

## ABSTRACT

**for the dissertation work of Dauenov Ernur Nurlanovich  
on the topic «Axiological paradigm as the basis for the development of national  
identity of students through project-based learning» for the degree of Doctor of  
Philosophy (PhD) in the specialty 6D010300 – Pedagogy and Psychology**

**Relevance of the study.** Due to the transition of the Republic of Kazakhstan to the global educational space, the unification of its socio-economic situation with the state authorities in the interests of globalization, the need to develop the national identity of citizens, there is a need for an axiological paradigm that can become the basis for the functioning of the entire education system. In this sense, such an axiological paradigm would significantly change the philosophy of education, and our research has found that no amount of patching up old theories and concepts under the axiological paradigm will help modernize knowledge in society. In the course of the study, it was noted that the problem of the axiological paradigm in the philosophy of education cannot be solved by high ethical and humane attitudes, education and training in previous traditions.

If we look for the basis of axiology in the world scientific achievements that have flourished in the field of pedagogical education, then we should pay attention to how to take into account the characteristic features of the Kazakh cultural tradition that has developed in society in the upbringing of the younger generation through the prism of the formation of national identity.

The works of the following foreign researchers are devoted to the problems of national identity in relation to the axiological paradigm: A. Smith, M. Groh, B. Anderson, R. Brubaker.

The works of Kazakhstan researchers such as M. E. Yerzhanov, R. B. Absattarov, N. A. Asipova, K. B. Zharikbayev, J. J. Nauryzbayev, K. J. Kazakhmetova, B. Hasanov, A. D. Syzdykbaeva and other scientists on the issues of national identity of Kazakhstan people are known.

L. S. Vygotsky, P. S. Gurevich, V. Ya. Zagvyazinsky, M. S. Kagan, P. F. Kapterev, V. A. Slastenin, M. Zhumabaev, J. Aimauytov and others made a great contribution to the philosophy of education, pedagogical and psychological sciences, theory and practice of axiological psychology of personality.

The study of scientific literature on the problem of the development of national identity of students through project-based learning based on the axiological paradigm has revealed the following **contradictions**:

- between the reflection of the axiological paradigm in the education system of the modern Republic of Kazakhstan and the lack of readiness of teachers to develop the national identity of students as a spiritual value;

- between the need to implement project-based learning based on the axiological paradigm as the basis for the development of students' national identity and the lack of scientifically sound and technological methods for describing this process;

Based on the search for ways to overcome the contradictions mentioned above, a **problem** arises: How can project-based learning be organized on the basis of an axiological paradigm in such a way as to develop the national identity of students?

The relevance of the research problem determined the choice of the topic of the dissertation research in the following formulation: "**The axiological paradigm as the basis for the development of national identity of students through project-based learning**".

**The purpose of the study:** creation of a model of the axiological paradigm as the basis for the development of national identity of students in the education system and experimental verification of its effectiveness.

**The object of the study:** the axiological paradigm as the basis of the process of developing the national identity of students in the education system

**The subject of the study:** modeling and technological techniques for the development of students' national identity through project-based learning.

**The hypothesis of the study:** if a model for the development of national identity of students through project-based learning is theoretically justified, developed and tested, taking into account the axiological paradigm, **then** this process will be effective, since the axiological paradigm with national identity is implemented in the pedagogical education system.

The purpose, object and subject of the study determine its **tasks**:

1) To determine the foundations of the development of national identity based on the axiological paradigm;

2) To reveal the content of the development of national identity of students in connection with the axiological paradigm;

3) To model the process of realizing the national identity of students through project-based learning based on the axiological paradigm;

4) To determine the possibilities and ways of realizing the national identity of students through project-based learning based on the axiological paradigm;

5) To create a model for the development of students' national identity based on the axiological paradigm through project activities;

6) To substantiate the conditions for the implementation of a model for the development of national identity of students through project-based learning based on an axiological paradigm, taking into account innovative educational technologies;

7) To organize experimental work to verify the effectiveness of the model for the development of national identity of students based on the axiological paradigm through project-based learning.

**The methodological and theoretical basis** of the research are:

- at the philosophical level: the works of such scientists as M. M. Bakhtin, V. S. Bibler, T. Kuhn, B. G. Kornev, V. S. Ilyin, who defined historical and functional activity, the role of civilization and paradigms;

- at the general scientific level: the works of such scientists as Abu Nasir al-Farabi, Zhusip Balasagun, Shokan Ualikhanov, Abai Kunanbayev, M. Auezov, S. I. Arkhangelsky, V. V. Kraevsky, F. F. Korolev, etc., who considered the problem of identifying pedagogical activity with genetics, an introduction to the axiological

paradigm and the definition of its systemic integrity the foundations, and also gave priority to the principle of continuity of knowledge, modification of the historical principle;

- at the specific scientific level: the works of such scientists as L. S. Vygotsky, P. S. Gurevich, V. Ya. Zagvyazinsky, M. S. Kagan, P. F. Kapterev, V. A. Slastenin, M. Zhumabaev, J. Aimauytov, etc., who studied the philosophy of education, pedagogical, psychological foundations, the ability of a person to consider himself as a value, the significance of his social activity, moral, value and educational paradigm; I. F. Isaeva, V. A. Slastenina, A. I. Mishchenko, etc., who studied the experience of axiological knowledge in the field of pedagogy, who created a methodology for solving the above-mentioned problems.

