

**The dissertation by Almagul Amanzholovna Akazhanova submitted for the degree of Doctor of Philosophy (PhD) in the specialty 6D011700 – Kazakh Language and Literature**

**Topic:** "Linguistic and Methodological Foundations of Forming the Worldview of Schoolchildren through Kazakh National Games"

**ABSTRACT**

**Relevance of the Study.** In the modern era of globalization, preserving national identity and forming a worldview in the younger generation based on national values constitute one of the strategic tasks of state importance. Socio-cultural transformations in society, the expansion of the information space, and the rapid development of digital technologies directly influence students' modes of thinking and value orientations. Under these conditions, the need to strengthen national content within the school environment and integrate it into a holistic system of teaching and upbringing is increasing. From this perspective, identifying the linguistic and methodological foundations for shaping school students' worldview through Kazakh national games represents a highly significant issue both scientifically and practically.

Kazakh national games reflect the life experience accumulated by the people over centuries, their ways of understanding the world, as well as their spiritual and material culture. For example, the game *Toguzkumalak* develops logical thinking and strategic planning; *Asyk atu* fosters accuracy and agility; *Kokpar* cultivates courage and teamwork; and *Altybakan* contributes to the formation of a culture of communication among young people. Each of these games is not merely a physical activity but a specific social model – a miniature representation of life situations. Therefore, national games serve as a natural and effective means of shaping a student's worldview.

The linguistic relevance of the research topic is connected with the analysis of the linguistic nature of national games, their ethnocultural content, and the lexical and semantic units that reflect the national worldview. The names of national games and the terms associated with them are closely related to the people's way of life, economic activities, and beliefs. For instance, such words as *kumalak*, *asyk*, *serke*, *alshy*, and *taike*, along with their concrete denotative meanings, also contain cultural and cognitive information. By mastering these names, students not only learn new vocabulary but also comprehend the historical and cultural meanings behind the words. Consequently, national games represent an effective tool for shaping a linguistic personality and enriching students' vocabulary with ethnocultural units.

Moreover, national games constitute an important object of study from the perspective of cognitive linguistics. Through them, one can observe how people perceive space and time, comprehend numerical concepts, and understand social relationships. For example, the numerical system, the concepts of *uya* (pit) and *kazan* (store), and the order of moves in the game *Toguzkumalak* demonstrate a national model of mathematical and logical thinking. In the game *Akserek-kokserek*, dialogical structures, invitation formulas, and linguistic patterns

encouraging collective action are manifested. All this confirms the unity of language and cognition reflected in national games.

From a methodological point of view, the systematic integration of national games into the educational process is one of the innovative ways to enhance teaching effectiveness. Game-based technologies awaken students' natural interest and stimulate active cognitive engagement. In primary school, the use of elements of national games in speech development, vocabulary work, and text construction contributes to the development of students' communicative competence. At the middle school level, integrating the content of national games with subjects such as literature, history, and geography facilitates interdisciplinary connections. The use of national games in physical education classes makes it possible to combine physical training with national upbringing.

In the modern education system, the competency-based approach takes priority. According to this approach, a student should not only acquire knowledge but also be able to apply it in real-life situations. National games create a natural environment that models life situations and teaches decision-making, responsibility, and cooperation. Therefore, they contribute to the development of students' social, communicative, and cultural competencies. In addition, national games foster emotional intelligence, leadership qualities, and teamwork skills.

The relevance of the topic is also determined by the need to modernize national upbringing. Today's school student lives within a global information flow and frequently consumes foreign cultural products. In such circumstances, incorporating national games into the educational process is an effective way to preserve the national cultural code and to cultivate a sense of patriotism and national pride in the younger generation. Through national games, children practically experience the history, lifestyle, and worldview of their people.

Scientific research into the linguistic and methodological foundations for shaping school students' worldview through Kazakh national games represents one of the relevant directions in contemporary pedagogy, linguistics, and teaching methodology. Studies in this area can make a significant contribution to the renewal of national educational content, the integration of linguistic and cognitive development, and the enhancement of the overall effectiveness of the educational process.

