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THEORETICAL ASPECTS OF THE FORMATION OF SOCIAL VALUES OF PRIMARY SCHOOL STUDENTS BASED ON NATIONAL SPORTS

Abstract

The article discusses the theoretical aspects of the formation of social values of primary school students based on national sports. The philosophical, psychological and pedagogical meanings of the concepts of «value» and «social value» are characterized. In the course of the analysis, social values – in a broad sense - are important in the context of compliance or non-compliance with the needs of phenomena and objects of existence, society, social groups and individuals; It is clarified that in a narrow sense, these are humane and aesthetic requirements that have developed as a product of human culture and social consciousness. Signs of social values are understood as general provisions for members of society, continuous functioning depending on time, regulation of public relations, voluntary and conscious action. Also, according to the theoretical analysis in the article, the life and social types of ways to regulate the behavior of primary school students through social values regulate several attributes. In particular, vital: life, health, physique, safety, well-being, human condition (satiety, calmness, cheerfulness), strength, endurance, quality of life, natural environment (environmental values), practicality, consumption, etc., and social: hard work, wealth, work, family, unity, patriotism tolerance, discipline, business, risk, social equality, ability to achieve, personal independence, consumption level, etc. In the empirical section, experimental work was carried out for primary school students using the «Value Questionnaire» method. Schwartz and M. Rokich's methodology «Definition of value orientations».

Keywords: value, social value, national sport, quality of life, health.

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ҰЛТТЫҚ СПОРТ ТҮРЛЕРІ НЕГІЗІНДЕ БАСТАУЫШ СЫНЫП БІЛІМ АЛУШЫЛАРЫНЫҢ ӘЛЕУМЕТТІК ҚҰНДЫЛЫҚТАРЫН ҚАЛЫПТАСТЫРУДЫҢ ТЕОРИЯЛЫҚ АСПЕКТІЛЕРІ

Аңдатпа

Мақалада ұлттық спорт түрлері негізінде бастауыш сынып білім алушыларының әлеуметтік құндылықтарын қалыптастырудың теориялық аспектілері қарастырылады. «Құндылық», «әлеуметтік құндылық» ұғымдарының философиялық, психологиялық және педагогикалық мәндері сипатталады. Талдаулар барысында әлеуметтік құндылықтар – кең мағынасында – болмыстағы құбылыстар мен заттардың, қоғамның, әлеуметтік топтардың және жеке тұлғалардың қажеттілігіне сәйкес келу немесе сәйкес келмеу тұрғысындағы маңыздылығы; тар мағынасындағы - адам мәдениетінің және қоғамдық сананың өнімі ретінде қалыптасқан ізгілікті және эстетикалық талаптар деп нақтыланады. Әлеуметтік құндылықтардың белгілері ретінде қоғам мүшелеріне арналған жалпы ережелер, уақытқа байланысты үздіксіз жұмыс істеу, қоғамдық қатынастарды реттеу, ерікті және саналы әрекеті деп түсіндіріледі. Сондай-ақ, мақаладағы теориялық талдаулар бойынша бастауыш сынып білім алушыларының мінез-құлқын әлеуметтік құндылықтар арқылы реттеу жолдарының өмірлік және әлеуметтік түрлері бірнеше атрибуттарды реттейді. Атап айтсақ, өмірлік: өмір, денсаулық, дене бітімі, қауіпсіздік, әл-ауқат, адам жағдайы (тоқтық, тыныштық, көңілділік), күш, төзімділік, өмір сүру сапасы, табиғи орта (экологиялық құндылықтар), практикалық, тұтыну және т.б., ал әлеуметтік: еңбексүйгіштік, байлық, еңбек, отбасы, бірлік, отансүйгіштік, төзімділік, тәртіп, іскерлік, тәуекелге бару, әлеуметтік теңдік, қол жеткізу қабілеті, жеке тәуелсіздік, тұтыну деңгейі және т.б. атрибуттарды баяндайды.

Эмпирикалық бөлімде Ш.Шварцтың «Құндылық сауалнамасы» әдістемесі және М.Рокичтің «Құндылық бағдарды анықтау» әдістемесі бойынша бастауыш сынып оқушыларына тәжірибелік-эксперименттік жұмыстар жүргізілді.

Түйін сөздер: құндылық, әлеуметтік құндылық, ұлттық спорт, өмір сүру сапасы, денсаулық.

