

Application of national values in family training of Kazakh people

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ABSTRACT

This article has revealed the essence of the notions of “national values” and “family values” of Kazakh people. How far the students of pedagogy and psychology understand the notion of the national values was defined; furthermore, it was estimated whether they took into consideration its importance in the family training of the young generation or not. The upbringing traditions of Kazakh people on the basis of the common national values have been efficient as well as the upbringing traditions of the other nationalities. So, each parent, who strives to train their children’s personality, that fully corresponds to the sustainable norms of the morality, must know their national values and be able to promote them. Via data processing, which was collected during the survey of 2-4 courses students, the readiness status of the future teachers-psychologists to the work with parents was determined. In addition to this, the elements of national values of Kazakh people in family training were analyzed.

Keywords: National values, family training, culture, traditions, teacher-psychologist, parents

Introduction

Throughout the centuries-old history, Kazakh people have created the unique traditions and customs, and gained abundant experience of raising generation training in families, that have formed and defined their own national values. Despite the strong background in the field of the family training, and the bundle of knowledge which has been handling from one generation to the other through folklores as well as the written sources by the outstanding enlighteners of Kazakh steppe, in practice the contemporary Kazakh society has been undergoing the complexity of the application of the national values’ elements in family training. One of the reasons of the complexity occurrence has been the geolocation of Kazakhstan,

which lies in the junction between Europe and Asia. When Kazakh Khanate was under the supervision of the Russian Empire, the Soviet Union Russian’ culture served as a kind of mediator that contributed the formation of a new type of biculture in the culture of Asian people, which included the European component, as well. Thereby, at the beginning of the 20th century, a new type of culture was formed, known as Eurasian biculture, where the European component came in line with the traditional one ^[1]. In the last decades, the dynamics of the West’s rapid development has been observed, and the fact of the gradual penetration of their culture into Eurasian biculture of Kazakhstan has been unavoidable. It has been commonly known that the present youth is striving to imitate the culture of the developed countries and the world’s great powers. However, the young generation should realize that through preserving and keeping up the national identity of Kazakh people, their ethnos should be kept. There has been no nation which has been survived and developed without a proper attitude towards the history and the culture of own people, without rethinking and improving the history of the native land and the spiritual heritage, and without civil, patriotic and moral education ^[2].

Access this article online

Website: www.japer.in

E-ISSN: 2249-3379

How to cite this article: Kalipa Atemova, Kymbat Kabekeyeva, Parida Iskakova, Aygul Zhumadullaeva, Gulbarshyn Belgibayeva, Application of national values in family training of Kazakh people. J Adv Pharm Edu Res 2018;8(4):45-50.

Source of Support: Nil, Conflict of Interest: None declared.

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Problem statement

Kazakhstan as the country which got its independence at the turn of the century has been reorganizing its political, social and economic systems by means of an example of the world's civilization. Within this framework, it has set a number of tasks on educational system, as following: the foundation of Kazakh national school, training of the school children in the spirit of the national identity, solving the problems of the professional training of the current and future school psychologists. Orientation ideas on the national upbringings of the students of the comprehensive secondary schools and training of the future teachers-psychologists have been given in the Address of the first President of the government, N.A. Nazarbayev to the people of Kazakhstan, i.e., "Kazakhstan's way - 2050: Common goal, Common interest, Common future", where he presented the comparatively new systematical value of "Eternal country" ("Mangilik El") – patriotic act, which contained nationwide values, developed by the people of Kazakhstan. Based on the nationwide patriotic idea of "Eternal country", the "Value model of upbringing", where one of the priority directions of the upbringing work have been moral education, national upbringing, family training and other directions^[3]. Proceeding from the above formulated tasks of the Head of government, the objectives were set on the determination of the level of raising generations' knowledge based on the essence of the national values, the constituent components of the national values. How much the current parents have been guided by them in the family training defines how the family traditions have been appeared in the modern families of Kazakhstan society, and clarifies the level of the work of the current psychologists at schools, and whether the families need to consult the teacher-psychologists on children' inclusion into the national values of their people.

