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Pedagogical problems of using National Games of Kazakh people in the organization of educational work of Primary School students

The article highlights the great role of Kazakh national games of the Kazakh people's lives. Games raised the mood, developed endurance, dexterity, strength. The content of the Kazakh National Games is huge; they are inextricably linked with folk art. It was here that many talented people were noticed and distinguished. The Kazakh National Games — the customs and traditions of the people. The article is devoted to the sociological analysis of the game as an element of the children's subculture. Despite the approaches to determining the concept of a children's subculture, its meaning and significance in the life of a child, scientists agree that one of the most important elements of a subculture is a game. The game is not entertainment for children. During the game, children learn to communicate with their peers, learn about the world around them, perceive the norms and rules of behavior in society in an accessible form. The article discusses the definition of the concepts of "children's subculture" and "children's culture" in foreign and domestic science and their correlation, considers theoretical studies of foreign scientists on the essence of children's culture; describes the types of games and their features; presents the results of the author's work. The author conducts research on this topic, and also draws conclusions about the special influence of the game on the formation of the child's personality and offers parents recommendations on the play behavior of children. The article defines the essence of the game in the structure of the children's subculture.

Keywords: children, children's subculture, games, Kazakh national games, playing games, primary school children, playing games in teaching process, modern games, types of games.

Introduction

No matter what branch of science it is, it will not advance until it has studied its history in depth. This situation is probably related to the history of the development of the Kazakh National Games. English scientist E. Maclay says about the fact that among the national games, various kumalak games, bestas, asyk, sadak, and others were played approximately 5000 years ago, "It seems that almost all these games spread in Asian countries". Marco Polo, the traveler of Venice, also adds this idea. The "Kyzbori" game, which he saw during his trip along the Zhetysu River. It warns about the origin of tribes in the territory of Kazakhstan, that is, they were born together with group relations [1].

There are many heritages created by the people. The older generation started by passing on what they knew, what they had learned to the next generation. One of them is national games. Knowing, learning, and using experience as a witness of the age of the people from infancy to today, as a legitimate continuation of the fantasy system of human beings, has a great educational value.

People have known the benefits of national games for people long time ago. The eras of the first community building, early tribes uniting into a union was a highly developed period of national games. The theater and art that opened the eyes of the nomadic tribes living a nomadic life and raising cattle were the entertainment of these national games [2].

It is not for nothing that people say that "Health is a great wealth". With this, folk wisdom reminds us that health is the source of life. A person's health should be formed from a young age. Therefore, playing a lot of games, running, walking in the field, in the fresh air is the source of healthy growth of the young organism. Together with it, while playing the game, teenagers are directed to become sociable, future citizens of the Motherland, to serve their people faithfully.

Therefore, any of the theater elements of the art that have reached us today were shown in the game, and as a result of the various expressive performance of these games, many of them reached the level of great art. The history of the formation of over a hundred games that we have researched and collected their spread among the people, their educational value and meaning is a testimony of this.

Judging by the works and researches of Russian travelers who visited Kazakhstan in the past centuries, it seems that the game “Zhamby atu” spread for the first time in Asia and Kazakhstan. Then it seems that the game moved to Europe and other countries. This game emphasizes the national identity of the people. Because the Kazakhs shot the zhamby while standing on a horse.

And among other peoples who live on the land, there are those who shoot the zhamby standing in one place and walking, without going up or down. This game has not lost its national significance to this day. In modern times, the world championships are held in “Zhamby atu”, only a target is placed instead of a zhamby.

When the Kazakhs shot their zhamby, they did not aim at the target on the ground like it is now. When they shot a prize for a shooter, or a spear, at the top of a long pole, the wrapped sword shot not the rope itself, but the string on which it was tied, and brought the spear down to the ground. “Zhamby atu” game continued until the shooters shot the betted prize [3].

One of the games with its own history that can be played now is “Kumis alu” it translates like “getting silver”. To participate in this game, young riders who can ride a horse is selected. This is because the participants of the game have to bend over the horse that is moving in a strong current and pick up the wrapped silver on the road. Therefore, it is not enough for the participants of the game to know how to attack. Courage and speed were as necessary as air.

