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## KAZAKH FOLK GAMES IN THE EDUCATIONAL PROCESS: THE PATH TO THE CULTURAL IDENTITY OF JUNIOR SCHOOLCHILDREN

### Abstract

The presented article represents a significant contribution to understanding the role of cultural heritage and national games in education. It emphasizes the importance of preserving and transmitting cultural traditions and suggests integrating national games into the primary school curriculum. The authors justify the relevance of the research by highlighting the importance of preserving national traditions in the educational process. They draw attention to the fact that teaching students national games helps shape cultural identity and strengthen the connection with the cultural traditions and values of Kazakhstan.

The article offers an extensive overview of Kazakh national games, providing descriptions and highlighting their significance. The authors give examples of games such as Kokpar, Baigazysh, Kures, Toqau, Sailau, Kiz Kuu, Zharys, and Atyzharys, providing a clear overview of their basic rules and objectives. They emphasize that these games are not only entertaining but also have educational value, promoting the development of physical and social skills among students. The study explores the advantages of incorporating national games into the educational process, indicating that these games contribute to the development of physical skills, coordination, teamwork, and cooperation. They also help students strengthen their connection with cultural traditions and values, fostering a sense of pride in their culture and identity.

**Keywords:** skill, heritage, uniqueness, traditions, formation, education.

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## ОҚУ ҮРДСІНДЕГІ ҚАЗАҚ ХАЛЫҚ ОЙЫНДАРЫ: БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ БІРЕГЕЙЛІГІ МӘДЕНИЕТКЕ АПАРАТЫН ЖОЛ

### Аңдатпа

Ұсынылып отырған мақала мәдени мұра мен ұлттық ойындардың білім берудегі рөлін түсінуге қосылған маңызды үлес болып табылады. Мәдени дәстүрлердің сақталуы мен сабақтастығына мән беріп, ұлттық ойындарды бастауыш мектеп бағдарламасына енгізуді ұсынады. Мақала авторлары оқу-тәрбие процесінде ұлттық дәстүрлерді сақтаудың маңыздылығын айта отырып, зерттеудің өзектілігін негіздейді. Олар студенттерге ұлттық ойындарды үйрету мәдени тұлғаны қалыптастыруға және Қазақстанның мәдени дәстүрлері мен құндылықтарымен байланысты нығайтуға көмектесетініне назар аударады.

Мақалада қазақтың ұлттық ойындарына кеңінен шолу жасалып, олардың сипаттамасы мен маңызы берілген. Авторлар Көкпар, Байғазыш, Күрес, Тоқау, Сайлау, Қыз қуу, Жарыс және Атыжарыс сияқты ойындарға мысалдар келтіре отырып, олардың негізгі ережелері мен мақсаттарына нақты шолу жасайды. Олар бұл ойындардың тек көңіл көтеру ғана емес, сонымен қатар оқушылардың физикалық және әлеуметтік дағдыларын дамытуға ықпал ететін тәрбиелік мәні бар екенін атап көрсетеді. Бұл жұмыста олардың оқу үрдісіндегі артықшылықтары қарастырылады. Ол бұл ойындардың физикалық дағдыларды дамытуға, қозғалыстарды үйлестіруге, командалық рух пен ынтымақтастыққа ықпал ететінін атап көрсетеді. Олар сондай-ақ студенттердің өз халқының мәдени дәстүрлерімен және құндылықтарымен байланысын нығайтуға, олардың мәдениеті мен өзіндік ерекшелігіне мақтанш сезімін қалыптастыруға көмектеседі.

Жалпы мақалада қазақтың ұлттық ойындарын бастауыш сынып оқушыларына оқытудың оқу-тәрбие үрдісіндегі алатын орны толық қарастырылған. Мәдени дәстүрлерді сақтау мен сабақтастыққа, мәдени тұлғаны қалыптастыруға және оқушылардың физикалық және әлеуметтік дағдыларын дамытудың маңыздылығына баса назар аударылады.