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ТЕОРЕТИЧЕСКИЕ АСПЕКТЫ ФОРМИРОВАНИЯ СОЦИАЛЬНЫХ ЦЕННОСТЕЙ ОБУЧАЮЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ НА ОСНОВЕ НАЦИОНАЛЬНЫХ ВИДОВ СПОРТА

Аннотация

В статье рассматриваются теоретические аспекты формирования социальных ценностей обучающихся начальных классов на основе национальных видов спорта. Характеризуются философские, психологические и педагогические значения понятий «ценность», «социальная ценность». В ходе анализа социальные ценности – в широком смысле-имеют значение в контексте соответствия или несоответствия потребностям явлений и предметов бытия, общества, социальных групп и индивидов; уточняется, что в узком смысле - гуманные и эстетические требования, сложившиеся как продукт человеческой культуры и общественного сознания. Под признаками социальных ценностей понимаются общие положения для членов общества, непрерывное функционирование в зависимости от времени, регулирование общественных отношений, добровольное и сознательное действие. Также, согласно теоретическому анализу в статье, жизненные и социальные типы путей регулирования поведения обучающихся начальной школы через социальные ценности регулируют несколько атрибутов. В частности, жизненный: жизнь, здоровье, телосложение, безопасность, благополучие, состояние человека (сытость, спокойствие, жизнерадостность), сила, выносливость, качество жизни, природная среда (экологические ценности), практичность, потребление и т. д., а социальный: трудолюбие, богатство, труд, семья, единства, патриотизма, терпимости, дисциплины, бизнеса, риска, социального равенства, способности к достижению, личной независимости, уровня потребления и т. д. В эмпирическом разделе были проведены опытно-экспериментальные работы для учащихся начальных классов по методике «Ценностный опросник» Ш. Шварца и методике М. Рокича «Определение ценностных ориентаций».

Ключевые слова: ценность, социальная ценность, национальный спорт, качество жизни, здоровье.

Introduction. The genesis of the concept «value» combines the following three meanings on the basis of etymology: the external description of things as the object of value relations; being the subject of relations - a person's psychological quality; value has a common meaning in the relationship between people [1].

The material, social, spiritual values meet the needs of any person, which make up the national identity. National identity is the continuity and totality of human experience, culture, customs, manners and routines, national games, etc., which are useful for a historically formed society, which is passed from generation to generation and preserved for a certain period of time.

When value is not separated from existence, and the concept of existence is divided into two elements, i.e., truth and value, then an independent field as a diverse object of human desire and effort has appeared.

In this regard, on September 1, 2023, at the joint session of the Parliament of the Republic of Kazakhstan, the Head of the State Kassym-Jomart Tokayev proclaimed in his address to the people of Kazakhstan: «Formation of nation's new quality is extremely important for our country. Each citizen, especially the youth, should *imbibe the best qualities*. They all join together and become a single social property.

There is no obstacle that cannot be coped up, if everyone is patriotic, educated, hardworking, disciplined, honest, fair, thrifty and compassionate. He stated that this is the ultimate meaning of the concept of «A full-fledged person», which originates from Abay teaching «An honest person».

As we have seen, knowledge realized in the course of a person's activities, abilities, skills, mindset, morality and level of formation, hard work, methods and forms of sharing - all of them combine to form person's social values. Therefore, the importance of forming social values is vital [2].

The Law of the Republic of Kazakhstan «On Education» Chapter 1, Article 3, Clause 1 states: «...the secular, humanistic and developmental nature of education, the priority of civil and national values, human life and health, free development of an individual» 2 - in the 11th Article of the chapter: «to create the necessary conditions for obtaining qualitative education aimed at the formation, development and professional training of an individual based on national and universal human values, scientific and practical achievements». To solve the provided duties it is important to take into consideration primary school pupils' social values [3].

The study of value is considered in the same context as the study of culture. A conscious understanding of the importance of nature, human culture and values was defined in neo-Kantian philosophy. Here, the study of value is carried out in a worldview and logical-methodological direction.

Value is a cultural phenomenon, and it has become a base of human existence. Cultural values are a person's success under the direct influence of the family, and system-forming element.

The communicative and symbolic meaning of culture is reflected in one's personality. The dual nature of culture is realized in the family and acquires an emotional and moral significance and a special value. These factors influence on the meaning of human life: transcendental (beyond experience, mind), socio-cultural, individual value.

