UDC 37.091.3-053.2
IRSTI: 14.25.09
https://doi.org/10.48371/PEDS.2025.78.3.019

THE EFFECTIVENESS OF MODERN EDUCATIONAL TECHNOLOGIES IN DEVELOPING INTELLECTUAL SKILLS OF PRIMARY SCHOOL STUDENTS IN ENGLISH LESSONS

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Abstract. The relevance of this study is due to the need to introduce modern educational technologies into the process of teaching English in the fourth grade. Due to the rapid development of technology, educational programs must be adapted to prepare children for the modern world starting from primary school. The main goal of this study is to theoretically and experimentally demonstrate the effectiveness of using modern educational technologies for the development of intelligence when teaching a foreign language to primary school students. This article uses methods such as literature review and analysis, as well as evaluation, observation, and experimentation methods. The novelty of this work lies in its commitment to the use of modern educational technologies in teaching English in primary schools. The obvious significance of this study is that the implementation of various types of activities provided by modern educational technologies in English lessons can stimulate the cognitive development of primary school students. Furthermore, the findings highlight how these technologies can enhance student engagement, foster collaborative learning, and support differentiated instruction, thereby catering to diverse learning styles and needs. This approach not only enriches the educational experience but also equips students with essential skills for future academic pursuits. Ultimately, this study aims to contribute to the ongoing discourse on educational innovation, providing a framework for future research and practical applications in primary language education.

Keywords*:* educational technologies, primary school, English language, pedagogical process, intellectual skills, cognitive development, learning outcomes, teaching methods

Introduction

There are many interpretations of the term “educational technology” in the scientific literature.

M. Clark believes that the importance of educational technologies depends on their implementation in the field of education through the use of modern materials and industrial products [1].

F. Percival and J. Ellington expanded the understanding of this term to

include various forms of information presentation, such as televisions and display devices, which make educational technologies part of the audiovisual environment [2].

UNESCO defines educational technology as a systematic approach to planning, implementing and evaluating educational programs, taking into account human and technological resources [3].

D. Finn argues that this is a way of organizing, it is a way of thinking about materials, people, institutions, models and man-machine systems [4].

Based on an analysis of more than 100 sources P.D. Mitchell believes that educational technology covers all aspects of the educational process and is designed to effectively allocate resources to achieve specific results [5].

S.V. Kurnevich emphasized the need to combine educational technologies and teaching methods, and V.P. Bespalko focuses on the importance of pedagogical skills for a successful educational process [6,7].

V.M. Monakhov defines educational technology as an integrated approach that provides comfortable conditions for students and teachers and takes into account all the details of the design and implementation of the educational system [8].

M. V. Clarin defines educational technology as an organized set of all personal tools, equipment, methods and communication sequences used to achieve educational goals [9].

Yu. G. Ksentsova believes that teaching technology is the framework of a teacher's activity, where all actions included in the process are organized according to a certain integrity and sequence [10].

N. Kostikova et al defines educational technology as a systematic and objective system of actions, activities and processes that provides diagnostic and verifiable results in a constantly changing environment [11].

Issues of developing the intellectual abilities of younger schoolchildren were considered in the works of I.L. Lebedeva, L.P. Terentyeva, M.Sh. Martirosyan, S.Yu. Borukha, Yu.G. Tamberg, E.A. Petrosyan, J. Bruner, G. Gardner, J. Piaget, C. Spearman, B. Sternberg, L. Thurstone. The special role of the school in the formation of the intellectual abilities of younger schoolchildren was noted by V.N. Druzhinin, M.A. Kholodnaya, V.D. Shadrikov, Z.M. Babaeva, Zh. Sharipkhodzhaeva, G. Astemes, L. Iskakova et al [12-15].

Therefore, educational technology refers to a method of educational process, the purpose of which is to obtain proven results using modern methods and teaching methods. However, further research is needed to examine the impact of modern educational technologies on the cognitive development of primary school students in English classes.

The modern school education system of the Republic of Kazakhstan is undergoing major changes that cover almost all aspects of education. Student interest becomes an important factor in the educational process. Traditional

teaching methods are focused on the average level of students and cannot provide adequate results in the new conditions. Therefore, it is very important to introduce new technologies that contribute to the development of children's intelligence.