The game “Kyz kuu” is one of the most interesting Kazakh games. This game was developed as a physical training game of the national sport. The release of the game “Kyz kuu” is very advanced. The life of the first Saka tribes that lived in Kazakhstan was mostly warlike. And in the pastoral life, the sniper girls were always met by soldiers, and in their free time they played chasing each other with horses. This is why the game of “Kyz kuu” appeared among the people.

Another game of the Kazakh holiday is “Kokpar tartu” or “Kok Bori Tartu”. In this game, all village people with the name of their grandfather, who has a strong wrist, take part. Humanity is in development. No nation, no soul, will develop without generations. Therefore, if we look at the historical and folk heritage of our people in the upbringing of their offspring, the folk wisdom in this area is high [4].

Folk teacher Baitogayuly Malkay says that fun in a child's life is a child's work, so fun is work. That is why child labor is a game. Children also have their own childhood activities. It is a game of youth. That is why the main games of Kazakh children are a asyk, a kumalak (camel, sheep), a bestas, and a ball. These are all tools of child labor [5].

We know that the people used methods and tricks to quickly capture the child's mind in raising children by telling their noble thoughts and rich experiences, often adding them to poems and songs. National games are a means of international education. That is to say, there is mutual harmony and close connection between national games.

It is appropriate to look at the game not only as a game, but as a precious treasure created by the people over the centuries, an excellent educational tool brought into one system. In order for this opinion not to be empty, let's remember the following opinion of M. Auezov, a legal writer and one of the national thinkers of our time: In the long life of our people, there is a variety of arts that they are interested in. As far as we understand, a game is not only entertainment and joy, but the game had its own meanings [6]. In the national games of the Kazakh people, there is a line of thought and action, expressed in a unified system, which takes care of the generations, and leads to the understanding of the secret philosophy. The national games of the Kazakh people basically consist of three systems: entertainment, physical training, sports and mental training (Fig. 1).

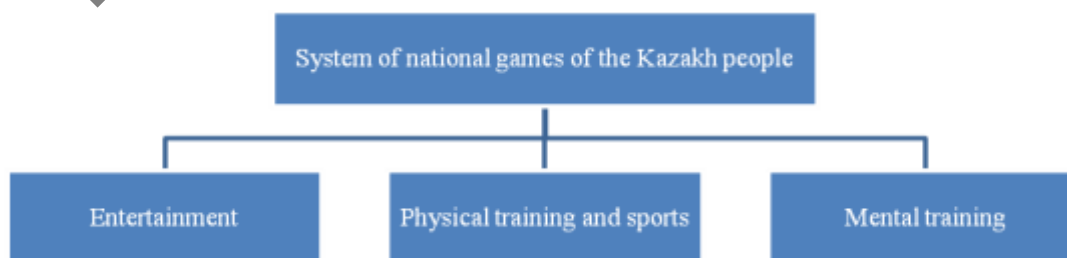


Figure 1. System of national games of the Kazakh people

Experimental

National games can be used as didactic, additional material, starting from family education, in the course of teaching individual subjects at school, during breaks, educational activities during extended day groups and after-school hours, matinees and evenings held at school. Types of games should be selected depending on the age characteristics of students. National games also inform about the history of that nation [7].

One clear guarantee of a student's good mastery of the lesson depends on the development of his spoken language. Our people's long-standing, traditional games like riddles and puzzles are an effective tool for language development. The use of game elements as didactic material during lessons is very useful not only in primary classes, but also in upper classes. Through the game, along with moral qualities, the child's desire for education and art is formed. Even the students who are not good at reading, pay attention to the lesson with game elements and become motivated. There is no competition where the game is mixed. In order not to fall behind their peers, students actively participate in the lesson, search for answers to the questions, and begin to think. The use of game elements in the lesson affects the development of the student's thinking.

Lessons mixed with games are effective for students, increase their curiosity and expand their understanding. If one of the national games made by our people over the centuries is mental training games, its many reserves are a hope for us today. Folk games open the way to good goals such as the development of the mind, artistic competition, and sharing of knowledge. Therefore, through the game, the student relaxes and learns the organization of the team.

