

## **AUTHOR'S ABSTRACT**

of the dissertation for the degree of Doctor of Philosophy (PhD)  
in the specialty

«8D01301 - Pedagogy and methodology of primary education»

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**on the topic**

**«Pedagogical conditions of primary school pupils' foreign language communicative competence formation in terms of digitalization of education»**

**The relevance of research.** The current stage of education development is characterized by the process of digitalization caused by the global processes of transition to the digital economy and digital society. According to the Global Education Futures report «Education for a Complex Society», «digitalization of education is a megatrend defining our future».

Today, the creation of a digital economy and digital education is one of the most important priorities of the state policy of the Republic of Kazakhstan and is reflected in several important regulatory and legal documents.

It is no secret that today there is a change in the education model and the traditional education system in the world, and an increase in the percentage of switching to online learning supplemented by digital technologies is particularly noted. Today, the creation of a digital economy and digital education is one of the most important priorities of the state policy of the Republic of Kazakhstan, which is reflected in several important regulatory and legal documents.

In particular, in the Address of the President of Kazakhstan Kassym-Jomart Tokayev to the people of Kazakhstan dated September 1, 2023 «The Economic course of a Fair Kazakhstan», the President, noting the importance of the digitalization process, said: «You know, I pay special attention to the issues of digitalization and innovation. We already have achievements in the field of digitalization. We are facing a strategically important task – to turn Kazakhstan into an IT country».

Also in the 2nd paragraph «Formation of a conscious and comprehensively developed citizen through the secondary education system» of the Concept of development of preschool, secondary, technical and vocational education of the Republic of Kazakhstan for 2023-2029, adopted by Resolution No. 249 of the Government of the Republic of Kazakhstan dated March 28– 2023, highlighted the importance of digitalization of the secondary education system.

In the Address of the President of Kazakhstan Kassym-Jomart Tokayev to the people of Kazakhstan dated September 1, 2020 «KAZAKHSTAN IN A NEW REALITY: TIME FOR ACTION», the President noted that «it is urgently necessary to develop a single online educational platform with all the functions necessary for full-fledged education», emphasizing the importance of digitalization of online learning and education.

The national project «Technological Breakthrough through digitalization, science and innovation», implemented in 2021-2025, approved by the Decree of the

Government of the Republic of Kazakhstan dated October 12, 2021 № 727, provides for providing students with 24/7 access to school content from home. Within the framework of this project, activities are planned to translate textbooks into digital format, create a digital portfolio of textbooks and implement an integrated online educational platform. At the same time, the relevance of this issue is due to the state program «Digital Kazakhstan», adopted in accordance with the decree of the Government of the Republic of Kazakhstan dated December 12, 2017 № 827.

Kazakhstan's entry into the Bologna Process on March 11, 2010 (Enic-Kazakhstan, 2019) the process of globalization and economic integration of various countries of the world, the interdependent development of pedagogical theories, concepts and ways of practical implementation of pedagogical experience, as well as the introduction of digital technologies that are being transformed in the global educational space, of which Kazakh education is also a part, have led to a large-scale transition to the latest educational model of a competence-based approach to education, which is relevant both in international and in Kazakh pedagogical science.

The United Nations Concept Note states, that the COVID-19 pandemic has led to the largest disruption in the functioning of education systems in history, which, according to UNO (2021), affected almost 1.6 billion students in more than 190 countries and on all continents. The closure of schools and other educational institutions affected 94 per cent of the global student population, and in low-income and lower-middle-income countries, this figure is 99 per cent.

At the same time, it should be noted that the crisis served as an incentive for the introduction of innovations in the field of education. Innovative approaches are used to ensure the continuity of education and professional training: from radio and television broadcasts to the provision of sets of materials for studying at home. Taking into account the constructive measures taken to organize the continuous learning process by Governments and partners around the world, including within the framework of the Global Coalition on Education under the auspices of UNESCO, solutions for distance learning have been developed.