The purpose of this article is to present the theoretical foundations of foreign language teaching and evaluate the effectiveness of modern teaching technologies in promoting the cognitive development of primary school students. To achieve this goal, it is necessary to consider several issues - analyze existing research on this topic, study modern educational technologies that contribute to the intellectual development of students and conduct experiments and analyze the results of the success of using this technique in English classes.

With the rapid development of technology and education, it is important to understand how modern educational technologies can be used to improve the learning process and develop the intelligence of students. This is especially true for younger schoolchildren who are starting to learn a foreign language, including English. Despite the widespread use of this technology, there is currently a lack of in-depth research on English language teaching and its impact on the cognitive development of primary school students. Therefore, one of the objectives of this study is to study the impact of the use of modern educational technologies in English lessons on the cognitive development of primary school students.

To evaluate the effectiveness of modern educational technologies in promoting the cognitive development of Grade-4 primary school students in English lessons.

Research objectives:

- Identify and systematize technology clusters (developmental, problem-based, health-saving, ICT, game-based) relevant to cognitive growth in L2 learning.
- Compare pre- to post-intervention changes in composite intellectual-skills scores within classes.
- Estimate between-class differences in learning gains (intervention vs. comparison).
- Document fidelity of implementation and classroom engagement to link outcomes to enacted pedagogy.
- Qualitatively describe learner/teacher experiences that contextualize quantitative results.

Materials and methods

This study employed a quasi-experimental pretest–posttest design with a non-equivalent control group to evaluate the effect of modern educational technologies on the cognitive development of primary school students learning English. Such a design is appropriate for authentic school settings where random assignment is impractical; it allows comparing learning gains attributable to the intervention while controlling for baseline differences through pretesting.

The study was conducted in 4 classes of the State Institution "General Education Secondary School-Gymnasium No. 21 named after Al-Farabi, Aktobe", State Institution "Linguistic School-Gymnasium No. 24, Aktobe", and State Institution "General Education Secondary School-Gymnasium No. 2, Aktobe". Two intact classes took part in the study: 4 "A" (intervention) and 4 "B" (comparison). The selection of intact groups allows preserving the natural ecology of the class and reducing disruptions to the educational process, which is extremely important for conducting research in a real school.

A combination of theoretical and empirical methods was used.

Theoretical methods: a systematic literature review and analytic–synthetic work with pedagogical and psychological sources to define educational technology and intellectual skills, and to formulate the research hypothesis and framework.

Empirical methods:

• Pedagogical experiment: implementation of modern educational technologies in Class 4 "A" versus traditional instruction in Class 4 "B".

• Observation: structured classroom checklists to record implementation fidelity and student engagement.

• Testing/diagnostics: pretest–posttest battery measuring cognitive operations, working memory, problem solving, and transfer.

• Survey/interview elements: feedback from learners and teachers to contextualize quantitative results.

• Learning-artifact analysis: review of digital tasks, presentations, and student work.

Data processing: descriptive statistics (means, percentages of growth), comparative statistics (gain scores; independent-samples t-tests where applicable), and reliability analysis (internal consistency of test items).

Justification of methods: theoretical analysis provided the conceptual basis; the experiment and testing offered objective measures of learning outcomes; observation and artifact analysis enabled triangulation; statistical procedures validated the results.

The intervention integrated modern educational technologies during English lessons in Class 4 "A", combining five technology clusters that target complementary aspects of cognitive growth:

1. Developmental learning technologies (promote independent knowledge acquisition and higher-order thinking through problem situations);
2. Problem-based learning (elicits hypothesis formation and reasoning under cognitive challenge);
3. Health-saving technologies (short kinesthetic/visual micro-breaks sustaining attention and reducing cognitive fatigue);
4. Information and communication technologies (ICT) (multimodal input, paced practice, immediate feedback, and teacher differentiation/monitoring);

5. Game-based learning (situational engagement, meaningful repetition, and transfer through play).

Class 4 "B" followed the regular curriculum without systematic integration of these technologies. This contrast operationalizes the treatment effect while holding curricular content constant.

Instruments and procedures:

• Pretest/posttest battery: administered one week before and one week after the 1-month intervention; aligned with the grade-level syllabus for curricular relevance.