Nowadays, the subject of mother tongue and literature has a great role to play in educating the young generation, expanding their knowledge, improving their artistic tastes, forming the right attitude to life, providing people education, good behavior and morality, and national qualities. The quality of the student's education depends on the lesson system, the internal capabilities of each lesson, the ability to combine them with national traditions, the students' creative work, and the entrepreneurial development of their skills and abilities. Scientists, innovative pedagogues, teachers are working on the search for new technologies for improving the teaching of subjects in primary school. When analyzing the research work of their scientific works, it is noticed that one of the important ways of providing solid education and increasing learning activity is the effective use of game elements. Each lesson should be built on the basis of developing language and literary literacy of the student, elements of thinking that open the way to creativity.

On the development of children's thinking, M. Zhumabayev: "Thinking is a very difficult and deep work of the soul". It is too difficult for a young child to think, so the teacher needs to try to think while playing, to be able to speak systematically. There are pedagogical features of using game elements in daily lessons. Game is an important part of new technology in learning. The student observes, analyzes and sums up the results of his/her and others' games and uses them in his/her work. Children acquire knowledge through a game and develop their creativity. The game will have a purposeful plan, no matter how difficult the lesson is. During the game, the child searches according to the theme. Reveals the content of the topic and shows inquisitiveness. Appreciating the importance of children's games, A.S. Makarenko wrote: "First of all, a future figure is educated through games" [8].

D.V. Elkonin: "A game is a social relationship between people, practical knowledge and activity" [9]. Professor V.M. Chistyakov "Interesting games conducted with children during the lesson, make them interested in the lesson, encourage discipline, develop friendship, organizational qualities, and thinking abilities in them to draw correct conclusions" [10]. N.K. Krupskaya: "The game has a special significance: the game is learning for them, the game is work for them, the game is a strong form of education for them" [11]. B. Totenav: "The formation of national games did not develop only for children, but also developed as a form of work for adults to have fun and spend their leisure time with the movement in their everyday life" [12]. Psychologist A.V. Zaporozhets: "Like a fairy tale, the game teaches to delve deeply into the thoughts and feelings of the child, brings into the circle of daily influence the wide world of human aspirations and heroic deeds" [13].

In foreign practice, the concept of "children's culture" is more common. The research of the phenomena of children's culture is actively developed by F. Mouritsen. In his concept, three main types of children's culture are distinguished:

1. Culture for children (this includes children's literature, music, cinema, television, computer games, toys, advertising, etc., that is, what adults create for children).
2. Culture with children (adults and children use various cultural technologies and elements of culture

together; on the one hand, this includes specialized formal leisure activities, for example, attending music, art schools, sports sections, etc., and on the other – informal projects in which children participate together with adults, for example, all kinds of seminars, projects where children “try themselves” as representatives of various professions, etc.).

3. Children's culture (this means everything that children produce in their own communities; this includes various elements of children's folklore (teasers, counting books, horror stories, etc.), children's speech (word-making, nicknames, secret language, etc.), as well as rules of behavior and relationships with peers).

The analysis of F. Mouritsen 's concept allowed us to conclude that, despite the differences in terminology (“children's culture” – in F. Mouritsen and other foreign scientists / “children's subculture” – in the concepts of domestic scientists), the main ideas of these concepts overlap: in the subculture / culture of childhood, culture for children and directly children's culture, therefore, in this article we will consider the concepts of “children's culture” and “children's subculture” as identical [14].

Let us turn to a more detailed analysis of some theoretical developments of foreign scientists concerning the essence of children's culture. Let's start with B. Sutton-Smith, who sees the essence of children's culture in the game as the basis of a child's mental health and happiness. Studying children's play, he came to the conclusion that modern children's game has become less autonomous and unstructured, and children have become more likely to use the rules for the game that adults offer them. Another scientist is P. Chudakov talks about the changes taking place in the space of children's games: children's toys, places for games, types of games, game rules, the number of participants in the game, etc. are changing [15].

The essence of the game in the education and upbringing of children is considered both before and now in the pedagogical system. All advanced teachers understand the game as a real necessary and important activity. Even in foreign and our national pedagogy, the following areas are also used in raising children in the history of the game:

1. Harmonious development of the child in all-round harmony;

2. The purpose of training is one of the first in this direction I.A. Komenskii considers the game to be the most responsible type for the nature and predisposition of the child to the most necessary activities [16].