**Түйін сөздер:** шеберлік, мұра, бірегейлік, дәстүр, қалыптастыру, оқу-тәрбие.

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## КАЗАХСКИЕ НАРОДНЫЕ ИГРЫ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ: ПУТЬ К КУЛЬТУРНОЙ ИДЕНТИЧНОСТИ МЛАДШИХ ШКОЛЬНИКОВ

### Аннотация

Представленная статья представляет собой важный вклад в понимании роли культурного наследия и национальных игр в образовании. Она подчеркивает значимость сохранения и преемственности культурных традиций и предлагает интегрировать национальные игры в программу начальной школы. Авторы статьи обосновывают актуальность исследования, подчеркивая важность сохранения национальных традиций в образовательном процессе. Они обращают внимание на то, что обучение учащихся национальным играм помогает формировать культурную идентичность и укреплять связь с культурными традициями и ценностями Казахстана.

Статья предлагает обширный обзор казахских национальных игр, представляя их описание и значимость. Авторы приводят примеры таких игр, как Кокпар, Байгазыш, Курес, Тоқау, Сайлау, Киз куу, Жарыс и Атыжарыс, предоставляя четкий обзор их основных правил и целей. Они подчеркивают, что эти игры не только развлекательны, но и имеют воспитательное значение, способствуя развитию физических и социальных навыков учащихся. Данная работа рассматривает их преимущества в образовательном процессе. Она указывает на то, что эти игры способствуют развитию физических навыков, координации движений, командного духа и сотрудничества. Они также способствуют укреплению связи учащихся с культурными традициями и ценностями своего народа, формируют у них чувство гордости за свою культуру и идентичность.

В целом, статья представляет полное исследование роли обучения учащихся начальных классов казахским национальным играм в учебно-воспитательном процессе. Она подчеркивает значимость сохранения и преемственности культурных традиций, формирования культурной идентичности и развития физических и социальных навыков учащихся.

**Ключевые слова:** навык, наследие, уникальность, традиции, формирование, образование

**Introduction.** Cultural heritage and national games play an important role in education, especially in the context of the primary school years. National games are a lively and dynamic way of transmitting cultural heritage and folk traditions. They unite students, help them learn and understand their national history, traditions, customs and values. Kazakh national games, such as kokpar, atyzharys, kures, kiz kuu, have their own uniqueness and symbolism, embodying the spirit and flavor of Kazakh culture. Teaching primary school students these games allows them to immerse themselves in the rich history of their people, as well as expand their knowledge of traditional ways of life and the role of games in Kazakh society.

In modern education there is a need for preservation and continuity of national traditions. Globalization and modern technology, although bringing many benefits, can lead to the loss and oblivion of national identity and cultural heritage. Therefore, it is important to include elements of Kazakh culture, including national games, in the educational process of primary school. Teaching students the Kazakh national games helps preserve and pass on values and traditions, fosters respect for the culture and heritage of their people. This also contributes to the formation of patriotic feelings and the development of self-awareness and self-identification of students. The study of the role of teaching Kazakh national games to primary school students in the educational process is relevant, since it can help teachers develop effective methods for introducing national games into the curriculum and achieve educational goals related to the preservation of cultural heritage and the development of student identity.

This focus on national values and cultural continuity aligns closely with key educational policy documents in Kazakhstan. The State Program for the Development of Education and Science of the Republic of Kazakhstan (2020–2025) emphasizes the importance of national identity, cultural heritage, and patriotism as foundational components of the educational process. Moreover, the State Compulsory Education Standard for Primary Education highlights the role of ethnocultural content in shaping students' values, worldview, and civic responsibility. Within this framework, Kazakh

national games are not only seen as tools for physical and social development but also as essential instruments for value-based education. They serve as a practical means of implementing patriotic education, fostering a sense of pride in one's roots, and developing respect for Kazakhstan's cultural diversity and historical legacy.

*Basic provisions.* Kazakh national games are an important part of the cultural heritage of Kazakhstan. The use of national games in the educational process brings a number of advantages. It activates the physical activity of students, develops coordination and flexibility, promotes the formation of team spirit and personal interaction.

**Materials and methods.** In this work we will use a number of research methods. Scientific articles, publications and educational programs related to teaching primary school students the Kazakh national games will be used as materials. This will allow you to obtain up-to-date information about the significance and effectiveness of including national games in the educational process. In addition, pedagogical literature and information materials about Kazakh culture and traditions are used to provide additional knowledge and context.

