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USING PICTURE BOOKS TO PROSPER INTELLECTUAL DEVELOPMENT IN ELEMENTARY SCHOOL STUDENTS

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This article presents the results of a study conducted among fourth-grade students. The research examined the impact of using picture books in the educational process on the development of students' cognitive skills. Drawing on Sylvia Pantaleo's theoretical framework and Vygotsky's sociocultural theory, the research emphasizes the role of social interaction and structured visual art instruction in developing students' comprehension of visual art and design elements. Over four months, illustrated books by David Wiesner were studied with primary school students in general education schools. Through classroom discussion and analysis of the content, students were taught to interpret and use visual elements such as color, line, and shape. Data was collected through written responses and interviews, pre- and post-experiment revealing that

the use of multimodal texts significantly improved primary school students' ability to describe, evaluate, and interpret visual content. The study proved that picture books serve as effective tools for fostering visual literacy and imaginative thinking, confirming the importance of incorporating multimodal literacy into primary education. The results highlight the need for tailored instructional strategies and suggest approaches for future research on the integration of visual art and design with literacy practices.

Key words: picture books, intellectual development, critical thinking, creative thinking, visual art education, Pantaleo's theoretical framework, Vygotsky's theory.

БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ИНТЕЛЛЕКТУАЛДЫ ДАМУЫН ЖАҚСARTУ ҮШІН СУРЕТТЕРІ БАР КІТАПТАРДЫ ПАЙДАЛАНУ

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Бұл мақалада 4-сынып оқушыларына жасалынған зерттеу жұмысының нәтижесі берілді. Білім беру үрдісінде иллюстрацияланған кітаптарды қолдану оқушылардың интеллектуалды даму дағдыларын жақсартуға әсері зерттелінді. Сильвия Панталеоның теориялық негіздері мен Выготскийдің әлеуметтік-мәдени теориясына сүйене отырып, зерттеу жұмысы оқушылардың бейнелеу өнері мен дизайн элементтерін түсінуін дамытудағы бейнелеу өнерінің әлеуметтік өзара әрекеттесуі мен құрылымдық оқытуының ролін көрсетеді. Жалпы білім беретін орта мектептердің бастауыш сынып оқушыларымен Дэвид Визнердің иллюстрацияланған кітаптары төрт ай бойы оқылды. Оқушылармен бірге сыныпта иллюстрацияланған кітап мазмұнын талқылап, талдай отырып, оқушылар түс, сызық және пішін сияқты визуалды элементтерді қолдану жолдарын үйренді. Деректер жазбаша жауаптар мен сұхбаттар, мультимодальды мәтіндерді қолдану бастауыш сынып оқушыларының визуалды мазмұнды сипаттау, бағалау және түсіндіру қабілетін айтарлықтай жақсартқанын көрсетті. Деректер эксперимент басында және соңында оқушылардан алынған сауалнама арқылы жиналды. Зерттеу жұмысы иллюстрацияланған кітаптар оқушылардың визуалды сауаттылығы мен бейнелі ойлауын дамытуда тиімді құрал екенін көрсетті. Бұл бастауыш білім беру үрдісіне мультимодальды сауаттылықты енгізудің маңыздылығын растайды. Алынған нәтижелер болашақ зерттеулерге жеке оқыту стратегияларын әзірлеу қажеттілігін және бейнелеу өнері мен визуалды сауаттылықты оқыту қажеттілігін көрсетті.

Түйінді сөздер: суреттері бар кітаптар, интеллектуалды даму, сыни ойлау, шығармашылық ойлау, бейнелеу өнері, Панталеоның теориялық негіздері, Выготский теориясы.