The game is both educational and labor for children. The game is a way to express the world around. The game not only teaches children how to overcome the difficulties they face in life, but also forms organizational skills. The talented teacher of our time V.A. Sukhomlinsky believes: “without games, music, fairy tales, creativity, fantasy, there is no full-fledged mental education”. Therefore, from the above point of view, the use of game elements in order to form the skills of full use of the motivation and capabilities of Primary School students to learn, to apply the knowledge gained during the lesson in practice is of a separate place [17]. Children's games can generally be divided into two large groups:

1. Creative games with plot roles.
2. Rule or didactic games.
3. Action games

Plot, role-playing creative games include: games related to the topic of life, games on an industrial theme, construction games, games using natural materials, games on a socio-political theme, stage games, entertainment games. To rule games: didactic and action games.

Didactic games include: games with objects and toys, verbal didactic games, printed games on the table, musical didactic games. Action games include: games with a plot, without a plot, with sports elements. If the main task in didactic games is the development of children's intelligence, enrichment of knowledge, then the main task in action games is the development, improvement of motor activity. But this is not to say that the two are in two directions at all. First, thinking, speech, memory, imagination, will be developed, and secondly, along with the problem of movement, moral qualities are formed. The goal of both, the development of the child's personality. The main direction of didactic games, contributing to the development of children's mental abilities to acquire and consolidate knowledge, business, habit skills. In the pedagogical process, didactic games are two-way: firstly, they are a method of learning, and secondly, they are an independent game activity (Fig. 2).