The research methods will be a literature review, during which scientific articles and publications will be analyzed and summarized. Interviews and surveys will be conducted with teachers and specialists in the field of education and cultural heritage to obtain expert opinion and practical experience in introducing national games into the educational process. Activities including national games will also be monitored. This was done to assess their effectiveness and impact on student development. Analysis of documents such as curricula and guidelines will also be carried out to obtain additional data.

Combining these materials and methods will make it possible to carry out a comprehensive analysis of the topic under study, as well as formulate substantiated conclusions and recommendations regarding the role of teaching primary school students the Kazakh national games in the teaching and educational process.

**Results.** Kazakh national games represent a significant part of the cultural heritage of Kazakhstan. They are an integral part of folk culture and have deep historical and cultural roots. Kazakh national games not only entertain, but also convey the values, traditions and history of the Kazakh people. The inclusion of these games in the teaching and educational process of primary school is an important means of preserving and continuity of cultural heritage.

Kazakh national games are traditional games that have been developed and practiced for centuries in Kazakh society. They have deep cultural significance and are a reflection of the national spirit and traditions of the Kazakh people. Kazakh national games play an important role in the development of physical, intellectual and social skills of students, and also contribute to the preservation and transmission of cultural heritage to new generations.

The first researcher who systematized many Kazakh folk games and gave them significant educational and developmental significance was ethnographer A.A. Divaev [1]. In his works it was noted that games play a stimulating role in the development of children, providing them with vivid impressions of the world and having a positive impact on the initial stage of the cognitive process.

Writers of Kazakhstan, such as I. Zhansugurov, M. Auezov, S. Mukanov and others, also drew attention to the educational possibilities of folk games [2, 3, 4]. In their writings, they emphasized the role of games in shaping the character and values of children, as well as in developing their creativity and social skills.

Kazakh national games can be classified according to various criteria, such as the purpose of the game, the method of participation, the use of instruments and the space where they are held (Table 1).

*Table 1. Classification of Kazakh national games*

Games on Horse	
Kokpar	is a traditional Kazakh game in which two teams compete. The game uses a special leather ball, which symbolically represents a killed animal. The goal of the game is to carry the ball across the opponent's field and throw it at a specially marked goal at the opposite end of the

	field.
Atyzharys	In this game, participants on horseback compete in speed and agility, covering a certain distance against a time limit. The main goal of Atyzharys is to cover a given distance on a horse as quickly as possible. Participants strive to demonstrate their horsemanship by avoiding obstacles and passing checkpoints along the course.
Games using force	
Kures	This is a traditional Kazakh wrestling, which is held between two participants. The goal of the game is to throw your opponent to the ground or make him lose his balance. Kures includes various techniques such as throws, grabs and blocks that players use to achieve their goal.
Baygazysh	The goal of the game is for one team to grab a stick and hold it while the other team tries to snatch the stick from their hands. During the game, players demonstrate physical strength, dexterity and strategic thinking by using a variety of techniques to hold or grab a stick.
Games with throwing implements	
Tokau	This is a traditional Kazakh game in which participants throw traditional Kazakh arrows at a target. The game is played in an open area where a special target is installed, which can be made of wood or other materials. Participants strive to hit the target with arrows, competing in accuracy and shooting skill.
Sailau	In this game, participants throw rope rings at a target, which can be located on the ground or suspended at a low height. The goal of the participants is to hit the target with rings and score the maximum number of points.
Games with elements of dance and music	
Kiz kuu	This is a traditional Kazakh game in which participants on horseback chase each other, trying to grab a motuzka held by one of them. The game is played in an open area or field where participants demonstrate their riding and agility skills. The goal of the game is for one of the participants to hold the motuzka, and other players try to grab it while chasing him on their horses. Players use various tactics and strategies to capture the motorcycle or defend it from rivals. Kiz kuu requires participants to have good coordination, balance and horsemanship.
Zharys	This is a traditional Kazakh game that combines elements of dance and symbolism. In this game, participants spin around an axis, raising traditional Kazakh flags up. Zharys can be held both at special sites and in open spaces. During the game, participants perform complex dance movements, spins and various figures, maintaining synchrony and harmony.

The classification of Kazakh national games is not exhaustive, since their variety is rich and diverse. However, these core games provide insight into various aspects of Kazakh culture that are conveyed through gaming and can be incorporated into primary school education to enrich students' learning experiences [5].

