ANNOTATION

to the dissertation of Kulabekova Gulshat Kamarbekovna on the topic "Theory and practice of educating boy-adolescent in Kazakh folk pedagogy", submitted for the degree of Doctor of Philosophy (PhD) in specialty 6D010300 – "Pedagogy and Psychology"

The aim of the research is to theoretically substantiate the process of educating boys and young men in Kazakh folk pedagogy, identify its psychological and pedagogical characteristics, and empirically verify its effectiveness in training future teachers.

Research objectives:

1. to systematize the theoretical and methodological foundations of the upbringing of boys and young men in Kazakh folk pedagogy;
2. to identify the psychological and pedagogical characteristics of the education of boys and young men in Kazakh folk pedagogy;
3. to define the essence and principles of the upbringing of boys and young men in Kazakh folk pedagogy;
4. compile and select effective methodological resources for the upbringing of boys and young men using the tools of Kazakh folk pedagogy;
5. develop and justify a structural and content-based model for the upbringing of boys and young men in Kazakh folk pedagogy;
6. develop an elective course titled "Traditional Kazakh National Education of Boys," aimed at humanizing the education of boys and young men in the process of training future teachers based on Kazakh folk pedagogy in higher education institutions. Develop the elective course and test its effectiveness through practical and experimental research.

Research Methods:

In the course of fulfilling the tasks set forth in the research work:

Theoretical: formulation and systematization of scientific concepts regarding the research problem; analysis of philosophical, historical-ethnographic, literary, pedagogical, and psychological scientific and methodological works; compilation of historical-pedagogical descriptions; generalization, modeling, and formulation of conclusions.

Empirical: questionnaires, interviews, pedagogical experiments, and surveys developed by the author.

Mathematical and statistical: the results obtained during the study were processed from a mathematical and statistical perspective, and graphical representation methods were also used.

Main theses to be defended:

1. The theoretical concept of the upbringing of boys and young men within the system of Kazakh folk pedagogy has been substantiated. Historically established ethnopedagogical concepts and traditions of socializing boys and men were reconstructed and systematically analyzed using this method, and it was demonstrated that the traditional Kazakh educational system constitutes a holistic

model of the culturally determined formation of male identity. The institutionalization of ethno-pedagogical potential aligns with contemporary concepts of “community-based education,” “culture-based development,” and “social capital theory,” which view “education as the result of the interaction between social institutions and cultural practices.”

2. The axiological core of the traditional Kazakh upbringing system (honor, responsibility, service to society, spiritual and physical development, generational continuity). It has been established that this is conceptually linked to contemporary theoretical foundations in which the upbringing of boys is viewed as a positive, socially responsible, and culturally oriented process of transforming a boy into a man. It has been demonstrated that these values constitute a stable normative-semantic matrix for the formation of a boy, ensuring the integration of the individual into the system of cultural codes. In this regard, upbringing functions not only as a process of transmitting social norms but also as a mechanism for internalizing the axiological foundations of ethnoculture, contributing to the formation of subjectivity, moral autonomy, and civic maturity of the individual.

3. The dominant mechanisms of raising sons in Kazakh folk pedagogy have been identified and theoretically substantiated; these mechanisms are characterized by a predominance of psychological and pedagogical support, mentorship, and motivational regulation of behavior. The effectiveness of the upbringing process is ensured by the subject’s awareness of mutual interaction, as well as the development of intrinsic motivation, self-regulation, and social responsibility. This is linked to the principles of a person-centered, active, and humanistic approach. The traditional institution of mentorship is interpreted as a cultural mechanism for transmitting norms and behavioral models that ensure the assimilation of national values. The conceptual positions of domestic researchers have been identified and systematized, which has made it possible to form a scientifically grounded image of the child as a culturally authentic, socially responsible individual capable of self-development and public service. Thus, Kazakh folk pedagogy is interpreted not only as a historical and cultural phenomenon but also as a model of “culturally conditioned socialization of male adolescents,” expanding the traditional societal concept of the upbringing of young men. It has been interpreted as a theoretically significant model.

4. A structurally and substantively grounded model has been developed and scientifically substantiated, encompassing the motivational, substantive, practical-activity, and reflective components of the upbringing of a future boy within the system of Kazakh folk pedagogy. Criteria, indicators, and levels (high, medium, low) of personal qualities that ensure a child’s sociocultural identity have been defined. The model is based on systemic, person-oriented, activity-based, and axiological approaches and demonstrates the interconnection between value orientations, educational content, and practical activities. The traditional Kazakh model of raising boys as future men is based on the premise that it serves as an institutionally and culturally rooted mechanism for transmitting cultural memory, normative behavioral models, and collective identity. It ensures the reproduction of

value structures through intergenerational continuity, symbolic practices, and participation in socially significant activities.