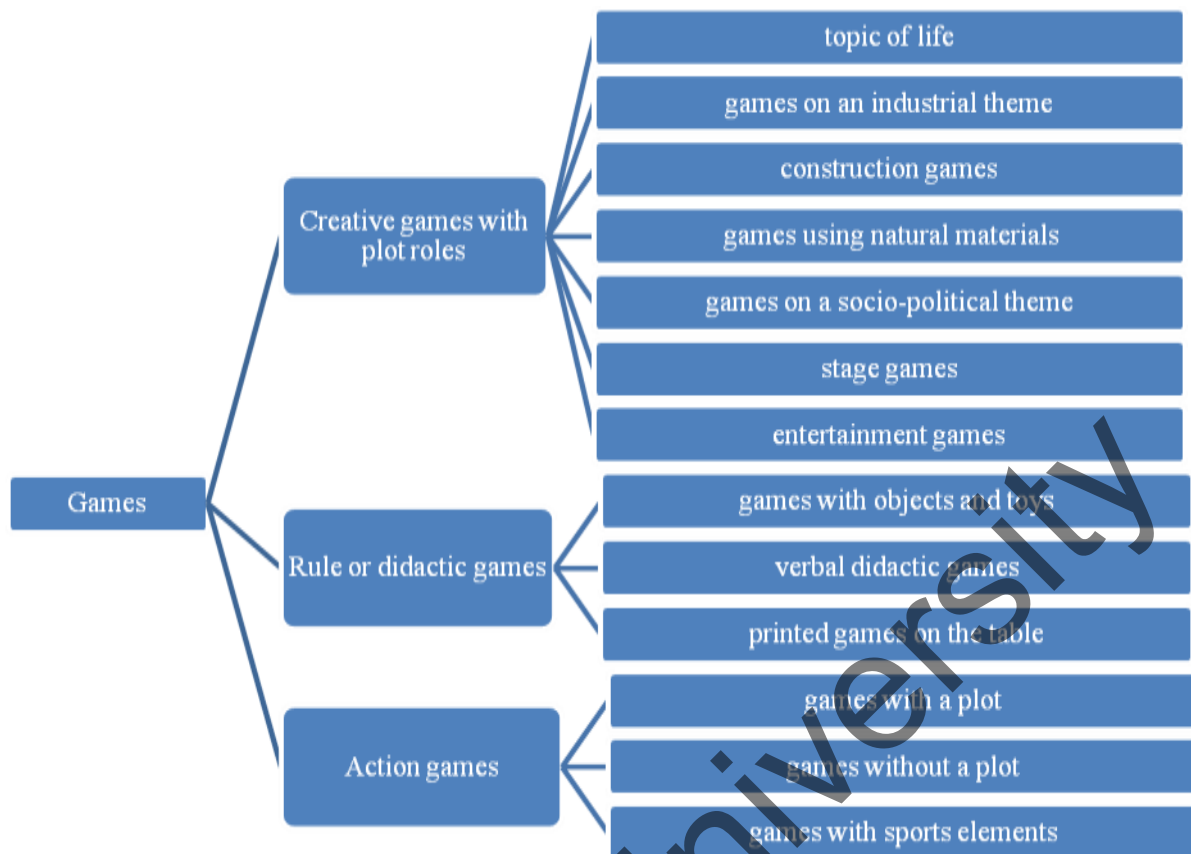


Figure 2. Types of the games

Game activity when a child plays alone is carried out outside of school hours. Management of the game consists of three areas: preparation for the game, its implementation, analysis of the final result. Preparation for the game includes: selection of the game, sorting out the necessary didactic material, taking into account the time spent in accordance with the tasks of training and education necessary for a particular age group. Effectively used games help students listen with great enthusiasm and firmly assimilate the material explained by the teacher. After all, the longing of Primary School students is more for the game than for the lesson. An interesting game does not burden the nerves of a child with easy assimilation of heavy material. After the game they liked, they will quickly refresh themselves and perform the task with pleasure and quality. The game is conducted not only in order to refresh children when they are bored and tired in class, but also in order to firmly master the basic concepts given to them. Through the game, the student learns to work independently, develops the ability to think and practice the ability to draw conclusions independently [18].

The main goal of the game is to firmly master the material covered, while engaging the child. Therefore, the focus should be on the subject content of the game. Only then will it develop the student's thinking and lead to educational, literacy goals. The methodological requirements for the game are as follows:

1. The rules of the Games should be simple and concise, easy for children to understand.
2. The necessary visual materials for the game should be prepared and placed in the optimal place.
3. Ensure that all children in the class participate in the game. Experience shows that if the game is played at too fast a pace, the minds of most children will not be able to keep up with it, and when the game is simply played, the desire for it sharply decreases.
4. Before starting the game, it is advisable to explain the procedure for conducting it to students.
5. The conducted game should stimulate the imagination of students, be able to draw conclusions, develop their language and lead them to competent writing.

It follows from these tasks in strengthening the educational property and practical orientation of training. The use of game elements in the lesson is one of the most important links in the search for improving the forms and methods of the lesson. The child's imagination comes to light especially in the game. The game is one job for a child as usual. When playing, the child uses side effects. He does what he sees in the life around him. For example: one of the Kazakh children runs away as a horse, one builds a kuryk, forms rings and

makes a street. Cattle are made from clay. In general, the game is of great benefit to the development of the child's language, and when he plays, he continues to move and speak non-stop. In general, the game is used to marry, that is, to unite with other people. He learns to listen to his own words, to listen to the wishes of others, to his own words, in short, to fulfill the first condition of a united life, general laws. And now it is useful for the child to be diligent in his work, not to be distracted, imitative, playing alone.

Results and Discussion

In all historical development periods of the society, many scientists and teachers pay attention to the problems of defining the concept of folk pedagogy, forming different scientific and pedagogical approaches, and give valuable opinions and leave a legacy.

There are many types of historical and cultural heritage of our people. Any of them is aimed at serving a person for his benefit. B. wrote a special work on national games, Kazakh national games, one of such valuable cultural assets. B. Totenaev: made an opinion that the formation of national games was developed not only for the needs of children, but also as a kind of work for adults to have fun and spend their leisure time [12]. The game is also an integral part of folk pedagogy. Kazakh national games are very rich and diverse in subject matter, however, the people not only created many different types of games, but also used them in practice and were able to see their educational aspects. Today's generation has its own requirements and features. "The Law of the Republic of Kazakhstan On Education" states that "The main task of the education system is to create the necessary conditions for the formation, development and professional development of an individual based on national and general civic values, scientific and practical achievements". Therefore, today's direction of renewal is to bring up rational citizens who are imbued with general civil and national virtues, who have developed national knowledge and behavior, and who have matured in all respects. One of the foundations of education is our national games. It is a reliable educational tool that meets the needs of the new generation and prepares them for life. "Boat!!" national games are divided into entertainment, lifestyle games, physical training, sports games and mental games. National games are also a branch of oral literature.