Basic provisions value the moral essence of an individual or social group, Collective, the dignity and moral characteristics of public institutions and the views and thoughts related to moral consciousness, the concepts of moral norms, principles, good and evil, honesty and justice, happiness, etc;

- social values – in the broad sense – the importance of phenomena and objects in existence, society, social groups and individuals in terms of compliance or non-compliance with the needs; in the narrow sense - humane and aesthetic requirements formed as a product of human culture and public consciousness;

-as a result of Sh. Schwartz's «Value Survey» and M. Rokich's «Value Orientation Determination» methods for determining the formation of social values of primary education, the vast majority of terminal values belong to a specific and individual category, while instrumental values reflect the autonomy of the individual, show that the priority of their ideas about interaction with people around them, that is, their attitude to a person through the process of socialization, are formed in the course of vital communication and life experience, is higher than intellectual values.

Materials and methods. In philosophy, value is combined with phenomena and the surrounding truth of objects, such as humane, subjective, cultural significance. Values are the world of culture, including a person's spiritual activity, moral consciousness, and spiritual wealth. Therefore, it enables a person to think freely, to form and systematize his consciousness [4].

People perceive and evaluate surroundings, objects, phenomena, trends as true and false, good and bad, beautiful and ugly, kind and evil, justice and injustice, etc. This is considered to be a peculiarity of a person's opinion and attitude towards the world.

Accordingly, value can be defined as a complex, multifaceted general scientific category of cultural, moral-orientation model of the relationship between a person and the society. It is obvious that such a feature of humanity's relationship with the world cannot be left out of philosophical understanding. Therefore, the peculiarity of a person's perception of the world is closely related to his philosophical understanding.

According to Sh. Ualikhanov's point of view, a person, and his life is the most important value, a wonderful fruit of creation, which is directly connected with nature [5].

Value as a multi-meaning interdisciplinary scientific concept continues from generation to generation.

In the philosophical encyclopedic dictionary, "value" is defined in the sense of a person's feelings to achieve, control, respect, and perceive everything.

In S. I. Ozhegov's dictionary «value» is defined as «significance», in the Russian-Kazakh dictionary: «value» is defined as a precious thing, and in science it is defined as a valuable treasure, and wealth [6].

In the Kazakh language explanatory dictionary: value is described as having a high opinion, dearness, preciousness. By means of value, one can know the importance, significance, usefulness, necessity of that thing.

In psychology, values are considered as a form of moral relations in society. Firstly, a value is considered to be a moral value of an individual or a social group, and moral characteristics of public institutions (family, preschool institutions, schools, public organizations, higher educational institutions, etc.), secondly, attitudes and thoughts related to moral consciousness, conclusions: moral standards, principles, and notions as being good and bad, honesty and justice, happiness, etc.

In the psychological dictionary, the concept of «value» is a phenomenon that determines the nature of a person's life, socio-historical significance for society, a social order in the evaluation of an event, a behavior regulator, a moral relationship; It is defined as a concept used to designate objects, phenomena and qualities, as well as abstract ideas that serve as a benchmark as a social ideal [7].

In the psychological-pedagogical reference dictionary, the concept «value» is revealed in the following meanings: 1) as «the quality or property of a thing that makes it useful, desirable or valuable»; 2) an abstract and general principle of a relative model of behavior within a certain culture or society, which is the most important in the process of a member's socialization in that society».

In the pedagogical dictionary, value is defined as «a person's inner right, virtue, relationship with other people, benevolence, stability, and kindness in action». Value consists of two components: subjective and cognitive. Subjective values include the natural necessity of things, the cost of labor products, social welfare, old heritage along the centuries, theoretical significance and practical benefits of scientific truth, the embodiment of good and evil in people's actions, aesthetic properties of natural and public objects. Cognitive value includes social thought, assessment, goal, norms, and ways to achieve it [8].

Social values - in a broad sense - the significance of phenomena and things in existence, in terms of meeting or not meeting the needs of society, social groups and individuals; in the narrow sense - virtuous and aesthetic requirements formed as a product of human culture and social consciousness. The spectrum of social values is very extensive. The main issue in the formation of social value in a child is the implementation of various cultures and the fulfillment of aesthetic requirements. Therefore, it is important to form social values in primary schools through national sports.

Social values are the main concept in the study of the phenomenon in culture. According to the scientist, N.I.Lapin «the system of value forms the inner core of culture, the spiritual quintessence of the needs and interests of individuals and social communities. And, in its turn, acts as one of the important motivators of social action and behavior of individuals, and has a negative impact on social interests and needs. Therefore, it is important to start the system of value from the elementary school level, paying attention to the twofold basis of the system of value. It is reflected in elementary school pupils as an intrinsically valuable subject and as a socio-cultural system in society. However, it is clear that the implementation of them will be effective, if using national sports [9].