• Structured classroom observation: recorded technology use, duration, and learner engagement.

• Lesson artifacts: collected interactive tasks, digital products, and group projects to trace how technologies mediated learning.

• Qualitative feedback: gathered from learners and teachers to add contextual insights into classroom experience.

Data analysis:

• Within-group: pre-to-post comparisons of composite scores to quantify learning gains over time.

• Between-group: gain-score comparison (Class 4 "A" vs. Class 4 "B") to estimate the intervention's added effect over regular instruction.

• Validity checks: review of score distributions, item difficulty, and internal consistency (Cronbach's α) to confirm reliability.

• Mixed-method triangulation: integration of quantitative and qualitative evidence to strengthen inferences.

School administration and parents/guardians were informed; participation followed standard school procedures. Data were anonymized; instruction for the comparison group adhered to approved curricula to avoid educational disadvantage.

Methodological rationale:

• A mixed theoretical–empirical approach was used to secure validity and reliability.

• Quasi-experimental design: the most practical choice for real schools without random assignment; supports cautious causal claims while preserving ecological validity.

• Pedagogical experiment: tested the hypothesis within genuine Grade 4 English lessons.

• Pretest–posttest diagnostics: yielded quantifiable, comparable indicators of change in intellectual skills before and after the intervention.

• Observation and artifact analysis: verified implementation fidelity and linked observed gains to the specific technologies used.

• Statistical procedures: descriptive and inferential analyses with reliability checks (e.g., Cronbach's α) provided an objective basis for judging significance.

• Qualitative feedback: teacher and learner perspectives complemented the numbers and enriched interpretation.

Overall, the methods were deliberately aligned with the study aim—evaluating the effectiveness of modern educational technologies for cognitive development in primary-school English – and the multi-method integration strengthened internal validity and offered a comprehensive view of learning outcomes.

Results and discussions

To achieve the set goals and objectives, modern educational technologies are used, shown in Figure 1.

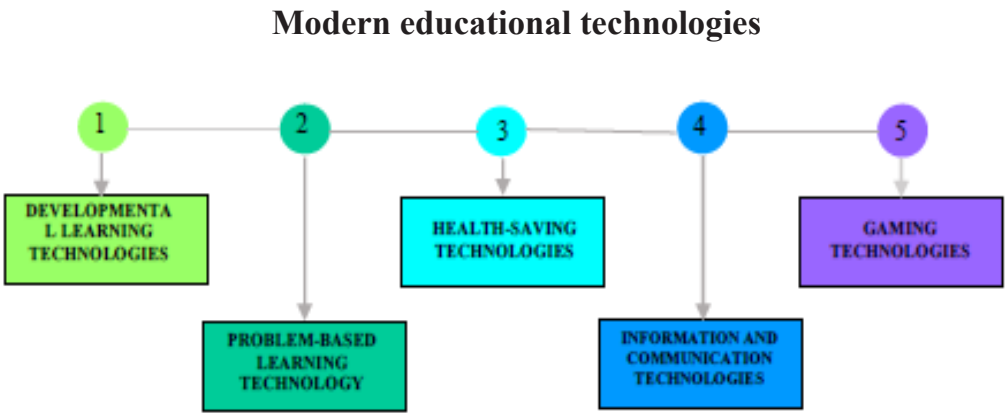

Figure 1 – Modern educational technologies
Note: compiled by the authors

Developmental learning technologies are used for the purpose of high overall personal development, creating the basis for the development of cognitive and creative abilities. One of the main values of such training is mental, intellectual activity associated with independent acquisition of knowledge; The child has a need for knowledge. Lessons are structured so that schoolchildren discover new knowledge and methods of activity as a result of solving problem situations and finding options for the right solutions. Also, developmental learning technology is actively used in extracurricular activities.

Every lesson presents a challenge that needs to be overcome. Problem-based learning methods open up new opportunities for constructing lessons that transform students from passive listeners into active researchers of educational problems. Conducting classes takes a creative direction. Children learn better by discovering and expressing it in their own way rather than by reading and memorizing it. Learning to use this technique, without losing its scientific nature,

requires checking the student's solutions for compliance with the rules and theoretical resources of textbooks, dictionaries and encyclopedias.