The people wanted to be able to inculcate in the child's mind the details and secrets of the surrounding world through game from an early age. The game is twin with the child's nature. Because a child is not going to grow without play, he is not going to develop comprehensively. Educational process at school improves through national games is one of the important reserves of pedagogy. The student's mind and intellect are strengthened by absorbing the national tradition. The game is an indispensable tool for expanding the child's vocabulary, using words freely in their meaning, and training them to speak quickly. Every nation dreams that its young generation will grow up benevolent, honest, respectful of elders, fair, courageous, well-intentioned, and full of conscience, and solves this problem depending on its lifestyle. For this, it has been using traditions, pedagogical methods, which have been used for centuries, sorted out and tested by life experience.

It can be said that the game is one of the leading and main phenomena that has a positive influence on the development of a child's personality. The student trains his efforts through the game, learns the true secrets of the environment and phenomena, and begins to learn work skills. In other words, the path of education of future figures, the teaching ethic develops from the game. Play and work have many similar characteristics, that's why some pedagogues-scientists consider that "good play is like good work, bad play is like bad work" and conclude that there is little difference between them. After all, at every age, the game requires an appropriate amount of intelligence and effort. A game without active action and effort is not a good game. So, the similarity between play and work is that good play and good work fill the fun with joy and delight. A child's play should also have a certain degree of responsibility, as in the corresponding work.

Their main difference is that a child's play cannot create real material and spiritual wealth, and it is known that work is the main way to produce such wealth. The joy and frustration of the student is evident in the game. The psychological feature of the student based on the game is that: they think, spark emotional impact, increase their activity, develop willpower, imagination. All of them are gifted with the child's creativity. During the game, the student experiences joy and sorrow as in life itself. But it doesn't mean that he doesn't know it's a game. That's why saying "let's talk, let's try" as in reality, because they understand the game as a game. Based on this, the following conclusions can be drawn about the game:

- a) The game is an educational tool, expands the mind, sharpens the language, enriches the vocabulary, introduces life and expands feelings.
- b) Strengthens will and character traits, improves moral quality.

- c) Collective emotional actions will increase.
- d) Means of aesthetic education.
- e) It allows to solve the goals of labor education.
- f) It helps to improve physical strength.

Therefore, game is a physiological and psychological bases of students' comprehensive education. The game not only increases the student's mood and refreshes him, but also affects his knowledge about life phenomena. Through the game, students communicate quickly and understand well, learn skills from each other. During the game, he strengthens his health through physical activity.

Word puzzles, rebuses, anagrams, and games to find the words have a great impact on the development of students' thinking ability. The use of game elements in the lessons has a special place in order to fully use the possibilities and enthusiasm of the students to learn and recognize and to continuously develop them in the learning process, to form the skills of applying the knowledge gained during the lesson in practice.

The following conclusion:

- a) students' thinking ability increases during the game;
- b) curiosity grows and develops;
- b) helps to master the topic well;
- c) students remember the words they found;
- d) can give an example of the topic covered at any time;
- e) awakens the consciousness to master the richness of the mother tongue;
- e) can draw conclusions on his own by drawing conclusions from examples.

In any lesson, the main goal of the teacher is to make students curious. The only effective way to realize this goal is to use games during the lesson. Many types of games can be used, especially in mother tongue lessons. Transforming the lesson in the form of a game not only arouses the interest of students, but also such a method sharpens their demands, develops their imagination, and expands their thinking; it helps to develop research skills. In particular, during the lesson, appropriate use of the theme of the national games of our Kazakh people will undoubtedly help to revive our wonderful traditions that have been lost for centuries and to inculcate them throughout the generations. At the same time, students learn the past history of our people and grow up consciously feeling the traditions in the art of communication. If national games find a successful way in the lesson, they will develop students' activity and awaken their passion for the subject.

Our study involved parents with different levels of education. According to the results of the interview, children whose parents have higher education are more likely to choose games with developing elements and plots, while their "repertoire" is characterized by a great variety compared to the games of children whose parents have secondary education. The financial situation of the family also affects children's play: in families with a higher income level, children more often prefer computer games (smartphone games) and construction, while in families with a lower income, outdoor games and games in the profession are more popular.