Also, the importance Sh.Ualikhanov's, A.Kunanbayev's, M.Zhumabayev's, and Zh.Aymaulytov's works are important in the formation of social values among primary school pupils.

Available scientific justifications for the proposed topic of research:

-in the cultural aspect, the system of values is considered from a social and ethical point of view as a phenomenon manifested through traditions, norms, spiritual codes and human nature (T.Kh.Gabitov, B.S.Erasov, etc.);

In psychology, foreign scientists, such as G.Allport, J.Piaget, Z.Freud considered the psychology of valuable communication, problems of value orientation; as well as Russian psychologists S.L.Rubinstein, V.I.Myasishchev. According to the content of values in psychological research, it is revealed that the children's habits and behavior, the criteria for evaluating good and bad are formed.

Kazakh scientists K.B.Zharykbaev, S.K.Kaliyev, K.M.Toleubayev, investigated methodological and theoretical bases of the problem of values in the science of pedagogy, the use of the materials of Kazakh folk pedagogy was investigated by S. Gabbasov; the issues of spiritual moral values has been studied by R.Toleubekova, value orientation by G.K.Nurgalieva.

There are some studies on *physical education* for primary school pupils. In particular, B. A. Toilybaev: «Using elements of folk pedagogy in providing physical education to primary school pupils» (1994); E.K.Tolegenov: «Formation of physical skills in rural areas through Kazakh national games in their independent classes» (2010);); B.M.Mendaliyev: «Application of national folk games in physical education lessons for preschool children» (2009); I.B.Kanagatov: «Methodology of forming a healthy lifestyle of young people through the methods of national sports» (2008); E.E.Ospankulov: «Development of self-performance skills of elementary school pupils through general development exercises» (2021); J.B.Abishev: «Preparation of future primary school teachers to form the pupils' health culture» (2019).

Social values are important for each person's a priori and it becomes the main network of behavior [10].

While studying social values, scientist D. Leontiyev shows their interconnected forms as following:

1. Social ideals.
2. Realization of this branch of ideals.
3. Motivational structure [11].

Social values explain the rules established in the society, models and standards of human behavior that regulate social life. Social values determines the boundaries of acceptable behavior in relation to the specific circumstances of people's lives.

Signs of social values:

- 1) General rules for members in the society.
- 2) They do not have a specific destination and work continuously.
- 3) They are aimed at regulating social relations.
- 4) They arise due to people's voluntary, conscious actions.
- 5) They appear in the process of historical development.
- 6) Their content corresponds to the type of culture and the character of the social organization of the society.

Ways to regulate people's behavior through social values:

Vital: life, health, physical formation, security, well-being, human condition (safety, peace, cheerfulness), strength, endurance, quality of life, natural environment (ecological values), practicality, consumption, etc.

Social: social status, diligence, wealth, labor, family, unity, patriotism, tolerance, order, business, risk-taking, social equality, gender equality, ability to achieve, personal independence, professionalism, active participation in society, focus on the past. or future, extralocal or domestic orientation, level of consumption.

Results. Social understandings reflect on a person's conscious understanding of values, social rules, and cultural interests and determine their behavior. Therefore, social concepts do not reflect a person's individual thoughts, but their views as a member of a group, class, culture.

In this regard, it is natural to consider the formation of social values of elementary school pupils together with the problem of solving pedagogical tasks.

In the experimental work, the elementary school pupils' assessment, the level of possibilities of social values formation is shown.

At the end of the conducted formative experiment, diagnostic work was carried out with the above-mentioned respondents. As a result of the program, the methods used during the detection experiment were withdrawn.

In particular, *Sh. Schwartz's «Value Survey» methodology*, *M. Rokich's «Value Orientation Determination»* surveys were repeatedly carried out. Their results were the basis for the conclusions of the experimental work [12].

Discussion. As a result of the formative experiment, we have shown the percentage indicators of the levels of the 3rd, 4th grade pupils, who participated in the control and experimental group in the 2023-2024 school year. According to *Sh. Schwartz's «Value Survey» methodology* the results are shown in Table 1.

Social recognition and social power accounted for 33% of the respondents' answers. Courtesy comprises 7%. Low-level indicators were observed only in 6% of wisdom, and among 4 investigators. According to *Sh. Schwartz's methodology*, the diagram of the performance of control and experimental groups is shown in Table 1.

