

# Traditions of Human Physical Development in Kazakh National Pedagogy as a Means of Patriotic Education of Future Teachers

## Tradiciones del desarrollo físico en la pedagogía nacional kazaja como medio de educación de futuros maestros

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### Contents

- [1. Introduction](#)
  - [2. Purpose and hypothesis](#)
  - [3. Stages of study](#)
  - [4. Method of experimental study](#)
  - [5. Results](#)
  - [6. Discussion](#)
  - [7. Conclusion](#)
- [References](#)

#### ABSTRACT:

The relevance of the problem under study is due to the fact that in recent decades the importance of traditional sociocultural communications has been increasing. The objective need is the need for reinterpretation of the sociocultural reality; the transition to a qualitatively new level of relations among the peoples, political and public associations, people and, as a consequence, the rethinking of the problems of patriotic education of youth. But the patriotic education is inconceivable without the assimilation of historical national traditions. The appeal to the traditions of a whole nation, Kazakh in this case, that have developed over the centuries, creates a powerful spiritual and patriotic basis, for this is a touch to the creativity of one's own people, the part of which each person feels oneself. The purpose of this study is to develop the methods and organizational forms of using the traditions of human physical development in Kazakh national pedagogy in

#### RESUMEN:

La relevancia del problema en estudio se debe a que en las últimas décadas la importancia de las comunicaciones socioculturales tradicionales ha ido en aumento. La necesidad objetiva es la necesidad de reinterpretar la realidad sociocultural; la transición a un nivel cualitativamente nuevo de relaciones entre los pueblos, las asociaciones políticas y públicas, la gente y, como consecuencia, el replanteamiento de los problemas de la educación patriótica de los jóvenes. Pero la educación patriótica es inconcebible sin la asimilación de las tradiciones nacionales históricas. La apelación a las tradiciones de toda una nación, kazaja en este caso, que se ha desarrollado a lo largo de los siglos, crea una poderosa base espiritual y patriótica, ya que es un toque para la creatividad de la propia gente, la parte de la cual cada persona se siente. uno mismo. El propósito de este estudio es desarrollar los métodos y formas organizativas de utilizar las tradiciones del desarrollo

the patriotic education of future teachers. The ethnopedagogical, activity and practical approaches are used as the methodological approaches to the study of the problem. The results of studying the essence and the content of patriotism, the methodological foundations of its upbringing among modern youth are presented in this article; the patriotic content of the traditions of physical development in the Kazakh national pedagogy and their potential in the patriotic education of the students are revealed; the methods and forms of using the traditions of physical development in Kazakh national pedagogy as the means of patriotic education of future teachers in the process of their educational and extracurricular activities are revealed and substantiated herein. The obtained results of the study make it possible to carry out the patriotic upbringing of the personality of a future teacher not in isolation, but within the framework of the whole educational process of a higher education institution. To this end, a set of didactic methods and organizational forms able to realize the pedagogical potential of the traditions of the human physical development of the Kazakh people, oriented toward the formation of patriotic feelings and experiences of a young person, along with the professional development of a student, are being developed.

**Keywords:** patriotic education, Kazakh national tradition, traditions of physical development, pedagogical potential, methods, cognitive criterion, motivational and emotional criteria, activity criteria, value criteria, high level, average level, low level.

físico humano en la pedagogía nacional kazaja en la educación patriótica de los futuros maestros. Los enfoques etnopedagógicos, de actividad y prácticos se utilizan como los enfoques metodológicos para el estudio del problema. Los resultados del estudio de la esencia y el contenido del patriotismo, los fundamentos metodológicos de su educación entre la juventud moderna se presentan en este artículo; se revela el contenido patriótico de las tradiciones de desarrollo físico en la pedagogía nacional kazaja y su potencial en la educación patriótica de los estudiantes; Los métodos y formas de utilizar las tradiciones de desarrollo físico en la pedagogía nacional kazaja como medios de educación patriótica de los futuros maestros en el proceso de sus actividades educativas y extracurriculares se revelan y se justifican en este documento. Los resultados obtenidos del estudio permiten llevar a cabo la educación patriótica de la personalidad de un futuro maestro, no en forma aislada, sino en el marco de todo el proceso educativo de una institución de educación superior. Con este fin, un conjunto de métodos didácticos y formas organizativas capaces de realizar el potencial pedagógico de las tradiciones del desarrollo físico humano del pueblo kazajo, orientadas hacia la formación de sentimientos y experiencias patrióticas de una persona joven, junto con el desarrollo profesional. de un alumno, se están desarrollando.