In addition, during the course of this study, we noted greater activity and willingness to participate in interviews among mothers than among fathers (out of 15 people, only two men agreed to an interview). Of course, it is impossible to give this observation the status of a trend, but this confirms the fact that in post-Soviet countries (including Kazakhstan) the traditional separation of parental roles remains: most often the mother is engaged in the upbringing of the child, and the father assumes responsibilities for the material support of the family, hence the less involvement of fathers in play children's practices and, consequently, their less awareness of their child's gaming preferences.

Based on the data we have obtained, we can conclude that the most popular types of games are sports, mobile, story-role-playing games, games related to construction. As a child grows up, computer games become more popular. We assume that the increasing popularity of computer games may be, among other things, due to the peculiarities of the organization of modern urban space, where "free" places for outdoor games are gradually disappearing (due to active development), and the available playgrounds do not always meet the needs of children of the XXI century. Today, even preschool children (from 3 to 6-7 years old) use a computer for games. In this context, it is important to emphasize that children of preschool and primary school age, due to their insignificant life experience and special attraction to bright, dynamic pictures, are especially strongly affected by computer games. Unlike traditional types of games, computer games can carry a number of dangers, the most significant and discussed of which is computer addiction. Realizing this, parents should seriously approach the choice of games that their children can play, and in the case of computer games, control the time spent by children at the computer.

Conclusion

In short, national games are our priceless wealth, our precious treasure, which has come down to us from our ancestors, connecting the past and the present. Therefore, learning it and using it in daily life is of great benefit in raising a generation that is suitable for our time. The game opens the door of life for the child, awakens his creativity and keeps it alive throughout his life. So the breath of play is a wonderful thing that is broad, points far, leads from thought to thought, gives imagination and wings to a person, is the leader of the mind, the guarantee of health, the breath of life. At the same time, the role of using folk pedagogy in the mother tongue lesson is very important. It can be said that it is effective to teach the lesson using the national game in the mother tongue lesson. Lessons with the game are well remembered by the student, he gets a lot of information and develops his thinking. During the game, the personality of the student develops, the game teaches, educates and changes the child.

As evidenced by the ancient pages of history, it is true that he left his native arts as a legacy from generation to generation. Even though they have been performing together since ancient times, there are so many national folk games that have taken on a new content and have taken a firm place in life, regardless of today's lifestyle. G.V. Plekhanov in his work "Letter without address" said that "game is the beginning of work, so it is measured only by the child's time", and he proved that although work is the first priority in the development of society from a materialistic point of view, game is also necessary in human life. Our goal in researching this topic is to first of all determine the stages of formation of national games with the history of their development, secondly to prove that national games are the basis of folk art, its educational content and the beginning of the future life of young people are these national games, to analyze the role of games in the formation of personality traits of the individual, general ethnographic features. Our people like to reap the fruits of education early. The result of education should be seen when the child is really excited. He believed that the moral qualities that are forming in a child can be seen from a very young age. Therefore, Kazakh people's social life and spiritual life were the reason for the child's early adulthood.

Therefore, as the folk wisdom says, "If you think a lot, you will become wise, if you play a lot, you will become a child". Each teacher should use the types of games used and related visuals depending on the level of education of their students. If not only the exercise in the textbook is performed, but every teacher is searching, if he provides comprehensive knowledge according to the topic, if he conducts the lesson using various methods, including our folk games, the student's interest in the subject will increase, his worldview will expand, his knowledge and literacy will increase. I think that the number of high-quality and intelligent students will increase. Educating students to be conscientious and hardworking, with a high degree of spiritual thinking, high culture, high aesthetic taste, based on the Kazakh folk pedagogy. It is known that school teachers have a great role in educating the young generation to protect the honor of art and education, honor of the family and nation, to teach them to love the homeland soaked in the blood of their ancestors, to sharpen their language, to develop their thinking ability, and to educate them in morality. And they are responsible for the perfect performance of these tasks.

Summing up the article, we emphasize that the modern world of children's game is undergoing significant changes over time. Today, most parents are focused on the early development of the child, while great importance is paid to his safety. Of course, the desire to teach a child and protect him from danger is natural and justified, but we must not forget that overprotection and excessive desire of parents to control everything can negatively affect the development of a child's independence. A modern child is used to being the center of attention, parents themselves think through his leisure time, and the children's games industry helps them in this: today there are many popular children's games with a ready-made plot (a plot from a cartoon, book, and movie); children can only follow it. Thus, the element of imagination and creativity leaves the children's game. In addition, in modern conditions, adult culture is increasingly conquering the space of childhood, including the space of children's play.

