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Deontological content of the future generation upbringing through national values

This article analyzes the peculiarities of the formation of national values formed during the historical development of the material and spiritual culture of Kazakhstan. National values are the basis of spiritual and moral development, personal education, which are preserved in cultural, historical, family traditions and are passed down from generation to generation and ensure the effective development of the country. The author of the article of pedagogical deontology focuses the professional consciousness of the teacher on the fate of the student, on the principles of trust, empathy and justice. In this context, the primary school teacher's main task is to bring the quality of students' education to the international level, educate them in morality, and actively participate in the creation of the educational process on a national basis. In primary school age, the relationship of national culture is of great importance, in promoting the conscious perception of its values, in assimilating national traditions as values, in accordance with which it is necessary to demand norms of behavior. In this context, the primary school teacher argues that being active in building the educational process on a national basis is the greatest burden, the most important thing, the most sacred duty of teaching.

Keywords: pedagogical deontology, folk pedagogy, folk education, national culture, ethnic values, upbringing, education, traditions.

Introduction

The current problem of society's development imposes new requirements on the education of future generations. At the same time, special attention is paid to the use of the cultural heritage of the Kazakh people, its centuries-old educational traditions and customs in the state and regulatory documents of the Republic of Kazakhstan, which define the main directions and norms of reforming the education system.

As you know the spiritual culture of human values formed in the Kazakh worldview occupies an important place. We believe that the most moral thing in education is to be an example, and it is the duty of modern teachers to convey national values to students. To develop the moral qualities of the younger generation, it is necessary to teach them good deeds, and only then they will be able to follow the example of men who love their country. And human qualities consist in appreciating the national culture. As you know, the spiritual culture of universal values formed in the Kazakh worldview occupies an important place. We believe that the most moral thing in education is to be an example, and it is the duty of modern teachers to convey national values to students. To develop the moral qualities of the younger generation, it is necessary to teach them good deeds, and only then they will be able to follow the example of men who love their country. And human qualities consist in appreciating the national culture [1].

It is important for a primary school student to learn national traditions as a value, to demand appropriate norms of behavior and behavior in establishing relationships with their people, to influence the feeling of belonging to the national culture, to help them consciously perceive its values. The cognitive and educational role of traditions and customs in the national education system of primary schools is increasing. The main task facing the sovereign state is to direct the future younger generation to national values, foster citizenship and patriotism, love for their state, respect for state symbols, and respect for folk traditions. In this context, the main duty of a teacher in the classroom is to take an active part in bringing the quality of students' knowledge to the international level, moral education, and building the educational process on a national basis. The implementation of these tasks is the greatest burden of teaching activity, the most important task, the most sacred duty; it is a requirement of pedagogical deontology [2].

According to G.M. Kertayeva, pedagogical deontology is a part of pedagogical ethics that considers the principles, features of morality inherent in a particular profession. Due to the presence of several types of

pedagogical specialties, there are also differences in deontological requirements due to the difference in their tasks and work performed. Therefore, the content of general principles and rules of pedagogical ethics changes, deontological requirements are identified and changed, and ethical rules play a regulatory role in practical activities within a particular pedagogical activity. Another feature of the teacher's activity is the lack of a special result measuring device in his hands. His main work is to manage the relationships that arise in the course of training and education [3]. In many specific situations the teacher should be able to find the most correct pedagogical solution in a short time, and this is not easy.

Another main principle of national pedagogy is the unity of Education. It prepared young people for life and created all the conditions for them to become “versatile and honest” citizens. In any education of our people, mental, physical, ethical, patriotic, labor, moral, etc. education is in harmony. And this principle is connected with the principle of “comprehensive, harmonious education of young people” in scientific pedagogy. Formation of deontological training of teachers in accordance with their professional activity, mastering and understanding the content of their duty, education of consciousness is a requirement of time. That is, the performance of his duties in accordance with this duty is formed on the basis of his inner feelings, beliefs and thoughts [4].

