The Formation Of Kazakh Patriotism In General Education Schools Through Sports And Mass Events

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Abstract

The relevance of the work is attributable to the fact that modern society is largely susceptible to global change. One of the consequences of this process is that the orientation of a person, especially of the younger generation, is based on the fact that young people are oriented toward personal interests of a global type without being associated to the activities of their own state. It is determined that most of the young people of today are focusing on the fact that patriotism is an abstract concept.

The subject of the study is the capacity of the State and individual organizations to develop patriotism in general.

The novelty of the work is the technique of military-patriotic education based on the theory of activity. The authors, on the basis of the analysis of psychological and pedagogical literature, highlight the variety of types and forms of enrichment of the patriotic education process and the promotion of all its functions.
The limitation of the study is the field of the development applied to the military-patriotic training. The second comes to think of the inequality of regulator functions in the feelings of the individual. Special attention is paid to the public outreach and to overcoming special needs. The aim was to identify factors influencing the effectiveness of schools in this direction.

1 Introduction

The process of creating patriotism has its own ideology and purposeful system. In pre-school institutions, patriotic education begins with the upbringing of children on the life and activities of Kazakhstan’s outstanding people, who defended the integrity and inviolability of Kazakhstani lands.

There are some common elements in the work of schools for the patriotic upbringing of students and in its content, forms and methods. This is confirmed by the results of our study, which was aimed, inter alia, at identifying factors influencing the effectiveness of schools in this direction. The results were used to determine the extent to which the components of one patriotic education system in schools interact with each other. In the process of patriotic education of students, school groups are focusing on the development of scientific worldview, high moral qualities, patriotism, internationalism and the readiness to protect the fatherland in schoolchildren (Glazunov, 2001).

The content of moral training is the study of materials covering the public interest of sovereign Kazakhstan and the role of youth in their realization; the formation of a readiness to serve in the armed forces, an acquaintance with combat traditions military, warrior’s trade; the familiarization with the works of poets, writers, and works of art about people’s patriotism.

The psychological preparation of the students involves the formation of emotional and the strong willed principles to serve in the armed forces, sustained positive attitudes and internal preparedness for the protection of the motherland, the successful mastery of military skills and the faithful conduct of educational and combat tasks. The development of the moral and psychological qualities of the future defender of the Fatherland is carried out in the system.
of regular and extra-curricular work, and plays a significant role in the upbringing of patriotic attitudes and values, thus making it possible to develop the patriotic beliefs of the students.

One of the parties to the intellectual sphere, which is related to the characterization of the individual as a whole, is self-awareness. Self-awareness is recognition of oneself as a human being, of one's interests, desires, experiences. On the other hand, it's a personal knowledge of yourself.

As a result of the study, we have come to the conclusion that the right understanding and knowledge of human intellect, shock and excitement, and his emotion is caused with a will, the ability of a person which can to act in direction of a consciously intended goal, while transcending internal obstacles. Perceptions, perspectives, concepts, different feelings and desires are all regulators of behavior that can cause movements and actions in the outside world. However, these regulators are not equivalent. There is not enough proper programming of the activity (mind) and an appropriate emotional relationship and direction for the active conscious action. It is known that “Hell is paved with good intentions”. There is a need for a conscious strong willed regulation that only makes it possible to implement a more or less serious case in practice (Akhaian & Kiriakova, 1991).

2 Methodological Framework

The way in which we proposed to form Kazakhstani patriotism at the high school as future defenders of the Fatherland was as follows:

- Working with the school’s pedagogical team (class leaders of experimental classes, subject teachers, administration);
- High experimental and monitoring classes;
- Public works (military bases, military enlistment offices, veterans) (Demin, 1984).

Our focus has been on four basic training disciplines (the history of Kazakhstan, Kazakh literature, physical education, basic military training), which, in our view, are the most effective way to carry out patriotic education of the high school students as future defenders of the fatherland.

Further we consider the out-of-school activities (preparation of
events for Republican holidays, honouring veterans, military sporting events, parades, games, two-day reserve training, regional work, the enrichment of the School Museum of Combat Glory materials, etc.).

The methodology we have developed for military-patriotic education is based on the theory of activity. In line with our problem of research, based on the analysis of psychological and pedagogical literature, the following conclusions can be drawn:

- the multiplicity of types and forms of activity enriches the patriotic education process, promotes all its functions, in this case its interrelation with physical and moral education;
- multiple, the diversified activities included in the educational process for patriotic upbringing help the pupil to discover himself, to show what he is capable of;
- diversified activities enrich the teacher itself, stimulates him to use the creativity of the students, arms him in the search for new learning technologies, and suppresses the stereotype of his activities;
- in the educational process on patriotic upbringing it is necessary to use a variety of subject-matter actions: cognitive, labour, practical, creative, gaming, etc., freely chosen by each pupil to identify his or her abilities and aptitudes;
- the interrelation between the various activities must be based on the following requirements:
  (a) The unity of the work of the teacher and the students;
  (b) The unity of work, knowledge, communication, enriched by the functions of the practical, artistic, playful, social, physical sports and other activities
  (c) The interrelations of activities form a variety of combinations that also facilitate the equipping of educational and educational activities (cognitive, cognitive and game, substantive and practical, game, etc.);
  (d) Communication is the basis for the interrelation of any combination of activities (Kurdiumova, 1985).