ИСПОЛЬЗОВАНИЕ КНИЖЕК С КАРТИНКАМИ ДЛЯ УЛУЧШЕНИЯ ИНТЕЛЛЕКТУАЛЬНОГО РАЗВИТИЯ УЧАЩИХСЯ НАЧАЛЬНОЙ ШКОЛЫ

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В данной статье представлены результаты исследования, проведенного с учащимися 4-го класса. Изучалось влияние использования иллюстрированных книг в образовательном процессе на улучшение навыков интеллектуального развития учащихся. На основе теоретических положений Сильвии Панталео и социокультурной теории Выготского исследование демонстрирует роль визуального искусства в развитии понимания учащимися элементов изобразительного искусства и дизайна через социальное взаимодействие и структурированное обучение. В общеобразовательных средних школах с учащимися начальных классов в течение четырех месяцев изучались иллюстрированные книги Дэвида Визнера. В ходе обсуждения и анализа содержания иллюстрированных книг в классе учащиеся обучались использованию визуальных элементов, таких как цвет, линия и форма. Данные, собранные посредством письменных ответов и интервью, показали, что

использование мультимодальных текстов значительно улучшило способности учащихся начальных классов к описанию, оценке и интерпретации визуального содержания. Данные были собраны с помощью анкетирования, проведенного в начале и в конце эксперимента. Исследование подтвердило, что иллюстрированные книги являются эффективным инструментом для развития визуальной грамотности и образного мышления учащихся. Эти результаты подчеркивают важность интеграции мультимодальной грамотности в процесс начального образования. Полученные данные указывают на необходимость разработки индивидуальных образовательных стратегий и обучения визуальному искусству и визуальной грамотности в будущих исследованиях.

Ключевые слова: книги с картинками, интеллектуальное развитие, критическое мышление, креативное мышление, изобразительное искусство, теоретические основы Панталео, теория Выготского.

Introduction. The growth of education is significantly influenced by the fundamental intellectual norms of critical and creative thinking. These mental operations are not only related but also essential to the development of flexible, intelligent individuals. The process of coming up with fresh concepts and inventive solutions is known as creativity, but critical thinking entails carefully assessing and analyzing these concepts to ascertain their viability and relevance. Paul claimed that intellectual work is essential to the creation of an intellectual product, and that work, that is, production, involves the correct application of intellectual standards, in other words, creativity and criticality [1, p. 34]. This implies that thoughtful evaluation of complex communication is necessary in addition to producing ideas for productive thought processes.

Intellectual development constitutes a complex phenomenon involving the enhancement of cognitive functions essential for critical and creative reasoning. Within the framework of developmental psychology, this process is explicated by Jean Piaget's cognitive development theory, which identifies four sequential stages sensorimotor, preoperational, concrete operational, and formal operational, each characterized by progressively sophisticated cognitive abilities [2, p. 55]. For children of school age, predominantly situated in the concrete operational phase (approximately 6–10 years old), intellectual growth is characterized by the emergence of logical reasoning skills and the capacity to systematically organize and manipulate information. From the perspective of cognitive pedagogy, intellectual development is further influenced by pedagogical approaches that encourage active learner engagement with subject matter, such as inquiry-based and problem-based learning methodologies, which facilitate the advancement of both analytical thinking and creative problem-solving competencies [3, p. 235]. This dynamic interplay holds significant implications for contemporary education, where the cultivation of well-rounded cognitive capabilities is a central objective.

Lev Vygotsky's socio-cultural theory provides a complementary viewpoint by highlighting the fundamental role of social interactions and cultural tools in cognitive advancement [4, p. 136]. Specifically, for children, interaction with cultural artifacts such as picture books functions as a cognitive scaffold, supporting the internalization of complex thinking processes, including critical and creative thought, through mediated social engagement. This theoretical stance emphasizes the critical influence of environmental and contextual variables in the development of intellectual capacities, particularly within educational contexts that utilize collaborative and culturally enriched resources.

Picture books are an effective instrument for helping elementary school students enhance their intellectual skills. Picture books' multimodal format, which combines text and visuals to convey meaning, encourages students to participate in a process known as transduction, which entails transferring and changing ideas into many forms of expression. According to Kress, this process offers a rich basis for the concurrent development of critical and creative thinking since it necessitates cognitive and affective involvement [5, p. 49]. Students are encouraged to develop new meanings and critically assess the efficacy of these interpretations through the interpretation of textual and visual materials, thereby refining their critical and creative thinking skills.

Furthermore, picture books give pupils a fun and affordable way to study difficult concepts in the classroom. Picture books provide "very complex visual aesthetic" experiences, according to Sipe, which greatly aid in the growth of students' critical thinking and aesthetic knowledge. Students who work with these texts are expected to comprehend the plot as well as evaluate the visual components, considering how each one adds to the story's overall meaning. Through this approach, they learn to critically evaluate the efficacy of various element combinations and cultivate creative thinking about how to mix them to convey concepts [6, p. 336].