According to Nazarov Zh.: «Digitalization of education is an actual trend of the global social, economic, industrial, and consequently the educational system». In most developed countries of the world and in the post-Soviet space, education has gone through an emergency transition to distance learning, mainly implemented through various digital tools. This transition not only became an occasion to intensify the digital transformation, which was laid down as a strategic goal of a number of program documents in the field of education but also made it possible to check the results of the transformations already carried out.

But at the same time, this emergency transition to distance learning has exposed a number of problems that are relevant not only for Kazakhstan but also for many other countries of the world. In the Address to the people of Kazakhstan «Kazakhstan in a new reality: time for action», Head of State Kassym-Jomart Tokayev (2020) noted that due to the transition of most schoolchildren and students in the world to distance learning, it is urgently necessary to develop a unified online educational platform with a set of all functions necessary for a full-fledged educational process. «Electronic textbooks are one of the most important tools in the

transition to distance learning, » Kassym– Jomart Tokayev continued».

But at the same time, the urgent transition to distance learning has revealed several problems that are relevant not only for Kazakhstan but also for many other countries of the world.

In this regard, we analyzed the following documents: The Law of the Republic of Kazakhstan «On Education» dated 27 July 2007 No. 319-III, Law of the Republic of Kazakhstan On Amendments and Additions to the Law of the Republic of Kazakhstan «On Education» dated October 24, 2011 No. 487-IV, Address by the President of the Republic of Kazakhstan, Leader of the Nation, N.Nazarbayev «Strategy Kazakhstan-2050»: new political course of the established state», the Law of the Republic of Kazakhstan «On Amendments and Additions to Some Legislative Acts of the Republic of Kazakhstan on the promotion of innovation, digitalization, information security and education» dated July 14, 2022 № 141-VII ZRK, the state program for the implementation of the language policy of the Republic of Kazakhstan for 2020 – 2025, adopted by the Resolution of the Government of the Republic of Kazakhstan dated December 31, 2019 № 1045, President Kassym-Jomart Tokayev`s State of the Nation Address «Economic course of a Just Kazakhstan» dated 1 September 2023, President Kassym-Jomart Tokayev`s State of the Nation Address «A Fair State. One Nation. Prosperous Society» dated 1 September 2022, The Concept of development of preschool, secondary, technical and vocational education of the Republic of Kazakhstan for 2023-2029, adopted by Resolution No. 249 of the Government of the Republic of Kazakhstan dated March 28– 2023, Order of the Minister of Education of the Republic of Kazakhstan dated August 3, 2022 No. 348 On the Approval of State mandatory standards of preschool education and Training, Primary, Basic secondary and General secondary, Technical and Vocational, Post-secondary education.

In the Message of the President of Kazakhstan Kassym-Jomart Tokayev to the people of Kazakhstan dated September 1, 2020 «KAZAKHSTAN IN A NEW REALITY: TIME FOR ACTION», the President noted that «In connection with the coronavirus pandemic, the vast majority of schoolchildren and students in the world have switched to distance learning. This entails a completely different style and content of the work».

In this regard, it is noted that there is a need to increase the volume of independent work of students and the lack of digital educational content in English, taking into account the high modern requirements in the field of education in a foreign language at school.

Language is a means of cognition of the world, a means of familiarity with the values of other peoples. Currently, there is a growing interest in early learning of a foreign language. According to Biboletova M.Z., at the present stage, the main goal of teaching a foreign language is the formation of foreign language communicative competence, that is, the ability and readiness to carry out communicative relations with native speakers in a foreign language. The second goal is to involve students in the culture of the country of the language being studied. In turn, this will help the child to better understand and realize the culture of his country, teach him to introduce the culture of his country to representatives of other nationalities in the

process of intercultural communication. In addition, teaching a foreign language from an early age teaches children to carry out communicative communication with other native speakers at an elementary level.

According to experts, the flexibility of the natural mechanism of language acquisition by young children, imitation abilities, natural interest and the need to learn new things, as well as the absence of a «language barrier» contribute to the effective solution of problems arising in the process of learning a foreign language.

And learning a foreign language with the help of digital technologies is a time requirement. The proof of this is, on the one hand, the transition to distance learning due to the COVID-19 pandemic, which began in 2020, and on the other hand, the pace and importance of the digitalization of education in the world and Kazakhstan.

