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«ХАЛЫҚ» ЖҚ

# Х А Б А Р Ш Ы С Ы

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## ВЕСТНИК

РОО «НАЦИОНАЛЬНОЙ  
АКАДЕМИИ НАУК  
РЕСПУБЛИКИ КАЗАХСТАН»  
ЧФ «Халық»

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## THE BULLETIN

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В 2016 году для развития и улучшения качества жизни казахстанцев был создан частный Благотворительный фонд «Халык». За годы своей деятельности на реализацию благотворительных проектов в областях образования и науки, социальной защиты, культуры, здравоохранения и спорта, Фонд выделил более 45 миллиардов тенге.

Особое внимание Благотворительный фонд «Халык» уделяет образовательным программам, считая это направление одним из ключевых в своей деятельности. Оказывая поддержку отечественному образованию, Фонд вносит свой посильный вклад в развитие качественного образования в Казахстане. Тем самым способствуя росту числа людей, способных менять жизнь в стране к лучшему – профессионалов в различных сферах, потенциальных лидеров и «великих умов». Одной из значимых инициатив фонда «Халык» в образовательной сфере стал проект *Ozgeris powered by Halyk Fund* – первый в стране бизнес-инкубатор для учащихся 9-11 классов, который помогает развивать необходимые в современном мире предпринимательские навыки. Так, на содействие малому бизнесу школьников было выделено более 200 грантов. Для поддержки талантливых и мотивированных детей Фонд неоднократно выделял гранты на обучение в Международной школе «Мирас» и в *Astana IT University*, а также помог казахстанским школьникам принять участие в престижном конкурсе «*USTEM Robotics*» в США. Авторские работы в рамках проекта «Тәлімгер», которому Фонд оказал поддержку, легли в основу учебной программы, учебников и учебно-методических книг по предмету «Основы предпринимательства и бизнеса», преподаваемого в 10-11 классах казахстанских школ и колледжей.

Помимо помощи школьникам, учащимся колледжей и студентам Фонд считает важным внести свой вклад в повышение квалификации педагогов, совершенствование их знаний и навыков, поскольку именно они являются проводниками знаний будущих поколений казахстанцев. При поддержке Фонда «Халык» в южной столице был организован ежегодный городской конкурс педагогов «*Almaty Digital Ustaz*».

Важной инициативой стал реализуемый проект по обучению основам финансовой грамотности преподавателей из восьми областей Казахстана, что должно оказать существенное влияние на воспитание финансовой

грамотности и предпринимательского мышления у нового поколения граждан страны.

Необходимую помощь Фонд «Халык» оказывает и тем, кто особенно остро в ней нуждается. В рамках социальной защиты населения активно проводится работа по поддержке детей, оставшихся без родителей, детей и взрослых из социально уязвимых слоев населения, людей с ограниченными возможностями, а также обеспечению нуждающихся социальным жильем, строительству социально важных объектов, таких как детские сады, детские площадки и физкультурно-оздоровительные комплексы.

В копилку добрых дел Фонда «Халык» можно добавить оказание помощи детскому спорту, куда относится поддержка в развитии детского футбола и карате в нашей стране. Жизненно важную помощь Благотворительный фонд «Халык» оказал нашим соотечественникам во время недавней пандемии COVID-19. Тогда, в разгар тяжелой борьбы с коронавирусной инфекцией Фонд выделил свыше 11 миллиардов тенге на приобретение необходимого медицинского оборудования и дорогостоящих медицинских препаратов, автомобилей скорой медицинской помощи и средств защиты, адресную материальную помощь социально уязвимым слоям населения и денежные выплаты медицинским работникам.

В 2023 году наряду с другими проектами, нацеленными на повышение благосостояния казахстанских граждан Фонд решил уделить особое внимание науке, поскольку она является частью общественной культуры, а уровень ее развития определяет уровень развития государства.

Поддержка Фондом выпуска журналов Национальной Академии наук Республики Казахстан, которые входят в международные фонды Scopus и WoS и в которых публикуются статьи отечественных ученых, докторантов и магистрантов, а также научных сотрудников высших учебных заведений и научно-исследовательских институтов нашей страны является не менее значимым вкладом Фонда в развитие казахстанского общества.

С уважением, Благотворительный Фонд «Халык»!