The national bringing-up of Kazakh people is an upbringing that has no analogues in the world. In general the word “national” means respect for the country, land, language, religion. And we suppose that the work carried out in primary schools plays a special role in the development of the National Education. Thus, it is very important for a child to learn from the time of his mother’s pregnancy and continue to instill in him his national values in the school. It is clear that through the introduction of national education in kindergartens and schools, we will raise a noble, intelligent generation. If we want to become a strong country with a strong spirit, first of all, we need to take care of the education and upbringing of our generation.

In the modern era of globalization the problem of providing students with education in accordance with world standards is becoming an urgent problem in our country with a new organization of education taking into account national characteristics, analyzing domestic achievements in the world's accumulated experience through scientific and pedagogical search. The main goal of the teacher is to provide students with high-quality and conscious education. Ethics occupies a significant place in the composition of the methods used by the teacher in the implementation of this honorable task assigned to him.

It is important for primary school students to develop national values and spiritual and ethical qualities, which means that they are very sensitive to education at this stage. Therefore, at this age the teacher attaches special importance to every action of the parents. The activities of teachers in the educational process are becoming increasingly important [5]. In this sovereign, independent Kazakhstan the beginning of the path to civilization is primary school students, the main person of the school is the teacher. In the era of globalization the indicator of national competitiveness is measured by the level of education.

Material and methods

In the process of organizing educational events on Kazakh traditions and customs the study of primary school students was divided into three stages (identification, formation, control) within the framework of the study the students were divided into experimental groups and control groups.

120 students took part in the experimental group, and 118 students took part in the control group. In general, 238 primary school students were involved in the work of the pedagogical practice. In our study we worked with children aged 6 to 9 years.

In connection with the study the following methods were selected: a questionnaire (10 questions) to study the level of knowledge of National features in the authorial cognitive activity. The diagnostic method of the study “study of children's understanding of ethical norms” by G.A. Uruntaeva and Y.A. Afonkina is aimed at determining the level of ethical development of students [6].

Results and discussion

In the personal development of the student his sense of belonging to the nation is reflected not only in the family, but also in school and community. The fact that a child's relationship with people is based on national values depends on what values are perceived as the most important. With this in mind, in the early stages of our work, the author's questionnaire was designed in accordance with the purpose of the study, depending on the specifics of the experimental classes. At the stage of determining the experiment the initial level of knowledge of students based on the traditions of the Kazakh people on the basis of great personalities was determined by three components (emotional-motivational, content, action).

Students in the experimental group, who participated in the identification phase of the experiment, showed a lack of knowledge about national traditions, historical figures of the country, incomplete understanding of parts of the national housing. Although they have an understanding of national costumes and national cuisine, they have a low level of understanding. And you can see that they deeply understand the meaning and significance of national instruments and value them as national values.

Table 1

The level of knowledge of primary school students about national values.

№	Level	Experimental group	Controlled group
1	Higher	22 % (22 students)	22,5 % (23 students)
2	Average	48 % (54 students)	48 % (54 students)
3	Lower	38 % (44 students)	34,3 % (41 students)
4	TOTAL	120 students	118 students

As a result of the study the level of knowledge of Primary School students about national values showed the following results:

The experimental group consists of a high level of 22 % (22 students), an average level of 48 % (54 students), and a low level of 38 % (44 students).

Control group — high level 22.5 % (23 students), average level 48 % (54 students), 34.3 % (41 students).

In the second stage of our research we used the diagnostic method of research by G.A. Uruntaeva and Y.A. Afonkina to determine the level of ethical development of students, assessing the extent to which primary school students understand their desires, identify and consolidate their actions in their consciousness in order to diagnose the initial level of consciousness of children older than preschool age.

By analyzing children's answers most children can explain the following qualities: good, bad, courageous, generous, kind, greedy and evil. But it was difficult to answer such qualities: fair, honest, unjust, cowardly and deceitful. A large number of children relate to life situations explaining their qualities.