Therefore, within the framework of the topic under study, we decided to differentiate the works of Kazakhstani and foreign researchers on these issues.

The works of the following Kazakhstani authors were devoted to the issues of early foreign language teaching: Sarlybayeva A.K., Amandykova G.N., Mukhtarova Sh.E., Sarsembayeva A.Zh.; Russian authors: Bim I.L., Vereshchagina I.N., Azovkina A.N., Ananyeva B.G., Biboletova M.Z., Borisova A.N., Vronskaya I.V., Vygotsky L.S., Galperin P.Ya., Grigorieva V.V., Gulyaeva P.I., Zimnaya I.A., Leontiev A.A., Ponomareva V.V., Prytkin T.A., Rogova G.V., Rubinstein S.L., Ayapova T.A. and others.

Theoretical research within the framework of the methodology of teaching a foreign language at an early age was carried out by Bim I.L., Biboletova M.Z., Vereshchagina N.N., Galskova N.D., Geyser A.V., Denisova L.G., Kolker L.M., Milrud R.P., Passov E.I., Nikitenko Z.N., Rogova G.V., Ustinova E.S., Cheptsova L.B., Brown G., Livingstone S. and others.

Scientists who considered the content of primary school education from a new point of view, taking into account economic and social changes in modern society: Alekseeva N.I., Anikudimova E.A., Bure R., Vasilyeva T., Gracheva Z., Gulamiryan D., Volkova S.I., Vorobyeva T.K., Zotova T.N., Mizova M.H., Nechaeva V., Nemensky V., Leushina A., Taruntaeva T., Kravchenko V., Schastny A.M., Usova A., Ulitko S., Rumyantseva L., Repina T., Ruga R., Shirokova G.K., Paramonova L.A., Prosvirkin V.N., Konobeeva E.A., Klimentieva Z.A., Chepel T., Chumicheva R., Fedosova N.A. and others.

The issues of foreign language communicative communication and communicative competence have become the subject of study of many foreign, Russian and domestic scientists. The process of formation and development of communicative competence in the process of teaching a foreign language was considered by the following scientists: M. N. Vyatutnev, I. A. Zimnaya, N. I. Gez, E. I. Passov, I. L. Bim, V. V. Safonova, J. Savignon, G. Pifo, D. Hymes, D. Equal.

Russian scientists who studied the problems of the structure and essence of communicative competence I.L. Bim, N.D. Galskova, N. Chomsky, V.V. Safonova, E.N. Solovova, G.D. Tomakhin, V.A. Slastenin, G.S. Trofimova, O.V. Fadeikina, A.N. Shamov, O.V. Shmailova, S.A. Yusupov .

The topic of digital transformation of education is one of the most discussed and relevant in the pedagogical community – both in the Republic of Kazakhstan and in the

world. Accordingly, examples can be given endlessly, they are diverse and multidimensional.

B. Abykanova, Zh. A. Karaev, G.K. Nurgalieva, T.O. Balykbayev, Zh.U. Kobdikova, K.Z. Halykova, etc. described in their works on the use of ICT tools in order to increase the motivation and cognitive interest of students and students in learning, in the works of G.O. Tazhigulova, A.E. Seilkhanova, the issues of development are investigated and studied and the evolution of digital education, the concept and essence of digital pedagogy.

Also, the importance and relevance of the issues we are considering in the field of education is confirmed by various legislative and regulatory documents. In turn, we consider these legislative and regulatory documents as pedagogical foundations for the formation of foreign-language communicative competence of primary school students in the conditions of digitalization of education.