**Purpose of the study:** to develop a scientific and methodological system for shaping students' worldview in Kazakh language lessons through the use of national games and to prove its effectiveness through a pedagogical experiment.

**Object of the study:** the process of forming students' worldview in general secondary schools through the use of Kazakh national games.

Subject of the study: the methodology for shaping students' worldview through the use of Kazakh national games.

**Objectives of the study:**

- to examine the formation and research history of Kazakh national games and to reveal their worldview and linguistic foundations;

- to analyze the philosophical and psychological aspects of using national games in shaping school students' worldview and to determine the pedagogical principles of their application;

- to propose methods for enhancing and developing the intellectual and creative potential of students through the use of national games;

- to conduct a study on how the purposeful use of national games within the framework of the curriculum contributes to the development of students' cognitive activity in accordance with modern educational paradigms and teaching strategies;

- to experimentally prove that through optimal methods, techniques, and technologies of using national games it is possible to form students' worldview perspectives, and to provide a scientific and methodological justification of the obtained results.

Here is the full and accurate English translation of your text, preserving structure, meaning, and academic tone:

**Research hypothesis:** if a core theoretical model and methodology for the use of national games are developed and implemented in the educational process, then students' worldview culture and perspectives will be formed at a higher level, since the proposed system is based on the theoretical principles of didactics. The names of national games contribute to the expansion of the linguistic fund and increase the level of their use in speech practice. This, in turn, creates prerequisites for broadening the horizon of the "code of Kazakh thinking."

**Leading idea of the research:** to develop the dynamics of spiritual growth of a competitive personality through proposing a methodological system for shaping students' worldview in Kazakh language lessons by means of national games.

- The methodological foundation of the research is based on the theoretical provisions of general linguistics, Turkic studies, and Kazakh linguistics, as well as works in the fields of ethnocultural, cognitive, ethnographic, and methodological research.

**Research methods:**

In the theoretical part of the study, the following methods were used: analysis of literature in philosophy, sociology, psychology, and pedagogy; generalization; comparative and design methods; modeling; and inductive-deductive analysis.

Within the framework of empirical research, questionnaires, interviews, observation, analysis and systematization of materials, as well as experimental methods were applied.

In processing the results of the statistical research, methods of mathematical and statistical data analysis were used.

Here is the accurate English translation of your text, preserving structure and formal academic tone:

The experimental base of the study was formed at the State *kommyhal* enterprise under the right of economic management "School-Gymnasium No. 83" of the Akimat of Astana city, the Nazarbayev Intellectual School, and School-Gymnasium No. 4 named after Zh. Zhabaev.

Main stages of the research.

First stage (2018–2019).

In order to determine the linguistic foundations of worldview formation through Kazakh national games among school students, surveys were conducted with students and teachers. The level of students' knowledge regarding the linguistic meaning, content, and names of national games was assessed. The extent to which Kazakh language teachers used national games as a means of introducing national values in the educational process was also examined.

To investigate the linguistic and methodological foundations of shaping students' worldview through Kazakh national games, the works of domestic and foreign scholars on the given issue were analyzed. As a result, theoretical material was systematized, the research hypothesis was formulated, and the main directions of the study were determined.

Second stage (2019–2020).

Under the conditions of secondary school education, the principles and methods underlying the formation of personality worldview were clarified, types of tasks were identified, and a comprehensive system of work was developed.

Third stage (2020–2021).

During the experimental work, the obtained data were summarized, the research results were discussed, and generalizing conclusions were formulated.

Here is the full English translation of your text, preserving structure, content, and formal academic tone exactly as written:

**Scientific novelty of the research:**

- the processes of formation of the names of national games and the stages of their study have been identified;
- the linguocultural foundations of traditional game names have been examined and their cognitive-linguistic nature has been revealed;
- the theoretical and methodological foundations for the formation of an individual's worldview culture based on national games have been substantiated;
- the possibility of forming students' worldview perspectives through the use of national games in Kazakh language lessons has been proven;
- the effectiveness of forming students' worldview through national games in the process of teaching the Kazakh language has been experimentally tested and substantiated;
- a methodology for shaping the worldview of secondary school students through Kazakh national games has been developed.