**Palabras clave:** educación patriótica, tradición nacional kazaja, tradiciones de desarrollo físico, potencial pedagógico, métodos, criterio cognitivo, criterios motivacionales y emocionales, criterios de actividad, criterios de valor, nivel alto, nivel medio, nivel bajo.

## 1. Introduction

### 1.1. Relevance of the problem

In the present conditions of the growing interest in the problems of intercultural communications, the objective need is the need for reinterpretation of the sociocultural reality; the transition to a qualitatively new level of relations among the peoples, political and public associations, people and, as a consequence, the rethinking of the problems of patriotic education of youth.

Patriotic education is inconceivable without the assimilation of historical national traditions. The appeal to the essence of national education, including the traditions of physical development of the Kazakh people, creates a powerful spiritual foundation, for this is a touch to the creativity of one's own people, the part of which every person feels oneself.

This attitude towards patriotic education, based on respect for the national heritage, is the social order for the setting of the important task of patriotic education of youth before the educational system. This task is especially important in the course of training of future teachers, since teachers are the main carriers of the ideas of patriotism in the school, which is attended by the entire population of the country. The revival and improvement of the patriotic potential of the traditional intercultural communications, especially in conditions of pedagogical education, in unity with the people's experience of upbringing and spiritually-patriotic culture, are becoming particularly relevant nowadays.

### 1.2. Backgrounds

The appeal to the history and theory of the issue under study shows that the importance of the national pedagogical heritage in the education of children has been emphasized by such well-known scientists as the teacher Ushinsky (Ushinsky 1968), the philosopher Sukhanov (Sukhanov 1976).

In modern studies, the problems of popular pedagogy are considered in the works of Dzhanabaeva (Dzhanabaeva 2007), Kozhakhmetova (Kozhakhmetova 1998), and Nigmatov (Nigmatov 2004), covering the pedagogical views of individual peoples, giving a detailed analysis of the folklore, customs, traditions that affect the formation of child's personality, and human relations.

The conceptual provisions, regulatory legal mechanisms, the system of concrete measures of civil and patriotic content are considered in the studies of Ibragimov (Ibragimov et al. 2011), Kalinin (Kalinin 2005), Lutovinov (Lutovinov 2006), Menlibaev (Mendlibaev 1995) and others.

The following aspects of patriotic education of students are considered in the works of modern researchers:

- the national traditions and patriotic, international, humane upbringing as well as the upbringing of courage (Nigmatov et al. 2017, Bimakhanov 2015, Gasanov 2001, Khayrullin 2016);
  - the issues of formation of patriotism in future specialists at higher educational institutions of Kazakhstan (Nurmukasheva 1993, Saltanova 2005), the pedagogical bases of patriotic education of servicemen of the Ministry of Internal Affairs of the Republic of Kazakhstan (Sanabaev 2003).
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## 2. Purpose and hypothesis

The purpose of the study was to develop the methods and the forms of using the traditions of human physical development in Kazakh national pedagogy within the patriotic education of future teachers.

The research hypothesis states that the use of the traditions of human physical development in Kazakh national pedagogy will increase the effectiveness of patriotic upbringing of future teachers in case of:

- clarification of the essence and the content of patriotism, determination of the methodological approaches and principles of its upbringing in modern youth;
- definition of the purposes, objectives and patriotic content of the human physical development traditions in Kazakh national pedagogy;
- revelation of the pedagogical potential and methodical possibilities of using the physical development traditions in Kazakh national pedagogy in the patriotic education of student youth;
- revelation and substantiation of the methods and forms of using the physical development traditions in Kazakh national pedagogy as a means of patriotic education of future teachers in the course of educational and extracurricular activities.

**Methods** used in the study were the following ones: *theoretical* – the analysis of philosophical, historical and ethnographic, literary, psychological, pedagogical, social literature on the topic, curricula and teaching aids recommended for university students, as well as creative work (diploma, course paper) of the students; generalization, simulation, systematization, analogy, extrapolation;

*empirical* – the study of advanced experience of the academic staff of higher educational institutions of the Republic of Kazakhstan; interview, conversation, observation, questioning, experimental work; methods of mathematical statistics for data processing.