Namely, The Law of the Republic of Kazakhstan «On Education» dated 27 July 2007 No. 319-III, Law of the Republic of Kazakhstan On Amendments and Additions to the Law of the Republic of Kazakhstan «On Education» dated October 24, 2011 No. 487-IV, Address by the President of the Republic of Kazakhstan, Leader of the Nation, N.Nazarbayev «Strategy Kazakhstan-2050»: new political course of the established state», the Law of the Republic of Kazakhstan «On Amendments and Additions to Some Legislative Acts of the Republic of Kazakhstan on the promotion of innovation, digitalization, information security and education» dated July 14, 2022 № 141-VII ZRK, the state program for the implementation of the language policy of the Republic of Kazakhstan for 2020 – 2025, adopted by the Resolution of the Government of the Republic of Kazakhstan dated December 31, 2019 № 1045, President Kassym-Jomart Tokayev`s State of the Nation Address «Economic course of a Just Kazakhstan» dated 1 September 2023, President Kassym-Jomart Tokayev`s State of the Nation Address «A Fair State. One Nation. Prosperous Society» dated 1 September 2022, the Concept of development of preschool, secondary, technical and vocational education of the Republic of Kazakhstan for 2023-2029, adopted by Resolution No. 249 of the Government of the Republic of Kazakhstan dated March 28– 2023, Order of the Minister of Education of the Republic of Kazakhstan dated August 3, 2022 No. 348 On the Approval of State mandatory standards of preschool education and Training, Primary, Basic secondary and General secondary, Technical and Vocational, Post-secondary education.

Based on the analysis of the above documents, it can be concluded that the formation of foreign language communicative competencies of younger schoolchildren is one of the main tasks of modern education.

Despite the versatility and significance of the research carried out concerning the formation of foreign language communicative competence, they do not exhaust all aspects of the problem of the formation of foreign language communicative competence of students in the conditions of digitalization of education. The process of digitalization saturates the educational space with a variety of digital technologies and a variety of software innovations. At present, it is noted that the pedagogical potential and the possibilities of the digitalization of education are not fully used in teaching foreign

language to schoolchildren. Therefore, on the one hand, there is a need to systematize the accumulated experience on this topic, and on the other - the need to update the methodology of teaching a foreign language to primary school students based on the full use of the pedagogical potential of digitalization of education.

Analysis of the research work and scientific and pedagogical literature, legislative and regulatory documents, as well as analysis of the research problem, differentiation of the current state of the problem in theoretical research and in practice, we came to the conclusion that until now no special research has been conducted on this issue, only some of its aspects and problems have been considered. This is evident from the following contradictions in the context of our research work:

- contradictions between the insufficiency of pedagogical foundations for the formation of foreign language communicative competence of younger schoolchildren and the requirements of state policy;

- contradictions between the need to form foreign-language communicative competence from primary school and the lack of a scientific, unified definition and classification of the concept of «foreign-language communicative competence of younger schoolchildren» and its components;

- contradictions between the need to use digital educational content in the formation of foreign language communicative competence of younger schoolchildren in the conditions of digitalization of education and insufficient study of the theoretical and methodological foundations of this problem and insufficient provision of special methodological manuals;

- contradictions between the need to identify positive foreign, Russian and domestic experience in solving the problem of developing foreign-language communicative competence of younger schoolchildren and the lack of research on the practical side of this issue.

The search for a solution to these contradictions gave us the basis for identifying the problem of research and choosing a topic in the following

wording: «Pedagogical foundations for the formation of foreign-language communicative competencies of younger schoolchildren in the conditions of digitalisation of education».

The problem of the research is to find a solution to the contradictions between the needs of modern practice, the need for the formation of foreign-language communicative competence of younger schoolchildren in the conditions of digitalization of education, the need to use digital educational content when taking into account the social order and the formation of foreign-language communicative competence of younger schoolchildren and insufficient study of the theoretical and methodological foundations of this problem and insufficient provision of special methodological manuals.

**The purpose of research:** theoretical substantiation and development of a methodology for the formation of foreign language communicative competencies of younger schoolchildren in the conditions of digitalization of education.

**The object of research:** the educational process of primary school.

**The subject of research:** formation of foreign language communicative competence of younger schoolchildren.

**Research hypothesis:** if, in the process of forming the foreign language communicative competence of younger schoolchildren, the proposed pedagogical conditions will be taken into account and will be implemented on the basis of the prepared model, then the foreign language communicative competence of younger schoolchildren will increase, since it will be possible to develop their ability to communicate in a foreign language, improve their communicative abilities and form digital competence of students.