As a result of the study primary school students achieved the following results on the qualities of tact and will: experimental group – average level 64 %, lower level 56 %; control group — high level, average level 65 % lower level 46 %. Thus, as a result of the revealing experiment, the level of formation of education of primary school students through traditions on the basis of Kazakh national values and the low rules of ethical interpretation were revealed, and there is a contradiction between the requirements imposed on the study of modern national heritage, traditions and customs and the weakness of the unified system of its study, the need for students to master Kazakh traditions and the lack of teaching and methodological recommendations related to its study in educational work.

In the formative experiment, based on the program developed by us in order to increase the interest and formation of the educational process based on national values among students, the ways of deepening the knowledge of students of grades 1-4 are mainly considered. The methodology was implemented in stages. We divided the work on the national values of younger schoolchildren into three stages.

At the first stage – training sessions in primary school in accordance with the age stages of work in the direction of studying national value concepts of knowledge.

At the second stage there are works that contribute to the formation of interest in the national value, influencing the consciousness of younger schoolchildren in the learning process.

At the third stage – increasing students' desire to recognize national values and activity in choosing, a sense of pride in their nation, the ability to identify themselves as a representative of this nation.

The variable subject based on the subjects studied in primary classes was systematized in special areas. For the effective implementation of the first work on the formation of national values, the experience of forming on the basis of the integrated program “National Heritage”, taking into account innovative technologies, was carried out.

Today the main goal is the formation of a healthy, selfless, homeland-loving personality, national education of younger schoolchildren is the first step, the preservation and development of the younger generation, national identity and image.

The comprehensive program “Ultyk Kazyna” was systematized by age categories of children, depending on the level of their abilities and capabilities. Types of games were shown for each topic. The requirements of today are fully disclosed in the comprehensive program “Ultyk Kazyna” — the development of the child's

intelligence, the improvement of his thinking, the formation of his business qualities, the education of intelligence in accordance with the requirements of the time.

The materials included in the educational and methodological textbook are based on a traditional thematic approach. In addition, there are no features of the implementation of the position, i.e., in the grouping of materials, importance is attached to internal logical connections. In the 1st grade, the student learns the national shelter, clothes and national games. In the 2nd grade, students expand their ideas about national concepts, clay tools, national ornaments and national cuisine. In the 3rd grade, they get acquainted with samples of oral folk art, in the 4th grade they get acquainted with the traditions and customs of the Kazakh people. In order to master knowledge and consolidate it, the child needs to repeat and practice in the formation of skills and abilities. If the child's thinking is in a figurative, emotional impact, then it gives the best results, and also if the knowledge is connected with an interesting activity, is in internal contact with the child's activity, then such knowledge will undoubtedly be assimilated by the child.

As you know, educational work at school, considering innovative technologies, is aimed at the formation and development of personality. It is obvious that the implementation of this case is associated not only with a regular system, but also with extracurricular educational activities. For the education of our youth as a citizen who loves his nation, loves his Homeland, has a high national spirit, has good ethical qualities, the school — parent-society should jointly conduct high-quality education based on ethno-pedagogy. In the classroom, teachers and classroom teachers in extracurricular activities conduct educational work with students related to national education. The economic and social development of our society is combined with the development of the spiritual and cultural life inherent in our nation, the education of the younger generation of respect for traditions, language, national art, the history of their country and the peoples of the world is carried out as a responsible and main task. The effectiveness of national education is determined by the degree of pedagogical activity of the teacher.

The first grain of upbringing and education is the primary class. Teaching and upbringing of national values among younger schoolchildren is a prerequisite, from the age of 6-7 they begin to realize themselves as a nation.

One of the factors influencing the formation of the young generation is that one of the directions of our traditional culture is to instill the national heritage of the people (traditions, national games, national decorations, etc.) throughout the entire young generation – the task facing teachers today.

For the effective implementation of the work on the formation of national values of primary school age, a comprehensive program “Ulttyk Kazyna” has been developed taking into account innovative technologies. Because on the basis of a comprehensive program, an electronic textbook and Qatari didactic games have been compiled, which will help the child to approach the lesson with great enthusiasm, to perceive the topic faster, to fully assimilate knowledge.