**Experimental base.** The experimental and trial work was carried out at the Faculty of Natural Science and Agrarian Technologies of Kyzylorda State University named after Korkyt Ata, Kyzylorda, Kazakhstan. 157 students of 2nd-4th years of education took part in the experiment.

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## 3. Stages of study

The study was conducted under natural conditions, in three stages:

**At the first stage**, the collection and systematization of the research material was

performed, a working version of the scientific apparatus was formulated, the experience of patriotic education of students in the traditions of Kazakh national pedagogy was studied and analyzed, and a hypothesis and a program of research work were developed.

**At the second stage**, the experimental work was carried out to test the efficiency of the research hypothesis, all research tasks were solved consistently, the new published scientific and educational literature on the research topic was analyzed; the individual research results were introduced in practice through publications and presentations at the scientific and practical seminars and conferences.

**At the third stage**, the theoretical substantiation of the results obtained in the course of the experimental work was performed, the dissertation study was formulated, and the approbation of the results of the study was performed in the practice of education.

## 4. Method of experimental study

The formation of the composition of the test and reference groups of students was carried out on the basis of random selection, namely, the students of Physical Culture and Initial Military Training Department were included in the test group, and the students of Physical Culture and Sport Department were included in the reference group.

Experimental and trial work consisted of 3 stages: ascertaining, formative and reference. The objectives of the ascertaining stage were 1) the study of the state of using the national traditions under research in the practice of education of future teachers, 2) the revelation of the initial level of patriotic upbringing of the students in the experimental and reference groups. At the formative stage, the experimental verification of the efficiency of the developed methods and forms of using the traditions of the Kazakh people in the human physical development in the course of patriotic education of students was carried out. At the reference stage, the diagnostics of the dependent variables and the processing of the empirical data were performed.

The effectiveness of the patriotic education of students was assessed by the following criteria: *cognitive, motivational, emotional, activity* and *value*. In accordance with these criteria, the authors revealed the levels of patriotic upbringing of students as *high, medium and low*. The thesis provides the indicators of all criteria and sufficiently detailed characteristics of the indicated levels.

The structure of the holistic process of patriotic education of future teachers based on the traditions of physical development of Kazakh national pedagogy is presented in **Table 1**.

**Table 1**

The structure of the holistic process of patriotic education of future teachers based on the traditions of physical development of Kazakh national pedagogy

Components	Content of components		
Methodological	Purpose	Development of methods and organizational forms of use of the human physical development traditions in Kazakh national pedagogy in the patriotic education of future teachers	
	Approaches	Ethnopedagogical, activity, practical	
	Principles	Humanism and democracy; priority of historical, cultural heritage; consistency; continuity in the development of generations of people; taking into account the age characteristics and interests of different youth groups, taking into account regional development conditions	
	Years	Educational material	What is formed

Content	2-3	Natural science and general professional subjects	Comprehension and explanation of such concepts as "tradition", "development patriotism through traditions", "the patriotic education of future teachers", etc.
	3-4	The block of special subjects on the basics of initial military training. Special courses: "The bases of patriotic education of the students with the help of traditions of physical development of Kazakh national pedagogy"; "The possibilities of using the educational potential of Kazakh national pedagogy", etc.	The knowledge of patriotism and the means of its development; the knowledge of the dialectic of the development of national traditions; motives as the driving force of national traditions of the human physical development; conditions and forms of patriotic feelings
	4	Planning and development of creative works on the topics "Educational potential of national traditions", "Structural components of patriotism", "Patriotic content of Kazakh national traditions", etc. during practical and seminary lessons	Willingness to join the traditions of patriotic content; persuasion in patriotic acts; skills of patriotic education of children, etc.