Health-saving technologies include: holding thematic physical exercises in each lesson, dynamic breaks, participation in school and district sports competitions, holding parent meetings on the topic: "Daily routine at school and at home", "How to maintain a child's health", "Safe path", "Computer and child"; organizing hot meals at school for all students; a series of meetings with a general practitioner; organization of outdoor games during breaks, etc.

The main task today is to teach the child various techniques and methods for preserving and strengthening their health, so that later, when they move to secondary school and beyond, the children can apply them independently. I try to structure my lessons with this goal in mind: how to make the lesson health-saving. In my lessons I use various fun physical education exercises, gymnastics, "singing" sounds and much more.

In the work of teachers, information and communication technologies are used to create educational materials that can be used in educational organizations. Here we work together with students using films, images, parts of e-learning programs, as well as our educational exhibits and encyclopedias. In addition, classes and excursions using various museum information resources are interesting. Lessons using ICT are meaningful, colourful, informative and interactive. They save teachers and students time, as well as allow students to learn at their own pace and allow teachers to differentiate and monitor learning with students for quick review. and assessment of learning outcomes. ICT lessons use: presentations; interactive whiteboard, electronic textbook, videos, materials for practical work, etc.

Gaming technologies. Play is a natural and humane way to teach children something. When learning through play, we teach children not in the way adults prepare educational materials, but in the way children easily and naturally accept them. Games provide different ways to engage each student in an activity. Game-based learning involves multiple ways to engage each student in activities based on each student's interests, abilities, and skill level. Informative and fun exercises can inspire students to explore new ideas, improve developmental tasks, and relieve boredom. The purpose, content, organization and implementation of games may vary and may address a single objective (e.g. improving numeracy, grammar, etc.) or a set of objectives including the development of language skills, observation, concentration, creativity and creativity. Ability to explore new situations.

The development of intellectual abilities occurs not only in class, but also in extracurricular activities. Let's look at the ways of students' intellectual development in Figure 2.

Figure 2 – Paths of intellectual development of students

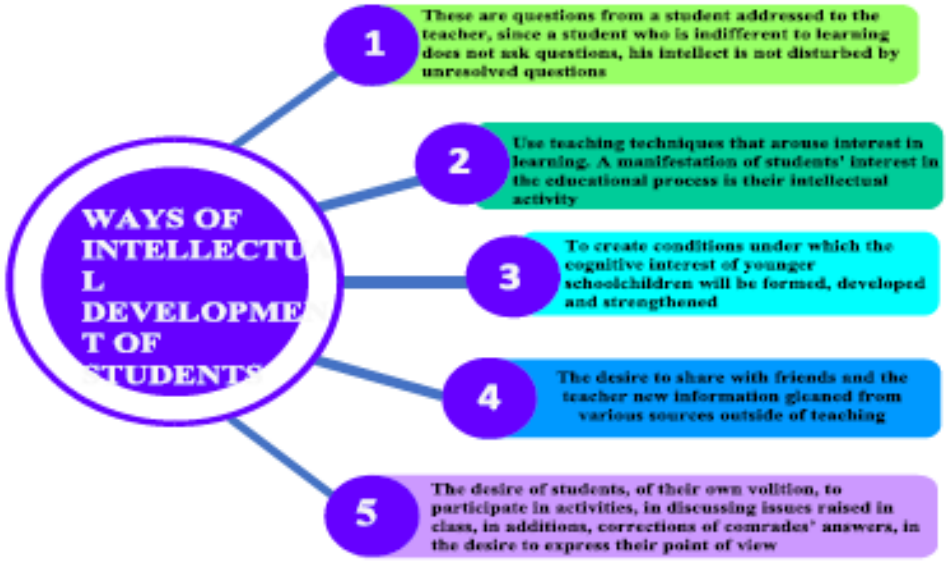

Figure 2 – Paths of intellectual development of students
Note: compiled by the authors

The development of intellectual abilities occurs in the classroom if students, on assignment, independently perform certain types of actions and come to assimilate new knowledge. This knowledge is then comprehended and applied in practice when performing training exercises.