At the final control stage of experimental research work using the methods used in the ascertaining experiment, i.e., a questionnaire for studying the level of knowledge of national peculiarities in the author's cognitive activity, the diagnostic methodology of the study “Research of children's understanding of ethical norms” by G.A. Uruntaeva and Y.A. Afonkina [6]. We are focused on determining the level of ethical development of students, by re-conducting the diagnostic methodology of the study; we determined the levels of development of the established components in the formation of national values of younger schoolchildren.

At the final control stage of practical work, by re-conducting the methods used in the ascertaining experiment, we identified the levels of development (emotional-motivational, meaningful and volitional) of the established components in the development of education of younger schoolchildren based on national values. The results of these components are shown below (Table 2).

Table 2

Component indicators

Stages of work	Higher		Average		Lower	
	e. g.	c. g.	e. g.	c. g.	e. g.	c. g.
Determine	22 %	22,5 %	48 %	48 %	38 %	34,3 %
Control	32 %	22,5 %	64 %	48 %	18 %	34,3 %

The table shows that the indicators of the level of development of the emotional and motivational component at the end of the experiment also received a good boost in the experimental group. Thus, describing the

effectiveness of the technology developed by us for organizing the learning process based on the use of didactic opportunities in education about national values, the results of its introduction into the practice of educational activities of primary school teachers can be considered unambiguously positive.

Summarizing the results of the formative experiment in the process of teaching younger schoolchildren, we can determine the relationship, the mutual influence of criteria that determine the degree of effectiveness of the use of didactic games based on national values. One of the most common methods for determining the existing relationship is correlation analysis. The study revealed statistical differences between the two groups. The data obtained as a result of mathematical processing revealed a very high coefficient of correlation between the main criteria for the formation of educational activities of primary school students, there are degrees of involvement of children in the cultural and historical heritage of the Kazakh people, there are grounds to believe that the ideas of Kazakh folk pedagogy have great didactic opportunities for the implementation of educational and developmental tasks of the learning process in primary grades of secondary schools and significantly contribute to the effective solution of a wide range of didactic tasks.

Comparing the results obtained during the determination of the degree of formation of the level of educational activity of control class students, we found that if there is no significant difference at the initial stage of experimental work, then there is a significant discrepancy between the indicators of the last stage according to all criteria. The difference in the indicators of the motivational criterion and activity is especially noticeable. In addition, there is an essential Baikal of the content criterion. These indicators, together with the above data on the results of experimental work, allow us to conclude about the effectiveness developed and implemented in school practice

Conclusion

Pedagogical technology of the organization of the learning process is based on the use of didactic possibilities of the ideas of Kazakh folk pedagogy. Thus, during the experiment, the following pedagogical conditions were identified and tested, ensuring the effective implementation of didactic opportunities of national value in the process of teaching younger schoolchildren:

- design and implementation of an integrated system of step-by-step use of didactic opportunities of younger schoolchildren in the learning process;
- introduction of schoolchildren to the values of the cultural heritage of the Kazakh people, taking into account the age characteristics of younger schoolchildren, while preserving socio-cultural, ethno-regional, natural factors;
- organization of various forms of educational activities of younger schoolchildren, providing for the development of program material, the development of educational and cognitive skills through the training system and the integration of didactic learning opportunities in education;
- complex use of elements of the traditional system and innovative technological developments, implementation of the tasks of the educational process using the didactic possibilities of the ideas of Kazakh folk pedagogy.

If you give a clear idea of the indicators of the given dynamics, you can see the effectiveness of the use of information technologies and the introduction of variable discipline in primary classes.

Thus, the experimental work proved the validity of the model of formation of national values among younger schoolchildren, its criteria and indicators, levels, the effectiveness of the methodology developed for the purpose of forming the upbringing of students in the educational process on the basis of the Kazakh cultural heritage.

