

## ANNOTATION

dissertation for the degree of Doctor of Philosophy (PhD) prepared by **Riza Nabieva Zhapanova** on the topic: **“Pedagogical Conditions for Developing Healthy Lifestyle Skills in Primary School Children”** in the specialty 6D010200 – Pedagogy and Methods of Primary Education.

**Relevance of the Research.** Today, in developed countries, the health of individuals and society holds significant social value. In the modern world, for a person to be considered a fully educated individual, it is essential, first and foremost, to adhere to a healthy lifestyle and to develop a culture of health. This is not only a personal asset but also one of the key conditions for our country's entry into the ranks of developed nations. In other words, the health of the population is one of the most important indicators of a nation's prosperity.

The necessity of forming a healthy lifestyle occupies a central place in the President's Address and is an integral part of state policy. On the one hand, it reflects the government's efforts to prevent diseases, and on the other, it promotes the formation of a healthy lifestyle among citizens.

It is well known that promoting a healthy lifestyle involves engaging in physical activity, maintaining hygiene, and avoiding harmful habits.

The formation and reinforcement of human health is a responsibility not only of medicine but of society as a whole. Under the conditions of modern market relations, and within the education and upbringing system of independent Kazakhstan, this issue is addressed through an understanding of the deep essence of education and human nature, as well as one's mental and spiritual well-being. In the Republic of Kazakhstan, maintaining and caring for citizens' health is one of the main directions of state policy.

In this context, the Comprehensive Strategic Development Plan of the Republic of Kazakhstan until 2025, the Law of the Republic of Kazakhstan "On Education", the Comprehensive Program for Upbringing in Educational Institutions of the Republic of Kazakhstan, the Healthcare Development Concept of the Republic of Kazakhstan until 2026 (approved by the Resolution of the Government of the Republic of Kazakhstan dated November 24, 2022, No. 945), the programmatic statement "Course Towards the Future: Spiritual Modernization", the President's Address to the Nation by K. Tokayev "A Fair State. One Nation. A Prosperous Society" (September 1, 2022), and the Concept for the Development of Preschool, Secondary, Technical, and Vocational Education in the Republic of Kazakhstan for 2023–2029 serve as clear confirmation of this priority.

Ancient philosophers such as Hippocrates, Plato, and Aristotle also emphasized that people's behavior and lifestyle directly affect their health.

The progressive educational ideology of Central Asian peoples significantly influenced the formation of views in the process of educating the younger generation. The pedagogical ideas of Ibn Sina, Al-Farabi, Al-Madhali, U. Tileukabyly, and M.Kh. Dulati are in close alignment with traditional concepts of

personality development and physical education for the youth.

Al-Farabi stated: "The soul and the body develop together; there is no soul without a body. The soul is the vital quality of the body. A person does not have two souls simultaneously. Both the body and soul are transient. The body influences the development of the soul, its gradual formation, and perfection. For the soul to develop, the body must be healthy. Where there is no bodily health, there is no spiritual health."

His notion that "Without spiritual health, there can be no physical health" highlights a pressing issue in today's schools. According to recent research, around 60% of students suffer from chronic illnesses, the majority of which are psychosomatic in nature. The increase in such cases allows the conclusion that "the main factor negatively affecting children's physical health is the weakness of their inner, spiritual world."

Kazakh educators such as Sh. Ualikhanov, A.S. Sitdykov, and K.Sh. Shaimerdenova emphasized that promoting a healthy lifestyle among the younger generation must always be grounded in the principle of moderation, care for one's health, and effective use of natural resources to support well-being.

In the 1920–1930s, public figure A. Baitursynov advocated that health is more valuable than wealth and stressed the importance of investing any effort or resources necessary to preserve it. He paid particular attention to raising a healthy younger generation.

In the late 1940s and early 1960s, scholars like M.V. Antropova, L.A. Ivashova, S.M. Grombach, and N.I. Bobrov focused on hygiene and health conditions in educational institutions.