Table 1 - percentage of indicators in the formation of control and experimental groups according to *Sh. Schwartz's methodology «Value Survey» (%)*

Name of scales	Control group CG	Experimental group EG
Love	10(18%)	12 (19%)
Social recognition and social power	17 (31)%	22(33%)
The meaning of life	10(18%)	10(15%)
Courtesy	5(10%)	5(7%)
Respect the opinion of others	4 (7%)	7(10%)
Respect for traditions	6 (11%)	7 (10%)
Wisdom	3(5%)	4 (6%)

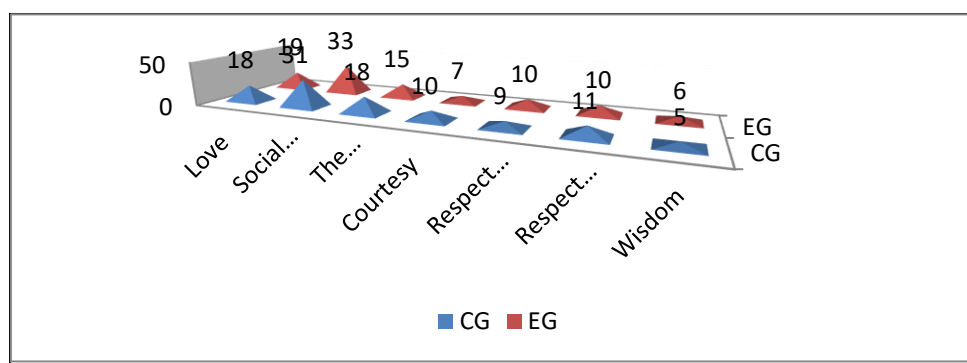


Table 1 - percentage of indicators in the formation of control and experimental groups according to *Sh. Schwartz's methodology «Value Survey» (%)*

Table 2 - Percentages of *Sh. Schwartz's* of pre- and post-experimental results of control group according to *«Value Survey» methodology*

Name of scales	Pre-experimental control group	Post-experimental control group
Love	9(16%)	10(18%)
Social recognition and social power	15(27%)	17 (31)%
The meaning of life	9(16%)	10(18%)
Courtesy	5(10%)	5(10%)

Respect the opinion of others	6(11%)	4 (7%)
Respect for traditions	5(9%)	6 (11%)
Wisdom	6(11%)	3(5%)

So, if we compare the percentages of the results of the subjects of the control group before and after the experiment, there is a slight difference in their positive perceptions about values. However, love, social recognition, social power are directed to components such as the meaning of life.

And now let's have a look at how the motivation to achieve success of the subjects of the experimental group changed (Table-3).

Table 3 - Sh.Schwartz's percentage of pre-and post-experiment results of experimental group according to «Value Survey» methodology

Name of scales	Before the experiment (65) 2016-2017 academic year	After the experiment 2017-2018 academic year
Love	12(18,4%)	12 (19%)
Social recognition and social power	14(22%)	22(33%)
The meaning of life	13(20%)	10(15%)
Courtesy	4(6%)	5(7%)
Respect the opinion of others	14(22%)	7(10%)
Respect for traditions	5(7%)	7 (10%)
Wisdom	3(4,6%)	4 (6%)

Thus, if we look at the dynamics of changes in the social values of the subjects of the experimental group, we can see that the number of subjects with a high level has increased, and the number of subjects with a low level has decreased. This proves that it has influenced the formation of values in terms of the number of formative students organized by us. We noticed that elementary school pupils actively participate in educational activities and extracurricular activities to form social values and strive for moral values. Table 4 below shows the percentages of the terminal values included in the control and experimental groups in the 2023-2024 academic year after the formative experiment by M. Rokich «Value Orientation Determination» method.

Table 4 - Indicators of the terminal values of the studied groups in the formation experiment according to M. Rokich's methodology «Determining the value orientation» (%)

List of terminal values	Control group CG	Experimental group EG
An active life	3,79	3,88
Life wisdom	3,18	3,28
Health	10,15	10,55
Favorite (interesting) work	13, 00	14, 0
The beauty of nature and art	3,32	3,16
Love	10,95	11,0
Financial status	10, 35	11,0
Having a loyal friend	7,22	7,21
To be respected by other people	2,10	2,08
Recognition	3,50	3,02
A successful life	3,62	3,08
Development	3,12	3,0
Individuality	3,47	3,05
Happy family life	11, 79	12,38

Other person's happiness	2,62	2,31
Creativity	3,34	3,0
Self confidence	3,48	3,0
High social status (money, power, career)	1,0	1,0