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## **PEDAGOGICAL BASES OF TEACHING THE KAZAKH LANGUAGE WITH FORMATION OF PERSONAL VALUE ORIENTATIONS**

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**Abstract.** In this article the pedagogical and psychological bases of formation of value orientations of the person while learning the Kazakh language are considered. It is noted that the interaction of human, social and national values with the system of development of various qualities of the student is beneficial in the process of learning in language schools, which are the most important tool linking the person with society and social environment. Schools in Kazakhstan are comparing "Kazak Tilli" textbooks taught in Kazakh groups in grades 5.6.7 and "Turkish" textbooks taught in Turkish schools on the soundness of value orientations. An important factor in the formation of value orientations is the specific features of each stage of the child's development, and the choice of appropriate forms and methods of teaching and the teaching position. Conditions of formation of value orientations of the student in the process of learning the language are: formation of a full-fledged environment, completeness of knowledge, socialization of the subject or person. The peculiarities of realization in independent, paired, group work, based on the ratio «Teacher - Student», «Student - Student», in the formation of value orientations of personality are supported by the fact that is carried out by performing group competitions, pairs of competitions, «Soz bayge» (the word competition), «Best editor» and other cognitive game tasks. In the course of the study, it was determined that the mind develops through the constant search for a person, taking responsibility for its work and actions, the ability to make a positive analysis of its work. In a middle-class student, the most important and finite values of the mind are analyzed through the dialogue between Abai and his son Abish.

**Keywords:** Values, value orientation, Kazakh language, pedagogy, pedagogical conclusions, pedagogical axiology, national mentality, cognitive development, cognitive environment, native language, Turkish language, students in grades 5-7, conditions for the formation of value orientations, mental development, assessment, learning process, knowledge, skills, abilities

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## **ТҰЛҒАНЫҢ ҚҰНДЫЛЫҚТЫҚ БАҒДАРЛАРЫН ҚАЛЫПТАСТЫРА ОТЫРЫП ҚАЗАҚ ТІЛІН ОҚЫТУДЫҢ ПЕДАГОГИКАЛЫҚ НЕГІЗДЕРІ**

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**Аннотация.** Бұл мақалада қазақ тілін оқыту барысында тұлғаның құндылықтық бағдарларын қалыптастырудың педагогикалық және психологиялық негіздеріне қарастырылады. Адамды қоғаммен, әлеуметтік ортамен байланыстыратын ең басты құрал болып табылатын тілді мектептерде оқыту үдерісінде адами, әлеуметтік және ұлттық құндылықтарды оқушының бойындағы әртүрлі қасиеттерін дамыту жүйесімен өзара үйлестікте жүргізген тиімді екені айтылады. Қазақстан мектептерінде 5,6,7-ші сынып қазақ топтарында оқытылатын “Қазақ тілі” оқылықтар мен Түркия мектептерінде оқытылатын “Түрік тілі” оқылықтары құндылықтық бағдардың жүйелілігі тұрғысынан салыстырылалады. Құндылықтық бағдарларды қалыптастыруда бала дамуының әр кезеңіндегі ерекшеліктерді маңызды фактор ретінде алынып, осы ерекшеліктерге лайықты оқыту формалары мен әдістердің таңдалуы, оқытудың ұстанымдары зерттеледі. Тілді оқыту үдерісінде оқушының құндылықтық бағдарларын қалыптастырудың шарттары: толыққанды орта қалыптастыру, білімнің толықтығы, субъектіні немесе дара тұлғаны әлеуметтендіре оқыту беріледі. Тұлғаның құндылықтық бағдарларын қалыптастыруда «мұғалім – оқушы», «оқушы – оқушы» қатынасына негізделген дербес, жұптық, топтық жұмыстарда жүзеге асырудың ерекшеліктері топтық жарыс, жұптық сайыс, «Сөз-Бәйге», «Үздік редактор» және басқа да танымдық ойын тапсырмаларын орындату арқылы жүргізілетінді дәйектеледі. Зерттеуде ақыл-ой адамның үздіксіз ізденісі, өз ісі мен әрекетіне жауаптылықпен

қарауы, өз ісіне оң талдау жасай алуы арқылы жетілетіндігі айқындалып, орта сыныптың оқушысына ақылдың мәнін ұғындыру мақсатында ақыл-ойдың ең мәнді, финалдык құндылықтарға жататынғы Абай мен баласы Әбіштің арасындағы диалог арқылы талданады.

**Түйін сөздер.** Құндылықтар, құндылықтық бағдар, қазақ тілі, педагогика, педагогикалық тұжырымдар, педагогикалық аксиология, ұлттық діл, когнитивтік даму, когнитивтік орта, ана тілі, түрік тілі, 5–7-сынып оқушылары, құндылықтық бағдарларын қалыптастырудың шарттары, ақыл-ой дамуы, бағалау, оқыту үдерісі, білім

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## ПЕДАГОГИЧЕСКИЕ ОСНОВЫ ОБУЧЕНИЯ КАЗАХСКОМУ ЯЗЫКУ С ФОРМИРОВАНИЕМ ЦЕННОСТНЫХ ОРИЕНТАЦИЙ ЛИЧНОСТИ

