

МЕКТЕПКЕ ДЕЙІНГІ, БАСТАУЫШ БІЛІМ БЕРУ, АРНАЙЫ ЖӘНЕ
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ПРОБЛЕМЫ ДОШКОЛЬНОГО И НАЧАЛЬНОГО,
СПЕЦИАЛЬНОГО И ДОПОЛНИТЕЛЬНОГО ОБРАЗОВАНИЯ

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FORMATION OF VALUE ORIENTATIONS OF STUDENTS ON THE BASIS
OF MATERIALS OF KAZAKH ETHNOPELAGOGY

Abstract

This article talks about the existing problems of modern society, namely about value orientations, which require constant rethinking, transformation of acceptable values and the development of new approaches. Certain values of school children can be developed with the correct organization of work at school. It also provides examples of organizing value orientations in practice, using various technologies, for example, K. Vazina's technology "collective thought activity – a model of human development". The value orientation is formed in the course of a specific activity. An activity-based approach to knowledge is the technologization of the learning process.

A brief analysis of the problem of the formation of value orientations in primary school students based on the materials of Kazakh ethnopedagogy is given. The ethnopedagogical aspects of physical development are revealed on specific examples of studying individual topics of the course "Natural Science". The authors pay attention to the factors of education of the Kazakh ethnopedagogy: nature, the art of speech, folk games, traditions, ideals, the art of the ethnos.

Modern schools in the conditions of the updated content of the education of the Republic of Kazakhstan should become a powerful environment for the socialization and education of bright personalities. Therefore, in pedagogical science and practice, the requirement to search for optimal forms and methods of using the ethno-pedagogical and ethno-cultural heritage of peoples, including the Kazakh, is relevant.

Keywords: value orientations, kazakh ethnopedagogy, technologization, national pedagogics, traditional pedagogical culture.

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ФОРМИРОВАНИЕ ЦЕННОСТНЫХ ОРИЕНТАЦИЙ ШКОЛЬНИКОВ
НА ОСНОВЕ МАТЕРИАЛОВ КАЗАХСКОЙ ЭТНОПЕДАГОГИКИ

Аннотация

В данной статье говорится о существующих проблемах современного общества, а именно о ценностных ориентациях, которые требуют постоянного переосмысления, трансформации приемлемых ценностей и выработки новых подходов. Определенные ценности школьников можно развить при правильной организации работы в школе. Также приводятся примеры организации ценностных ориентаций на практике, с помощью применения различных технологий, например технологию К. Вазиной «коллективная мыследеятельность – модель развития человека». Ценностная ориентация формируется в процессе конкретной деятельности. Деятельностный подход к знаниям – это и есть технологизация процесса обучения.

Приводится краткий анализ проблемы формирования ценностных ориентаций у учащихся начальных классов на материалах казахской этнопедагогике. на конкретных примерах изучения отдельных тем курса «Естествознания» раскрываются этнопедагогические аспекты физического

развития. Авторы уделяют внимание на факторы воспитания казахской этнопедагогике: природа, искусство речи, народные игры, традиции, идеалы, искусство этноса.

Современные школы в условиях обновленного содержания образования Республики Казахстан должны стать мощной средой в социализации и воспитании ярких личностей. Поэтому в педагогической науке и практике актуальным является требование поиска оптимальных форм и методов использования этнопедагогического и этнокультурного наследия народов, в том числе и казахского.

Ключевые слова: ценностные ориентации, казахская этнопедагогика, технологизация, народная педагогика, традиционная педагогическая культура.

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ҚАЗАҚ ЭТНОПЕДАГОГИКА МАТЕРИАЛДАРЫ НЕГІЗІНДЕ ОҚУШЫЛАРДЫҢ ҚҰНДЫЛЫҚ БАҒДАРЛАРЫН ҚАЛЫПТАСТЫРУ

Аңдатпа

Бұл мақалада қазіргі қоғамның қазіргі проблемалары, атап айтқанда үнемі қайта қарастыруды, қолайлы құндылықтарды өзгертуді және жаңа тәсілдерді әзірлеуді қажет ететін құндылық бағыттары туралы айтылады. Оқушылардың белгілі бір құндылықтарын мектепте жұмысты дұрыс ұйымдастыру арқылы дамытуға болады. Сондай-ақ, К.Вазинаның "ұжымдық ойлау әрекеті – адам дамуының моделі" технологиясы сияқты әртүрлі технологияларды қолдану арқылы іс жүзінде құндылық бағдарларын ұйымдастырудың мысалдары келтірілген. Құндылық бағдар белгілі бір қызмет процесінде қалыптасады. Білімге деген белсенді көзқарас – бұл оқыту процесін технологияландыру.