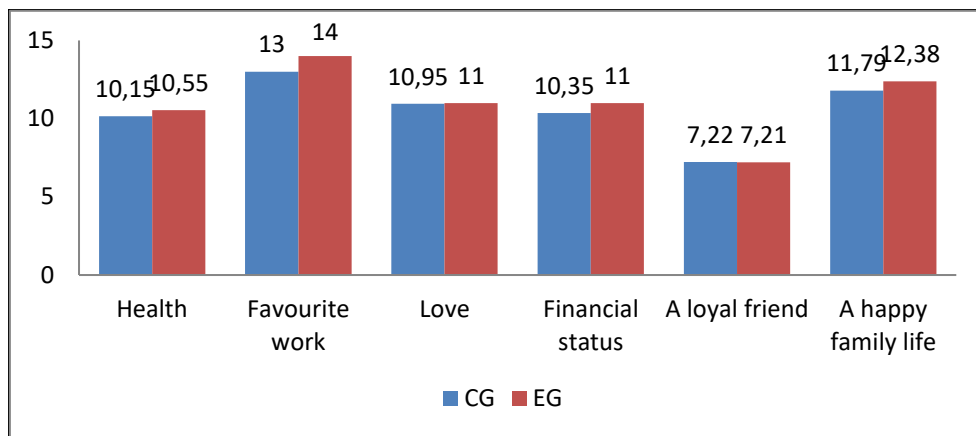


Figure 2 - a diagram of indicators of the terminal values of the studied groups in the formation of the experiment according to M. Rokich's methodology «Determining the orientation value»

Table 5 - Indicators of instrumental values of the studied groups in the formation experiment according to M. Rokich's «Determining the orientation value» (%)

List of instrumental values	Control group CG	Experimental group EG
Neatness	11,0	12,0
Educative	3,40	3,31
Needs	2,37	2,00
Optimism	12,0	13,0
A good behavior	3,04	3,08
Independence	3,66	2,07
Disagreement and compromise with one's own and others' shortcomings	3,39	3,27
Education	3,30	3,62
Responsibility	12,0	13,0
Rationality (rationalism)	12,56	12,70
Self control	3,00	3,00
Defending one's opinion	3,20	3,10
Sensitivity	2,35	2,21
Patience	3,20	2,25
Broadness of view	3,24	3,10
Constant will	3,79	2,15
Honesty	11,22	13,00
Hard work	3,28	3,14

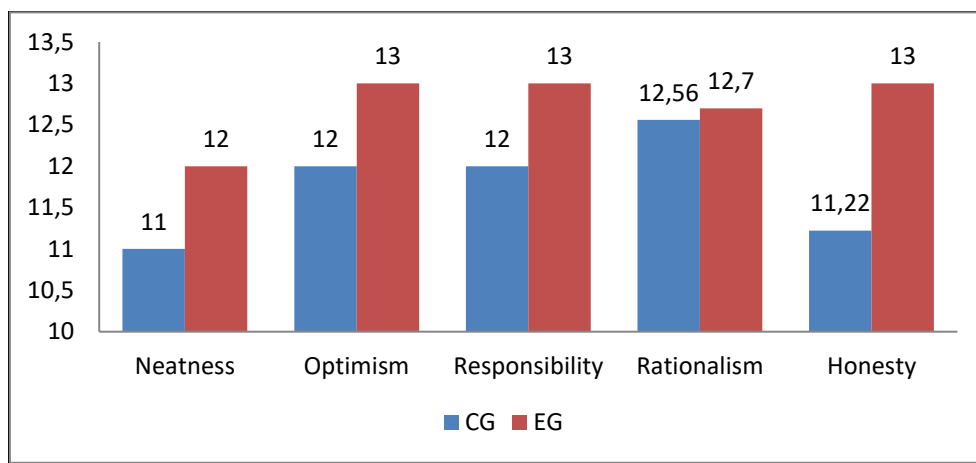


Fig. 3 - a diagram of indicators of instrumental values of the studied groups in the formation experiment according to M. Rokich's method «Determining the value orientation»

Therefore, the vast majority of these terminal values belong to the real and personal category, and instrumental values indicate the autonomy of the person, their interaction with the people around them, their relationship to the person through the process of socialization, life-meaning relationships, and their understanding that they are formed in the course of life experience, are more important than intellectual values. The presented study shows the high level of development of educational activities and research activities aimed at forming social values of elementary school pupils.

The methodology used above makes it possible to determine the value orientation, which describes the content aspects of the student's personality orientation, as well as the hierarchy of value orientation (Table 6).