Picture books are very important in helping primary school students develop these critical thinking abilities. They give young students a venue to interact meaningfully and pleasurably with difficult subjects. Consequently, educators carry a great deal of responsibility for helping students through this process. Paul (1993) underlined how crucial it is for instructors to support their students' thorough engagement with the subject matter, questioning, and exploring of many viewpoints. Teachers may foster a culture of critical and creative thinking in their pupils by utilizing picture books as a teaching tool. This will help students build a solid foundation for lifelong learning.

Recent studies have expanded on these foundational theories, exploring how specific educational interventions can enhance both intellectual development and critical and creative thinking skills. For example, programs that emphasize problem-based learning, inquiry-based learning, and collaborative projects have been shown to significantly improve students' intellectual and cognitive abilities [3, p. 237]. These educational approaches not only foster intellectual growth but also promote the development of critical and creative thinking by encouraging students to engage deeply with content and collaborate with peers.

This research draws on Pantaleo's theoretical framework, which employs specific elements of visual art and design, including picture books, to cultivate students' critical and creative thinking abilities. Pantaleo's work is grounded in Vygotsky's concept of "cognition transfer from the social to the individual", guiding elementary students in creating visual compositions as artwork. As per Vygotsky's thesis on the social construction of cognition, language is acquired by children through social interactions as they "grow into the intellectual life of those around them".

From this theoretical perspective, it is evident that engaging students in meaningful discussions about picture book artwork is vital to deepen their comprehension of the complex metalanguage related to visual art and design elements and to foster advanced thinking skills. Using sociocultural theory to frame students' reading, writing, oral discourse, and artwork as socially situated practices recognizes the influence of their participation in specific classroom communities, as individuals construct knowledge within these social settings.

This approach effectively showcased the development of critical and creative thinking through multimodal literacy. Teaching, assessing, and researching multimodal literacies in all subjects requires an appreciation for and dedication to the critical and creative thinking skills embedded in students' daily work. It is believed that students' multimodal compositions, oral and written discourse, and critical thinking demonstrated their capacity to expand and enhance their knowledge [7, p. 23].

The goals of certain "textual practices" (Dyson, 2001) in the primary classrooms, along with the "ideologies demonstrated and valued" (Rowe, 2008), shaped how students engaged with, discussed, and produced writings related to picture books and graphic novels [8, p. 379; 9, p. 66]. Students examined various interpretations of these texts and approached them from an artistic perspective [10, p. 48]. Authors noted that the literacy and discursive techniques employed in the research positioned students as capable and engaged members of the classroom community. Adopting a situated learning perspective acknowledges how students' engagement with the activities influenced their understanding of the visual components of art and design, the composition of their multimodal artifacts, and their ability to discuss the focus literature and other texts, including their own.

Primary students were given opportunities to learn about specific visual characteristics of art and design through activities such as reading, discussing, and writing about various picture books and graphic novels, and engaging in exercises focused on individual visual features. Picture books and graphic novels are examples of multimodal texts, where visual and textual modes are integrated to create meaning [11, p. 139]. To understand how sign-makers choose and coordinate meaning potentials, both semiotic modes should be considered independently and in combination [12, p. 28].

Students need to develop the skills to describe, evaluate, understand, and appreciate visual imagery. Picture books are excellent tools for fostering "visual aesthetic understanding" as they are art objects [13, 238]. Some research shows that students, regardless of age, academic level, or cultural or language background, have provided insightful interpretations of picture book artwork [14, p. 391; 15, p. 211]. Similarly, when reading picture books, students must "consider visual elements like color, shading, typography, and perspective" [16, p.58]. A study with primary school students demonstrated that even a brief introduction to visual components and associated metalanguage increased their awareness and understanding of the complexity in creating and interpreting visuals in picture books [17, p. 58].