Kazakh national games are of great importance in the culture and traditions of the Kazakh people. Here are a few aspects that highlight their importance:

1. Preservation of cultural heritage: Kazakh national games are part of the rich cultural heritage of the people. They are passed on from generation to generation, preserving unique traditions, skills and values. Games help preserve and continue the historical heritage of Kazakh culture, contributing to its preservation and transmission to future generations.

2. Educational and developmental opportunities: Kazakh national games have educational and developmental significance. Participation in games helps develop physical endurance, coordination, dexterity and strength. They also promote leadership, courage, competition and cooperation in teamwork. Games help build character, discipline, confidence and self-discipline in participants.

3. Social inclusion and community strengthening: Kazakh national games bring people together, creating a strong sense of belonging and belonging to their culture and nation. They serve as a platform for communication, interaction and collaboration between participants. Games are held at holidays, festivals and sporting events where people come together to celebrate and celebrate their culture, strengthening bonds within the community.

4. Promotion of tourism and cultural exchange: Kazakh national games attract the attention of tourists and researchers who are interested in the culture and history of Kazakhstan. They are becoming an important element of tourist attraction and contribute to the development of cultural

tourism in the region. In addition, games promote cultural exchange and understanding between different peoples, promoting intercultural ties and respect for differences.

Overall, Kazakh national games play an important role in preserving cultural heritage, shaping personality, strengthening community, and highlighting the culture of Kazakhstan. They are an integral part of the identity of the Kazakh people and continue to play a significant role in the educational process and development of the country.

As part of a research project aimed at identifying the pedagogical potential of Kazakh national games, a pedagogical experiment was conducted during the 2022–2023 academic a primary school № 9 in Taldykorgan, Kazakhstan. The main objective was to study the impact of systematically incorporating Kazakh national games into the educational process on the development of cultural identity, social skills, and learning motivation among young students. The experiment involved 25 second-grade students. It was conducted within regular physical education lessons, extracurricular activities, and selected integrated lessons (e.g., music, visual arts, natural science), which included elements of Kazakh national games. The duration of the experiment was one academic year. By the end of the academic year, significant positive changes were observed across all key parameters.

Table 2. Dynamics of Student Development Indicators (in %, before and after the experiment)

Indicator	Before the Experiment	After the Experiment
Interest in Kazakh culture and traditions	44%	88%
Teamwork and social cohesion	52%	84%
Physical activity level	60%	92%
Expression of patriotic feelings	36%	80%
Emotional engagement in learning	48%	90%

The data presented in Table 2 demonstrate a substantial positive shift in key developmental indicators among the students after participating in the national games program. Specifically, the interest in Kazakh culture and traditions doubled (from 44% to 88%), indicating heightened cultural awareness. Teamwork and social cohesion increased from 52% to 84%, reflecting improved interpersonal relationships and collaboration. The physical activity level rose from 60% to 92%, showing enhanced engagement in movement-based activities. Patriotic feelings more than doubled, growing from 36% to 80%, and emotional engagement in lessons also significantly increased, from 48% to 90%. These results highlight the holistic developmental impact of incorporating Kazakh national games into the educational process.

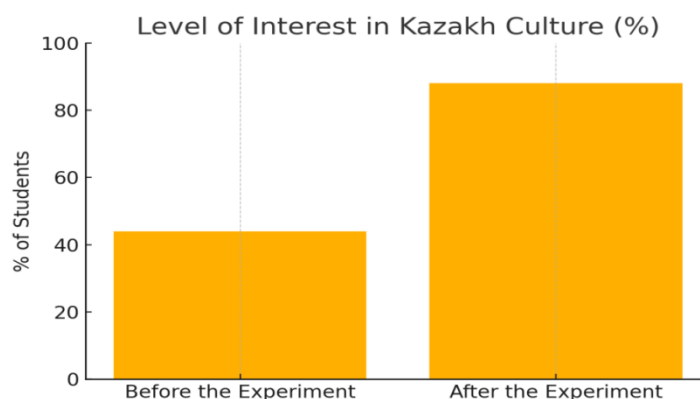


Figure 1. Change in the Level of Interest in Kazakh Culture

The chart shows a significant increase in students' interest in Kazakh culture after the experiment — from 44% to 88%. This demonstrates the strong impact of national games on raising cultural awareness and engagement among primary school students.