The experiment took place at school No. ..., in the fourth grade. The essence of the experiment was as follows: in grade 4 "A" in English lessons, the teacher used developmental learning technologies, problem-based learning technologies, health-saving technologies, information and communication technologies and gaming technologies, while in grade 4 "B" these technologies were not used. The experiment lasted for 1 month. The survey was conducted before the experiment, to identify the level of development of students' intellectual skills, and after the experiment. Let's look at some of the methods used in these lessons:

1 The empathic method (or living method) is a method that allows students to "experience" the phenomenon being studied in different disciplines. This approach promotes a deeper understanding of things and feelings. For example, students can imagine themselves as a tree, an animal, or a cloud, which helps them ask questions and find answers on an emotional level.

Teacher: "Imagine that you are a hurricane. How would you describe yourself? What feeling do you get? List your adjectives, verbs, favorite weather conditions, and where you are now.

Student: “I am a hurricane. I am the most destructive of all storms. I am dangerous, strong, loud and unpredictable. I bring strong winds and torrential rains that destroy houses and trees. When the sky is full. dark clouds, I warn of thunder.”

2 Mind maps are an effective tool for constructing ideas, thoughts and discussions. This allows students to quickly write down ideas, starting with a main topic and developing ideas through synthesis.

Example: Write the main topic in the center of the mind map and students will add related words and ideas one by one, creating a structure that allows them to see connections and encourage creativity.

3 Brainstorming allows students to freely express their thoughts and ideas on the topic under discussion. This approach creates an open atmosphere and encourages creativity. This means that all ideas will be accepted regardless of whether they are true.

Example: Teacher: “What comes to your mind when you hear the word “bicycle”?”

Students express their connections and knowledge, and the teacher acts as a facilitator, leading the discussion and encouraging active participation.

4 We know/want to know/explore ways that students can construct knowledge while reading or listening to lectures. Students create a three-column table to record their information and needs.

Example: Students make a table on the board and write what they already know about the topic in the first column, what they want to know in the second column, and what they learned in class in the third column. This encourages collaborative teaching and learning. exchange of information between students.

5 The Learning Together method shows that learning is more effective when students explain the material to each other. This method can be used when working on words and learning grammar.

Example: Students are divided into groups of 4–7 people and given the same text. Each person takes turns acting as a teacher, summarizing what has been learned, asking questions and explaining difficulties that arise. It can be organized around the topic of studying grammatical structures: one group analyzes examples of tenses, another finds auxiliary words, and the third diagrams affirmative, negative and interrogative sentences.

Therefore, the use of these methods in the learning process can help accelerate understanding and mastery of the material.During breaks between tasks, the following are used alternately: finger gymnastics, visual gymnastics, etc., accompanied by teacher comments in English.

The results of the experiment are graphically presented in Table 1 and Figure 3.

Table 1 – Dynamics of intellectual skills development among Grade 4 “A” and 4 “B” students

Indicator	Grade 4 “A” (with technologies)	Grade 4 “B” (traditional instruction)
Average score before experiment	56.3	55.9
Average score after experiment	73.5	62.1
Growth, %	**+30.5**	+11.02

In Class 4 ‘A’, individual student scores demonstrated a steady upward shift after the intervention, whereas in Class 4 ‘B’ the changes were minimal and largely confined to lexical-grammatical exercises. This confirms that the growth in the experimental group was both broader and more pronounced than in the control group

As can be seen from the data in Table 1 and Figure 3, the differences between the results before and after the experiment are especially clear in 4 “A” class, where modern educational technologies were used.

Figure 3 shows the difference in the development of intellectual skills after the experiment between 4 “A” and 4 “B” classes.