A review of literature on children's responses to multimodal texts (Arizpe, 2015) emphasizes that "providing or expanding the terms or metalanguage to discuss visual aspects is crucial for developing better student understanding of the texts" [14, p.391]. Walsh, Asha, and Spranger (2007) found that students began using metalanguage and became "more aware of the constructedness of texts" when they received direct teaching on specific visual grammar aspects, even though their focus was on digital texts [18, p. 211]. Pantaleo (2017) and other researchers examining students' composition of print and digital multimodal texts stress the need for explicit vocabulary instruction to describe and analyze these texts' features and designs [19, p. 152]. Understanding the affordances and meaning potential of various semiotic resources in images can impact students' perception, comprehension, appreciation, critique, and design of multimodal objects. Working with picture books can improve readers' inferential and critical text comprehension skills. These books can teach interpretive techniques, visual literacy, and critical thinking skills while providing enjoyable aesthetic reading experiences. The research gap lies in the limited exploration of strategies to foster critical and creative thinking with picture books in primary education, particularly within the context of Central Asia, with a specific focus on Kazakhstan. There is a notable absence of documented experiences or empirical studies addressing this approach in the region.

Goal and objectives. The objective of the study is to examine the effectiveness of integrating picture books into art education to enhance critical and creative thinking skills among fourth-grade students within the context of Kazakhstan.

To reach the goal, the following objectives are set:

1. To improve students' understanding of visual art principles through systematic analysis and interpretation of picture books.
2. To assess students' critical thinking abilities using written evaluations focused on the narratives and visual elements of picture books.
3. To explore the impact of picture books on students' cognitive development through in-depth, individual interviews.

Materials and methods. This study investigates the effect of engagement with visual arts, specifically through the use of picture books, on the intellectual development of elementary school students, with a particular focus on advancing critical and creative thinking abilities. The research was carried out in a public school in Kyzylorda, Kazakhstan, targeting fourth-grade pupils aged 9 to 10 years. The methodology was organized into three phases, rooted in the principles of age-related psychology and cognitive pedagogy, as delineated by Jean Piaget's theory of cognitive development [2, p.55] and Lev Vygotsky's socio-cultural theory [4, p. 136]. The principal aim was to cultivate students' critical and creative thinking through the incorporation of picture books within art instruction, in alignment with Kazakhstan's national educational objectives, emphasizing holistic cognitive growth. The empirical investigation involved a total of 50 students equally distributed between two classes and was conducted over four months, from September to December 2023. Instructional sessions were held twice weekly, each lasting 90 minutes. This structured approach aimed to systematically enhance the creative and critical thinking capacities of the participants through the integration of culturally and pedagogically relevant visual art resources.

The study utilized two wordless picture books by David Wiesner, *Flotsam* and *Mr. Wuffles*, selected for their intricate visual narratives and appropriateness for young learners. To substantiate this selection, Wiesner's works were compared with other esteemed picture books, including Shaun Tan's *The Arrival* and Chris Van Allsburg's *The Mysteries of Harris Burdick*. While Tan's work explores cross-cultural themes pertinent to Kazakhstan's multicultural context and Van Allsburg's book stimulates inquiry through elements of mystery, Wiesner's picture books uniquely combine accessibility with narrative complexity. This balance makes them very good for helping students think deeply, such as understanding hidden meanings in pictures and using their creativity to make up stories based only on images. Also, using wordless picture books allowed all students, no matter how well they spoke Kazakh or Russian, to take part equally and feel included.

First, students work in pairs to analyze and discuss the picture book; in the second phase they present their conclusions and articulate their viewpoints regarding the book to the class. In the third phase, students provided written responses to the picture books, critically evaluating the artistic elements and offering suggestions for potential modifications. This exercise aimed to assess their comprehension, cognitive development, and ability to engage with visual narratives creatively. The final phase involved individual interviews with select students, who were identified as particularly active and insightful during group discussions. These interviews were conducted to further explore the impact of picture books on their cognitive and critical thinking skills, with a focus on their interpretation of visual and textual elements within the books. Throughout the study, data were collected through pre- and post-tests, written assignments, and recorded interviews, allowing for a comprehensive analysis of the effectiveness of using picture books as a pedagogical tool in primary education.

Results and discussion. During the study, specially designed learning opportunities focused on key elements of visual art and design in picture books, including color, form, line, shape, space, and texture. Students engaged in whole-class and small-group activities, where they discussed these elements, enhancing their understanding through dialogue and the use of relevant metalanguage.

