

## **Dissertation abstract**

for the degree of Doctor of Philosophy (PhD) on specialty 8D01702 – “Foreign Language: Two Foreign Languages”

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“The formation of foreign language speech skills through open educational resources among innovative school students”

**The relevance of research.** Today one of the priority directions is the transition of Kazakhstani society to a ‘fundamentally new development path’ using digital technologies. The adoption of the digital economy indicates to the increasing and sustaining of the significant competitive environments, optimizing country’s digital skills and literacy, promoting business structures and public services based on the use of cutting-edge technology infrastructure in modern cities. In this regard, there is a high need for digital transformation in the sphere of education. The main strategic document that reflects the priorities for the long-term development “Strategy Kazakhstan-2050” focuses on the creating a welfare society based on a strong state, a developed economy with universal labor opportunities, as well as to enter the club of top 30 most developed countries of the world. One of the seven long-term priorities “Knowledge and professional skills are key landmarks of the modern education, training and retraining system” serves as a basis for modernizing teaching methods and actively developing the online education system with the creation of regional learning centers. Accordingly, society urgently needs the intensive introduction of innovative methods, solutions and tools into the national education system, including distance learning and online learning within the framework of the transition of the economy of Kazakhstan to a fundamentally new vector of development ensuring the creation of the digital economy of the future in the long term. In addition, the Concept of development of preschool, secondary, technical and vocational education in the Republic of Kazakhstan for 2023-2029 noted the importance of introducing best educational trends and practices to the education field providing the independence of choice among learners in terms of using of innovations. This takes place through the implementation of variable programs as well as the introduction of innovative approaches to teaching disciplines with the use of electronic platforms for teachers and students. Moreover, within the Concept of Development of Higher Education and Science in the Republic of Kazakhstan for 2023-2029 the priority aim identified is the digital transformation of libraries and their systems, the use of open education platforms (Open University, Coursera, etc.). This involves creation of the project “Coursera-in Kazakh” and the translation of the international platform courses into the Kazakh language. The abovementioned documents determine the importance of acquiring skills and competencies that allow learners to promote autonomous learning and achieve a required education level. Since digital competencies are a mandatory element of all professional standards, the acquisition of the those skills should start during the years of formal schooling hence the issue of the development of a comprehensively harmonious personality based on digital technologies must be given top priority.

The introduction of digital technologies into the pedagogical process involves the organization of the educational process on the basis of systemic innovations and a new management system, which is usually carried out in innovative schools, whose activities are based on original ideas and technologies, representing a new educational practice. Such pedagogical experience accelerates the innovative process in education, making the educational process as effective as possible.

The process of introducing innovative digital technologies into educational processes has also influenced the methodology of teaching foreign languages. The results of scientific research on this issue reflected works of many scientists. To be more specific, the scientists' works were devoted to the issues: digital technologies (Zh.E. Sagymbaeva, U.T. Nurmanalieva, F.K. Atabayeva); the formation of students' country-specific competencies within the framework of mastering a foreign language (Zh. A.Tuselbaeva); the formation of intercultural and communicative competence within the framework of informatization of foreign language education (A.T. Chaklikova); the application of digital technologies in foreign language education (Zh.T. Atshybayeva, A.T. Baktybayeva, K.A. Bayburina, D. M. Dzhusubalieva, A.T. Chaklikova, S.T. Kargin, A.T. Gusenibayeva); the development of digital content of foreign language education (A.I. Tazhigulova, E.V. Artykbaeva, A.Zh. Arystanova).

Assessing the abovementioned scientific works with the high theoretical and practical significance, we still find the problem of developing foreign language skills of students using open educational resources in an innovative school poorly researched in scientific terms. The analysis of theoretical sources and educational practice made it possible to identify **contradictions**:

- between the rising significance of foreign language training among students and the scarcity of educational resources that provide high-quality language content with open access;

- between the opportunities of open educational resources in the formation of students' speaking skills in a foreign language and lack of deep understanding of its theoretical foundations as well as its scientific and methodological support.

The analysis of the identified contradictions allowed us to reveal the problem of research that consists in the need for a scientific rationale in the use of open educational resources for the development of foreign language speech skills. This, in turn, determined the choice of the topic of the dissertation work “**The formation of foreign language speech skills through open educational resources among innovative school students**”.

**The purpose of research:** scientific and theoretical substantiation of the development of foreign language speech skills among innovative school students through open educational resources and the development of its methodology.

**The object of research:** the educational process in an innovative school.

**The subject of research:** the opportunities of open educational resources in the formation of students' speaking skills in a foreign language.

**The hypothesis for research:** if the developed model and methodology for strengthening students' speaking skills through open educational resources are introduced into the pedagogical process of innovative schools, **then** the effectiveness

of foreign language training of students will increase, as this will contribute to enhancing language competence, motivation and interactive skills of students.

To achieve the aim and confirm the formulated hypothesis, it is necessary to solve the following **tasks**:

1. To reveal the theoretical foundations and identify the possibilities of using open educational resources for the development of speaking skills in a foreign language in an innovative school;
2. To develop a model of using open educational resources for the development of foreign language skills of students in an innovative school;
3. To develop a methodology for developing students' foreign language skills through open educational resources;
4. To conduct experimentally test the effectiveness of the application of the methodology for the development of foreign language speech skills of students with the use of open educational resources.