Building on this cultural and educational significance, the pedagogical experiment conducted in the 2022–2023 academic year aimed to explore how Kazakh national games could be effectively integrated into the primary school curriculum to support the development of cultural identity among young learners. The experiment sought to translate the traditional functions of these games—such as fostering cooperation, respect, and a sense of belonging—into measurable educational outcomes within a modern classroom setting.

Kazakh national games also contributed to the formation of social norms and values. They taught competition, cooperation, respect for elders and traditions, and strengthened community solidarity and unity. The games expressed Kazakh identity and self-awareness, and also celebrated national holidays and events. Through games, Kazakhs maintained contact with the historical roots and traditions of their people, strengthened their cultural identity and formed a collective memory of the past [6].

**Discussion.** Teaching national games plays an important role in shaping the cultural identity of students, especially in primary school. Here are a few aspects that highlight the role of teaching national games in this process:

- Knowledge and respect of cultural traditions: Teaching national games allows students to get acquainted with the rich culture of their people, their traditions, customs and values. Through participation in games, children deepen their knowledge of Kazakh history, culture and folk customs. They learn to respect and value their national identity, realize the importance of preserving cultural heritage and passing it on to future generations.

- Preservation and development of national skills: Traditional games training helps students develop and improve traditional gaming skills. They learn the basic rules and techniques, master the technique of performing movements and learn to work in a team. This contributes to the preservation and transfer of unique national skills that are an integral part of Kazakh culture.

- Formation of patriotic feelings: Teaching national games contributes to the formation of patriotic feelings among students. They develop love and pride for their country, the Kazakh people and their culture. Participation in national games strengthens the sense of belonging to one's nation, contributes to the formation of civic identity and patriotic responsibility to one's country.

- Social interaction and tolerance: Teaching national games creates opportunities for social interaction and cooperation among students. They learn to work as a team, compete with each other and respect their opponents. This promotes the development of tolerance, the ability to find compromises, respect the opinions of others and fairly evaluate successes and achievements.

Overall, teaching national games plays an important role in shaping students' cultural identity, helping them to better understand and appreciate their national culture, develop national skills and develop patriotic feelings. This is an important element of the educational process, contributing to the development of personality and social harmony.

The use of national games in the educational process provides a number of significant advantages (Table 3).

*Table 3. Advantages of using national games in the educational process*

№	Advantage	Characteristic
1	Cultural enrichment	National games are a valuable source of cultural information. They allow students to deepen their knowledge of the traditions, customs and history of their people. Participation in games allows children to personally experience and understand elements of their culture, which contributes to their cultural enrichment and strengthening of cultural identity.
2	Formation of values and skills	National games not only promote physical activity, but also promote values such as cooperation, fairness, respect and tolerance. By participating in games, children learn to work as a team, make decisions, develop leadership skills and respect the rules of the game. These values and skills are important for their future development and social adaptation.
3	Physical and mental	National games are physically active activities that help develop student coordination, flexibility, strength and endurance. They also help develop mental skills such as

	development	concentration, strategic thinking and decision making in a competitive environment.
4	Increasing motivation and interest in learning	The use of national games in the educational process can significantly increase students' motivation to learn. Participation in interesting and educational games causes emotional involvement and joy in children, which stimulates their active participation in learning activities and general interest in education.
5	Preservation of cultural heritage	The use of national games in the educational process contributes to the preservation and transmission of the cultural heritage of the people from generation to generation. Through games, children realize and appreciate the uniqueness of their culture, and they also become bearers and keepers of traditions and customs.

All these advantages make the use of national games in the educational process an important factor for enriching education, developing students and preserving cultural heritage.

Participation in national games makes a significant contribution to the development of various skills of students. Below are some of them:

1. **Physical Skills:** The National Games require physical activity, which helps develop coordination, flexibility, balance, strength and endurance in students. They help strengthen muscles, develop motor skills and master various motor skills.

2. **Communication Skills:** Participation in national games provides opportunities for students to interact with other participants, collaborate, communicate and convey information. They learn to listen and understand instructions, express their thoughts and ideas, and make decisions together with the team.

3. **Social Skills:** National Games promote the development of social skills in students such as cooperation, tolerance, respect, empathy and fairness. They learn to work in a team, take into account the opinions and needs of other participants, and also learn to fairly evaluate successes and achievements.