Қазақ этнопедагогикасы материалдарында бастауыш сынып оқушыларының құндылық бағдарларын қалыптастыру мәселесіне қысқаша талдау келтіріледі. "Жаратылыстану" курсының жеке тақырыптарын зерттеудің нақты мысалдарында физикалық дамудың этнопедагогикалық аспектілері ашылады. Авторлар қазақ этнопедагогикасын тәрбиелеу факторларына назар аударады: табиғат, сөйлеу өнері, халық ойындары, дәстүрлер, мұраттар, этнос өнері.

Қазақстан Республикасының Білім мазмұнын жаңарту жағдайындағы заманауи мектептер әлеуметтену мен жарқын тұлғаларды тәрбиелеуде қуатты ортаға айналуы керек. Сондықтан педагогикалық ғылым мен практикада халықтардың, соның ішінде қазақ халқының этнопедагогикалық және этномәдени мұрасын пайдаланудың оңтайлы нысандары мен әдістерін іздеу талабы өзекті болып табылады.

Түйін сөздер: құндылық бағдар, қазақ этнопедагогикасы, технологияландыру, халық педагогикасы, дәстүрлі педагогикалық мәдениет.

Introduction. At the present stage, in the process of creating human capital and the formation of society, one of the important tasks of domestic science is the formation of value orientations of schoolchildren based on the materials of Kazakh ethnopedagogy.

Researchers and educators emphasize that in the process of the formation of a modern democratic society, there has been a certain ideological shift in relation to national values, human norms. In this regard, one of the important tasks of the national pedagogical science is the formation of value orientations of schoolchildren aimed at learning their native language, history, traditions and culture of their people, which make up the totality of materials of Kazakh ethnopedagogy.

The emerging problems of the development of a spiritual, moral, patriotic person who knows and preserves the culture of his people are solved through the formation of a value attitude to national culture using the materials of Kazakh folk pedagogy. Such problems include the need to improve the process of forming the value orientations of younger schoolchildren on the basis of Kazakh ethnopedagogy in the study of natural science in the conditions of the updated content of education.

The above points to the general cultural significance of the problem of developing the value attitude of schoolchildren to life through the application of the study of national traditional culture in educational practice. Thus, it is possible to identify the formed prerequisites for studying the problem of the development

of the value attitude of primary school students to national and cultural traditions in the conditions of modern educational space.

In the scientific literature, when considering the concept of "value", various approaches will be applied. In philosophy, value is considered as a new idea acting as an individual or social reference point, along with this as a subjective image or representation having a human dimension. In the sociological aspect, value appears in connection with social norms, human behavior and activities that ensure the integrity of social systems through the regulation and correction of processes occurring in society. The psychological aspect involves the study of value as a social phenomenon that is part of the structure of personality orientation, which determines its behavior. At the same time, the concept of "value" includes goals, interests, ideals, beliefs and other ideological manifestations that are formed during the assimilation of social experience. The pedagogical aspect is focused on the goals, direction, content, methodology and technology of pedagogical activity for the formation of values as a personally colored attitude to the world, which arises on the basis of a person's knowledge of the world, acquired cultural meanings.

A person's value orientations act as a characteristic of a personality that determines the features of his interaction with the outside world and determine human behavior. In other words, the environment shapes human behavior. Therefore, through the creation of an ethno-cultural educational space in secondary schools, it is possible to effectively solve the problems of national education and upbringing through the use of materials of Kazakh ethnopedagogy.

Materials and methods. To solve this goal, we used the following methods:

- Analysis of literary sources used in the educational process of the school;
- Theoretical analysis of philosophical, methodological, biological, ecological, pedagogical, psychological and methodological literature; design, modeling; study of normative and program-methodical documents on education. And also experimental methods are observation, questioning, polling, pedagogical experiment, etc.

Results and Discussion. The modern educational process presupposes the technologization of education. All types of new pedagogical technologies are based on developing activities. Outside learning, there can be no full development. In the learning process, it is necessary to take into account the characteristics of the already achieved level of development, to rely on it.