Procedural	Methods and organizational forms		
	Development of the cognitive criterion indicators	<ul style="list-style-type: none"> <li>– lectures, seminars and other forms of studies on the traditions and customs of peoples related to the assimilation of knowledge about their patriotic content;</li> <li>– inclusion of fragments of empirical folk sayings (proverbs, sayings, tales, epics, legends) related to the importance of patriotic feelings for a person in the course of the initial military training and physical culture;</li> <li>– viewing and discussion of audio-video materials (films, programs) on the patriotic education of the younger generation, based on national traditions</li> </ul>	
	Development of the motivational criterion indicators	<ul style="list-style-type: none"> <li>– ethical conversations with the students using the sources of people's educational experience motivating them to behave patriotically;</li> <li>– preparation by the students of the reports on national traditions of physical education, reflecting the views on the physical development of the adolescents;</li> <li>– meetings with famous people (batyrs, akyns-writers, singers, performers of kyues, zhyrau, masters of jewelry art, etc.</li> </ul>	
	Development of the activity criterion indicators	<ul style="list-style-type: none"> <li>– creation and solution of game situations with the use of Kazakh national traditions, focused on patriotic education of the students;</li> <li>– student traditional activities in physical culture (folk games, the competition "Mass run is the national tradition", excursions, hiking,</li> </ul>	

	<p>"People's Health Day", sports days);</p> <ul style="list-style-type: none"> <li>– ensuring the active participation of the students in the activities of a spiritually patriotic nature with the use of the educational meaning of the traditions related to the physical health of a person;</li> <li>– voluntary active assistance to the teacher in the conduct of sports and recreational activities using the national traditions related to human physical development</li> </ul>
Development of the value criterion indicators	<ul style="list-style-type: none"> <li>– research work of the students on the topics: "Traditions, forming the love for the Motherland", "Patriotic duty to serve the Motherland";</li> <li>– the activity of the patriotic center "National Sports – National School";</li> <li>– special course "Military-patriotic education of future teachers based on the national traditions of human physical development"</li> </ul>

Diagnostic	Criteria	Levels
	<p>– <i>Cognitive</i>. Its indicators: comprehension of the essence of patriotism and the ways of its manifestation; knowledge of Kazakh national traditions of patriotic content; awareness in the field of patriotic and civic ideals, legal norms.</p> <p>– <i>Motivational and emotional</i>. Its indicators: goals, motivations and attitudes (positively-interested, negative, indifferent) of the students to the patriotic national heritage, to the field of patriotic ideals, norms, rules, principles; the sense of responsibility to the country and society.</p> <p>– <i>Activity (behavioral)</i>. Its indicators: the actions of the students, expressed in the observance of the Kazakh national traditions of the human physical development, the independence in the implementation of patriotic, civic and social roles, skills and lawful behavior.</p> <p>– <i>The value criterion</i>. Its indicators consist of two blocks: 1) the universal values presented in such terms as "love of the Motherland", "love of one's people", "moral responsibility", "humane treatment of an individual", etc., 2) personal values – a person's recognition of the patriotic duty of serving the Motherland, fulfilling the civil, constitutional, professional duties, the readiness to defend the interests of the Motherland, positive patriotic activity</p>	<p><i>High level</i> – knows the basic norms of behavior of a citizen, realizes himself or herself as a patriot of his or her country, shows the initiative, go-aheadism. Shows the value-patriotic attitude towards the Motherland, its historical past, culture and traditions; shows love and devotion to the Motherland, the people, the desire to work for the good of his or her country, positive patriotic activity.</p> <p><i>Average level</i> – knows the basic rules and norms of behavior of a citizen but cannot always regulate them. He or she studies well, but not always takes the initiative in the affairs of the collective; is aware of him/herself as a patriot of his or her country, knows his or her rights and responsibilities, but does not always know how to exercise them in life. He or she shows the value attitude towards the Motherland, its historical past, culture and traditions, however the patriotic activity is shown on an occasional basis.</p> <p><i>Low level</i> – does not always follow the generally accepted norms of behavior; is disrespectful to the rights and duties of a patriot and a citizen, requires the support of others at achievement of the purpose set; does not impose any requirements on himself or herself. The student has no valuable attitude towards the Motherland, does not feel the need to show love and devotion to the Motherland, to the people; the patriotic activity is absent.</p>

## 5. Results

The study results for the levels of formedness of cognitive, motivational, emotional, activity and value criteria of patriotic education in the test and reference groups at the control stage of the study are presented in Tables 2, 3, 4 and 5.