In accordance with the purpose and hypothesis of the research, the established subject and object of the research, the following research **tasks** are defined:

1. Substantiation of the meaning of the concept of formation of foreign language communicative competence of younger schoolchildren in the conditions of digitalization of education (the author's definition of the concept of «foreign language communicative competence of younger schoolchildren»);

2. Determination of pedagogical conditions for the formation of foreign language communicative competence of younger schoolchildren in the conditions of digitalization of education;

3. Development of a model for the formation of foreign language communicative competence of younger schoolchildren in the conditions of digitalization of education;

4. Development of a methodology for the formation of foreign language communicative competence of younger schoolchildren in the conditions of digitalization of education and experimental verification of its effectiveness

**The leading idea:** forming foreign-language communication competence in primary school students, it will be possible to create an identity that possesses both foreign communication and digital competence, in accordance with their age-specific characteristics.

The methodological and theoretical basis of the study:

- theoretical propositions, revealing the essence of concepts «communicative competence», and «foreign language communicative competence» from philosophical, social, psychological and pedagogical points of view;

- the teaching of the comprehensive and harmonious development of the personality; the theory of the system-holistic approach;

In addition, the following methodological approaches were used as a basis:

- activity approach (L.S. Vygotsky, P.Y. Galperin, S.L. Rubinshtein, D.B. Elkonin, G.V. Babina, M.A. Cherkasova);

- activity - technological approach (digital educational technologies, digital didactics) (Puentedura R., Keller, Mishra, V.I. Dzhubaliyeva, etc.)

- system approach (Y.K. Bábán, N.D. Hmel );

- personal - oriented (I.A.Zimnaya; E.V.Bhndarevskaya, V.B.Shdrikov, I.S.Yakimanskaya);

- axiological approach that defines a person, his personality as the highest social value (M.S. Kagan, D.S.Likhachev, V.A.Slastenin, E.N. Shiyanov, etc.);

- historian - transformational approach, studying pedagogy in the digital age (Mazurov, Helen Bitham, Ron Shapen, Nurgalieva G.K., Mynbayeva A.K. etc.) [Seilkhanova]

-design - model approach (model of digital competencies, digital literacy) (Redeker K., Gilster P., Aimaletdinov T.A., Ospanova B.R. etc.) [Seilkhanova]  
- integration approach (V. V. Kraevsky, A. V. Petrovsky, G.N. Aitmaganbetova, N. F. Talyzina, E.B. Duisenbekov, G. D. Gleiser, V. S. Lednyov, S. M. Gayenkova, G. Feyenkov, etc.);

**Sources of research:** works in the field of philosophy, methods of teaching a foreign language from primary classes, psychology, pedagogy, devoted to the studied problem, legal documents of the Republic of Kazakhstan, The Law of the Republic of Kazakhstan «On Education» dated 27 July 2007 No. 319-III, Law of the Republic of Kazakhstan On Amendments and Additions to the Law of the Republic of Kazakhstan «On Education» dated October 24, 2011 No. 487-IV, Address by the President of the Republic of Kazakhstan, Leader of the Nation, N.Nazarbayev «Strategy Kazakhstan-2050»: new political course of the established state», the Law of the Republic of Kazakhstan «On Amendments and Additions to Some Legislative Acts of the Republic of Kazakhstan on the promotion of innovation, digitalization, information security and education» dated July 14, 2022 № 141-VII ZRK, the state program for the implementation of the language policy of the Republic of Kazakhstan for 2020 – 2025, adopted by the Resolution of the Government of the Republic of Kazakhstan dated December 31, 2019 № 1045, President Kassym-Jomart Tokayev`s State of the Nation Address «Economic course of a Just Kazakhstan» dated 1 September 2023, President Kassym-Jomart Tokayev`s State of the Nation Address «A Fair State. One Nation. Prosperous Society» dated 1 September 2022, the Concept of development of preschool, secondary, technical and vocational education of the Republic of Kazakhstan for 2023-2029, adopted by Resolution No. 249 of the Government of the Republic of Kazakhstan dated March 28– 2023, Order of the Minister of Education of the Republic of Kazakhstan dated August 3, 2022 No. 348 On the Approval of State mandatory standards of preschool education and Training, Primary, Basic secondary and General secondary, Technical and Vocational, Post-secondary education, curricula, programs, textbooks, advanced pedagogical experience of researchers, as well as pedagogical and research experience of the author.