The concept of framing was also expanded beyond traditional paintings. Students analyzed images that demonstrated powerful framing techniques, discussing how lines, shapes, colors, and the placement of text contribute to visual framing and meaning. These activities helped students reflect on the purpose and impact of framing in visual art.

Using problem-based learning and inquiry-based learning with picture books and graphic novels greatly improved the critical and creative thinking skills of Grade 4 students in primary school. The study provided carefully designed activities that focused on analyzing important visual art elements like color, form, line, shape, space, and texture, helping students engage deeply with texts that combine images and words. Through whole-class and small-group discussions, students learned to express their observations using specific art-related language, which helped them think critically about the visual stories. These tasks encouraged them to question and interpret how different visual elements work together, strengthening their analytical abilities.

Studying framing techniques further developed students' critical thinking by asking them to consider how lines, shapes, colors, and the placement of text affect the meaning of visual art. By examining how framing is used powerfully in picture books, students became more aware of the intentional choices artists

make and how these influence the viewer. Problem-based learning helped students approach this analysis as solving a problem, while inquiry-based learning encouraged them to explore with curiosity and come up with creative ideas about the images.

Qualitative data from interviews with three students, including Asem, provided further evidence of these outcomes. Asem's engagement with *Flotsam* illustrated how wordless picture books stimulated imaginative thinking. Her description of the main character's discovery of a film reel as a "treasure" sparking "magical adventures" highlighted her ability to construct narratives from visual cues, a hallmark of creative thinking. Her active participation in discussions and confident articulation of ideas underscored the efficacy of problem-based learning (PBL) and inquiry-based learning (IBL) in fostering critical reflection and imaginative expression.



Picture 1. A drawing of the student Asem

She painted a wave and a blue sky because this artwork represented her experience. She explains that the entire story happened at sea, which is why she chose this painting. We can also see that she was in a rush while drawing the lines are not precise, and the overall picture appears messy.

Nurislam draws with great care and skill in the group, using visual elements like line, color, and shape in a harmonious way. However, he was not very involved in the group discussion. This is Nurislam's perspective on the book:

The pictures in the book are really important because they show us what's happening in the story. They help us see the adventures and figure out what's going on without needing any words. The pictures make me feel lots of different things like happy, surprised, or curious. They show what the characters are doing and how they're feeling, which helps us understand the story better.



Picture 2. A drawing of the student Nurislam

The data shows that students are getting better at thinking carefully by noticing and asking questions about the starfish being shown much bigger than whales, which is not true in real life. At the same time, they use their imagination by enjoying the mix of real things and make-believe things in the story, which makes them curious and excited to learn more. This shows that they are improving both their critical thinking and creative thinking by reading and looking at the picture book.

Dimash's curious questions and thoughtful reflections during discussions show his growing ability to think critically about the purpose and meaning of illustrated books. His enjoyment of the imaginative underwater scenes and creative interpretation of unusual elements like mechanical fish and giant starfish demonstrate his expanding creative thinking. Together, these behaviors reveal how engaging with picture books is helping Dimash develop both his critical analysis and creative imagination. He reported:

It is an amazing book that tells its story through pictures instead of words. The most I like is the pictures telling the Story. I love how the book uses only pictures to tell the story. The drawings are very detailed and colorful, which makes it fun to look at and figure out what's happening. The best part I remembered most is the underwater scenes. They are really cool and make you think of all sorts of amazing things that could be under the sea. There are mechanical fish and giant starfish, which are so different from real life and make you imagine new worlds.



Picture 3. A drawing of the student Dimash

Students analyzed different visual resources and used lines, colors, typography, and framing to convey information about the characters' actions, personalities, and emotional states, as well as plot events, settings, and the mood or atmosphere of the scenes. Overall, the students' opinions of the book were vivid and informative. They discussed not only the story's development and main idea but also the book's challenge to its readers. This demonstrated that the students were developing their creative and critical thinking skills.

Research with picture books conducted mostly in the United States has shown that multimodal texts like picture books are effective in improving visual literacy and cognitive skills in primary students. Pantaleo's theoretical approach emphasizes the importance of explicit teaching in visual grammar, focusing on semiotic elements such as color, line, shape, and framing, to assist students in interpreting complex visual stories. This method supports the goal of enhancing students' abilities to analyze multimodal texts, which is increasingly important in modern education. Although studies in Central Asia, especially in Kazakhstan, where most of the population is Kazakhs, are scarce, applying Pantaleo's ideas provides a valuable framework for fostering critical and creative thinking through targeted visual language instruction in picture book reading.