During the 1970s and 1980s, philosophers and sociologists (e.g., A.P. Butenko, V.B. Kapustin, M.N. Rutkevich), doctors (e.g., N.M. Amosov, D.A. Izutkin, I.I. Brekhman), and educators and psychologists (e.g., M.Ya. Vilensky, V.A. Ananyev, A.A. Dubrovsky) conducted extensive studies related to healthy lifestyles. Other researchers—such as L.G. Tatarnikova, S.V. Popov, Zh.T. Bilich, and G.S. Akieva—also contributed significantly to the scientific exploration of this issue.

In Kazakhstan, various levels of research and practical activities are being carried out to promote a healthy lifestyle among the population. Non-traditional and natural healing methods are also being explored for classroom and extracurricular use. For example, A. Dosbenbetova's work focuses on shaping healthy lifestyles in children and adolescents through the collective efforts of schools, families, and communities. Other researchers—such as Zh.Z. Torybaeva, S.T. Seydumanov, A.S. Adilkhanov, D.B. Bidanov, R.D. Artykbaev, K.I. Adambekov, A.G. Tilek, Sh.K. Aitpaganbetova, and A.S. Imangaliyev—have addressed aspects of health education, extracurricular physical education, and national pedagogical approaches to fostering wellness. Studies by A.K. Akisheva, E.N. Kasymbayeva, K.S. Abishev, and Zh.M. Tulegenov have explored the use of Kazakh folk pedagogy in promoting physical culture and well-being.

In recent years, Kazakh researcher K.M. Kertaeva, analyzing the deontological aspects of this issue in her work "Rahat School: A New Century for a New School", emphasizes that one of the most important tasks is for teachers to exhibit



the pedagogical conditions developed in accordance with specific methodological foundations, it will enhance the effectiveness of the model for forming healthy lifestyle skills in students. This is because the formation process of healthy lifestyle skills is carried out through the specially developed methodology.

In line with the aim and hypothesis of the study, and considering the object and subject of the research, the following research tasks were identified:

To reveal the pedagogical essence of forming healthy lifestyle skills in primary school students, to clarify the concepts of "lifestyle" and "health," and to provide an authorial definition of the concept "formation of healthy lifestyle skills in primary school students."

To develop pedagogical conditions for forming healthy lifestyle skills within the educational and upbringing process of primary school.

Taking into account age-related characteristics, to define the criteria and indicators for levels of healthy lifestyle skill formation and to construct a model for the formation of healthy lifestyle skills in younger schoolchildren.

To create a methodology for forming healthy lifestyle skills in students within the holistic pedagogical process of primary school and to test its effectiveness through experimental work.

**Leading Idea of the Research.** The formation of healthy lifestyle skills in primary school students is a scientifically organized and purposeful process that constitutes an essential component of the overall system of personal development.

**Methodological Basis of the Research.** The theoretical and scientific foundations of the research include:

Theoretical principles analyzing the significance of the concepts "health," "lifestyle," and "healthy lifestyle skills" from philosophical, social, medical, psychological, and pedagogical perspectives;

– Scientific concepts aimed at the comprehensive and harmonious development of personality;

– An idea based on the principles of systemacity and integrity;

– Pedagogical ideas and methodological approaches aimed at forming a healthy lifestyle, and concepts of personality formation and development (N.M. Amosov, I.I. Brekhman, Yu.P. Lisitsyn, G.N. Tsaregorodtsev, V.V. Kolbanov);

– **The unity of motivation and behavior** (A. Maslow, W. James, A.N. Leontiev, S.L. Rubinstein).