In our study, we consider training activities as the main activity. The process of patriotic education provides for the base form of educational and developing activities, the first of which involves the transfer of the experience of mankind, the second to the acquisition of social experience and the transformation of the latter
into a student’s personal asset. We were based on the following provisions:

- different combinations of activities influence the mental sphere of the pupil and form personal formations;
- in the interaction of activities, the emotional and intellectual processes are expressed, activity regulatory mechanisms are being stepped up and the motor areas are developing;
- the need for creative, diversified, multifaceted activities is evolving;
- some activities develop essential properties of the individual: diligence, efficiency, activity, autonomy, dedication and others, and contribute to the defusing of mental strain;
- patriotic, volitional powers personal qualities are formed in a particularly effective way in command sports, command games, and the joint activities of schoolchildren will be successful in the case of the uniting of all team members aimed at from, mutual supportiveness and assistance, collectivism, the ability to put the team’s interests above their own (Babanskii, 1982).

3 Results And Discussion

By becoming a direct participant in many moral cases, arising in a collective that requires immediate adjudication, a teenager accumulates personal experience that requires him to manifest a moral, spiritual and ethic character, comparing them with his companions and his own ideal of morality and patriotism. On the basis of the inferences, the conclusions are drawn, leading ultimately to the conviction of how to proceed in a given life situation. And the more the teenager will be able to become a participant in such situations, the more experience he acquires, and the better for him. If there is an experienced mentor nearby, he will not miss any opportunity to ensure that the situations that arise in the community always have an educational effect.

Four subjects (History of Kazakhstan, Kazakh literature, physical education, basic military training), which we have chosen to carry out the study, almost equally stimulate the activities and ability of students to participate in classes, such as basic subjects, stimulating knowledge and feeling of love for the motherland and
developing an emotionally-volitional sphere of students. The development of the emotional and volitional sphere of students depends not only on the ability of the teacher but also on the content of the given material.

Kazakh literature is the strongest means of generating the patriotic creation and strong moral feelings. Moral education in the lessons of Kazakh literature is not one of the subjects of teaching, but rather the internal essence of the entire learning process. In this regard, educator warned that the pedagogical task of the teacher’s actions should be adapted to the specific effects of the art of the word. The study showed that the influence of artistic literature on the emotional-volitional sphere of pupils is different. The fiction book gives students the desire not only to repeat the literary image, but also to surpass it, to improve it, to transform it creatively. Here the volitional examples of a literary hero, students are seen only as an element, as an ideal guide towards self-improvement. The forms and methods of education of pupils on the examples of fiction literature are diverse and interrelated, and are aimed at developing the emotional and volitional properties of the individual. The analysis and the results of the emotional and volitional field study allowed us to understand in the contents, and the development of it in the students, how to use the forms and methods of patriotic education in correct and appropriate way, as exemplified by the lives and activities of the heroes, the mentors, taking into account the individual peculiarities of the emotional and volitional qualities of pupils in Kazakh schools. Thus, the development of the emotional and volitional sphere of students plays a significant role in the upbringing of patriotic attitudes and values. In the light of the foregoing, and on the basis of experience, we have come to the conclusion about reasonability of developing of a forward-looking military-patriotic education plan in accordance with the calendar and thematic plan in the context of general education schools, by a teacher of Kazakh literature (and, of course, other humanitarian subjects) (Slastenin & Kashirin, 2003).

In the history lessons, seniors not only acquainted with military events, but they also learn the basics of military thought, expand their interests in the area of military knowledge, and know the foundations of the military-historical nation. This is facilitated by an in-depth study of the history of war and martial arts, by the
activities of the warlords, and by the work of maps, plans, military battles, operations and the history of military equipment. It is history, as a scientific discipline, that enables seniors to adopt the foundations of the school of military education embodied in the works of great warlords and leaders. In examining this educational system, we believe that the emphasis should be on those foundations that are most relevant to future citizens-patriots, defenders of their homeland.

Educational activity is encouraged by the use of active teaching methods. Lessons with military-patriotic orientations, discussions lessons have been implemented in general education schools. In the same direction, there is a system of lecture and seminary sessions in which teachers work in lessons achieve quality in the development of a high-school individual’s view of reality and the acquisition of patriotic knowledge. The methods of analysis they have developed enable seniors to understand scientific concepts better (Likhachev, 1981).