**Theoretical significance of the work.**

The results of the research contribute to the theoretical development of language teaching methodology. They promote a deeper understanding of the ethnocultural characteristics of the Kazakh people, their historically formed mentality, and spiritual and moral values. In addition, they expand research opportunities in the fields of ethnolinguistics, linguoculturology, and cognitive linguistics within Kazakh linguistics.

Practical significance of the work.

The results obtained during the research may be widely applied in the practice of teaching the Kazakh language in general secondary schools. Materials related to the selection and use of national games, taking into account the worldview characteristics of students, may be used in the development of textbooks and methodological guidelines.

**Provisions submitted for defense:**

- the names of national games and entertainments constitute a special group of commonly used nominative vocabulary with its own functional field. They possess an ethnocultural and mental character connected with the traditions and customs of the people. Understanding the processes of formation and the social significance of the names of national games contributes to students' awareness of the values of national culture;

- a methodological system aimed at shaping school students' worldview through national games, when based on didactic principles, ensures a qualitative result;

- ethnolinguistic models of the names of national games (lexical units, phraseological expressions, proverbs, tongue twisters, etc.) are grouped into lexical-semantic associations and constitute a historically ancient layer of Kazakh vocabulary. Therefore, systematic reference to the names of national games reflecting the cultural identity and spiritual-moral values of the people contributes to their preservation in national memory and influences the formation of students' worldview;

- within the framework of the triad "language – nation – culture," public consciousness, mentality, national character, way of life, traditions, moral values, and worldview of the people are manifested in the symbols of spiritual culture. These features are vividly reflected in the culture of Kazakh national games; therefore, introducing adolescents to the characteristics and names of national games enriches their vocabulary and develops their cognitive abilities;

- the use in the educational process of national games originating from the ethnic culture of the Kazakh people and representing the heritage of ancestors contributes to the modern upbringing of the younger generation. The game, opening up bright aspects of life to the child and organically integrating with their personal qualities, ensures a positive developmental outcome;

- the perception of the world by a learner develops most intensively in childhood; therefore, the use of national games in accordance with the lesson topic broadens the child's worldview and refines their views and convictions;

- comprehensive work on shaping students' worldview through national games positively influences the assimilation of national values, traditions, and customs of the Kazakh people and opens new opportunities for high-quality teaching of the Kazakh language.

Here is the precise English translation of your text, preserving the full meaning and formal academic style:

**Reliability and validity of the research results:**

The reliability of the study is ensured by a methodologically rigorous analysis of the theoretical provisions underlying the dissertation. The

correspondence of the applied methods to the stated goals and objectives, as well as the confirmation of the obtained results during the implementation of lessons in the 6th grades of a general secondary school, guarantee the reliability of the research conclusions.

**Compliance with the directions of scientific development and state programs:**

The leading idea of the research is aimed at implementing the provisions of the Law of the Republic of Kazakhstan “On Education” (July 27, 1999, No. 319), the Law “On the Status of a Teacher” (June 8, 2017, No. 133), the Professional Standard of a Teacher (Appendix to the Order of the Chairman of the Board of the National Chamber of Entrepreneurs “Atameken” No. 133, 2017), the Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023–2029, as well as the 2023 Address of the Head of State to the People of Kazakhstan – “The Economic Course of a Just Kazakhstan,” and contributes to their practical implementation in the process of teaching the subject “Kazakh Language.”

**Publication and Approval of the Research Content, Concepts, and Results:** The main content and conclusions of the research work have been published in **9 scientific articles**. These include:

– 1 article in a high-impact journal indexed in the Scopus database (Quartile 1):

1. A.Akazhanova, S.Nurgali, M.Alibayeva, N.Shadiyeva, R.Yelubayeva. *Opción*, Año 35, No.89 (2019): 640-659 ISSN 1012-1587/ISSNe: 2477-9385 <https://dialnet.unirioja.es/servlet/articulo?codigo=8171941>

(The doctoral student's contribution to the writing of the article is 80%; co-authors: S. Nurgali – 5%, M. Alibayeva – 5%, N. Shadiyeva – 5%, R. Yelubayeva – 5%).

