mathematical and statistical data processing.

Key findings submitted for defense (proven scientific hypotheses and other conclusions representing new knowledge):

- The theoretical foundations for developing students’ creative potential in intellectual schools are interpreted across several disciplines: in philosophy, they explain the essence of innovative thinking; in psychology, they characterize an individual’s idea generation, originality, cognitive flexibility, and attentional stability; in pedagogy, they are analyzed as a system of actions aimed at activating the external manifestation of students’ internal capacities. The methodological foundations for developing students’ creative potential in intellectual schools are based on the personal, activity-based, synergetic, creative, and civilizational approaches, as well as the principles of systematicity, scientific validity, individualization and variability, creativity, and neurodidactic teaching principles;
- the concept of “potential” is defined as a source of energy that enables the utilization of capacity, tension, and abilities at a given point; “creative potential” is understood as a neurodidactic structure that enables originality of thinking and idea generation as a result of the harmonious interaction between an individual’s internal resources and external environmental conditions; the development of students’ creative potential in intellectual schools is defined as a neuro-pedagogically oriented process aimed at

stimulating students' internal resources toward innovation in the external environment, fostering freedom and speed of thinking, conceptual adaptability, and the implementation of constructive ideas;

- the distinctive features of developing students' creative potential in intellectual schools include the educational curriculum, gender-responsive teaching approaches, trilingual education, interdisciplinary integration, involvement of international specialists, preparation for university entrance examinations, accessibility of extracurricular clubs, mandatory English language examinations, engagement in research activities and Olympiad preparation, the subject "Global Perspectives and Project Work," compliance with international standards, and assessment procedures;
- the structural and content-based model for developing students' creative potential in intellectual schools is implemented through dynamic interrelations among defined blocks, components, criteria, indicators, and levels;
- the methodology for developing students' creative potential in intellectual schools includes the development of the "Creative Boost" program for 8th–9th grade students and the teaching and methodological manual "Shygarmashylyq Serpin" ("Creative Impulse").

The main research findings:

- the theoretical and methodological foundations for developing the creative potential of students in intellectual schools have been identified;
- the distinctive features of developing students' creative potential in intellectual schools have been determined;
- a structural-content based model for developing students' creative potential in intellectual schools has been developed;
- a methodology for developing the creative potential of students in intellectual schools has been developed, and its effectiveness has been empirically validated through a pedagogical experiment.

Justification of the novelty and significance of the obtained results:

- based on the works of domestic and international scholars who have studied the development of students' creative potential in intellectual schools, the characteristics of students in intellectual schools, the significance of creativity in contemporary society, as well as the theoretical and methodological foundations for its development, have been clarified;
- the specific features of the process of developing students' creative potential in intellectual schools have been identified;
- a structural-content model for implementing the development of students' creative potential in intellectual schools within the academic curriculum, educational activities, and extracurricular settings has been designed, with clearly defined criteria, indicators, and levels;
- within the framework of the elective course aimed at developing students' creative potential in intellectual schools, a set of methods, techniques, forms, and mechanisms for their practical implementation has been proposed;
- based on the results of the pedagogical experiment conducted on the development of creative potential in students of intellectual schools, concrete methodological recommendations have been formulated.

The practical significance of the research is reflected in the development and implementation of the elective course program "Creative Boost", designed specifically to address the research problem. Additionally, the teaching and learning

resource “*Creative Impulse*”, aimed at fostering students’ creative potential, has been developed and recommended for integration into the curriculum of intellectual schools.

The results obtained in the course of the study can be applied in organizing the educational process to enhance the development of students' creative potential across instructional and extracurricular settings.

Compliance of the Research with Scientific Development Priorities and State Programs

The Law of the Republic of Kazakhstan "On Education" dated 27 July 2007 No. 319, as well as the national project "*Educated Nation: Advanced Quality Education*" approved by the Resolution of the Government of the Republic of Kazakhstan dated 22 September 2023 No. 828, emphasize that the development of students' creative potential is one of the priority goals and key objectives of the general secondary education system.

In the *State Compulsory Standard of Basic Secondary Education of the Republic of Kazakhstan*, within the section "*Requirements for the Updated Content of Basic Secondary Education Oriented Toward Learning Outcomes*", it is stated that "*in the process of instilling values in education, learners must develop critical and creative thinking skills.*" In order to meet these requirements, the present research is aligned with the strategic directions of the country's educational policy.

Furthermore, in the President of the Republic of Kazakhstan Kassym-Jomart Tokayev's Address to the Nation dated 1 September 2023, "*The Economic Course of a Just Kazakhstan,*" it is highlighted that today, creative industries based on citizens' creative potential and intellectual capital are becoming a key driver of inclusive economic development. It is stressed that the creative economy attracts talented and creative individuals, thereby contributing to the development and prosperity of major cities.