5. A mechanism for institutionalizing the ethnopedagogical potential of child-rearing through social partnership has been created and tested. It has been proven that the integration of educational institutions with public associations, military-patriotic clubs, as well as sports and cultural centers, aimed at preserving national values, enhances the effectiveness of the educational process. Social partnership is a systemic factor in expanding the scope of socialization, ensuring the continuity of traditions, and maintaining the practical orientation of education. Public and political discourse and the media should contribute to the development of this discussion, emphasizing the complexity, diversity, and cultural power of ideas related to the formation of a boy's character into that of a man.

6. In the context of the digitalization of education, a methodological system has been developed to realize the educational potential of Kazakh folk pedagogy. The use of modern information and communication technologies for the dissemination of ethno-pedagogical content (creation of digital educational resources, media content, online consultation platforms, and the conduct of events in a hybrid format) has been justified. It has been demonstrated that the integration of traditional values and digital tools expands the educational space and contributes to the sustainable formation of ethnocultural identity.

7. The effectiveness of the developed methodology for raising a boy into a man, implemented on the basis of Kazakh folk pedagogy within the framework of the elective course "Traditional Upbringing of a Kazakh Boy," has been demonstrated. The course was conducted for the specializations 5B010400 – "Basic Military Training" and 5B010800 – "Physical Education and Sports." The results of the practical-experimental work confirmed statistically significant positive trends in indicators of value orientations, social responsibility, ethnocultural identity, and motivation for socially meaningful activities. A systematic explanation of the traditional educational practices of the Kazakh people in the context of contemporary ethno-pedagogical and gender studies is proposed, and a practice-oriented model for their implementation in higher teacher education has been developed.

Research findings:

- based on the works of domestic scholars on this topic, classification models of the upbringing of boys and young men in Kazakh folk pedagogy were analyzed, and their cultural values were described, highlighting their distinctive features. Ethnic educational principles rooted in antiquity were formulated, and the roles of the father, mother, and elders in the process of raising boys and young men were examined. In addition, a comprehensive analysis and historical review of a number of works on the upbringing of boys and young men in Kazakh folk pedagogy was conducted, and effective methods based on the continuity between forgotten pedagogical principles and contemporary problems were demonstrated;
- in accordance with the data obtained during the study, the substantive nature of family upbringing aimed at humanizing the education of boys and young men in Kazakh families was examined by historical period through the selection of ancient

values, and a scientific analysis of the dynamics of its development was conducted. Based on the data obtained during the study, the problems of raising boys and young men in the family in modern Kazakhstani society were comprehensively identified. Among these were young people who were unfamiliar with their native language, national history, native culture, national customs and traditions, as well as religion, and factors such as the weakening of character among boys, which were presented in a comparative manner. Ideas were proposed to revitalize pedagogical methods aimed at resolving the accumulated pressing problems of raising boys into men using Kazakh folk pedagogy;

- based on national education and upbringing programs implemented in educational institutions of Kazakhstan, traditions related to the upbringing of the younger generation, including the upbringing of boys, were systematically organized from a scientific perspective, and priorities were identified. Taking into account current trends in educational institutions, psychological and pedagogical conditions were defined. Requirements for the integration of the educator, the educational work of the institution, and the developmental environment were formulated, and recommendations for humanization were proposed. In the era of globalization, the requirements for raising a boy into a man from the perspective of national identity and self-awareness have been analyzed, along with the types of activities and individual educational measures that must be implemented in educational institutions to preserve the national code as boys and young men assimilate universal and national values in accordance with the essence, consciousness, and personality traits of the nation, as well as modern pedagogical resources;

- the inadequacy of Kazakh folk pedagogy tools in the domestic education and upbringing system has been identified, and an effectiveness map has been compiled. It includes methods and approaches to strengthening and stabilizing the upbringing of boys and young men within the framework of Kazakh folk pedagogy. In addition, a system for modeling the development and upbringing of the personal qualities of Kazakh boys using national pedagogy has been proposed for modern society. This, in turn, provides grounds for considering this research result significant.