4. **Cognitive Skills:** National games stimulate students' cognitive processes such as concentration, strategic thinking, decision making and problem solving. They require analyzing the situation, planning actions and predicting results, which contributes to the development of mental skills.

5. **Emotional Skills:** Participation in national games helps to develop the emotional intelligence of students. They learn to manage emotions, control stress, develop a sense of responsibility, cope with failures and enjoy success. This helps them develop emotional stability and adaptability [7].

Overall, national games play an important role in developing students' physical, social, cognitive, emotional and cultural skills. They promote comprehensive personal development and help prepare students for successful adaptation in society.

The integration of national games into the primary school curriculum is of great importance for the preservation and transmission of cultural heritage and the education of students. This is a process that requires certain content and methodological recommendations.

First, it is important to ensure that the cultural context surrounding the national games is studied and understood. This may include studying historical materials, stories about the traditions and symbolism of the games, and the involvement of Kazakh experts and elders who can pass on their knowledge of the significance of the games in culture.

Secondly, national games can be integrated into physical education. Students can engage in active physical activities while developing skills related to specific games. This may include training, competitions, rules and techniques of the game, and physical aspects such as flexibility, endurance and coordination.

Thirdly, national games can be integrated into educational subjects such as history, geography, art and music. Students can explore the historical and geographic context of the games, create illustrations and drawings, and study the music and dances associated with the games. This helps expand students' knowledge of culture and traditions, as well as develop creative and research skills.

Fourthly, thematic events and festivals can be organized, where students actively participate in national games, performances and presentations. This creates a festive atmosphere, emphasizes cultural heritage and strengthens the sense of pride in one's nationality.

Finally, parent and community involvement is important. Parents can help in imparting knowledge about national games, organizing and running events, and keeping students engaged and interested [8].

Integrating national games into the primary school curriculum promotes the formation of cultural identity, the development of physical and social skills, the enrichment of knowledge and the strengthening of connections with cultural traditions.

Research and practical implementation of teaching Kazakh national games are an important aspect of the preservation and continuity of cultural traditions. Various studies have been conducted in Kazakhstan aimed at studying the role and significance of national games in the educational process.

One example of research work in this area was carried out by Kazakh scientist A.A. Divaev. He systematized and studied many Kazakh folk games, highly appreciating their educational and developmental significance and expressing valuable pedagogical thoughts. A.A. Divaev drew attention to the stimulating role of games, which enriched children's feelings with vivid impressions of the surrounding reality and were the beginning of the cognitive process.

In addition, Kazakh writers and writers, such as I. Zhansugurov, M. Auezov, S. Mukanov and others, also paid attention to the educational possibilities of folk games. In their works they noted the role of games in the development of children, the formation of their character, physical and emotional development.

In practice, teaching students the Kazakh national games is successfully implemented in schools in Kazakhstan. As part of the educational process, classes are held on national games, where students become familiar with the rules and techniques of the game, actively participate in training and competitions. Special classes and groups are organized where children can learn and practice various games under the guidance of experienced instructors.

In addition to educational activities, national games are also integrated into extracurricular and educational activities of schools. Sports festivals and national games competitions are organized where students have the opportunity to demonstrate their skills and compete with other schools. Such events promote the development of team spirit, cooperation, and also allow students to become imbued with the cultural values and traditions of their people.

Thus, research experience and practical implementation of teaching Kazakh national games confirm their importance in the educational process. This contributes to the preservation and transmission of cultural heritage, the formation of cultural identity, the development of physical and social skills of students, as well as strengthening connections with the cultural traditions and values of Kazakhstan.

Thus, the article demonstrates the importance of research and implementation of teaching Kazakh national games to primary school students. It confirms that these games not only represent the cultural heritage and traditions of Kazakhstan, but also have educational and developmental potential. The use of national games in the educational process contributes to the formation of cultural identity, the development of physical and social skills, the enrichment of knowledge and the strengthening of connections with cultural traditions.

**Conclusion.** A discussion of this article can highlight not only the importance of preserving cultural heritage, but also the practical significance of integrating national games into the primary school curriculum. The discussion may reveal the benefits of using national games in the educational process, as well as consider the contribution of these games to the development of students' skills. Additionally, the article can become a starting point for further research and development of methodological recommendations for teaching national games in primary school.