To support the implementation of these national priorities, this research proposes a structural-content model for developing students' creative potential in intellectual schools, along with step-by-step mechanisms for its implementation. Additionally, the "Creative Boost" elective course introduced into practice and the "Shygharmashylyk Serpin" instructional-methodological guide, which foster the development of students' creative potential, fully align with the contemporary trends of scientific and educational development and the priorities outlined in national policy documents.

Doctoral Candidate's Contribution to Publications: The total number of scientific works published within the framework of the dissertation research is **11**, including 1 article indexed in Scopus, 3 articles in journals recommended by the Committee for Quality Assurance in Education and Science of the Ministry of Science and Higher Education of the Republic of Kazakhstan, 6 publications in international scientific-practical conference proceedings, and 1 instructional-methodological manual.

1. Development of Students' Creativity: Results of Practical Testing of the Learning Model during the Pandemic // European Journal of Contemporary Education, 2023, 12 (2), pp. 655–666. DOI: 10.13187/ejced.2023.2.655 (co-authors: K. Atemova 10%, K. Turebayeva 5%, R. Kenzhebekova 5%). Doctoral candidate's contribution – 80%.

2. The Influence of Family Upbringing on the Formation of Students' Creative Potential in Intellectual Schools // Bulletin of the Academy of Pedagogical Sciences of Kazakhstan, No. 2, 2018, pp. 31–38. (co-authors: A.Zh. Kupeshova 5%, K.T. Atemova 20%, K.I. Abdrrakhmanova 5%). Doctoral candidate's contribution – 70%.

3. Developing Students' Creative Potential through the Content of the Educational Process in Intellectual Schools // Science and Life of Kazakhstan. International Scientific Journal, No. 3, 2019, pp. 137–142. (co-authors: K.T. Atemova 10%, K.M. Abisheva 5%, A.Zh. Kupeshova 5%). Doctoral candidate's contribution – 80%.

4. The Impact of Nazarbayev Intellectual Schools' Curriculum on the Formation of Students' Creativity Potential // Science and Life of Kazakhstan. International Scientific Journal, No. 8/3, 2019, pp. 139–143. (co-authors: B.A. Sengerbekova 10%, M.M. Koshkenbayeva 5%, A.Zh. Kupeshova 5%). Doctoral candidate's contribution – 80%.

5. Nazarbayev Intellectual School as a Sphere of Creativity // 8th International Conference "Science and Technology", SCIEURO, London, No. 1, Vol. 2, 23–29 April, 2017, pp. 104–109. (co-authors: K.T. Atemova 10%, M. Bolsynova 5%, M. Kokanbayeva 5%). Doctoral candidate's contribution – 80%.

6. Formation of Students' Creativity Potential in Intellectual Schools // *Journal of Organizational Behavior Research*, Turkey, 2019, Vol. 4, pp. 148–161. (co-authors: K. Atemova 10%, A. Isabayeva 5%, G. Nuridinova 5%, N. Bektayeva 5%, B. Sengerbekova 5%). Doctoral candidate's contribution – 80%.

7. Effectiveness of the Integrated Educational System in Developing Students' **Creative** Potential // International Symposium on Altay Communities: Home, Family and Family Values., Istanbul, July 24–26, No. 22, 2017, pp. 851–859. (co-authors: K. Atemova 15%, K. Abdrrakhmanova 5%, K. Abisheva 5%). Doctoral candidate's contribution – 75%.

8. Effective and Innovative Ways of Teaching in the Modern Educational System // Proceedings of the International Scientific-Practical Conference dedicated to the 60th anniversary of Professor T.A. Turmambekov "*Current Issues and Trends in Modern Science and Education*", ISBN 978-698-153-204-2, 26–27 January 2017, Turkestan, Kazakhstan, pp. 54–56. (co-authors: K.T. Atemova 20%, K. Abdrrakhmanova 5%). Doctoral candidate's contribution – 75%.

9. Research into the Conditions and Criteria for Developing the Creativity Potential of Secondary School Children // Psychology and Education, 2020, 57(9), pp. 1892–1898. (co-authors: G. Akhmetova 5%, N. Medetbekova 5%, A. Asylbekova 5%, K. Sakhova 5%). Doctoral candidate's contribution – 80%.

10. Transformative Pedagogy: Nurturing Critical Thinking and Lifelong Learning // International Scientific-Practical Conference dedicated to the 60th anniversary of Candidate of Philological Sciences, K. Karabayeva "*The Potential of the Kazakh Language in the 21st Century: Linguodidactics and Teaching Innovation*", Almaty, 2024, pp. 358–360. (co-authors: L.Zh. Ismailova 15%, N.N. Akhmedov 15%). Doctoral candidate's contribution – 70%.

11. A Collection of Exercises Aimed at Developing Students' Creative Potential // Instructional-Methodological Manual. Shymkent NIS PMD, ISBN 978-

601-09-3343-9, 2024. (co-author: K. Atemova 10%). Doctoral candidate's contribution – 90%.