As an integrated science, ethnopedagogy studies the process of social interaction and social impact, in the course of which a personality is brought up and developed, assimilating social norms, values, experience; collects and systematizes folk knowledge about the upbringing and education of children, folk wisdom reflected in religious teachings, fairy tales, legends, epics, parables, songs, riddles, proverbs and sayings, games, toys, in the family and communal way of life, life, traditions, and also philosophical and ethical, actually pedagogical thoughts and views, i.e. all pedagogical potential influencing the process of historical and cultural personality formation.

The formation of the individual is primarily influenced by national orders, and then by all international ones. This plays a positive role in the process of cognition.

In science, the category of "value orientations" is considered as an interdisciplinary concept, which is a subject of study in philosophy, psychology, pedagogy. With regard to the educational process of the school, the definition of value orientations is associated, first of all, with the formation of elements of the internal structure of the individual, ensuring the stability of her attitude to the world and manifested in her ideals, interests, and the specifics of interpersonal relations.

The formation of value orientations is carried out in the process of socialization, and this process is significantly influenced by the content of the educational work of the school. The formation of value orientations of schoolchildren is considered as:

- Integral personal education, including high motivation for self-improvement and spiritual growth of schoolchildren;
- Knowledge of the theoretical aspects of value orientations and their replenishment in the educational process of the school;
- The manifestation of relevant emotional qualities and adherence to the formed value orientations in various life situations.

It should be noted the culturally consistent basis for the formation of value orientations of schoolchildren.

Excitation and development of value orientations flows successfully, only if the educational process. In this case, the formation of value orientations of schoolchildren becomes one of the leading motives of the

pedagogical process of the modern school. It is no accident that the problem of value has long attracted the attention of teachers.

In our research, we relied on the methodological, theoretical and practical developments and research of many leading scientists, teachers: S.F. Anisimova, V.A. Vasilenko, O.G. Drobnitsky, M.S. Kagan, V.P. Tugarinova and others.

In the works of A.N. Kochergina, N.M. Mamedova, N.N. Moiseeva, B.C. Stepin, I.T. Frolov, I.Yu. Azizov substantiation of the value of science, its influence on the system of human values and ideals is given. Comprehension of the essence and functions of education from the standpoint of a multicultural approach, the value characteristics of education are presented in the works of A.P. Belyaeva, V.P. Bepalko, B.S. Gershunsky, G.D. Glazer, O.V. Dolzhenko, V.V. Kraevsky, N.D. Nikandrov and others.

Based on the analysis of the works of the above-mentioned domestic and foreign scientists and the study of the experience of researching value orientations in the socialization of the individual, we have defined the essence of the concept of "value", identified a system of values classification and approaches to studying the features of the formation of value orientations in schoolchildren in the educational process.

According to M.S. Kagan, the concepts of "meaning" and "meaning" are closely related to the concept of "value". The author considers the meaning of the category "meaning" as an objective element in value; it represents the attitude of a person (subject) to this objective element, which is precisely what "creates" value. The value and meaning arise from the interaction of the objective world with human needs.

Author V.P. Tugarinov refers to the values of the phenomena of nature and society, which are the blessings of the life and culture of people of a certain society or class as a reality or ideal.

Moreover, many scientists: S.F. Anisimov, V.A. Vasilenko, M.S. Kagan argue that the emergence of value is closely related to objects, phenomena, their properties capable of satisfying the needs of the individual, acts as a judgment associated with the assessment of objects, phenomena by a person or society.

Value in modern sciences is interpreted as a subjective reflection in the consciousness of an individual of some specific properties of objects and phenomena of the surrounding reality and is expressed in the ability of this or that object to satisfy the needs, interests and goals of a person [7, 8, 10, 12]. In accordance with this, the value for a person can be both certain personal qualities and properties of individual objects, and the corresponding knowledge, that is, everything with which his conscious value attitude can be connected.

According to the point of view of many scientists, all values are divided into material and spiritual. Material values ensure the vital activity of a person and become part of his world. Spiritual values reflect traditions, customs, rules, norms that depend on the natural characteristics of a particular territory and the culture of the people inhabiting it.

Material and spiritual values, depending on the level of satisfaction of needs, interests and goals (of an individual, society, a person), are divided into universal, social and personal values.

For example, the researcher O.G. Drobnitsky distinguishes two groups among values:

- 1) objective, acting as objectively directed needs;
- 2) the values of consciousness, or value concepts.

In general, in our concept, "interest" is one of the most important stimuli for learning, learning new things. Under its influence, the personality develops intellectual activity, improves memory, sharpens the work of imagination, perception, increases attention, concentration.