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**Аннотация.** В данной статье рассматриваются педагогические и психологические основы формирования ценностных ориентаций личности при обучении казахскому языку. Отмечается, что в процессе обучения в языковых школах, являющихся важнейшим инструментом, связывающим человека с социальной средой, выгодно осуществлять взаимодействие человеческих, социальных и национальных ценностей с системой развития различных качеств учащегося. В школах Казахстана сравниваются учебники “Қазақ тілі”, преподаваемые в казахских группах 5,6,7 классов, и чтения “турецкий язык”, преподаваемые в турецких школах, по состоятельности ценностных ориентаций. При формировании ценностных ориентаций важным фактором считаются особенности каждого этапа развития ребенка, изучаются выбор соответствующих форм и методов обучения, позиции преподавания. Условиями формирования ценностных ориентаций учащегося в процессе обучения языку являются: формирование полноценной среды, полнота знаний, социализация субъекта или личности. Особенности реализации в самостоятельной, парной, групповой работе, основанной на соотношении «Учитель – Ученик», «Ученик – Ученик», в формировании ценностных ориентаций личности подкрепляются

тем, что проводится путем выполнения групповых соревнований, парных соревнований, «Словоконкурс», «Лучший редактор» и других познавательных игровых заданий. В ходе исследования определено, что разум развивается через постоянный поиск человека, принятие на себя ответственности за свою работу и действия, умение производить положительный анализ своей работы. У школьника-среднего класса важнейшие и конечные ценности ума анализируются через диалог Абая и его сына Абиша.

**Ключевые слова:** ценности, ценностная ориентация, казахский язык, педагогика, педагогические выводы, педагогическая аксиология, национальный менталитет, когнитивное развитие, когнитивная среда, родной язык, турецкий язык, учащиеся 5-7 классов, условия формирования ценностных ориентаций, умственное развитие, оценка, процесс обучения, знания, умения, навыки

### **Introduction**

"Individual man" or "homo sapiens" is a real person in development and maturity. Individuality is unique features and properties of a particular man that are formed in a natural and social context. The whole question of quality comes down to values. Value cannot be formed without society and a social environment. Therefore, in connection with the concept of "individual person", first of all, the socially significant qualities of man are taken into account. The social essence of man is formed through his relationship with society and is reflected in this environment" (Bap-Baba, 2005).

Language is the main tool that connects a person with society and social environment. It is not only a language at the level of simple communication, but also language knowledge that serves to make man think deeply, think about any problem, formulate his thought and express the thought correctly. In compliance with the theory of Yu.N. Karaulov, "speaker's language knowledge is reflected in consciousness, verbal-semantic, lingo-cognitive and motivational or action-communicative need levels. According to the researcher, "a language personality is man consisting of a set of psychological, ethical, social, etc. components that are expressed through language." (Karaulov, 1997).

The conclusion from this is that man lives in the social environment that surrounds him, and it is his value orientations that determine the features and characteristics of his attitude to this environment. In accordance with this task, value orientations regulate the general nature and behavior of the individual. Therefore, it is rational to systematically determine the pedagogical conditions and methodological possibilities of appropriate and purposeful use of those factors in the researches related to the formation of the individual along with the factors affecting the process of formation of value orientations. In this way, the value system underlying the value orientations of the individual is activated, and the conscious and qualitative mastering of spiritual and moral qualities formed by combining education and upbringing is achieved. It is the role of pedagogy to determine the ways of student's development, taking value orientations as the main criterion for determining his attitude to the environment. The determination of the effective methods and technologies of its formation according



to the specifics of the educational subject is considered a task of methodological research. In this regard, pedagogical principles are taken as a methodological basis for the implementation of methodological research.

According to pedagogical conclusions, it is effective to develop different qualities of the student in the process of teaching in harmony with the system of values prevailing in the society in order to realize the unity of education and upbringing. It provides for a comprehensive implementation of the tasks of instilling the prevailing values in the child, making him feel them in real life situations and preparing him for understanding and perception. Such a requirement is becoming more relevant in the current situation, when values are rapidly changing during the transitional period, and changes are accelerating both in the mind and in the social system. In the formation of value orientations, it is essential to choose the forms and methods of teaching suitable for these features, to establish the teaching principles, taking the features of each stage of the child's development as an important factor. Only then will the comprehensive implementation of the culture of thinking, speech, work of children be achieved.

Culture and value are synonymous concepts. "Culture is an important personal and social mechanism for regulating human relations, and value is a key element of such a regulation system along with norms, models, and ideals" (Gabitov et al., 2021). For this reason, pedagogical axiology is considered an important tool for socio-cultural analysis. In the scientific literature, it is stated, "As a result of the development of comparative cultural studies in modern cultural studies, ideas about the comparability of the structure, priorities and content of any culture have been developed (Boas, Rivers, Benedict). Since the norms and values differ in each culture in their own way, it is impossible to propose a cultural code that is formulated in the same way for all mankind. However, general social cooperation, harmony and agreement cannot be taken for granted. That is, common goals are also necessary for the individual" (Nikolaev et al., 1998).

These principles determine the need to prioritize the values associated with the national mentality in the lessons of the Kazakh language, which are taught in the secondary school. Because the development of a child is rooted in his family, school, relationship with the social environment in the socio-cultural sphere. Therefore, although value orientations are generally meaningful, the mechanisms of their formation in the combination of national education were taken into account as one of the main conditions. For example, knowledge about national culture and values is formed in the student's mind by paying attention to Kazakh proverbs and legends in the formation of very important value orientations related to health. This can be achieved by analyzing Y. Altynsarin's legend about the phrase "Be like a spring if you exist".