**Research methods:** to solve the problems and test the hypothesis of research, a set of mutually enriching and complementary methods was used:

*Theoretical methods:* a review of literature on the basis of the Connected papers program, theoretical analysis of philosophical, psychological and pedagogical literature, legal and educational documents on the problem of research; modelling; study of pedagogical experience in the formation of foreign-language communicative competence of junior schoolchildren;

*Empirical methods:* as a pedagogical experiment, determining, shaping, and final stages of experimental work are realized. In order to process statistical data at the substantiating stage of experimental and experimental work the following research methods were used: interview, observation, conversation, method of diagnostics of school motivation N.G.Luskanova, level test in English, The scale of R. Erikson for assessment of communicative speech skills, adapted by V.A.Kalyagin and L.N.Matsko,



a test for dialogical speech, Excel program capabilities, arithmetic average. The Pearson linear correlation coefficient and the Cheddock scale were used in the final experiment.

In addition, the research includes pedagogical evaluation, the study of pedagogical documents, diagnostics of levels of foreign-language communicative competence formation of primary school students, and methods of statistical processing of obtained data, such as ranking, scaling, rating, mathematical, and statistical processing of received data, in the course of results research.

**Research Base:** Pilot Work Conducted at NCSS «Erfolg» and in KSU «school - lyceum 66».

**Research Steps and Research Procedure:** The research work was carried out between 2019 and 2023 in three stages.

**The first stage (2019-2020)** summarizes the material on the research problem, and analyzes philosophical, pedagogical, and psychological works. The scientific apparatus of the research work is defined, the goals and objectives of the research, the subject and object of the research, the stages of the research and the scientific hypothesis are specified. During the ascertaining experiment, the initial levels of foreign language communicative competencies of younger schoolchildren, existing methods and techniques of English language teachers, the content and learning process were analyzed. Scientific articles were published. In accordance with the requirements of mandatory educational standards and curricula, work was carried out on a workbook on the English language and on a collection of interactive tasks.

**The second stage (2020-2022 Ij.)** a formative experiment was conducted, pedagogical conditions were determined and a model for the formation of foreign-language communicative competencies of younger schoolchildren in the conditions of digitalization of education was developed. Based on this, a system of methodological measures has been developed, the most effective forms and methods of work on the formation of foreign-language communicative competencies of younger schoolchildren, taking into account the age characteristics of students, have been determined. The author's educational and methodological complex was also systematized and prepared, namely, an electronic workbook in English "ZHBBM bastauysh synyp okushylaryna arnalgan agylshyn tilinen zhumys dapteri", a collection of interactive tasks "ZHBBM bastauysh synyp okushylaryna arnalgan agylshyn tili boyynsha interactive tapsyrmalar zhyntygy", as well as methodological recommendations "ZHBBM kishi mektep zhasyndagy balalardy agylshyn tiline okytu bagdarlamasy". This author's educational and methodological complex meets the requirements of the mandatory educational standard and curricula and at the second stage of the study was introduced into the educational process of research bases.

**The third stage (2022-2023)** conducted the final experiment, summed up and systematized the results of the research work. The analysis and comparison of the results of the ascertaining and formative experiments were carried out. Based on the results of the study, the obtained scientific data are summarized, conclusions and recommendations are prepared. Theoretical conclusions are presented in tables and illustrations compiled in accordance with the requirements for the dissertation, the literature is systematized.

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

- based on a comprehensive analysis of philosophical, psychological, and pedagogical literature clarified the meaning of the concepts of «communicative competence», and «foreign communicative competence», given the author's definition of the concept of «foreign-language communicative competence of junior schoolchildren»;

- the pedagogical conditions for the formation of foreign-language communicative competence of junior schoolchildren in the context of the digitalization of education have been determined;

- a model of formation of foreign-language communicative competence of junior schoolchildren in the context of digitalization of education has been developed;

- The content has been selected and a methodology developed for the formation of foreign-language communicative competence of junior schoolchildren in the context of the digitalization of education.