Overall, the article represents a valuable contribution to the field of education and cultural heritage, aimed at strengthening and transmitting the cultural traditions and values of Kazakhstan

through the teaching of national games in primary schools. It makes it possible to understand the importance of national games in the development of students and enrichment of their educational experience, and also contributes to the formation of the cultural identity of the new generation.

A study devoted to teaching primary school students the Kazakh national games in the educational process led to the following main results.

Firstly, it was revealed that the Kazakh national games are an integral part of the cultural heritage of Kazakhstan. They represent valuable traditions passed down from generation to generation and have great historical and cultural significance. Games such as Kokpar, Baigazysh, Kures, Tokau, Sailau, Kiz kuu, Zharys and Atyzharys have a positive impact on the formation of students' cultural identity.

Secondly, teaching students the Kazakh national games has significant advantages in the educational process. This contributes to the preservation of cultural heritage, the development of physical skills, social adaptation and the formation of team spirit. Games also enrich students' educational experience, expand their knowledge of Kazakh culture and history, and promote respect for different cultures and traditions.

Thirdly, the introduction of national games into the primary school curriculum requires the development of content and methodological recommendations. The integration of games into the educational process should be organized taking into account the age characteristics of students and their level of physical fitness. It is also necessary to ensure the availability of appropriate equipment and space for the games, as well as training of teachers in teaching methods and management of national games.

As a result, teaching primary school students the Kazakh national games is an important and valuable aspect of the educational process. It contributes to the preservation of cultural heritage, the formation of cultural identity, the development of physical skills and social adaptation of students. The integration of national games into the primary school curriculum requires further research and development to ensure effective and high-quality teaching of national games and their integration into the educational process.

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## БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ОҚУ САУАТТЫЛЫҒЫН ҚАЛЫПТАСТЫРУДЫҢ МҮМКІНДІКТЕРІ

*Аңдатпа*

Қазіргі таңда ақпараттың көлемі мен қол жетімділігінің артуы білім алушылардан ақпаратты тиімді пайдалану, бағалау және синтездеу қабілеттерін талап етеді. Сол себепті бұл мақала бастауыш сынып оқушыларының оқу сауаттылығын қалыптастыру мәселесіне арналады. Ғылыми әдебиеттерді зерттеу негізінде оқушыларға оқу сауаттылығын қалыптастыру жағдайына талдау жасалды. Мақалада оқу сауаттылығы – жазбаша мәтіндерді түсіну, оларды талдау және өмірде қолдану қабілеті ретінде анықталды.

«Бастауыш сынып оқушыларының оқу сауаттылығын қалыптастырудағы мұғалімдердің ролі мен түсінігі» тақырыбында бастауыш сынып мұғалімдерінен ашық сауалнама алынды. Зерттеу барысында сапалық әдіс қолданылды, бұл бастауыш сынып мұғалімдерінің түсініктері мен тәжірибесін терең зерделеуге мүмкіндік береді. Алынған деректер мазмұндық талдау әдістері арқылы өңделіп, тақырыптық талдау жүргізілді. Сауалнама нәтижесінде, мұғалімдердің оқу сауаттылығын қалыптастырудағы ролі бойынша негізгі тақырыптық бағыттар анықталды.

**Түйін сөздер:** оқу сауаттылығы, функционалдық сауаттылық, цифрлық сауаттылық, сауаттылық, бастауыш сынып оқушылары.

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## ВОЗМОЖНОСТИ ФОРМИРОВАНИЯ ЧИТАТЕЛЬСКОЙ ГРАМОТНОСТИ У УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ

*Аннотация*

В настоящее время увеличение объема и доступности информации требует от учащихся способности эффективно использовать, оценивать и синтезировать информацию. В связи с этим настоящая статья посвящена проблеме формирования читательской грамотности у учащихся. В статье читательская грамотность определяется как способность понимать письменные тексты, анализировать их и применять в жизни.

В рамках исследования была проведена открытая анкета среди учителей начальных классов на тему «Понимание учителями формирования читательской грамотности у учащихся начальных классов». В исследовании применялся качественный метод, позволяющий глубже изучить представления и опыт учителей начальных классов. Собранные данные были обработаны методами контент-анализа, а также проведен тематический анализ. В результате анкетирования были определены основные тематические направления, связанные с ролью учителей в формировании читательской грамотности.