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Бастауыш сынып оқушыларының тәрбие жұмысын ұйымдастыруда қазақ халқының ұлттық ойындарын пайдаланудың педагогикалық мәселелері

Мақалада қазақ халқының өміріндегі қазақ ұлттық ойындарының ерекше рөлі көрсетілген. Ойындар көңіл-күйді көтереді, төзімділікке, ептілікті баулиды, күшті дамытады. Қазақ ұлттық ойындарының мазмұны зор, олар халық өнерімен тығыз байланысты. Бізде ұлттық өнерді меңгерген көптеген адамдар өздерінің қабілетімен және талантымен ерекше. Қазақтың ұлттық ойындары — халықтың дәстүрі мен баға жетпес мұрасы. Сонымен қатар мақала балалар субмәдениетінің элементі ретінде ойынды элеуметтанулық талдауға арналған. Балалар субмәдениеті ұғымын, оның мәні мен баланың өміріндегі маңыздылығын анықтау тәсілдеріне қарамастан, ғалымдар субмәдениеттің маңызды элементтерінің бірі — ойын екендігімен келіседі. Ойын балаларға арналған ойын-сауық емес. Ойын барысында балалар құрдастарымен қарым-қатынас жасауды үйренеді, қоршаған әлемді біледі, қоғамдағы тәртіп нормалары мен ережелерін қол жетімді түрде қабылдайды. Шетелдік және отандық ғылымдағы «балалар субмәдениеті» және «балалар мәдениеті» ұғымдарының анықтамасы және олардың арақатынасы зерттелген; шетелдік ғалымдардың балалар мәдениетінің мәні туралы теориялық зерттеулері қарастырылған; ойын түрлері мен олардың ерекшеліктері сипатталған; авторлық жұмыстың нәтижелері ұсынылған. Авторлар осы тақырып бойынша зерттеу жүргізген, сонымен қатар ойынның баланың жеке басын қалыптастыруға ерекше әсері туралы қорытынды жасалған және ата-аналарға балалардың ойын тәртібі бойынша ұсыныстар берілген. Сондай-ақ балалар субмәдениетінің құрылымындағы ойынның мәні анықталған.

Кілт сөздер: балалар, балалар субмәдениеті, ойындар, қазақтың ұлттық ойындары, ойын сабақтары, бастауыш сынып оқушылары, оқу үдерісіндегі ойын сабақтары, заманауи ойындар, ойын түрлері.

Ж.М. Каратас, М. Халматов

Педагогические проблемы использования национальных игр казахского народа в организации воспитательной работы учащихся начальных классов

В статье отражена большая роль казахских национальных игр в жизни казахского народа. Игры поднимали настроение, развивали выносливость, ловкость, силу. Казахские национальные игры имеют большое содержание, они тесно связаны с народным искусством. Именно здесь были замечены и выделены многие способные и талантливые люди. Казахские национальные игры — это традиции и наследие народа. Статья посвящена социологическому анализу игры как элемента детской субкультуры. Несмотря на подходы к определению понятия детской субкультуры, ее сущности и значимости в жизни ребенка, ученые сходятся во мнении, что одним из важнейших элементов субкультуры является игра. Игра — это не развлечение для детей. В процессе игры дети учатся общаться со сверстниками, познают окружающий мир, в доступной форме принимают нормы и правила поведения в обществе. Авторами рассмотрены определение понятий «детская субкультура» и «детская культура» в зарубежной и отечественной науке и их соотношение, а также теоретические исследования зарубежных ученых о сущности детской культуры; описаны виды игр и их особенности; представлены результаты авторской работы. Сделаны выводы об особом влиянии игры на формирование личности ребенка, предложены рекомендации родителям по игровому поведению детей и определена сущность игры в структуре детской субкультуры.

Ключевые слова: дети, детская субкультура, игры, казахские национальные игры, игровые занятия, младшие школьники, игровые занятия в учебном процессе, современные игры, виды игр.

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