**Table 2**

The levels of formedness of the cognitive criterion of patriotic education in the test and reference groups at the control stage of the study

	High		Average		Low	
	%	Number of people	%	Number of people	%	Number of people
TG	32.5	25	48.1	37	19.4	15
RG	20	16	30	24	50	40

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**Table 3**

The levels of formedness of the motivational and emotional criterion of patriotic education in the test and reference groups at the control stage of the study

	High		Average		Low	
	%	Number of people	%	Number of people	%	Number of people
TG	35.1	27	50.6	39	14.3	11
RG	21.2	17	33.8	27	45	36

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**Table 4**

The levels of formedness of the activity criterion of patriotic education in the test and reference groups at the control stage of the study

	High		Average		Low	
	%	Number of people	%	Number of people	%	Number of people
TG	35	27	49.4	38	15.6	12
RG	18.8	15	27.5	22	53.7	43

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**Table 5**

The levels of formedness of the value criterion of patriotic education in the test and reference groups at the control stage of the study

	High		Average		Low	
	%	Number of people	%	Number of people	%	Number of people
TG	31.2	24	46.8	36	22	17
RG	18.8	15	31.2	25	50	40

The generalized results of the study of the levels of patriotic educatedness in the test and reference groups at the control stage of the study are presented in Table 6.

**Table 6**

The levels of formedness of the patriotic educatedness in the test and reference groups at the control stage of the study

	High		Average		Low	
	%	Number of people	%	Number of people	%	Number of people
TG	35.0	27	44.2	34	20.8	16
RG	21.3	17	32.5	26	46.2	37

According to Table 5, the average level of patriotic educatedness, which is equal to 44.2% (34 people) of the testees, dominates in the test group at the control stage of the study, while in the reference group this level is equal to 32.5% (26 people). The high level of patriotic educatedness is diagnosed in 35.0% (27 people) of the test group students and in 21.3% (17 people) of the testees in the reference group. The low level of patriotic educatedness is revealed in 20.8% (16 people) of test group students and 46.2 (37 people) of the testees of the reference group.

The analysis of the data obtained makes it possible to draw the following conclusions: the high level of patriotic educatedness after the formative experiment increased from 19.5% to 35% (changed by 15.5%), the average level of patriotic educatedness increased from 29.9% to 44.2% (changed by 14.3%), the low level of patriotic educatedness decreased from 50.6% to 20.8% (changed by 29.8%). The significant changes in the levels of patriotic educatedness of the students in the test group can be observed.

Thus, the analysis of the results of the experimental research has shown that the pedagogical forms and methods of using the traditions of human physical development, integrated into Kazakh national pedagogy, proposed and approved by the authors, are quite efficient in the patriotic education of future teachers, which makes it possible to recognize the provisions of the proposed hypothesis as confirmed.

## 6. Discussion

The study of psychological and pedagogical literature on the problem under study makes it possible to state the following conclusion: despite the considerable scientific reserve in the study of various aspects of the patriotic upbringing in the educational institutions, including using the means of national pedagogy, the issues of identification and application of the



pedagogical potential of the human physical development traditions, inherent in Kazakh national pedagogy, as the means of patriotic education of future teachers are underestimated.

In this study, the patriotism is understood as one of the most significant and enduring values inherent in all spheres of social life, which expresses a feeling of love for one's homeland, the Motherland, the devotion to one's native land, language, culture, traditions, the immersiveness in its history, the national achievements and values. In the aggregate of the main components of patriotism, the following components are included: the *cognitive-intellectual* – the in-depth understanding of the essence of patriotism and the ways of its manifestation; the *demand-motivational*, realizing the goals, intentions and attitudes of people to the historical heritage and implemented in the system of educational institutions; *emotionally-sensual*, consisting of the formation of the patriotic views and beliefs in the students; *activity (behavioral)* – the activity and actions in the field of patriotism.

The methodological grounds for using the Kazakh traditions of human physical development as a means of patriotic education are: the *ethno-pedagogical, activity-based approaches* and the *practical approach*; as well as the following *principles* – humanism and democracy, the priority of historical and cultural heritage, consistency, continuity in the development of the younger generations, taking into account the age specificities and the interests of various youth groups, the principle of taking into account the regional conditions, etc.; *the purpose* is the development of forms and methods of using the Kazakh traditions of human physical development in the patriotic education of future teachers and the solution of the problems corresponding to the achievement of this purpose.