- an assessment of students' pedagogical readiness for educational work based on the traditions of raising boys and young men in Kazakh folk pedagogy was conducted. The questionnaires, open letters, and interviews used in the assessment process proved effective thanks to the application of new methods based on contemporary trends. For each specific case, based on the interpretation of the diagnostic results, a practical work program was developed aimed at shaping a genuine young man based on Kazakh national pedagogy. The family, ethnic, and social characteristics of the students were taken into account. As a result, specific recommendations were developed aimed at achieving the set goals;

- to deepen students' understanding of the traditions of raising boys in Kazakh folk pedagogy, an elective course titled "Traditional Kazakh Upbringing of Boys" was introduced. In addition, a set of measures aimed at humanizing the ethnic upbringing of Kazakh boys was proposed. Subsequently, the elective course

was piloted using a range of methods appropriate to its thematic content. During practical work, the student participants gained a deep understanding of the values of Kazakh folk pedagogy and mastered methods for developing the attitudes, principles, practical skills, and competencies necessary for a boy to become a man. They distinguished between concepts such as national pride, national interest, national spirit, and the law of the steppe, gathered valuable information, and exchanged views during an open discussion forum. The developed elective course was well received;

the results of the practical-experimental work, which determined the effectiveness of the study, demonstrated its optimal nature. The course structure included 15 topics, incorporating new subjects aimed at revealing the essence of Kazakh national pedagogy and the upbringing of boys into young men. The implemented set of video resources proved to be highly effective in further strengthening the school's educational work. In addition, intellectual video and audio assignments related to Kazakh customs and traditions were developed. Taking into account the recommendations of the school's pedagogical departments and educational specialists, the materials used during the practical work were submitted for publication. In the future, this will pave the way for the development of video-audio illustrative assignments on the topic "Kazakh customs and traditions and the national character of a young person," which will allow for the evaluation of the research project's results. Based on the results of the practical and experimental work, and taking into account the recommendations of respondents and relevant experts, specific solutions were proposed to improve the upbringing of boys and young men within the framework of Kazakh folk pedagogy.

Practical significance of the study:

- the theoretical conclusions and research findings on the upbringing of boys and young men within the framework of Kazakh folk pedagogy, as well as the developed methodology, can serve as a basis for future scientific research. Furthermore, it is a highly effective means for improving the upbringing of boys in educational institutions through Kazakh folk pedagogy and for reviving the fundamental elements of national education;
- in the era of globalization, various forms of modern educational work and contemporary pedagogical resources aimed at shaping the national identity of boys and young men influence the consciousness of the younger generation; there is a sufficient amount of person-centered practical material available to instill universal and national values and preserve the national code;
- an elective course program titled "Traditional Kazakh Method of Raising Boys," dedicated to the theory and practice of raising boys, has been developed, and issues related to the upbringing of boys have been addressed;
- the content of the elective course is of great value for supporting secondary schools, the college education and upbringing system, as well as the educational activities of higher education institutions;
- the teaching manual "The Upbringing of Boys and Young Men in Kazakh Folk Pedagogy," prepared in accordance with the content of the elective course,

can serve as a practical methodological resource for future teachers, educators at educational institutions, and parents.

Justification of the novelty and significance of the results obtained:

The novelty of the first result lies in the theoretical and practical coverage of the theory and practice of educating boys and young men in Kazakh folk pedagogy, taking into account domestic methodological justification of the theoretical foundations of the research, characterized by the study of psychological and pedagogical works by foreign scholars; the application of methodological principles of systemic, person-centered, activity-based, and axiological approaches attests to the validity of the result.

The novelty of the second result lies in the identification of the psychological and pedagogical characteristics of the upbringing of boys and young men in Kazakh folk pedagogy, which is substantiated by the study of the emotional, intellectual, and physiological characteristics of boys and young men.

The novelty of the third result lies in the development of a structural-content model for the upbringing of boys and young men in Kazakh folk pedagogy. The proposed model, as a system, consists of a set of components (motivational, cognitive, behavioral), dimensions (motivational, cognitive, activity-related), and indicators.

The novelty of the fourth result lies in the inclusion of the practice of educating boys and young men in Kazakh folk pedagogy, with the development of an elective course "Traditional Education of Kazakh Boys" and the teaching manual "Education of Boys and Young Men in Kazakh Folk Pedagogy," which includes the topics of this course; its effectiveness is characterized by verification through a practical experiment and the development of scientific and methodological recommendations.

Alignment with scientific development priorities or state programs:

The relevance of this research topic to trends in scientific development and government programs is consistent with the Law of the Republic of Kazakhstan "On Education" No. 319-III of July 27, 2007 (as amended and supplemented as of January 11, 2025); "On the Approval of State Mandatory Standards for Higher and Postgraduate Education" (Order of the Minister of Science and Higher Education No. 2 dated January 19, 2023) (as amended on August 27, 2024), with amendments and additions introduced by Resolution No. 419); The State Program for the Development of Education and Science in the Republic of Kazakhstan for 2020–2025; Decree of the Government of the Republic of Kazakhstan No. 248 of March 28, 2023, on the Approval of the Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023–2029 (as amended and supplemented by Decree No. 419 of August 27, 2024); State Program for the Development of Education and Science in the Republic of Kazakhstan for 2020–2025; Decree No. 471 (as amended and supplemented) is described in accordance with the amendments and supplements introduced by Decree No. 471 and is characterized by its alignment with the conceptual documents defining the directions of state policy in the field of science and education, as well as the