3 articles were published in journals included in the list of scientific publications recommended by the Committee for Quality Assurance in the Field of Science and Higher Education of the MSHE RK:

1. A.A. Akazhanova. "Names of games played using natural objects." *Scientific Journal of S. Toraihyrov Pavlodar State University*, No. 3, 2018, pp. 18-27. <https://vestnik-humanitar.tou.edu.kz/storage/journals/65.pdf>

(Doctoral student's contribution to the article – 100%)

3).A.A. Akazhanova, G.N. Smagulova. "Kazakh Values: National Games." *Reports of the Kazakh Academy of Education*, No. 1, 2019, pp. 192-200. <https://egi.kz/wp-content/uploads/2019/06/KAO-12019.pdf>

(Doctoral student's contribution to the article – 90%; co-author: G.N.Smagulova – 10%).

4).A.A. Akazhanova, A.M. Rakhimova. "Games as a Tool for Worldview Formation." *Herald of the Eurasian Humanities Institute*, No. 2, 2019, pp. 111-116. <https://egi.kz/wp-content/uploads/2019/06/Vestnik-EAGI-2-2019.pdf>

(Doctoral student's contribution to the article – 90%; co-author: A.M. Rakhimova – 10%).

5) A.A. Akazhanova, A.M. Rakhimova. "Children's Games in Kazakh and Other Nationalities." *Science and Life of Kazakhstan International Scientific Journal*, No. 6, 2020, pp. 200-204. <https://is.ku.edu.kz/publishings/%7B59070A53-8597-47AA-B083-1230B95BBC14%7D.pdf> (Doctoral student's contribution to the article – 90%; co-author: A.M. Rakhimova – 10%).

6).A.A. Akazhanova, A.M. Rakhimova. "Pedagogical Conditions for Developing Student Worldview through National Games." *Herald of Abai Kazakh National Pedagogical University*, "Philological Sciences" series, No. 4(74), 2020, pp. 345-349. <https://rmebrk.kz/journals/6401/54474.pdf> (Doctoral student's contribution to the article — 90%; co-author: A.M. Rakhimova – 10%).

3 articles were published in proceedings of domestic and foreign international scientific and practical conferences:

1). A. Akazhanova, A. Rakhimova, K. Smagulova. "Challenges of modern humanities: transculturalism and translanguaging." Proceedings of the International Scientific Conference "Challenges of Modern Humanities: Transculturalism and Translanguaging". University of Linguistics and Technology in Świecie (Przasnysz branch, Poland), 2019, pp. 203-226. <https://share.google/2fHk4ekCXz6E0bvkD>

(Doctoral student's contribution to the article – 90%; co-authors: A.Rakhimova – 5%, K. Smagulova – 5%).

1) A.A. Akazhanova, G.N. Smagulova, A.M. Rakhimova. "Methods for developing children's vocabulary through games." *Proceedings of the VI International Scientific and Practical Conference "SCIENCE AND EDUCATION IN THE MODERN WORLD: CHALLENGES OF THE XXI CENTURY"*. Nur-Sultan, Kazakhstan, April 2020, pp. 6-10. <https://drive.google.com/file/d/1xEI6ObkNxUbJp7FcZn7BR8ZJzwNGT5zE/view?usp=drivesdk>

(Doctoral student's contribution to the article – 90%; co-authors: A.M. Rakhimova – 5%, G.N. Smagulova – 5%).

2) A.A. Akazhanova, G.N. Smagulova. "Proceedings of the International Scientific and Practical Online Conference 'EDUCATIONAL PARADIGM OF THE XXI CENTURY: NEW TRENDS, APPROACHES, AND TECHNOLOGIES'." Atyrau-Oral, 2021, pp. 76-79.

<https://drive.google.com/file/d/1iqA3SHcX-f0XZeJyn3zPIzdX7N9Jw47/view?usp=drivesdk>

(Doctoral student's contribution to the article – 90%; co-author: G.N. Smagulova – 10%)

#### Summary of Publications

In summary, the research findings are presented in 1 article indexed in the Scopus international database, 6 articles in journals approved by the Committee for Quality Assurance in the Field of Education and Science, and 3 articles in the proceedings of international scientific-practical conferences. All publications were prepared based on the conducted research.

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