Table 6 - Value Orientation Hierarchy (%)

Values	Value orientation hierarchy percentages	
	Control group CG	Experimental group EG
Caring for loved ones and relatives	25	27
Serving	13,1	13,7
Friendship	7	7
Self-expression, self-development	10,7	9,7
Money, financial status	10	10,0
Moral quality	7,4	8,0
Achieving the goal, success	5,9	5,0
Health	5,9	6,0
Teaching and education	5,4	5,7
Patriotism, inheritance	3,8	3,3
Freedom, independence	2,5	2,3
Culture, art, creativity	2,4	1,3
Social status, prestige, power, leadership	2,3	2,4
Having fun, enjoyment	1	1

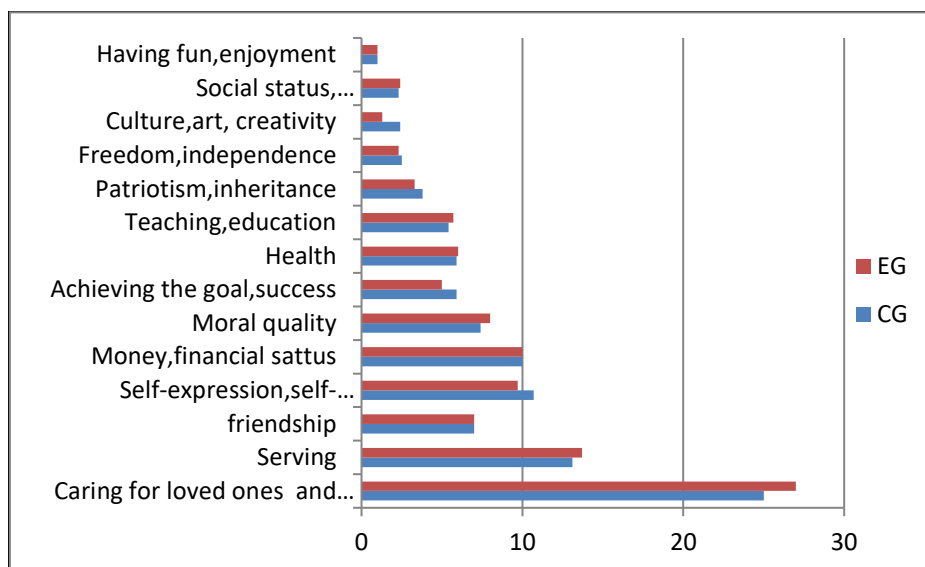


Figure 4 - Diagram of value orientation hierarchy indicators according to the formation experiment

The dynamics of the formation of social values of elementary school pupils can be observed from the formation experiment. Therefore, in the formation experiment, the level of worldview in the control group was 32% - high, 52% - medium, 16% - low, and in the experimental group the level of worldview was 37% - high, 54% - medium, the low level indicator was 9%.

The level of activity in the control group is 29% high, 53% is medium, 18% is low, and in the experimental group, 32% is high, 59% is medium, 9% is low.

The educational level of the control group is 26% high, 60% medium, 14% low, and in the experimental group 33% high, 61% medium, 6% low.

Comparing the indicators in the detection and formation experiments, we made the final stage result (Table 7).

Table 7 - Comparative results of experimental work

Levels	Control group		Experimental group	
	High	23%	29%	24%
Medium	46%	55%	47%	58%
Low	31%	16%	29%	8%

As a result of carrying out the above mentioned methods and analyzing their answers, the given data on three dimensions show that the indicators in the experimental groups have changed. The proof of this is that according to the first measurement, the lowest indicator has decreased to 9%, and according to the second measurement, it has decreased to 9%, and according to the third measurement, it has decreased to 6%. Based on the indicators of worldview, activity, educational dimensions that determine the formation of social values of elementary school pupils, the average percentage indicators were determined: in the control group, 29% were at a high level, 55% were at an average level, 16% were at a low level, and in the experimental group 34% indicates a high level, 58% indicates an average level, and 6% indicates a low level. Analysis of the obtained results shows that the general indicators of the formation of social values of elementary school pupils in both experimental groups increased significantly after the program.

Conclusion. The theoretical and comparative analysis of the problem of formation of social values of elementary school pupils in the theory and practice of pedagogic science became the

basis for our conclusion that it should be reflected in the educational process that forms the content of modernization of Kazakhstani education in the modern conditions.