It is important for the subject teacher that value orientations serve as the main component that aligns various psychological characteristics. Therefore, it is necessary to determine the factors affecting the process of forming value orientations of the individual. Based on the value orientations of the individual, spiritual and moral values formed through education are also taken into account.

From the point of view of the philosophy of education, one of the most important conditions is the ***formation of a full-fledged environment*** that contributes to the acquisition of the native language and national values. In this regard, language lessons were aimed at increasing the intellectual potential of students, expanding the opportunities for the formation of their worldview about the language and the development of value orientations. At the lesson, the issue of creating favorable conditions for the creation of a natural language environment was considered. This requires taking into account the conditions necessary for students to use a language that meets the requirements of that environment. In this direction, the tasks necessary for students to share their thoughts, discuss opinions and draw their own conclusions were selected. In particular, the methods of "Synectics" and "four sentences" allowed children to summarize the knowledge gained on the topic in their own understanding, to think figuratively and to express it correctly. The natural environment in this place was carried out by means of a joint analysis of the work and the analysis of each other's writings.

Through consciously performed tasks, being in interaction with nature and the social environment, a teenager gradually brings it into the composition of his material and spiritual culture and improves his value orientations. Because the desire to change the external world is considered a necessary condition and prerequisite for man to develop himself. In the process of performing an activity given by his choice or in the form of a special task, the student communicates with others and interacts closely with them. Therefore, educational activity is considered an active phenomenon associated with social tasks aimed at the future generations. Like other types of activity, educational activity is always carried out on the basis of previously created reasoned prerequisites and certain social relations. For this reason, on the one hand, it turns out to be a specific historical character, and on the other, a way of life in this particular social reality.

"From the point of view of the philosophy of education, the activities that are guided by value orientations have a worldview and methodological significance for other social sciences, especially pedagogy, psychology, sociology, cultural studies, etc." (Berdyayev, 1997).

This is because the activity that the student performs as a subject is considered a prerequisite for his cognitive development. "Cognitive development is the formation of cognitive environment of a person, in particular, his perception, memory, thoughts, language, imagination" (Zhumaev, 2018.). The cognitive environment of the student is the environment of human psychology related to cognitive processes and consciousness. It also includes the child's value knowledge about the world and about himself.

### **Research methods**

In the course of the study, ***the completeness of knowledge*** was taken as a second condition for the formation of value orientations in the process of language learning. It required a differentiated presentation of educational materials and its comprehensive study.



In the course of the research experiment, a comparative analysis was carried out on the topics system of "the Kazakh language" in the traditional curriculum and the updated curriculum, and the textbooks of the subject "Turkish language" taught as a mother tongue in Turkey.

### **Results and their discussion**

"Different teaching methods should be purposefully coordinated, students' learning activities should be activated, and they should be maximally combined with life skills during training. The ability to use the knowledge gained only through personal experience, to clarify one's understanding, to make conclusions by confirming with rational and correct examples, to find new connections and relationships between objects and phenomena presented for study is developed" (Gavrilovets, 2000).

In this case, it is effective to concentrate knowledge about value orientations on a specific section, namely on the topic of the lessons included in it. The first steps on this issue have been taken in the updated curriculum of the "Kazakh language". However, the language knowledge presented in a scattered and unsystematized form (Standard curriculum for the academic discipline "Kazakh language" for grades 5–9 of the Basic Secondary Education Level (Training in the Kazakh language) // Available: <https://adilet.zan.kz/kaz/docs/V2200029767>).

In the course of the research experiment, a comparative analysis was carried out on the topics system of "Kazakh language" in the traditional curriculum and the updated curriculum, and the textbooks of the subject "Turkish language" taught as a mother tongue in Turkey. As a result, it was found that there are a number of positive results in the Turkish language curriculum in compliance with the condition of completeness of knowledge. In particular, in the program: 1) lexical topics related to the formation of value orientations of 5th-7th grade students in language lessons are created according to values; 2) those topics are repeated every class, the scope and content of knowledge are also expanded; 3) educational materials for each section are interconnected; 4) educational tasks are also created according to the step-by-step approach. In the Kazakh language curriculum, 1) lexical topics are not systematically preserved; 2) connection of topics by class is not taken into account; 3) each author has composed sub-topics differently according to his discretion. In such a situation, it was necessary to implement inter-thematic and inter-section contacts.

The third condition for the formation of value orientations of the student in the process of language learning is *the socialization of the subject or individual* since "the value orientation is not formed until the child learns his own experience and social abilities. According to the topic of the study, the process of mastering a certain system of knowledge, norms and values, which allows him to function as a full-fledged member of society, is organized during his own actions" (Zdravomyslov, 1998).