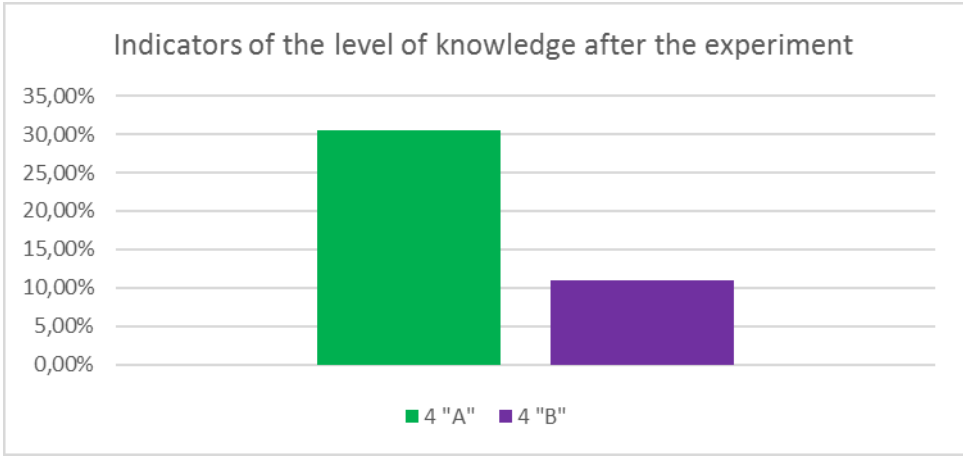

Figure 3 – Difference in learning the material after the experiment between 4 “A” and 4 “B” classes
Note: compiled by the authors

Analysis of the pretest–posttest data shows a pronounced divergence between groups. Class 4 “A,” which used modern educational technologies, improved intellectual-skills scores by 30.5%, whereas Class 4 “B” under traditional instruction rose by 11.02%. These results support the hypothesis that technology-enhanced instruction accelerates cognitive development in primary-level English.

Within Class 4 “A,” the largest gains appeared in working memory and

attention (+34%), followed by problem-solving and transfer (+29%). The pattern aligns with anticipated effects of ICT and game-based formats—immediate feedback, multimodal engagement, and sustained motivation. Problem-based and developmental approaches reinforced reasoning and hypothesis-building, while health-saving techniques reduced cognitive fatigue and helped maintain engagement across lessons.

The control group (Class 4 "B") showed only modest progress, chiefly in lexical–grammatical knowledge, indicating that conventional methods at this stage are insufficient for developing higher-order intellectual skills.

These findings are consistent with earlier work [13, 14] highlighting the value of active, technology-mediated learning in younger students. Unlike studies examining single methods, the present research tests an integrated multi-cluster model, yielding stronger and more balanced cognitive gains and underscoring the synergy among pedagogical innovations.

The study's novelty lies in demonstrating that a systematic combination of modern technologies, implemented in authentic classrooms, can markedly improve intellectual outcomes in foreign-language learning – offering a practical roadmap for teachers and advancing theoretical understanding of how technology clusters jointly enhance cognitive development in young learners.

As a result of the study, the authors of the article proposed the following recommendations:

1. To develop the intelligence of younger schoolchildren, it is necessary to use modern educational technologies when conducting English lessons. To achieve this, teachers are encouraged to incorporate them into their teaching methods.

2. Teachers must receive the necessary training to effectively use modern educational technologies. This could be a master class, seminar or online course.

3. Although this study focused on English language lessons for primary school students, other subjects and age groups may also benefit from the use of modern educational technologies.

4. The effectiveness of using modern educational technologies should be constantly assessed. This helps researchers identify areas for improvement and ensure that existing teaching methods are updated with the latest technological advances.

5. Using modern educational technology can increase student engagement and make learning more interactive and fun. Teachers should strive to create a learning environment that encourages student participation and promotes intellectual curiosity.

To summarize, we note that the use of modern educational technologies can significantly improve the intellectual development of primary school students. Therefore, it is recommended to introduce these technologies into the methodology of teaching English to primary schoolchildren.

Conclusion

Thus, the use of modern educational technologies can significantly help in improving the intellectual development of primary school students. It is a good idea to incorporate these techniques into your English teaching practice for young learners. This contributes to more effective learning and development of students' cognitive abilities. Research shows that the use of modern educational technologies has a positive effect on the learning and development of primary school students. This was confirmed by the results of studies conducted with students of grades 4 "A" and 4 "B".

The level of progress in learning among students in grade 4 "B", where modern educational technologies were not used, was 11.02%, which is 19.48% less than in grade 4 "A" (30.5%), where educational data technologies were used.

Thus, the effectiveness of using modern educational technologies for the development of intellectual skills of primary schoolchildren in English lessons has been proven, however, future research should also consider the possibility of expanding the use of these technologies to other subjects and age groups of students.