The results of the conducted research are theoretical explanation of the formation of social values of elementary school pupils and consideration of the theoretical foundations on the formation of social values of elementary school pupils, comprehensive analysis, study of the meaning, systematizing the definitions and conclusions given to them, and made it possible to give a comprehensive description, show their interrelationship and analyze the mentioned concepts. Based on the results of the study on the formation of social values of elementary school pupils, the following *recommendations* are made:

- for the further study of this issue, it is recommended to conduct a variable course program «I respect values!» in the formation of social values among elementary school pupils;

- it is recommended to prepare and implement author projects, and portals in the formation of social values among elementary school students.

In our research work, «value» is considered as a multi-meaningful concept and a pedagogical category, which includes the general principle of the relative behavior model of a person within a certain culture or society, it is formed in the belief of the individual through the process of socialization. Therefore, the established aspects and obtained results allow to optimize the process of formation of social values among elementary school pupils.

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ӘЛЕУМЕТТІК СЕРІКТЕСТІК - БОЛАШАҚ ПЕДАГОГТЕРДІҢ КӘСІБИЛІГІ МЕН БӘСЕКЕГЕ ҚАБІЛЕТТІЛІГІН ДАМУДЫҢ ФАКТОРЫ

Аңдатпа

Бүгінде Қазақстанның әлемнің озық отыз елінің құрамына кіру стратегиясының жүзеге асырылуы және соған сәйкес әлемдік білім беру кеңістігіне ену қажеттілігі ЖОО нарық талаптарына сай мамандарды дайындау мәселесін алға шығаруда. Қазіргі еңбек нарықтық экономика өндіріс әлеміне еркін ене алатын, табысты әрекет етуге негіз болатын білім, білік, дағдылары қалыптасқан, ең бастысы тұлғалық сапалары дамыған бәсекеге қабілетті мамандардың жаңа типін қалыптастыру міндеттерін қояда.

Экономика саласында бұл ұғым өндірілетін тауарлардың сұранысқа ие болуын сипаттағанымен, қазіргі кезде бәсекеге қабілеттілік – өнеркәсіптік өнімнің құндылық және сапалық параметрлерін көрсететін жан-жақты ұғым екенін көреміз. Бұл ретте педагогикалық жоғары оқу орындарының басты өнімі елдің ертеңгі күнгі үкілі үміті бала тәрбиесімен айналысатын болашақ педагогтарды сапалы дайындауда екендігінде.

Қазіргі кезде «әлеуметтік серіктестік» ұғымы педагогикалық лексиконда кең қолданылып жүргендіктен білімді басты құндылық ретінде қабылдайтын азаматтық қоғамның ерекше институты. Білім берудегі әлеуметтік серіктестік білімге қатысы бар әртүрлі әлеуметтік институттардың (жұмыс берушілер, еңбекпен қамту орындары, кәсіподақтар, мәдениет, спорт мекемелері, ата-аналар т.б.) өзара әрекеттестігі. Мұндай байланыс негізінде білім беру жүйесінің практикалық бағыттылыққа қарай өзгеруі орын алады.

Бұл зерттеуде болашақ педагогтің бәсекеге қабілеттілігін қалыптастырудың теориялық мәселелері қарастырылады, практикалық шешу жолы ретінде ЖОО әлеуметтік серіктестік мекемелерімен бірлескен жұмысы алынып, оны ұйымдастырудың тиімді жолдары тәжірибеден өткізіледі.

Түйін сөздер: әлеуметтік серіктестік, бәсекеге қабілеттілік, бәсекеге қабілетті-кәсіби педагог, ресурстық орталық, еріктілер.

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СОЦИАЛЬНОЕ ПАРТНЕРСТВО – ФАКТОР РАЗВИТИЯ ПРОФЕССИОНАЛИЗМА И КОНКУРЕНТОСПОСОБНОСТИ БУДУЩИХ ПЕДАГОГОВ

Аннотация

Сегодня реализация стратегии Казахстана по вхождению в тридцатку стран мира и, соответственно, необходимость выхода в мировое образовательное пространство ставит вопрос о подготовке специалистов, отвечающих рыночным требованиям высших учебных заведений. Современная рыночная экономика труда ставит задачу формирования нового типа конкурентоспособных специалистов, свободно входящих в мир производства, обладающих знаниями, навыками, а главное, развитыми личностными качествами, являющимися основой успешной деятельности.

В области экономики это понятие характеризует спрос на промышленные товары, но теперь мы можем видеть, что конкурентоспособность является комплексным понятием, отражающим стоимостные и качествен-