The pre-survey results indicated that while a majority of students enjoyed reading picture books, with 72% expressing positive attitudes, their engagement in critical and creative thinking activities was moderate. For instance, only 34% of students reported frequently thinking about the story after reading, and just 28% often asked questions about the pictures or the narrative. The primary survey questions are shown in Figure 1.

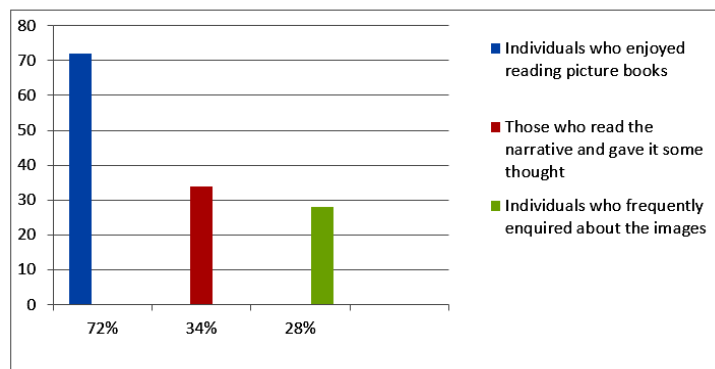


Figure 1. The main questions in the survey

The results of the surveys conducted before and after the implementation of the picture book reading program show significant changes in students' attitudes and cognitive engagement. Before the program, 72% of students expressed that they enjoyed reading picture books. After the program, this figure increased to 84%, indicating a heightened interest in this literary form.

There were significant improvements in students' ability to think deeply about the stories they read. Before the program, only 34% of students said they thought about the story after finishing it. After the program, this number increased to 62%, showing that more students became better at reflecting on and understanding the material.

Additionally, before the program, only 28% of students frequently asked questions about the pictures. After the program, this proportion grew to 58%, reflecting an increased level of student engagement in actively interpreting and questioning the visual content of picture books.

Thematic analysis identified three principal themes: (1) Enhanced Visual Literacy: Participants demonstrated an understanding of how semiotic resources, including color and framing, functioned to convey narrative components such as emotions and plot progression. (2) Critical Reflection: Students exhibited the ability to relate visual material to real-world contexts, indicating a depth of analytical thinking. (3) Creative Expression: Collaborative activities encouraged the development of imaginative narrative constructions. These results corroborate Pantaleo's framework on visual grammar instruction and align with Vygotsky's sociocultural theory of learning, thereby substantiating the cognitive developmental role of picture books.

#	The primary survey questions	Pre survey (%)	Post survey (%)
1	Individuals who enjoyed reading picture books	72	84
2	Those who read the narrative and gave it some thought	34	62
3	Individuals who frequently enquired about the images	28	58

Table 1. The results of pre- and post-surveys

Notably, the improvements observed in the survey outcomes reinforce existing evidence regarding the efficacy of picture books in enhancing visual literacy skills. The successful implementation of the intervention within a Kazakhstani educational context addresses a prevailing Western-centric bias in the literature, underscoring its applicability in multilingual environments. Employing a mixed-methods design afforded a more comprehensive understanding than relying solely on quantitative data, particularly by capturing emotional and creative engagement. Nonetheless, the study's exclusive focus on wordless picture books limits the generalizability of findings to text-based multimodal materials, indicating the need for further investigation in this domain.

The findings indicate that using problem-based learning and inquiry-based learning in picture book reading fosters an interactive learning setting that nurtures both critical and creative thinking. The focus on problem-solving helped students treat picture books as intricate texts that require careful analysis, while inquiry-based learning encouraged them to investigate different viewpoints and come up with original ideas. Together, these methods promoted deeper engagement with the content, as students actively questioned both the stories and illustrations, resulting in better cognitive development. This research underscores the value of picture books as a flexible tool for developing advanced thinking skills in primary education, especially in regions like Kazakhstan, where such teaching methods are less common.