**Theoretical and methodological basis of research:**

- The use of digital technologies in solving modern pedagogical problems (S.S. Kunanbayeva, G.K. Nurgalieva, E.I. Bidaibekov, D.M. Dzhusubalieva, E.V. Artykbaeva, Zh.I. Sardarova, AT. Shynzhyrbaeva, A.T. Chaklikova, A.I. Tazhigulova, P.B. Seitkazy, B.M. Bim-Bad, G.I. Abdrakhmanova, A.V. Keshelava, V.I. Kolykhmatov, V.V. Grinshkun, M.E. Weindorf-Sysoeva, M.L. Subocheva, A.Yu. Uvarov, A.M. Kondakov, A.A. Kostyleva etc.);

- The importance of open education and open educational resources in the educational process (G.K.Nurgalieva, E.V. Artykbaeva, D.M. Dzhusubalieva, G.B. Sarzhanova, N.A. Adelbaeva, A.A. Andreev, V.P. Tikhomirov, V.M. Filippov, B.E. Starichenko, D.E. Atkins, D. Wiley, A.N. Bissell, William and Flora Hewlett, S. Mishra) and the peculiarities of their use in the process of teaching foreign languages (D. Altunay);

- Features of innovative pedagogical activity and innovative schools (A.K. Rizuanova, R.R. Masyrova, S.D. Mukanova, O.B. Pirozhkova, G. A. Musabekova, E. D. Dneprov, A. G. Kasprzhak, A. N.Tubelsky, I. D. Frumin, M.V.Clarin, etc.);

- Fundamental concepts of communicative methods of teaching foreign languages (S.S. Kunanbayeva, B.M.Aitbayeva, L.S. Syrymbetova, B.A. Zhetpisbayeva, G.V. Kolshansky, E.I. Passov, N.D. Galskova, N.I. Gez, G.V. Rogova, I.N. Vereshchagina, A.A. Alkhazishvili, I.A. Bredikhina, M.T. Baygate, Harmer etc.).

**Research references** include legal acts of the Republic of Kazakhstan in the field of education; documents regulating the content of education (Standard academic program, Standard curriculum); textbooks and manuals, etc.; scientific, theoretical and philosophical, psychological and pedagogical scientific works on the digitalization of foreign language education.

**The research work included 3 stages:**

**Stage 1 (2020-2021)** – the analysis of the scientific literature by foreign and domestic authors on the problem of the research was carried out, best practices were summarized, research work was carried out in research and bibliographic databases,

the scientific apparatus on the research topic was systematized and a program was defined experimental work.

**Stage 2 (2021-2022)** – the systematization of theoretical material on the research topic continued. The experimental base and experimental groups, the appropriate diagnostic tools are determined. A model on the enhancement of foreign language speech skills of students in an innovative school through open educational resources was developed. Standard curricula for secondary education was reviewed, an elective course based on research was introduced into the learning process. The electronic textbook and a YouTube channel “Becoming Fluent in English” were developed, and a certificate of copyright registration was obtained from the Ministry of Justice of the Republic of Kazakhstan.

**Stage 3 (2022-2023)** – the formative, final stages of experimental work were carried out. The effectiveness of the model on the development of foreign language skills through open educational resources was revealed. A comparative analysis of the intermediate, final results obtained at the experimental stage was carried out. The materials of the dissertation research were designed in accordance with the requirements.

**Research methods.** To solve the objectives set, a set of research methods was used, namely:

- theoretical methods: study and system analysis of psychological and pedagogical, scientific, scientific and methodological literature, normative and educational documentation;
- empirical methods: pedagogical observation; survey; conversations; questionnaire; pedagogical experiment;
- methods of mathematical statistics: Student’s t-test in SPSS, Cronbach's Alpha for analyzing the internal consistency of a questionnaire or survey, establishing their reliability.

**Scientific novelty and theoretical value of research:**

- The scientific and theoretical foundations of the use of open educational resources in an innovative school are determined: the concepts “open educational resources”, “innovative school” were theoretically substantiated, the author’s definition to the concept “the use of open educational resources in an innovative school” is given;
- The effectiveness of the use of open educational resources for the development of students' speaking skills in a foreign language was determined;
- A model for the enhancement of foreign language speech skills among innovative school students through open educational resources was developed;
- A methodology for developing the skills of foreign language speech of students in an innovative school through open educational resources was developed and its effectiveness was proven by experimental testing;
- Experimentally tested the effectiveness of the methodology for developing foreign language skills of students in an innovative school through open educational resources.

**The practical significance of the research** lies in the development and implementation of the elective course “Becoming Fluent in English” in the

educational process of an innovative school. Within the framework of this course, a YouTube channel and an electronic textbook “Becoming Fluent in English” were developed for the enhancement of speaking skills in a foreign language.

**Scientific provisions recommended for dissertation defense:**

- The essence of the concepts of “open educational resources”, “innovative school”, “foreign language speaking skills”, author’s definition to the concept “using open educational resources in an innovative school” is given;

- A pedagogical model for the formation of students' speech skills in a foreign language through open educational resources in an innovative school, involving the development of students' skills and abilities in the educational process based on digital learning and consisting of 5 blocks: aim, content, procedure, control and evaluation, effectiveness.

- Methodological system for the formation of speaking skills in a foreign language: the content of the elective course "Becoming Fluent in English" for students of the 9th grade of an innovative school and the methods and forms of education used within it;

- The results of experimental work.

**Experimental research field:** School-lyceum named after S.Sattarov, Gymnasium named after M. Zhumabayev of Karaganda.

**Publication of research results.** Within the topic of the dissertation, 9 scientific papers were published including 1 article in the SCOPUS database (Q2); 3 articles in scientific publications recommended by the Committee for Quality Assurance in the Field of Science and Higher Education of the Republic of Kazakhstan; 3 articles in the abstracts of the international conference; 1 electronic textbook and a YouTube channel.

**Dissertation structure.** The dissertation consists of an introduction, two chapters, a conclusion, and a list of references. There are 148 pages, 5 appendices, 17 tables and 20 figures in the research work. The list of references includes 225 sources used.