The content of the concept of "tradition" including its definition not only as a traditionally held event, but also as the moral and patriotic feelings and feelings that have entered into the thought and consciousness of people, is clarified: the respect for the elders, caring for the younger ones, love for the native land, for the Motherland, to labor and the people of labor, to the mother, and from here to the Motherland; improvement of friendship between people and nations, etc. It was discovered in the course of the study that the tradition in pedagogy is understood by many researchers as a "traditionally held event". Only in the writings of philosophers, the term "traditions of philosophical thought" is used. In our opinion, the constructive thoughts passed from generation to generation and the wisdom of the people accumulated over the centuries on education can be called "the traditions of pedagogical thought", which are the traditions of human physical development, harmoniously integrated into the system of the upbringing experience of the Kazakh people, studied herein.

In the traditions of human physical development in Kazakh national pedagogy, containing a body of patriotic views, feelings and experiences, the solid potential of patriotic upbringing is laid. Therefore, they are universal educational and upbringing means of indirect, unobtrusive patriotic education of young people, including future teachers. The educational potential of these traditions lies in the unobtrusive transfer of the health-saving heritage to each generation, in influencing the welfare of the development of the patriotic qualities in these generations. The authors assume this unobtrusive influence because a person, formed in the conditions of traditions, masters earlier the mechanism of behavior, accepted in the society, even without having had time to understand its substantial essence.

As a result of the study, the following peculiarities and significance of patriotic education of traditions of physical development of Kazakh national pedagogy are revealed: 1) content (cognition, thoughts, dreams and interests of the people); 2) succession from generation to generation; 3) renewability; 4) the disappearance of contradictions to new social ties, the development of vitally necessary ones, the filling of them with new patriotic content; 5) the connection with the patriotic traditions and customs of other peoples, similarities and differences; 6) territorial changes; 7) the formations, inherent only to an individual nation (customs, rituals, traditions).

In the purpose of efficient use of the studied traditions as a means of patriotic education of future teachers, the *methods and forms* were developed, that were oriented at:

a) the development of the *cognitive criterion* indicators: the systematic arming of the

students with the knowledge of Kazakh sources – the reading of traditional and non-traditional lectures on topics about the national traditions of physical development of a person reflecting the views on patriotic education of young people; the interpretation in all forms of study of the proverbs, sayings, epics, tales, riddles and verses related to the issues of human physical development and patriotic education of youth; the inclusion of the students in the process of physical culture, the use of the fragments of empirical statements about the importance of health for people contained in the traditional thoughts of the Kazakh people, the preparation of the reports on the national traditions of physical development of the personality by the students, the conduct of ethical conversations with the students using specially prepared material on the significance of physical and spiritual human health, contained in the sources of national wisdom;

b) the development of the *motivational and emotional criterion* indicators: the integration of the figurative and ethical national paradigm of patriotic and physical education into the system of knowledge of the person – the use of the patriotic educational potential of the disciplines and courses taught in the educational process, the organization of special courses similar to the course "The fundamentals of military-patriotic education", the creation of the patriotic center "National Sports – the National Foundation", etc.; viewing and discussion of audio-video materials (films, programs) about the patriotic education of the younger generation, based on the national traditions; creation and solution of game situations with the use of Kazakh national traditions, focused on patriotic education of youth; meetings with famous people (batyrs, akyns-writers, singers, and performers of kyues, zhyrau, masters of art of jubilee, etc.);

c) the development of the *activity criterion* indicators: traditional public holidays, which had become secular (Navruz, Baiga, Altyn Kabak, etc.); student activities in physical culture, which became traditional (national games, the competition "Mass Run – the national tradition", excursions, hikes, "People's Health Day", sports days); ensuring the active participation of the students in the activities of a spiritually patriotic nature with the use of the educational sense of traditions about the physical health of a person; extracurricular active assistance to the teachers in the conduct of sports and recreational activities with the use of national traditions of human physical development; independent preparation by the students of the reports and essays on the traditions studied, reflecting the views on the physical education of the younger generation.