In addition, the research relies on the following methodological approaches:

- **Deontological approach** (M.M. Ermolovich, K.M. Levitan, K.M. Kertaeva, L. Mardakhaev, L.T. Ryskeldieva, and others);

– **Activity-based approach** (L.S. Vygotsky, P.Ya. Galperin, S.L. Rubinstein, D.B. Elkonin, G.V. Babina, M.A. Cherkasova);

– **Systematic principle**, comprehensively justified in the works of Yu.K. Babansky and N.D. Khmel;

– **Personality-oriented approach**, the foundations of which are reflected in the works of I.A. Zimnyaya, E.V. Bondarevskaya, V.B. Shadrikov, I.S. Yakimanskaya;

– **Axiological direction**, which considers the individual as the highest social

value, as generalized in the research of M.S. Kagan, D.S. Likhachev, V.A. Slastenin, E.N. Shiyanov;

– **Ethnopedagogical foundation**, where the views of scholars such as S. Kaliyev, K. Zharykbayev, A. Tabyldiev, S. Uzakbayeva, K. Kozhakhmetova, R.K. Duisembinova, S.K. Abildina, K.T. Atemova, Sh.M. Mukhtarova are of significant importance;

– **The issue of preparing future pedagogical staff focused on preserving and strengthening students' health**, as addressed in the works of M.V. Kozub, K.I. Shishikina, N.O. Timoshenko, and V.B. Ivanov.

**Sources of the Research.** The sources of the research include: official regulatory and legal documents in the field of education and materials from the World Health Organization and the Ministry of Health of the Republic of Kazakhstan related to the preservation and protection of children's health; studies by Kazakhstani and international scholars on the formation of healthy lifestyle skills in students; psychological and pedagogical works on the preparation of teachers for pedagogical activity; primary school educational programs and working curricula; materials from international and national conferences and periodicals.

**Research Methods.** To achieve the research objectives and verify the hypothesis, a set of complementary and mutually enriching methods was used:

**Theoretical methods:** theoretical review of philosophical, psychological-pedagogical literature, regulatory documents, and educational-methodological materials related to the research problem; construction of a model; study of pedagogical practices in forming healthy lifestyle skills in primary school students;

**Empirical methods:** data collection through questionnaires, surveys, observation, interviews, and written assignments;

**Methods of analysis and evaluation:** analysis of pedagogical documents, diagnostics aimed at identifying students' levels of upbringing and inclination toward a healthy lifestyle;

**Methods of statistical processing:** scaling, ranking, rating of collected data, as well as mathematical and statistical analysis of the research results.

**Research Base:** The research was conducted at School-Lyceum No. 66 and General Secondary School No. 16 in the city of Karaganda.

**Research Stages:** The research process was carried out from 2018 to 2021 and consisted of three main stages:

**First stage (2018–2019)** – Analysis of philosophical, medical, biological, psychological, and pedagogical literature related to the research problem was conducted. This allowed for the study of the educational and upbringing process in schools on this topic and for defining the theoretical and methodological foundations of the issue within the context of general education. Using the selected methodology, the initial level of students' healthy lifestyle skill formation was identified. The gathered material helped to define the scientific framework of the study, formulate the leading hypothesis, and outline the empirical research methodology. This stage was focused on the theoretical understanding and evaluation of the current state of the research problem.

**Second stage (2019–2020)** – Based on the analysis of school documentation

(teachers' council materials, school reports), possibilities for forming healthy lifestyle skills in primary school students were explored. A system of activities was developed and implemented, the most effective forms and methods of working with students were identified, taking into account age-specific characteristics. A comparative analysis was conducted to evaluate students' levels of upbringing and healthy lifestyle skill development before and after the experiment.

**Third stage (2020–2021)** – The results of the study were analyzed, the outcomes of the experimental work were summarized, theoretical conclusions were formulated, and the dissertation materials were compiled.

Key achievements of the research include:

Refinement of the concepts of "lifestyle" and "health" through a theoretical analysis of the concept of forming healthy lifestyle skills in primary school students, as well as providing an authorial interpretation of the term "formation of healthy lifestyle skills in primary school students";

Development of pedagogical conditions for the formation of healthy lifestyle skills in primary school students;

Definition of age-appropriate criteria and indicators for assessing the level of healthy lifestyle skill formation and construction of a corresponding model;

Development of a methodology for forming healthy lifestyle skills in primary school students and testing its effectiveness through experimental work.