The lessons of geography offer significant opportunities for the development of military-economic thinking, to make students understand the dependence of military capabilities on natural resources and the level of economic development, to develop separate military-applied skills. For example, the discovery of the dependence of strategy and tactics, military action on natural and climatic conditions, the development of skills, the ability to work on the map, the terrain plan, the trail orienteering, which reinforces knowledge of military topography. A characteristic of the subject is the existence of greater possibilities for the implementation of an interlinked geography with the military training of high school students: The influence of atmospheric and climatic factors on the laws of ballistics, the safety of munitions, the exploitation of weapons and military equipment, the influence of these same factors on the battle management, on the psychological and physical condition of the soldiers.

The observation of extracurricular activities reveals that, in the military-patriotic education process, teachers of humanitarian disciplines used mainly traditional methods and forms, sufficiently well-known and conclusively disclosed in scientific and methodical literature. The problem is to raise the methodology of extracurricular activities to a qualitative level. It is for this reason that
in provision of the science and systematicity of educational process special priority has given to the planning of educational work with students for the duration of their education. The patriotic education of students was planned under the headings of “Moral education”, “Civic education”, “Sports and mass work”. These main sections build a system of patriotic education for students. The plan ensured the continuity of the educational process and helped to avoid duplication of educational activities. A significant amount of overtime work with students takes place in mass extracurricular activities aimed at creating a sense of collective ownership and social development of students. This was accompanied by a massive involvement of students in a wide range of practical activities within the school. These include, first and foremost, the observance of traditional holidays (anniversary of the Republic, Independence Day, Victory Day, and National Army Day). Months of defence and mass work, voluntary Saturday work, collection of materials for the exhibitions of the Institute Museum, tracking work, sports and mass competitions, participation in clubs, etc. (Kharlamov, 1983; Kon, 1989).

There is no doubt that the celebrations of our reality holidays play a major role in the patriotic upbringing of young people. The pilot group's students have been continuously involved in the preparation and implementation of various activities. The unity of the patriotic education system, the integrated implementation of activities at school and extracurricular time greatly enhances the willingness of students to serve in the army, creates favourable preconditions for the growth of the social activity of the future defenders of the fatherland, and increases the interest of school graduates in military specialties.

The movement towards democratization and the humanization of education in general and military-patriotic upbringing in particular cannot be without the creation of conditions for the realization of the principle of alternativeness, that is, the possibility of free choice, by both pedagogical and student of the content and forms, methods, types of educational and extracurricular activities. The justification of this hypothesis was performed on the study of the practice of organizing extra-curricular activities of students. The challenge of overcoming the pattern, formalism, bureaucratization and enforcement of extracurricular activities is today one of the key,
in our view, in educational institutions and requires the search for new, innovative ways to optimize educational activities. The success of this task is linked to the use of the integrative potential of an alternative principle of extracurricular work organization. The essence of the organizational aspect of the alternative principle is that the activities of the educators are conducted simultaneously, in one day and an hour, giving the students the right to choose and to visit freely, that is, an alternative. The format of these activities was also called an alternative. An alternative approach brings together not only similar, but also thematic, different activities, combining the efforts of educators and students within each of them. That is, integration takes place not only in formal terms but also in the management of the activity organization.

A pilot test of the effectiveness of the alternative organization of the overtime activities has yielded positive results. The experiment was conducted during the 2001-2002 school year at General Education School No. 5 in the city of Taldykorgan.

The study led us to conclude that the possibilities of an alternative principle can effectively undertake the following tasks:

- to revitalize the extracurricular work and to expand its participation on a democratic basis;
- to stimulate the active role of the pupil as a subject of pedagogical process;
- to stimulate the creative thought of the pedagogic organizers of extracurricular work;
- to strengthen the cooperation of educators and pupils and close the pedagogical community.

Thus, in examining the possibilities and role of humanitarian disciplines in the military-patriotic education process, we have come to the conclusion that these possibilities can be realized only if the content of these items includes true historical facts, documents, estimates that are free from template and dogma. That was first. Secondly, in order to increase the effectiveness of military-patriotic education in the study of humanitarian subjects, the teacher needs to be more fully and more reliant on interconnections, constantly seeking ways to integrate general education and military knowledge. Thirdly, success in the formation of patriots and future defenders of the fatherland depends to a great extent on the optimal combination of reproductive and problem-finding methods, and on the
desire of the teacher to build extracurricular work on a democratic basis.

The comprehensive preparation of young people for the protection of their homeland cannot be limited to initial military training. It is a responsible state affair for the entire teaching staff of the school. Moral, political and psychological training, as well as the physical preparation of pupils for the protection of the fatherland, are carried out throughout the school system and, above all, in the teaching process. Therefore, each teacher must, in an organic relationship with the material under study, skilfully and lucidly explain the international and domestic policy of the State, the questions of strengthening the country’s defence and the combat power of our army, and show their historical significance; promote a love to the army and military, military profession; to form the necessary future defender of the motherland with moral, psychological and combat qualities and where elements of military knowledge can be reported (Kalashnikov, 1976).