Cognitive interest determines the student's positive attitude towards learning in general and towards the study of individual subjects. If the teacher manages to awaken interest in his subject, then the prerequisites are created for the independent creative work of students: they will strive for knowledge, overcome various difficulties on the way to their acquisition.

All mental operations are formed in the course of study and develop with age. In the process of forming value orientations in the process of cognitive activity, it is necessary to take into account the psychological, individual and ethnic characteristics of students in terms of age.

When teaching the subject "Natural Science", for example, in grades 1-2, one should take into account that the level of abstract thinking of children at this age is still rather poorly developed. Primary school students are dominated by visual figurative thinking, therefore, when studying physical, biological phenomena, properties of bodies, it is necessary to rely more fully on sensory-specific perception, widely using for this purpose a variety of visual means (demonstration of experiments, applications, work with handouts, display of devices, models, layouts, etc.).

In the textbooks "Natural Science" grade 3 (Т.А. Andriyanova, V.N. Berkalova, N.Sh. Zhakupova. – part 1.2. – Astana: "Nazarbayev Intellectual School", 2019) and in the 4th grade (P.K. Bigazina, A.Zh. Zhamankulova, E.A. Kazhekenova, etc. – part 1,2. – Nur-Sutan: "Nazarbayev Intellectual School", 2019) on this basis it will be much easier to pass the process of forming the concepts of transport of substances, photosynthesis, the role of the Red Book in the preservation of biodiversity, describe the natural communities of your region, explain the influence of human activity on plant diversity; classification of animals into vertebrates and invertebrates, human anatomy, digestive, respiratory and circulatory systems and its role in the human body, the presence of water in living organisms and inanimate nature, composition and properties of soil; astronomy (graphically depict the sphere of the Earth, the axial rotation of the Earth), to investigate the force of elasticity, gravity and friction, electrical energy, electrical circuit, elements of electronic theory, on the basis of which the physical properties of matter in various states of aggregation are explained, and electrical phenomena occurring in various media, magnetism, characterized by a high degree of abstractness, also increases attention to the development of theoretical thinking, developing the ability to make inferences and with the formation of a hypothesis by the method of deduction. These are concepts about objects that cannot be seen, imagined, but can only be understood. Here, attention should be paid to the formation of the ability to make generalizations independently. and electrical phenomena occurring in various environments, magnetism, characterized by a high degree of abstractness, also increases attention to the development of theoretical thinking, the development of the ability to make inferences and with the formation of a hypothesis by the method of deduction. These are concepts about objects that cannot be seen, imagined, but can only be understood. Here, attention should be paid to the formation of the ability to make generalizations independently. and electrical phenomena occurring in various environments, magnetism, characterized by a high degree of abstractness, also increases attention to the development of theoretical thinking, the development of the ability to make inferences and with the formation of a hypothesis by the method of deduction. These are concepts about objects that cannot be seen, imagined, but can only be understood. Here, attention should be paid to the formation of the ability to make generalizations independently.

It is also important here to develop in students:

– the ability to systematize and generalize the knowledge gained in the study of various subjects (physics, chemistry, biology);

– ability to independently work with various literary sources;

– compare the presentation of the same questions in different manuals and express their opinions.

For the formation of conscious motives of learning and cognitive interest in the subject, the teacher must first of all take into account the peculiarities of the content of education in the subject and know the conditions for their formation, the factors that determine certain motives.

The motives for teaching can be varied:

– fulfillment of the parents' attitude towards education;

– the desire to "be no worse than others";

– obtaining a certificate of graduation from high school;

– the desire to enter the institute after graduation, etc.

Higher motives are the acquisition of knowledge in order to be useful to society, and, finally, the motive "to know more", i.e. a motive based on cognitive interest.

On the basis of cognitive interest, it becomes especially important to develop generalized cognitive skills in schoolchildren (the ability to observe, independently stage experiments, systematize and generalize knowledge, explain and predict phenomena based on general theories), the ability to use generalized plans for studying phenomena, laws, theories (with studying the subject of natural science).

Folk pedagogy, which is the subject of ethnopedagogy, is pedagogy that is natural and life-like, democratic and humanistic.

The principle of nationality, scientifically substantiated by the father of Russian pedagogy K.D.Ushinsky, as a sacred principle of national education in the conditions of democratization of society, is acquiring extraordinary relevance.