#### **Scientific Novelty and Theoretical Significance of the Research.**

– Based on a theoretical analysis of the concept of forming healthy lifestyle skills in primary school students, the content of the terms "lifestyle" and "health" has been clarified, and an authorial definition of the concept "formation of healthy lifestyle skills in primary school students" has been proposed;

– Pedagogical conditions for the formation of healthy lifestyle skills in primary school students have been developed;

– Taking into account age-related characteristics, criteria and indicators for assessing the levels of healthy lifestyle skill formation in students have been determined, and a model for the formation of these skills has been constructed;

– A methodology for the formation of healthy lifestyle skills in primary school students has been developed and its effectiveness has been experimentally tested.

**Practical Significance of the Research.** The theoretical conclusions and scientific-methodological recommendations contribute to improving the process of forming healthy lifestyle skills in primary school students and help address the core problem of the study effectively. An electronic educational resource titled "Saulyk syrý" has been developed, along with a methodological guide for an elective course and a teaching manual "Formation of Healthy Lifestyle Skills in Primary School Students" for elementary school teachers.

The obtained results and the recommendations formulated on their basis can be used in higher education for training future teachers of general education schools, in the professional development of educational staff, and in the development of methodological guidelines for educators, schoolteachers, and parents.

#### **Reliability and Validity of Research Results.**

The reliability and validity of the research results are ensured by the theoretical

soundness of the concepts; the use of a set of methods appropriate to the research subject and objectives; statistical processing of empirical data; the effectiveness of the experimental work; and the implementation of the developed materials in both primary and higher education institutions.

#### **Key Provisions Submitted for Defense.**

– The pedagogical essence of the process of forming healthy lifestyle skills in primary school students, including the clarified content of the terms "lifestyle" and "health", and the authorial definition of the concept "formation of healthy lifestyle skills in primary school students";

– The pedagogical conditions for the formation of healthy lifestyle skills in the educational process of primary school;

– The model for the formation of healthy lifestyle skills in primary school students;

– The methodology for the formation of healthy lifestyle skills within the holistic pedagogical process of primary school and the results of its experimental validation.

**Approbation and Implementation of the Research Results.** The main findings and provisions of the study were presented at international scientific-practical conferences (Karaganda, 2020; Japan, 2019; Atyrau, 2021) and published in journals recommended by the Committee for Quality Assurance in the Field of Education and Science (Astana, 2019; Pavlodar, 2020; Karaganda, 2020), as well as in two scientific articles indexed in the Scopus database.

The research results have been implemented into the pedagogical process of the educational institutions that served as the research base.

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

**The introduction** substantiates the relevance of the chosen topic and presents the scientific framework of the study (aim, object, subject, objectives, hypothesis, scientific novelty, practical significance, and key provisions submitted for defense).

Chapter One, "**Methodological Foundations for the Formation of Healthy Lifestyle Skills in Primary School Students**" provides the methodological justification for the process of forming healthy lifestyle skills in younger students. It reveals the pedagogical essence of healthy lifestyle skill formation and, from the perspectives of medicine, sociology, psychology, and pedagogy, analyzes and refines the concepts of "lifestyle" and "health", offering an authorial definition of "formation of healthy lifestyle skills in primary school students." Pedagogical conditions for implementing this process in the educational environment of primary school are developed, and a model for the formation of these skills is constructed.

Chapter Two, "**Content of the Formation of Healthy Lifestyle Skills in Primary School Students**" outlines the practical implementation of the model. It describes the goals, objectives, content, and methods of the experimental program "Saulyk syrý." As a result of the experimental work, criteria and indicators of skill formation levels were developed. The methodology for forming healthy lifestyle skills in students was validated through experimentation, and the obtained results were analyzed.

**The conclusion** summarizes the research findings, confirms the proposed hypothesis and key provisions submitted for defense, presents recommendations, and outlines relevant directions for future scientific inquiry.

**The appendices** include materials related to the research that are not part of the main content of the dissertation.