**The main sources of research:** works of classics of pedagogy and psychology, normative legal documents, publications on innovative educational technologies, textbooks, manuals, programs, plans, legislative collections on axiology.

**Research methods** were used in the work: philosophical cognition, the study of psychological and pedagogical literature, systematization, collection of empirical facts, work with documents, analysis of literary sources, design, modeling, questionnaires, testing, observation, evaluation methods.

**Scientific novelty of the research:**

1) the axiological paradigm is defined as the basis for the development of national identity;

2) the meaning of the development of the national identity of students on the basis of the axiological paradigm is revealed;

3) the process of developing the national identity of students is modeled on the basis of an axiological paradigm;

4) the possibilities and ways of implementing a model for the development of national identity of students based on the axiological paradigm are determined;

5) the conditions for the rational use of innovative educational technologies for the development of national identity of students based on the axiological paradigm are substantiated;

6) a model for the development of students' national identity has been created in the project activity, taking into account the axiological paradigm.

**The experimental base of the study** was:

Secondary school named after Malaysary Batyr, Pavlodar; "Secondary school named after Bauyrzhan Momysuly of Pavlodar city"; Regional Kazakh boarding School for gifted children named after Y. Altynsarin, Pavlodar; Gymnasium for gifted children named after Abai, Pavlodar.

**The main stages of the study.** The study was conducted in three stages from 2017 to 2022.

**At the first stage** (2017-2018) a theoretical analysis of philosophical, pedagogical and psychological literature was carried out, the scientific and conceptual apparatus of the study was determined, the current state of the research problem was studied, a model for the development of national identity of students

through project-based learning based on the axiological paradigm was developed and scientifically substantiated, diagnostic tools were prepared.

**At the second stage (2018-2019)**, the content of the experimental work was determined, during the experimental work, the model of the axiological paradigm was implemented as the basis for the development of national identity of students in the secondary education system.

**At the third stage (2019-2022)**, an experimental analysis of the effectiveness of the developed model was carried out, mathematical processing of experimental data was used, the results were generalized and systematized, conclusions were drawn, the materials obtained as a result of the study are reflected in the dissertation.

**The theoretical value of the study.** The importance of the axiological paradigm is determined, its interrelation with other paradigms is studied; the scientific genesis of the psychological and pedagogical aspect of the teacher-student relationship is highlighted, effective innovative educational technologies (problematic, programmatic, modular, informational, interactive, etc.) are revealed, their role in the development of a highly spiritual personality, a model for the development of national identity of students through project activities is developed.

**The practical value of the research** lies in the fact that an algorithm has been created for using the axiological paradigm in the educational system at the theoretical level, and the process of its implementation in conjunction with the empirical-heuristic, stochastic paradigm has been considered. These materials have been experimentally tested and will help in the preparation of basic and additional training programs, teaching materials, and the creation of special elective courses.

**The reliability and validity of the conclusions** are based on the initial methodological and theoretical positions of the author, the use of a set of theoretical and empirical research methods, the tasks set in the study, the internal quality and consistency of the logic of the study; with the processing of the obtained practical experimental results by methods of mathematical statistics; in connection with the confirmation of the hypothesis of the study by its results.

#### **Approbation and implementation of research results.**

The results of the study were reported and discussed at meetings of the Department of Psychology and Pedagogy (2018-2021) of Toraighyrov University, presented at international scientific and practical conferences (Ust-Kamenogorsk, 2019; Ust-Kamenogorsk, 2020; Ust-Kamenogorsk, 2021; Pavlodar, 2022; Novosibirsk, 2022; Karaganda, 2022) - 4 publications; publications in journals recommended by the Committee for Control in the field of education and Science of the Ministry of Education and Science of the Republic of Kazakhstan (NJSC "Bulletin of Toraighyrov University", pedagogical series; Bulletin of Karaganda University, pedagogical series) – 4 publications; scientific article published in a foreign journal registered in the information database (Scopus database), in international journals with a non-zero impact factor – 2 publication and 1 monograph.

**The structure of the dissertation:** The dissertation consists of an introduction, three chapters, a conclusion, a list of sources used, and appendices. The introduction substantiates the choice of the problem under study and its relevance, gives

characteristics of the purpose, object, subject, formulates a hypothesis, tasks and methods of research, describes its methodological and theoretical bases, outlines the scientific novelty, theoretical and practical significance of the dissertation, formulates the provisions submitted for defense, provides data on approbation and stages of work.

In the first chapter, "**The development of national identity in the axiological paradigm in the education system**", a theoretical analysis of pedagogical and psychological literature on the research of domestic and foreign authors is carried out, the scientific and conceptual apparatus of the study is revealed, the current state of the research problem is determined, the development of the national identity of schoolchildren with the axiological paradigm is justified, the pedagogical significance is clarified.

In the second chapter, "**A model for the development of national identity of students through project-based learning**", the content of experimental work was determined, in the process of solving research problems, a model was created and scientifically substantiated, as well as conditions for the development of national identity of students based on the axiological paradigm.

In the third chapter, "**The results of the development of national identity of students based on the axiological paradigm through project-based learning**", the results of experimental work are presented: the diagnostic tools used are described, the results of the ascertaining stage of the study are presented, the logic of the formative experiment is revealed, the results of the final stage of the study are summarized and analyzed.

In conclusion, the main results of the study are summarized, conclusions and generalizations concerning the object of the study are made. The appendix contains materials of diagnostic procedures, a program of experimental activities, samples of written works of students, acts of implementation of research results.