It was implemented in independent, pair, group work based on "teacher-pupil", "pupil-pupil" relationship. Group competition, pair competition, "Word-Competition", "Best editor" and other cognitive game tasks were carried out.

The following pedagogical condition: teaching the student to self-assess.

Assessment is a pedagogical method used to determine the results of knowledge and skills achieved by the child in the learning process. It is important as “a factor contributing to eliminating the student's shortcomings in mastering a given topic, as well as to the effectiveness of his progress” (Urmashev, 2016).

In the traditional education system, "assessment of knowledge was carried out, most often, by means of a synthetic form of assessment (rank from 1 to 5)" (Urmashev, 2016).

In that case, "assessment in school practice is not a method limited only to grading, it served as an important component of education, which allows to determine the reasons for mastering and not mastering the material" (Zhumabayeva, 2018.). Its main achievement was the opportunity for the student to evaluate his knowledge and achievements both externally and from his own point of view. Experts note that the fact that grades are not set in modern schools as in the traditional system has created some obstacles from the psychological point of view. Although the new assessment is based on a humanistic idea, it would be better to introduce it gradually. From a pedagogical point of view, the central focus of this idea should be a unique individual who strives to realize his potential at the maximum level. It is not a secret that the abrupt changes do not correspond to this idea. Therefore, we believe that it is necessary to find a new way out of the intersection of tradition and innovation for the realization of children's self-esteem.

**"Intellectual development** is a complex dynamic system of quantitative and qualitative changes that occur in a person's intellectual activity as a result of mastering experience in accordance with the socio-historical conditions in which he lives, the age and individual characteristics of his psyche" (Mazhenova et al., 2017.).

This ability plays a large role in the formation of a student as an individual. Man's mind develops through the continuous search of man, his responsible attitude to his actions, his ability to make a positive analysis of his actions. Therefore, the mind belongs to the most meaningful, final values. In order to understand the essence of the mind, a student of grade 7 was offered a dialogue between Abai and his son Abish. This is a text that is rich in content, wit and quickness of thought, which informs not only about its philosophical background, but also about the ease of language, the exemplary culture of debate between father and son, the quality of the Kazakhs to stop talking by words.

*A man called Naushabay was walking and stopped at Abai's house. After sitting down, he asked:*

- Abayzhan, has there been a person who has found a noble word or thought for you? Abai thought for a while and said:

- I had a son named Abdrakhman. I sent him to study at a Russian school in Semipalatinsk at the age of nine. After finishing it, I sent him to St. Petersburg. He studied in winter and came home for the holidays in summer. His study seemed to be good. Therefore, I wanted to test my son's alchemy. One day when we were having a simple conversation, I asked:

- My dear Abish, is the white thing noble or the black thing noble in the creation of this world? - I asked. Without hesitation he replied:

- "The white thing is noble," he said.

- Why, isn't black thing noble? - I questioned. Abish looked at my face and smiled and said:

- How do you call black noble? I said:

- First of all, human beings see all the creatures in the world with their eyes. However, the white of the eye does not see, only the small pupil in the middle does. This is proof of the nobility of black. Secondly, the paper is white, and people cannot learn from it by reading. However, they get art and knowledge from the black ink written on it. Thirdly, man's beard and hair become black when he is young. Due to this, man has a lot of intelligence, knowledge and strength in his youth. Hair and beard turn gray in old age. Respectively, man's intelligence, knowledge, and strength also decrease. That is why, I wonder if black is nobler than white.

Then Abish asked:

- How did you know all that?

- I knew with my mind, - I replied.

- Then, the mind is not in the brain, and the brain is a white matter, isn't it?

Secondly, the mind is a light, a bright thing. Doesn't it look white too? – he asked. I was satisfied with what my son said and sniffed his forehead.

During the experiment, three groups were formed among students who wanted to show this scene, so we decided to hold it in the form of a competition. To make the text more effective, homework was divided into groups. Three children in each group divided this text into roles and presented it in the form of a scene. The performers were instructed to give a deep meaning to the essence of each word and express it eloquently. The reason for the performance through the competition in the form of teamwork are:

- firstly, ignoring the child's interest and turning away will have a negative effect on their attitude to the subject, lessons and learning;

- secondly, by performing the text in the form of a scene, each child delves into the meaning of the word and keeps it in his memory. This strengthens their memory as well as their ability to understand words;

- thirdly, all tasks performed in the form of a competition increase the enthusiasm of students and develop their activity;

- fourthly, working together in a group develops the team spirit;

- fifthly, public speaking skills are enhanced.

First, the class evaluated the performers of the scene. Points were awarded to the groups that performed the best performance. Then the groups discussed and exchanged views on the text. In the next stage of the work, the first group read excerpts from literary works about the mind as a homework assignment. The second group performed tasks aimed at determining other meanings of the words "white" and "black" in the Kazakh concept. The third analyzed the use of these words in proverbs and set expressions. All of these tasks were aimed at educating the student's mind and developing their personal value orientations.