The results of applying the diagnostic tools for testing the efficiency of the developed methods and forms of patriotic education of future teachers based on the traditions of physical development in Kazakh national pedagogy make it possible to justify the objectivity of the formulated theoretical propositions and conclusions, the validity of research methods obtained in the course of experimental and expert work. It should be noted that as the main diagnostic materials (levels, criteria, indicators) for determining the effectiveness of the developed methods, forms of use of the traditions and the structure of an integral process of the patriotic education of future teachers, the traditional instruments, filled with the content, corresponding to the purposes, requirements and scientific searches of this study, were used.

Thus, the analysis of the results of the experimental and trial work showed that the pedagogical forms and methods of using the traditions of human physical development integrated into Kazakh national pedagogy and the patriotic education of future teachers, proposed and approved by the authors, proved to be quite efficient. They contribute to the harmonious introduction of the students to these traditions and thereby increase the level of their patriotic educatedness, which makes it possible to recognize the provisions of the stated hypothesis confirmed.

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## 7. Conclusion

In conclusion, the results of the study are summarized, the conclusions are formulated.

The upbringing of patriotism, understood as one of the most significant and enduring values, expressing the feeling of love for the homeland, Motherland, devotion to the native land, language, culture, traditions, involvement with the history and achievements of the people,

based on the traditions of physical development of Kazakh national pedagogy, is one of the demanded goals of teacher education in Kazakhstan. The methodological grounds for the use of the Kazakh traditions of human physical development as a means of patriotic education are: the *ethno-pedagogical, the activity and the practical approaches*; as well as the following *principles* – humanism and democracy, the priority of historical and cultural heritage, consistency, continuity in the development of the younger generations, taking into account the age specificities and the interests of various youth groups, the principle of taking into account the regional conditions, etc.; the *purpose* is the development of forms and methods of using the Kazakh traditions of human physical development in the patriotic education of future teachers.

The constructive thoughts passed from generation to generation and the wisdom of the people accumulated over the centuries on education can be called "the traditions of pedagogical thought", which are the traditions of human physical development, harmoniously integrated into the system of the upbringing experience of the Kazakh people, studied herein.

In the traditions of human physical development in Kazakh national pedagogy, containing a body of patriotic views, feelings and experiences, the solid potential of patriotic upbringing is laid. This potential is understood as a system of successive actions aimed at developing love and respect for the mother, the elder, to the native land, forming a healthy body and spirit, taking into account the social roles performed by young men and women in the adulthood. A person, formed in the conditions of traditions, masters earlier the mechanism of behavior, accepted in the society, even without having had time to understand its substantial essence.

For the purposes of efficient use of the studied traditions as a means of patriotic education of future teachers, it is advisable to use a set of methods and forms of education aimed at developing the *cognitive* (systematic improvement of the students' knowledge of Kazakh national traditions using different sources – traditional and non-traditional lectures on the topics about national traditions of human physical development, reflecting the views on the patriotic education of the young people, the interpretation in all forms of training sessions of the proverbs, sayings, epics, fairy tales, riddles and verses related to the issues of the human physical development and the patriotic education of youth, etc.), *motivational and emotional* (integration of the Kazakh national experience of patriotic education of youth into the general system of formation of the professional competences in future teachers, the organization of the special courses similar to the course "The fundamentals of patriotic education of students with the help of the traditions of physical development of Kazakh national pedagogy", the creation of the patriotic center "National sport – the national basis", etc.), *activity and value* (participation of the students in traditional national festivals ("Nauruz", "Baige", "Altyn kabak", etc.); the organization of traditional student physical culture events (national games, the competition "Mass run – national tradition", excursions, hiking, "People's Health Day", sports days); voluntary active assistance to the teacher in the conduct of sports and recreational activities using national traditions of the human physical development, etc.) *components* of patriotic education.

This dissertation study, of course, does not solve all problems related to the use of the rich Kazakh national traditions in the patriotic education of the younger generation. In the future, it will be required to study such relevant problems as the use of the traditions of physical development of Kazakh national pedagogy in the patriotic education of the students of secondary special educational institutions, schoolchildren; ensuring the continuity in the educational work with junior schoolchildren and high school students, with the students of secondary vocational schools and universities using the national traditions; the pedagogical conditions for using the traditions of physical development of Kazakh national pedagogy in a specific direction of educational work – moral, humanistic, aesthetic, labor, etc.; the problems of systematization, classification of the traditions of physical development of Kazakh national pedagogy, etc. also require a special study.

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[Index]

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