Address of the President of the Republic of Kazakhstan K.K. Tokayev to the People of Kazakhstan (June 14, 2024).

the state's conceptual documents defining the directions of science and education development, as well as the tasks outlined in the annual addresses to the people of Kazakhstan by President of the Republic of Kazakhstan K.K. Tokayev at sessions of the Mazhilis and traditional August conferences, is characterized by the adoption of new conceptual goals for the education of schoolchildren and students, as well as the unified "Adal Azamat" program.

Description of the applicant's contribution to the preparation of each publication:

As part of the dissertation research, 30 scientific articles were published, elucidating the content of the topic. Of these, 1 article was published in a journal indexed in Scopus, 5 articles were published in journals recommended by the Quality Assurance Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan, and 24 articles were published in the proceedings of international scientific and practical conferences.

Article indexed in Scopus:

1. "Kazakh National Pedagogy in the Education of Boys" – Opción, Revista de Ciencias Humanas y Sociales, Vol. 35, 2019. No. 90-2, pp. 806–819. DOI: https://dialnet.unirioja.es/descarga/articulo/8172813 . Co-authors: Kozybaev Yu., Kurmanbekova A., Sarybekova Zh., Ayazbaev T.

Articles in publications recommended by the Committee on Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan:

1. Current Issues in the Upbringing of Boys in Traditional and Modern Kazakh Families. International Popular Science Journal "Science and Life of Kazakhstan," No. 2 (56). Almaty, 2018. Pp. 130–133.
2. The Significance of National Ideology in Fostering Patriotism Among Kazakh Children. Scientific Journal of Abay Kazakh National University. "Pedagogical Sciences" Series, No. 2 (58). Almaty, 2018. pp. 232–238.
3. Child-rearing: the experience of the Land of the Great Steppe. Scientific journal "Bulletin of Abay Kazakh National University." Series "Pedagogical Sciences," No. 3 (59). Almaty, 2018. pp. 255–259.
4. The Upbringing of Boys and the Legacy of Bauyrzhan Momyshuly. Scientific Journal *Bulletin of the Kazakh National Women's Pedagogical University*, No. 4 (80). Almaty, 2019. pp. 263–271.
5. Raising Courageous Youth in the Legacy of Abay. Scientific journal "Bulletin of the Academy of Pedagogical Sciences of Kazakhstan," No. 3. Almaty, 2020. Pp. 20–29.

Published 24 articles in the proceedings of international scientific and practical conferences, including in countries of the Far and Near Abroad.

1. The Importance of Shaping National Identity and Character in Boys in the Context of Globalization. Proceedings of the III International Scientific and Practical Conference "Prospects for the Development of Modern Science." Seoul (South Korea), 2018. Pp. 309–313.

2. Moral Education through Folk Pedagogy. Proceedings of the XIV International Scientific and Practical Conference “Scientific Space of Europe-2018” (Educational Sciences). Poland, 2018. Pp. 28–33.
3. Pedagogical Issues in Shaping the National Culture of Elementary School Students Based on Kazakh Customs and Traditions. Proceedings of the XV International Scientific and Practical Conference “Current Issues in Modern Science – 2019.” Vol. 8. Sofia, 2019. pp. 43–46.
4. The Role of Folk Pedagogy in the Upbringing of Boys. Proceedings of the 11th International Scientific and Practical Conference “Innovation Management and Technology in the Era of Globalization,” Vol. I. Glasgow, United Kingdom, 2024. pp. 102–105.
5. The Significance of Kazakh Moral and Ethical Traditions in the Upbringing of Boys. Proceedings of the 8th International Scientific and Practical Conference “Europe and the Turkic World: Science, Technology, and Engineering.” Vol. 2. Konya (Turkey), 2023. pp. 50–54.
6. The Significance of Kazakh Family Values in the Upbringing of Boys. Proceedings of the 8th International Scientific and Practical Conference “Quality Management: Search and Solutions.” Seattle (Washington State, USA), 2022. Pp. 123–127.
7. Interpersonal relationships in the Kazakh family and their influence on the formation of a boy’s personality. Proceedings of the 10th International Scientific and Practical Conference “Integration of the Scientific Community in the Face of Contemporary Global Problems.” Marseille (France), 2025. Pp. 138–142.

These publications are the author’s individual works corresponding to the results obtained within the scope of the dissertation.

Structure and scope of the work:

The dissertation consists of an introduction, 3 chapters, a conclusion, a bibliography, and appendices.