The fundamental principle of K.D. Ushinsky is that in the human soul the trait of nationality is rooted deeper than all others, like nothing else conveys the essence of the science of ethnopedagogy.

When forming value orientations in the process of cognitive activity in schoolchildren on the basis of materials from ethnopedagogy, it is also necessary to take into account the age characteristics of schoolchildren. Turning to the issue of activating the value orientation of schoolchildren on the basis of

ethnopedagogy, it is impossible not to focus on the popular wisdom, which says: "Until the age of five, address your son as a king, before fifteen – as a friend, after fifteen – as a colleague." Students, whom we turn to as partners and leaders at the age of fifteen, develop oratory in the context of a national tradition. This art is embedded in the gene pool of the Kazakh nation.

Considering all of the above, when organizing work with schoolchildren, we try to use debate technology, since the ability to express one's thoughts competently and succinctly develops in practice.

In the process of organizing value orientations in practice, we use a variety of interactive methods according to K. Vazina's technology "collective thought activity – a model of human development." This means: being aware of the "feeling of fellowship", each member of the group shows himself from some side, thereby contributing to the development of each other, influencing each other.

The Kazakh people have attached particular importance to the leadership of youth from time immemorial. Our ancient ancestors – the Turks – highly appreciated the oratory ability of people, and among them there was a council of biys-orators.

Great importance to rhetoric was given by the great thinkers of the Middle Ages like Al-Farabi (870-950), Yusuf Balasaguni ("Kutadgu bilik", 1069), Mahmud Kashkari (Dikani meadows at-turik, XI century) and others.

The language credo of the Kazakhs is "Oner aldy – Kyzyl til" (literally "Eloquence is the highest art").

Documentary sources testify that Kazakh khans, biys, batyrs (commanders), fighters, diplomats (elshi) are the brainchild of the ancient Kazakh leadership movement, which has long been developing in tough aitys and heated debates with warring foreigners. Many Kazakh khans, the absolute majority of Kazakh biys were awarded the title "biy" as early as childhood. So, for example, the famous biy, diplomat Kaz dauysty Kazybek biy (1665-1775), in addition to the title of "biy", was also "elshi" (diplomat) from the age of 14, having won in the discussion the unsurpassed orator of the Kalmyk khan Khuntaiji – an ardent enemy of the Kazakh people ... The defeated khan ordered: "Without a trace, return all cattle and people to the Kazakhs".

The main value of any nation is its native language.

National language education should be instilled in the younger generation from an early age. In this regard, Kazakh oratory is a kind of linguistic didactics that deals with the development of the native language. And language is a direct expression of any scientific thought aloud, a means of conveying the essence of a problem.

In folk pedagogy, the native word stands at an unattainable height. Accordingly, verbal means of training and education. For example – ditties, jokes, tongue twisters, recitatives, songs, riddles, proverbs, sayings, sentences, prayers, edification, fables, parables.

Verbal forms of influence on feelings, consciousness, and behavior of a person are diverse in folk pedagogy. Verbal methods of influencing a person are numerous and varied: admonition, persuasion, explanation, order, request, assignment, belief, accustoming, instruction, edification, wish, advice, hint, approval, gratitude, condemnation, reproach, reproach, vow, prohibition, goodwill, covenant, commandment, preaching, confession ...

The methodology "Analysis and discussion of specific material as a method of active learning" is one of the most productive forms of organizing classes in the subject of "Science" at school.

Its peculiarity is that the subject of analysis and discussion is not a situation, but a finished project, plan, analysis of a resolved problem, etc.

The main goals of this method of conducting classes are:

- activation of value orientations of schoolchildren;
- improving the skills of applying the knowledge gained;
- exchange of knowledge and experience between students.

The activation of the value orientations of schoolchildren is achieved due to the fact that the lesson itself is of a creative, research nature.

An important ethnopedagogical factor in organizing the lesson is that a specific task is given to the group leaders – to defend the project, and their members not only to consider and discuss the project, but also to speak and give their recommendations for its improvement.

The uniqueness of this phenomenon lies in the fact that, starting from an early age, a person exercises his intellectual abilities by the method of "brainstorming", in modern scientific terminology.

The organizational structure of classes, conducted in the form of discussing specific projects, plans, etc., depends on the topic, the nature of the material being studied.

Mandatory elements of such classes should be the individual work of each student with the material, its discussion in groups with the preparation of collective conclusions and proposals, a general discussion.