Conclusion. Using pictures and images in creative activities through problem-based and inquiry-based learning got students excited about exploring and understanding the material. Problem-based learning helped students look closely at visual details and figure out challenges in the story, which improved their critical thinking by making them think carefully about complex images. Inquiry-based learning encouraged students to ask questions, explore different ideas, and come up with their own creative thoughts based on the pictures, boosting their imagination. Interviews with students showed that these methods helped them feel connected to the stories, think deeply, and get excited about the imaginative parts of the books. These responses show how visual stories, combined with problem-solving and questioning, spark both smart thinking and creativity.

In summary, using picture books and graphic novels with problem-based and inquiry-based learning greatly enhances Grade 4 students' ability to think critically and creatively. By encouraging teamwork, discussion, and active engagement with visual texts, teachers can help students improve their understanding of visuals and grow their thinking skills, setting them up for success in school and personal development.

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МАҢҒЫСТАУ ОБЛЫСЫНДА АҒЫМДАҒЫ КЕЗЕҢГЕ КАДРЛАР ДАЯРЛАУ БОЙЫНША БІЛІМ БЕРУ ҚЫЗМЕТТЕРІ НАРЫҒЫН ТАЛДАУ

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Бұл мақалада Маңғыстау облысында ағымдағы кезеңге кадрлар даярлау бойынша білім беру қызметтері нарығын талдау мәселелері қарастырылады. Қазақстанның батысында орналасқан Маңғыстау облысы әлеуметтік-экономикалық даму тұрғысынан елдің негізгі өңірлерінің бірі болып табылады. Демек, аймақтың әлеуметтік-экономикалық және білім беру саласының жай күйін талдау, білім алушыларды жаһандық бәсекеге қабілеттілігін ашу, ерте жастан бастап кәсіптік бағдар беру жұмысын жүргізу, аймақтағы білім беру ұйымдарының кадрлармен қамтамасыз етілу жағдайы, оларды қайта даярлау бағдарламаларының іскі асырылуы, өлкеміздің білім беру жүйесінің қазіргі заманғы ұлттық және халықаралық талаптарға жауап беретін, жоғары зияткерлік және жалпы мәдени дәрежелері бар бәсекеге қабілетті мамандарды даярлау проблемалары қарастырылады. Сонымен қатар, бүгінгі таңда Skills Technology Foresight әдісі негізінде Маңғыстау облысының жаңа мамандықтар мен құзыреттер атласын әзірлеу өзекті болып отырғандығы, бұл мақаладағы зерттеулер мен талдаулар осы жаңа атласты дайындаудың бастамасы болып табылады және қазіргі әлемдегі технологиялық және цифрлық трансформация еңбек нарығының құрылымын түбегейлі өзгертіп, жаңа мамандықтардың пайда болуына және дәстүрлі кәсіптердің трансформациясына алып келетіндігін байқатты. Осыған орай, еңбек нарығында жаңа талаптардың пайда болуы қазіргі заманғы жұмыс берушілер қызметкерлерден тек кәсіби дағдыларды ғана емес, сондай-ақ цифрлық сауаттылық, проблемаларды шешу қабілеті, креативтілік және бейімделгіштік сияқты құзыреттерді талап ететіндігі белгілі. Осы туындаған мәселерді зерттеп, зерделеу үшін қолданылған форсайт әдістеріне және форсайтта қолданылатын әдістер жиынтығы: сапалық, сандық, синтетикалық әдістер т.б. түрлеріне сипаттама беріледі.

Түйінді сөздер: Маңғыстау аймағы, атлас, кадр, кәсіп, форсайт, әдіс, зерттеу.

АНАЛИЗ РЫНКА ОБРАЗОВАТЕЛЬНЫХ УСЛУГ ПО ПОДГОТОВКЕ КАДРОВ НА ТЕКУЩИЙ ПЕРИОД В МАНГИСТАУСКОЙ ОБЛАСТИ

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В данной статье рассматриваются вопросы анализа рынка образовательных услуг по подготовке кадров на текущий период в Мангистауской области. Мангистауская область, расположенная на западе Казахстана, является одним из основных регионов страны с точки зрения социально-экономического развития. Таким образом, анализ состояния социально-экономической и