"The purpose of intellectual education is the development of children's logical thinking ability, improvement of intellectual mind, scientific approach to the world,

implementation of activities aimed at the formation of a culture of intellectual work. Intellectual education is one of the components of comprehensive education of the individual in accordance with the direction of civilized development of society (Kozlov et al., 1993, ).

It contributes to the mastery of the educational system and the development of the spiritual strength of students. The main tasks in the implementation of intellectual education in relation to the topic of research are:

- provision of students with value education about nature, society, and man;
- formation of a subjective view of the surrounding reality, belief in the world.

This is due to the fact that values can only be learned through interiorization;

- improvement of the abstract thinking ability of teenagers. Because most of the value is learned as a result of the student's thinking and feeling;

- development of the ability to perform thinking operations: analysis, synthesis, comparison, accumulation, grouping, separation of the main ones, classification, etc. Without the operations of thought, neither the perception of the external nor its transition to the internal are meaningless;

- development of skills to perform cognitive activities (business, skills, observation, writing, etc.). After all, the effectiveness of the formation of value orientations in the work performed by the student individually and independently will be much higher.

According to the new pedagogical trends of education, it is important to teach the student to master the culture of intellectual work, to be able to engage in intellectual activity for a long time, to do search work both independently and in groups.

"In order to combine the functional literacy of students with professional skills, an androgogical process is needed that purposefully educates, forms, develops in a result-oriented educational model". (Zhedelov, 2014).

In other words, "the development of the need for knowledge, education to encourage cognitive activity aimed at the development of people's general culture and social activity through the achievements of science, education and culture" was intended (Abzhanova et al., 2021).

"The modern educational paradigm envisages the transition from education focused on the "qualified man" to education focused on the "man of culture". This requires a deeper revision of the philosophical, psychological, pedagogical foundations, theory and practice of the new organization of education" (Abzhanova, 2021). Therefore, today the task is set to provide the education system of the Republic of Kazakhstan with new content.

The content of the new education should be aimed at the development of adolescents as a person, and should be a system consisting of knowledge, methods of action, experience of creative activity, and emotionally valuable relations with the surrounding world, which will ensure their thinking, speech, cognitive interest and willingness to work. Teaching this content is carried out through the formation of the worldview of students, as a result of which the ideal of education is realized in accordance with social demand. Therefore, scientists emphasize that "in the learning process, the teacher should expand and deepen the student's knowledge of the values

inherent in various spheres of society's life" (Kortieva, 2016). Researchers believe that the most important pedagogical and psychological principles should be correctly identified and fully guided in the learning process in the implementation of this task.

In accordance with the topic of the study, a number of principles of teaching the formation of value orientations of adolescents in the lessons of the Kazakh language were identified:

*The principle of value.* Learning by defining the value relevance of the educational materials presented in the lesson is considered the main principle in the language acquisition. This is used as a basis for both the selection of educational texts and the transformation of tasks. Works adapted to the simultaneous development of cognitive and creative thinking skills of students in accordance with age characteristics and their independent decision-making contribute to the formation of value orientation in children in a natural way. During the analysis of this problem, it was determined that the topics of the sections focused on values in the educational programs should be reviewed and improved. Because in traditional textbooks, values are presented only through the content of the text, but in the updated content of education they are contained in the nature of a lexical topic. However, these topics should be re-selected and improved according to the age characteristics of the students. In the curriculum "Kazakh Language" for Grade 5, the system of topics "Culture: language and communication", "Dressing. Fashion. Tastes", "Family traditions and holidays", "Animal world and flora", "Leisure and hobbies", "Fantasy world", "Transport and traffic signs", "Human appearance and character", "Secrets of the Heavenly World", "Travel and recreation" are presented in a scattered form. Neither in Grades 6–7, nor after it, any of these topics will be repeated. Due to the non-compliance of the thematic system, firstly, connections between grades are broken, and secondly, the knowledge given only at the first stage of adolescence is unlikely to become a student's value orientation; thirdly, since the requirements for the development of language skills and vocabulary are also not consistent, the result of mastering them will not be accurate. In this regard, there is a fairly complete coverage of the values necessary for the life of students in the curriculum of the "Turkish language". In addition, lexical topics are repeated in Grades 5–7 and gradually expanded.

*The principle of virtue.* This principle is guided by the teacher of the Kazakh language both in communication with the student and in the organization of their joint work, as well as in educational and cognitive work with educational materials since it is important that the student feels a true value attitude towards himself on the part of the teacher. During the execution of the tasks in the lesson, it is ensured that the student believes that his decision or opinion will not go unnoticed, that his freedom and liberty will not be limited, his rights will not be violated, and that he will see that his own encroachment on the rights of others is unfair. It is also possible for the student not to be afraid of making mistakes when guided by this principle. However, this does not mean that all mistakes should be ignored. It is important that mistakes are corrected not by a stern warning, but by the actions of others in the situation. In any case, the selection of works and rational reading texts aimed at establishing a

positive relationship with the child and a participative relationship based on kindness contributes to the realization of this principle. In particular, learning to analyze words and use appropriate etiquette rules in the work aimed at awakening caring attitude towards people, creating interest in sharing the joys and troubles of others coincides with the final results of the subject of the Kazakh language.