The system of subjects examined, in close connection with the overtime educational work, forms a scientific outlook for students, develops a dialectic approach to the analysis and assessment of public phenomena, lays a solid foundation for a deep and conscious love for their fatherland, a constant readiness to its strong protection. What is the relationship between basic military training and the general system of education and upbringing? First of all, it is a link to the entire education system which is the foundation of the moral and political qualities of the students who are essential to the future defender of the motherland, the nurturing of will, the resilience of character, the formation of a true understanding of the meaning of concepts such as "honour", "dignity", "courage", etc. Physical training classes play a major role in preparing boys for military service. In order to prepare students for the passing of standards, a single methodical commission has been set up in a number of schools, comprising military heads and physical education instructors. As a result of this focused work, the seniors are making great strides in applied military sports.

The potential for military-patriotic education of the high school is particularly great in basic military training. In the course of these classes, initial military knowledge, practical skills and skills are being provided to serve as a basis for a deep respect for the army
and for hard military work, weapons and modern equipment. Many of the subjects of the academic programme allow military training instructor to educate students on the origins of heroism and the dedication of any people who challenge to defend their homeland, to raise their pride in the exploits of older generations and their desire to support them.

Interconnections create a reserve for the improvement of military-patriotic education and basic military training. This is confirmed by the experience of many school teachers’ groups (Maltekbasov et al., 2012b).

It is very important that the creation of a willingness to protect the motherland was not only in the educational process but also in a variety of extracurricular activities. At the same time, constant attention must be paid to the improvement of the content, forms and methods of military-patriotic education of students: to educate young people in a spirit of patriotism, endless dedication and love for their fatherland and their armed forces, for the unimpeachable performance of their military duties, for the personal responsibility to protect the fatherland, is the primary responsibility of every school teacher.

For some topics, the program may have a 2-3 hour lesson. In these cases, the 1-2 additional hours are used at the expense of other items and subsequently compensated and are allocated by the school principal.

All lessons should be imbued with ideas and aimed at upbringing high moral and political, ethical and civic qualities in preparing them to implement their duty to protect their homeland, to develop their skills in behavior and actions in accordance with the requirements of the armed forces’ statutes and the volume of educational topics. The effectiveness of the learning process is directly dependent on the quality of the teaching tools. The training package includes textbooks, teaching aids, printed handouts, transparencies, slidefilms, film materials, magnetic sound tracks, natural visual aids, posters, simulators, etc. Some of them require the use of technical devices. The establishment of science-based learning tools is a major focus of research in the educational institution. The development of recommendations for the application of TSE is one of the main areas of work of the educational institution’s pedagogical board.
An important aspect of improving the educational process is the development of criteria and methodology for evaluating the effectiveness of education.

As can be seen, our plan includes basic forms of educational work aimed at building the patriotic qualities of students, their moral and psychological sphere, their ethical beliefs, etc. At the same time, activities with a patriotic focus are at the forefront of the work of a teacher with a class group, they ensure a deep infiltration into the consciousness of the students, creating a sense of empathy, participation, special qualities that contribute to the success of patriotic service, and a high level of physical training.

We note in particular the work of schoolchildren in the collection of documents, materials, photographs, and front-line relics on the basis of which exhibits were created at the museum, the rooms and corners of Battle Glory not only in schools but also in the workplace of the parents, who have been included in the search and decoration of the corners of the people’s Memory of heroes, ordinary soldiers, survivors of war.

Among the many tools of ideological and emotional influence on the consciousness and behavior of students, cinema, music, combat song and other forms of art play a vital role, and we have been active in the preparation of extracurricular activities on this subject (Kurakbayeva, 2012; Maltekbasov, 2012a).

4 Conclusion

Thus, in order to increase patriotic feelings, students are being challenged to strengthen their combat readiness and to multiply the truly glorious combat and labour traditions of their people. In society, it is necessary to adopt a respectful attitude towards the people in uniform, the defenders of the motherland. The popular stimulation of national and civic pride and the formulation of the feeling of Kazakh patriotism are of particular importance in the pursuit of the noble goal that has been set. The upbringing in every Kazakhstan of deep patriotic feelings to the symbols of statehood- the Basic Law, the emblem, the flag, the hymn, the Constitution- must be taken so much to heart of the people and become an integral part of their spiritual potential. In the exercise
of military duty, in the defence of the fatherland, there must be a full increase in the sense of national consciousness, so that not only young men but also girls would be prepared to defend the independence of the motherland. To educate young people to defend their state’s territorial integrity is our common civic duty.

References