Pupils in the context of digitalization of education were introduced into the educational process NCSS «Erfolg» and in KSU «school - lyceum 66» and an act on the implementation of the results of research work in the educational process was drawn up (3 acts).

- methodical recommendation

- electronic workbook

- collection of interactive tasks;

- online seminar «Digital transformation of education and creation of digital educational content of Kazakhstan» для учителей общеобразовательных школ, для преподавателей, магистрантов и докторантов (21.01.2022, 15.00);

A comprehensive educational and methodical manual prepared on the pedagogical basis of forming foreign-language communicative competences of junior schoolchildren in the context of digitalization of education has been introduced into the program of the Institute of Advanced Training.

BSPU named after M. Tank (Belarus, Minsk) (Act of 17.02.2022 on the introduction of the results of research into the educational process).

**Reliability and validity of results:** methodological, theoretical orientation of the thesis research, correspondence of the research content to the scientific apparatus, planning of experimental work, the use of mathematical methods in the processing of the obtained results and their effectiveness is provided for verification, introduction into the educational process of educational and cognitive activities of junior schoolchildren, aimed at solving problems of formation of foreign communicative competence in the context of digitalization of education.

**Provisions for the protection of:**

1. Refined meaning of the concepts of «communicative competence», «foreign communicative competence» and the author's definition of the concept of «foreign-language communicative competence of primary school pupils» in pedagogical science.

*Communicative competence* - choice and implementation of programs of speech behavior depending on the ability of a person to adapt in certain conditions of communication.

Within the framework of this study, we consider foreign-language *communicative competence* as the ability and readiness to implement foreign-language communication.

*Foreign language communicative competence of a primary school student* is the ability of the student to solve actual every day, educational and cultural problems in a foreign language, as well as the ability to successfully carry out communication in a foreign language, taking into account the features of the culture of the language being studied (the author's definition).

2. Pedagogical conditions and model of formation of foreign-language communicative competence of junior schoolchildren in the context of digitalization of education.

Model construction is one of the most important categories of theoretical knowledge, at the theoretical level it is an indirect method of studying processes and phenomena using various features, abstract models, at the experimental level-subject models, therefore, the creation of models and their application is widely used in pedagogical research.

The proposed model is carried out by studying the levels of formation of foreign-language communicative competence of younger schoolchildren, determining their pedagogical conditions, forming a comprehensive and systematic approach to the formation of foreign-language communicative competencies of younger schoolchildren in the conditions of digitalization of education, as well as introducing the author's educational and methodological complex into the educational process of the school. Based on this, we note that all the components of the model we have created are interconnected in content and functionally. We consider the structural and content model of the formation of foreign language communicative competence of younger schoolchildren in the conditions of digitalization of education as a complex, step-by-step, consistent, systematic and continuous process.

*The pedagogical conditions* for the formation of a foreign-language communicative competence of junior schoolchildren in the context of the digitalization of education are as follows:

- *organizational conditions* (provision of material and technical means necessary for education, coordination of educational and extracurricular activities of students);

- *didactic conditions* (choice of forms and methods of teaching according to the purpose, observance of didactic principles);

- *educational and methodological conditions*;

3. Methods of formation of foreign language communicative competence of junior schoolchildren.

Comprehensive educational and methodical manual on the formation of a foreign-language communicative competence of junior schoolchildren in the context of the digitalization of education:

- collection of interactive tasks

4. The results of experimental and experimental work confirming the effectiveness of the structural and content model of the formation of a foreign-language communicative competence of junior schoolchildren in the context of the digitalization of education.