According to this principle, "students are required to use language in whatever circumstances of life, first of all, to maintain a good attitude towards all people, to promote the correct solution of everything for the good of people, to prevent lowering the value of human speech and his own reputation" (Myasishchev, 2000). After all, human value is at the top of the core values that we have taken as the basis of our research work. Therefore, respectful communication with each other is carried out by showing mutual care, helping to get out of trouble, showing their kindness, striving to understand others correctly. For this purpose, it is effective to teach the etiquette of speech in the lessons of the Kazakh language, to teach the child to understand human values in special exercises that force him to be sensitive and make independent decisions through various tense situational tasks. In this case, it will be effective to teach legends, fables and oratory words from the life of wise people, who have found their way in difficult situations, by selecting them according to the age of the child, and to perform tasks based on their examples. For example, work on the text related to the title of "Swallow Saint" of Tole Bi was offered.

***The democratic principle of teaching.*** This is considered the main principle in allowing the student to acquire values in the course of learning the language. This principle is carried out by paying attention to the competent use of language units necessary for free and fair expression of their point of view and opinion when performing independent, pair, group work, without deviating from the norms of verbal ethics. In this case, it is rational to prioritize the relationship "teacher – student" over "student – student" in the process of teaching the language. At the same time, educational conditions such as "transition from prohibition to direction", encouraging to make joint decisions from independent thinking, teaching to create interest instead of forcing, organizing instead of ordering should be fulfilled. Because where there is dominance or indifference, human values are limited. Its result creates a negative, negligent, distrustful attitude in the child that value orientations are realized only in words. If it is forbidden to make independent decisions and express personal views, it causes a negative reaction to the absorption of values into the student's personality.

***The principle of recognizing a student as an individual.*** Here, it is important to teach the student to fully reveal his positive qualities while solving various tasks performed in language classes. After all, "the value orientation itself requires instilling good habits in the inner world of the child, taking into account the interests of both oneself and others in various life situations, getting rid of selfishness, and the tendency to later deduct personal concerns when necessary for the common good. Therefore, it is important to be able to correctly select the right learning situations aimed at making this interest felt. To do this, it is necessary to determine the interests, abilities and the level of "I-Concept" in the child" (Gritsanov, 2007).



At the junction of education and upbringing, attention is paid to the ways and means of influencing the child's self-education, the proper organization of reflection, which simultaneously serve both the acquisition of language knowledge and the formation of the student's value orientations.

The development of a student as an individual requires thinking over the necessary prerequisites for his growth in a group, in a team, in a parallel interdependence with classmates. For example, before the student expresses his opinion on any problem, it is necessary to create an opportunity for him to identify and analyze this situation as much as possible.

According to *the creative principle*, it is envisaged to create favorable conditions for the student's self-education, self-development, self-improvement, "self-choice of his life". Through creative tasks based on freedom of speech and freedom of thought, the student's opportunities for independent thinking and decision-making increase. Works of this nature, analysis of various situations aimed at the formation of value orientations, giving characteristics looking at the actions of the heroes of the story, thinking tasks such as "if I were in his place...", as well as writing essays on specific topics, finding options for solving situational tasks that express their opinion will also give results if they are carried out in accordance with this principle. Because "in such works, the student's actions take precedence, and he understands that his internal responsibility and ability to make conscious decisions are criticized. This understanding and attitude quickly contributes to the disclosure of good qualities in the child. However, the teacher should strive to be able to see the individual success of each child, and must not rely on the method of comparison in the analysis of works in this direction. Only then will creative tasks become a real developmental factor for the child"(Petushkova, 2006).

*The principle of teaching through the formation of cultural immunity in the student* is the basis for the intersection of education and upbringing through language teaching in adolescence and the formation of value orientations. This is because the formation of true value orientations directly depends on the "filter of consciousness" of the child in himself, in his inner spiritual world. The filter of consciousness is the only guarantee that from the various information flowing from all sides, you can take what you need for your own good and others, and accustom yourself to its conscious use. Cultural immunity is formed primarily through the development of the student's personal culture. "Since every value has a quality of teaching a person ethics and education, it necessarily correlates with culture. It covers sensuality, taste, morality comprehensively" (Lerner, 1976 ).

That is why, these three strengthen the internal cultural immunity, which warns against negative things along with the development of decency in the child. It helps to determine the right way to learn from the good and to disgust from the bad and the level of its formation. From the material point of view, it opens the way to the education of aesthetic taste, and from the spiritual point of view, to the development of personal qualities. In this direction, it is useful to write comparative characteristics of the characters of art works in language classes, to analyze events and human

actions in similar situations for children, to perform situational tasks and to record reflections on specific topics.