The rapid progress of modern civilization leaves many knowledge, skills and abilities acquired by the entire course of the arduous historical development of mankind on the sidelines. Sometimes whole layers, whole cultural systems drop out of the process of spiritual development of the world. Especially those that were created and continue to be created by peoples committed to their traditional way of life.

Traditions are diverse in the pedagogical culture of any nation. They can be used to judge the people or some side of their life. Even such a traditional trait as conservatism sometimes turns out to be a blessing, salvation, because it is a condition for the stability of the people, the stability of its moral foundations and mentality.

Traditions concentrate, intersect millennia, the spiritual quest of mankind, peoples, people, for mankind is a single cosmic ethnos, a universal, so to speak, personality, a people is a historical personality.

At the lessons of "Natural Science" in grade 4, when studying the Archimedes' law, the following creative task is applied: students are offered the poem by I. Zhansugurov "Malta". The content of the poem describes the process of whipping the kurt: boiled milk is poured into a leather bag, then, by further mechanical action (using a wooden mortar), the constituent components of the milk float to the surface like cream, from which kurt (malta) is made – a lactic acid product. This process is similar to how when boiling milk, cream appears on its surface, the density of which is less than the density of the milk itself.

The use of ethnopedagogical techniques in this lesson is of particular interest to schoolchildren: firstly, the poem itself, in terms of rhyming and content, captivates children, and secondly, the fact that an interesting poem is used to explain a specific law in lessons in polytechnic subjects increases the unusualness of the task. In addition, the content of the verse contains a tradition and technology: to produce a national fermented milk product.

Also, when studying the topic: "What bodies conduct electric current" by the methods of electrical conductivity of various materials and debate technology, the affirming group of schoolchildren describes in detail the occurrence of lightning, relying on encyclopedias and other sources of information.

Where do charged particles come from when struck by lightning?

Opponents, i.e. the opposite group of children, observing the rules of debate, criticize the first, that those "with a scientific look of an expert" explain the phenomenon of God, the appearance of lightning, with some supposedly scientific data.

Naturally, those and other schoolchildren understand the theory and know the essence of the phenomenon, but the rules of the intellectual game consist precisely in the fact that the players must argue and prove each of their positions. (In this case, the game develops a collective spirit, friendships, etc.).

Also, we give some examples on the use of materials of Kazakh ethnopedagogy.

In our pedagogical practice we focus on the factors of ethnopedagogy: nature, play, word, deed, communication, everyday life, art, tradition, ideals-symbols, etc.

Experience shows that the effectiveness of technologization of education sometimes depends a lot on the skillful use of the above factors.

The creative revival of ethnopedagogical traditions in the content of education is rightly perceived as a kind of innovative phenomenon. Their dialectical adaptation to new social conditions leads to pedagogical findings, and sometimes to unexpectedly productive innovations.

In the context of the changing paradigm of education as a whole, the process of socialization of the student's personality is more relevant than ever. The emphasis is on the formation of value orientations in the study of one or another science (subject).

Value orientations are formed.

Conclusions. Thus, certain values of schoolchildren can be developed with the proper organization of work at school. Value orientation is formed in the process of a specific activity. For example: when trying to solve a problem that occurs in a particular situation. The ability of a student to solve a social problem on the basis of available knowledge is his value orientation. You can also use K.Vazina's technology "collective mental activity – a model of human development" in natural science lessons. The activity-based approach to knowledge is the key element of the technologization of the learning process. Scientific and methodological support of the process of formation of value orientations of schoolchildren based on the use of materials of ethnopedagogy includes a diagnostic definition of the goals of this process, a bank of educational tasks, scientific and pedagogical tools and a methodology for monitoring the phenomenon under study.

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БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫН STEM БАҒДАРЛАМАЛАРЫ АРҚЫЛЫ СЫНИ ОЙЛАУ DAҒДЫЛАРЫН ДАМУ

Аңдатпа

Мақалада бастауыш сынып оқушыларын (science, technology, engineering, art, mathematics) (бұдан әрі STEAM) бағдарламалары арқылы сыни ойлау дағдыларын дамыту мәселесі жан-жақты қарастырылып, талдау жасалған. STEAM білім беру бойынша жан-жақты қарастырылған қолданбалы зерттеулер, ғалымдардың еңбектері, осы сала бойынша отандық және шетелдік баспада жарияланған жаңалықтары, нормативтік құжаттары, жалпы оқушыларға арналған әдістемелік нұсқаулықтарға сүйене отырып жазылды.