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АҒЫЛШЫН ТІЛІ САБАҒЫНДА БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ИНТЕЛЛЕКТУАЛДЫҚ ҚАБІЛЕТТЕРІН ДАМЫТУДАҒЫ ЗАМАНАУИ БІЛІМ БЕРУ ТЕХНОЛОГИЯЛАРЫНЫҢ ТИІМДІЛІГІ

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Аңдатпа. Бұл зерттеудің өзектілігі төртінші сыныпта ағылшын тілін оқыту үдерісіне заманауи білім беру технологияларын енгізу қажеттілігімен байланысты. Технологияның қарқынды дамуына байланысты білім беру бағдарламалары балаларды бастауыш мектептен бастап заманауи әлемге дайындауға бейімделуі керек. Бұл зерттеу жұмысының негізгі мақсаты – бастауыш сынып оқушыларына шет тілін оқытуда интеллектіні дамыту үшін заманауи білім беру технологияларын қолданудың тиімділігін теориялық және эксперименталды түрде көрсету. Бұл мақалада әдебиеттерді шолу және талдау, сондай-ақ бағалау, бақылау және эксперимент әдістері сияқты әдістер қолданылады. Бұл жұмыстың жаңашылдығы оның бастауыш сыныптарда ағылшын тілін оқытуда заманауи білім беру технологияларын пайдалануға ұмтылуында. Бұл зерттеудің айқын маңыздылығы ағылшын тілі сабағында заманауи білім беру технологиялары арқылы қарастырылған түрлі іс-әрекет түрлерін жүзеге асыру бастауыш сынып оқушыларының танымдық дамуын ынталандыруы мүмкін. Бұдан басқа, нәтижелер бұл технологиялардың студенттердің белсенділігін арттыруға, бірлескен оқуға ықпал етуге

және сараланған оқытуды қолдауға, осылайша әртүрлі оқу стильдері мен қажеттіліктерін қанағаттандыруға болатынын көрсетеді. Бұл әдіс білім беру тәжірибесін байытып қана қоймайды, сонымен қатар студенттерді болашақ оқу ізденісі үшін маңызды дағдылармен жабдықтайды. Сайып келгенде, бұл зерттеу бастауыш тілдегі білім берудегі болашақ зерттеулер мен практикалық қолданулар үшін негіз құра отырып, білім берудегі инновациялар туралы жалғасып жатқан дискурсқа үлес қосуды көздейді.

Тірек сөздер: білім беру технологиялары, бастауыш сынып, ағылшын тілі, педагогикалық процесс, интеллектуалдық дағдылар, когнитивтік даму, оқу нәтижелері, оқыту әдістері

ЭФФЕКТИВНОСТЬ СОВРЕМЕННЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ В РАЗВИТИИ ИНТЕЛЛЕКТУАЛЬНЫХ НАВЫКОВ МЛАДШИХ ШКОЛЬНИКОВ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. Актуальность данного исследования обусловлена необходимостью внедрения современных образовательных технологий в процесс обучения английскому языку в четвертом классе. В связи с быстрым развитием технологий образовательные программы должны быть адаптированы для подготовки детей к современному миру начиная с начальной школы. Основная цель данного исследования – теоретически и экспериментально продемонстрировать эффективность использования современных образовательных технологий для развития интеллекта при обучении иностранному языку учащихся начальных классов. В этой статье использованы такие методы, как обзор и анализ литературы, а также методы оценки, наблюдения и экспериментирования. Новизна данной работы заключается в ее стремлении к использованию современных образовательных технологий при преподавании английского языка в начальной школе. Очевидная значимость данного исследования заключается в том, что реализация на уроках английского языка различных видов деятельности, предусмотренных современными образовательными технологиями, может стимулировать когнитивное развитие младших школьников.

Ключевые слова: образовательные технологии, начальная школа, английский язык, педагогический процесс, интеллектуальные способности, когнитивное развитие, учебные результаты, методы обучения

Received / Статья поступила / Мақала түсті: 24.01.2025.
Accepted: / Принята к публикации /Жариялауға қабылданды 26.09.2025.

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