In the tasks of the Kazakh language lessons offered to a teenager on ***the principles of complexity and integrity***, the joint development of value orientations in harmony, mutual continuity is guided. It is observed that the child should be internally connected with his abilities. This principle "requires that general civic, labor, and moral education should be processed in mutual unity in the process of language teaching. In the systematic education system, it is intended to form an individual who can regulate his behavior based on the knowledge of his values. A developed value consciousness allows the formation the moral stability of the individual" (Volodeva, 2014).

The perception of life through its priority values positively contributes to the awakening of kindness in the student's inner world, the development of personal feelings (duty, responsibility) and moral readiness in various complex life situations.

The types of actions aimed at expanding students' perception of universal life values, deepening their awareness of their significance for themselves have become known as value orientations. Methods of its effective implementation include conversations, "open hours", "philosophical tables" leading to the understanding of universal and national values; independent research works for the purpose of recognizing the priority values of an authoritative person for students (work with memoirs, epistolary heritage, other sources); writing texts of reasoning; analyzing different situations; debates, disputes and discussions, etc.

***The principle of individual interaction with the group and the team.*** Certainly, the student lives as part of a group in a social environment. "If the recognition of him as "individual" increases the student's reputation in the group, he will interact with the members of the group and accept the basic value orientations that develop in their environment. Therefore, the confidence that is built in the child through this environment is the result of education. This confidence is the value orientation of the individual" (Volodeva, 2014).

***A leading action-oriented teaching principle.*** According to this principle, the types of actions are identified, and the ways of forming value orientations are determined respectively. The leading activity in adolescence is relationship. This leading action requires the most systematic coverage of value orientations aimed at the child's relationship with parents, teachers, friends and classmates. The behavior of adolescents is also formed under the influence of public opinion, which is strongly influenced by the opinion of others. "At the same time, as one's inner "I" is born, the need to express one's own point of view and one's own opinion increases. If public opinion and one's own opinion do not coincide, then there is a feeling of excitement. In such moments, if adults and teachers provide timely support and help, they will find a way out of difficulties, which, in turn, will affect the correct formation of their moral qualities " (Dauletbekova et al., 2018)

The leading activity called relationship plays an important role in the development of the individual. As a result, effective formation of personal values of the student



is achieved. In this regard, it is better to pay attention to children's performance of paired and group tasks through role-playing games and situational tasks.

**The principle of consistency.** From a humanistic point of view, this principle contributes to the formation of students' thoughts and opinions about value orientations. To do this, it is essential to organize specific types of work that unite all students. The main activity of the work aimed at the formation of value orientations of the individual, groups and collective is the transformation of spiritual and general civil values in our society into the value of an individual student, collective, orientation of their activities on values, achievement of the unification of students in the classroom on the basis of one value orientations. The problem related to the updated curriculum of the discipline "Kazakh language" is the necessity of revising the issue of adapting the topics of the sections to the values and transferring them in such a way that there is a link between grades. This problem is somewhat solved in the curriculum of the "Turkish language". Still, the topics in the curriculum are repeated as they are. In order to correctly solve this problem, it would be advisable to systematize it, gradually complicating it, while maintaining step-by-step continuity between the topics. In the research work, the principle of consistency was guided in terms of the development of tasks in the lesson from easy to complex.

**The principle of increasing initiative and social activity.** The student's tendency to act independently, self-management, opportunities to develop according to the program based on his own creativity, sufficiency of his own internal energy, feeling of responsibility and the lack of fear of being constantly under the control of other students serve as the main means for developing the ability to take initiatives. As a result of such a tendency to independent work, the student's inability to show indifference to anything around him, restraint in moral terms, firmness to his words, opinions, analyses, assessments, the ability to defend him in any situation, unity of deeds and words, etc.lead to the formation of his social activity and civic position. The vital active position here becomes the social value orientations of the individual.

### **Conclusion**

In summary, the systematic conduct of methods that form value orientations in relation to human life, self-development, love, work, friendship, teach the moral qualities of the individual, the choice of the most important for him among life values in a comprehensive manner and with the pursuit of a specific goal has a special impact on the development of human qualities and personal abilities of the student. The main tasks in the course of language teaching are manifested in the gradual expansion and improvement of the necessary value orientations in a wide variety of life situations. To solve these tasks, it is necessary to take the above principles as a basis in a comprehensive manner.

"In the process of controlled education, value orientations are considered the main form of teaching activity of the teacher. The main task of a teacher is to prepare an individual with a rich spiritual world and a value orientation by teaching moral values. Education is an area in which special work aimed at the formation of the young generation is carried out (Rubinstein, 1995).

Therefore, ensuring that the student has the necessary value orientations in various life situations, creating a value frame of knowledge, constantly finding ways to apply the most effective methods and techniques aimed at developing the student's value orientations in subject lessons guided by various pedagogical technologies and principles are a great task and an honorable duty facing modern pedagogy.

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