The results of the experimental work were calculated by the Pearson linear correlation coefficient, and showed the following results: according to the linguistic (lexical) component of the foreign language communicative competence of younger schoolchildren,  $r_{xy} = 0.93$ . And according to the pragmatic component  $r_{xy} = 0.93$ , according to the sociolinguistic component  $r_{xy} = 0.91$ , according to the linguistic (grammar, spelling, orthoepy, phonology) component  $r_{xy} = 0.90$ , according to the indicators of emotional and value attitude to learning a foreign language  $r_{xy} = 0.92$ . In order to determine the strength of the connection between the introduction of the author's educational and methodical complex into the educational process of primary school and the increase in the indicators of the subjects of ET, we used the scale of the famous statistician Charles Gilbert Chaddock.

Thus, the results of the statistical processing described above correspond to the description of Charles Gilbert Chaddock as a "very high connection", which indicates the density of the connection between the introduction of the author's educational and methodical complex in the educational process of primary school and the increase in the indicators of foreign language communicative competence of the subjects of ET. In turn, this proves the effectiveness of the author's educational and methodological complex developed by us.

#### **Examining and implementing research results:**

The content of the dissertation was published in 15 scientific works. Three educational and methodical manuals were published on the topic of the dissertation. Also, 1 article in the materials of the republican scientific and Practical Conference, 5 articles in materials of the international scientific and practical conference, 1 article in the journal included in the database, 4 articles in journals recommended by the Committee for Quality Assurance in the field of science and higher education of the Republic of Kazakhstan, 2 articles in journals included in the Scopus database.

Namely:

1. International scientific and Practical Conference «Modern pedagogical technologies in foreign language education: trends, transformations, vectors of development: scientific collection works of the International Scientific and practical conference» (Bulgaria, 2021);

2.15 International scientific and practical conference «Fundamental and applied science - 2019» (Англия, 2019);

3. International scientific and practical conference «Современные тенденции развития науки и образования в условиях информационной глобализации» (Karaganda, 2020);

4. VII International scientific and practical conference «Science and education - the most important factor in the development of society in modern conditions» (Karaganda, 2020);

5. Bulletin of the Kazakh Humanitarian and Law Innovation University (Semey, 2020);

6. International scientific journal «Science and life» (2020, December);

7. Herald of Karaganda University. Series of Pedagogy (2021)

8. Herald of Karaganda University. Series of Pedagogy (2022);

9. Herald of Karaganda University. Series of Pedagogy (2023);

10. International Journal of Knowledge and Learning (2023) (Scopus, Q3, percentile - 36)

11. International Journal of Education in Mathematics, Science and Technology (2023) (Scopus, Q2, percentile - 57).

**Structure of the thesis:** It consists of an introduction, two sections, a conclusion, a list of the literature used, and an appendix. The total volume of the dissertation is 152 pages, the list of literature used is 204, as well as the number of tables 17, and the number of figures 36.

**The introduction reflects** the relevance of the study, scientific apparatus, purpose, object, subject, problems and hypothesis, leading idea, theoretical and methodological bases of research, methods, scientific novelty of research, Theoretical significance, novelty, stages and base of research, The main points of protection.

**In the first chapter «Methodological bases of formation of foreign-language communicative competence of junior schoolchildren»** questions of formation of foreign-language communicative competence of junior schoolchildren in the context of digitalization of education, based on theoretical and practical aspects of pedagogical, psychological and methodological points of view on the studied problem, were considered; considered the process of formation of foreign-language communicative competence of junior schoolchildren in Kazakhstan and abroad in the context of digitalization of education; determined pedagogical conditions and developed a model of formation of foreign-language communicative competence of junior schoolchildren.

**In the second chapter «Content of formation of foreign-language communicative competence of junior schoolchildren under conditions of digitalization of education»** The content, methods, means, organizational forms of formation of foreign language communicative competence of younger pupils in the context of digitalization of education were considered. On this issue, the effectiveness of the use of two electronic teaching aids and one methodical recommendation was experimentally tested, the progress of experimental work was presented.

**In conclusion,** conclusions and recommendations are given, based on the results of theoretical, experimental work.

**Appendix** includes excerpts from the workbooks. Also, acts on the introduction of results into the educational process (3 acts), acts on the inclusion of research results in the learning process (3 acts) and certificates on the entry of information into the state register of rights to objects protected by copyright (3 certificates).