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Болашақ ұрпақты ұлттық құндылықтар арқылы тәрбиелеудің деонтологиялық мазмұны

Мақалада Қазақстанның материалдық және рухани мәдениетінің тарихи дамуы барысында ұлттық құндылықтардың қалыптасу ерекшеліктері талданған. Ұлттық құндылықтар мәдени, тарихи, отбасылық дәстүрлерде сақталатын және ұрпақтан-ұрпаққа берілетін және елдің тиімді дамуын қамтамасыз ететін рухани-адамгершілік дамудың, жеке тұлғаны тәрбиелеудің негізі болып табылады. Мақала авторлары мұғалімнің кәсіби санасын оқушының тағдырына, сенім, эмпатия және әділеттілік ұстанымдарына бағыттайды. Осы тұрғыда оқушылардың білім сапасын халықаралық деңгейге жеткізу, адамгершілікке тәрбиелеу, оқу-тәрбие үрдісін ұлттық негізде жасауға белсене атсалысу — бастауыш сынып мұғалімінің басты міндеті. Бастауыш мектеп жасында ұлттық мәдениеттің өзара байланысын, оның құндылықтарын саналы түрде қабылдауға ықпал ету, ұлттық дәстүрлерді құндылықтар ретінде игеру, оған сәйкес мінез-құлық нормаларын талап ету қажет. Сондай-ақ басатауыш сынып мұғалімі тәлім-тәрбие үдерісін ұлттық негізде құруға белсенді болу ұстаздық қызметтің ең ұлы жүктемесі, ең маңызды ісі, ең киелі парызы деп тұжырымдайды. Педагогикалық деонтология — педагогикалық этиканың жеке мамандыққа тән моральдың ұстанымдары мен қағидаларын, ерекшеліктерін қарастыратын бөлігі. Авторлар этникалық бірегейлікті қалыптастырудың жоғары деңгейі іс жүзінде жиі қолданылатын ұлттық құндылықтарды мақсатты педагогикалық әсер ету құралы ретінде пайдалану мүмкіндігіне байланысты оқу-тәрбие процесін оңтайландырады деген қорытындыға келген, бұл әсіресе қоғам мен мемлекет үшін өзекті болып көрінеді.

Кілт сөздер: педагогикалық деонтология, халық педагогикасы, халықтық тәрбие, ұлттық мәдениет, этникалық құндылықтар, тәрбие, білім, салт-дәстүр.

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Деонтологическое содержание воспитания будущего поколения через национальные ценности

В статье проанализированы особенности формирования национальных ценностей в ходе исторического развития материальной и духовной культуры Казахстана. Национальные ценности являются основой духовно-нравственного развития, воспитания личности, которые сохраняются в культурных, исторических, семейных традициях и передаются из поколения в поколение и обеспечивают эффективное развитие страны. Авторы статьи ориентирует профессиональное сознание учителя на судьбу ученика, на принципы доверия, сопереживания и справедливости. В этом контексте основной задачей учителя начальных классов является вывод качества образования учащихся на международный уровень, воспитание их в нравственности, активное участие в создании образовательного процесса на национальной основе. В младшем школьном возрасте большое значение имеют взаимоотношения в национальной культуре, в содействии сознательному восприятию ее ценностей, усвоении национальных традиций как ценностей, в соответствии с которыми необходимо требовать нормы поведения. В этом контексте учитель начальных классов утверждает, что быть активным в построении воспитательного процесса на национальной основе — величайшая нагрузка, самое важное дело, самый священный долг учительской деятельности. Авторы приходят к выводу, что высокий уровень сформированности этнической идентичности оптимизирует образовательный процесс за счет возможности использования накопленных на практике национальных ценностей как средства целенаправленного педагогического воздействия, что представляется особенно актуальным для общества и государства.

Ключевые слова: педагогическая деонтология, народная педагогика, народное воспитание, национальная культура, этнические ценности, воспитание, образование, традиции.

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