The purpose of the research

The leader of the nation N.A. Nazarbayev in his address to the people in December 14, 2012, on the "Strategy "Kazakhstan-2050": new political course of the established state" appealed Kazakhs to preserve their own national values in all their multiplicity and greatness^[4]. In his address to his people, in January 31, 2017, on the "Third Modernization of Kazakhstan: Global Competitiveness", he concluded the 25-years way of Kazakhstan establishment as an independent country; and the course on further development and achievement of the Strategy-2050, was offered by him to the people of Kazakhstan in 2012^[5]. The main purpose of this research was the determination of the basic components of the national values, and their applications in the young generation's training.

Background

National values play a significant role in the life of the individual well as the whole nation. Previously, the values bore a local character; it means that they were formed on the local level, in the shape of principles, customs, and traditions which were peculiar to the social group that inhabited a definite locality.

Moreover, they have been risen up to the level of the nationwide values, undergoing the centurial changes, but at the same time keeping their initial identity up. National values must be understood like the complex of the spiritual ideals of a certain ethnic community. According to the subject-informant of the values, they have been generally differentiated by the universal and national values.^[6] in his research, listed the following national values: independence, patriotism, tolerance, mother tongue, orderliness, ethnic culture and traditions.^[7] highlighted the national values as: honour, mother tongue, mentality, spirit, history of the mother country, allowance, mother country, politeness, decency, charity, satisfaction, customs and traditions, and ancestries. In Nysanbayev's view, the main value of the contemporary society of Kazakhstan is independence^[8].

For the purposes of keeping the national and cultural values and traditions, solving social and demographic problems through the institution of the family, upon the initiative of the nation leader's address was established in 2013 – on Family Day, which is celebrated on the second Sunday of September. It has been said not in vain that each person has been cultivated in family, as the cultivation of the customs, traditions and the culture of their own ethnos is the direct responsibility of the family members, where the child was born. The proverb "The root of the person's training is in the family" appealed parents and elders to remember that the foundation of the physiological, physical, and the intellectual basis of a child's development on the moral and aesthetic education has been laid exactly in the family.

Methods of the Research

Considering the assignments and proposals given by the President for changes, demonstrated by the youth in the era of the globalization, it was found viable to do a research in the field of the application and keeping the national values up. For purposes of information gathering on the state of the national educational process in the families of Kazakhstan, a survey of 2-4 courses students of "Pedagogy and psychology" of two universities of the south region of the Republic of Kazakhstan: International Kazakh-Turkish University named after Khoja Ahmed Yasawui and South Kazakhstan State University named after Mukhtar Auezov, was conducted. There are two types of the survey: using questionnaires and interviewing. In the course of the survey, the respondents from the two universities primarily were interviewed. During the interview, the following questions were asked: "How often have you faced with the notion of the "national values" in the educational process? Did you have disciplines, the content of which included issues on the family training and child cultivation of the national values in the family?", also the aim of the questionnaire was explained. The interview was mostly conducted in the conversational manner, while in the course of the questionnaire using the prepared questions beforehand the written answers which were subject to the further analysis through inserting the

answers in excel and calculating the precise percentage, were obtained. Questionnaire [from French «enquete» - list of questions] was the methodical mean for getting the primary social-pedagogical information on the basis of the verbal communication. The gathered data was processed, synthesized, and analyzed, and then the results were interpreted.

Results of the Research

The questionnaire was consisted of one open question, and twelve closed questions, several of them could be answered by the unlimited number of the responses. The students at the age range of 18-22 years participated, among them: 5,56% were 18 years old, 50% were 19 years old, 31,48% were 20 years old, 11,11% were 21 years old, 1,85% were 22 years old. Considering their originality, 74,07% were Kazakhs, 24,07% were Uzbeks, and 1,85% were Turks. Females prevailed over males: there were (74%) females, and (9,26%)males.

In the course of filling in the questionnaire, it was necessary to answer the first open question at first: “What is the definition for the notion of the “national values” for you?” In addition to the questionnaire, the students were engaged in a conversation. To the question: “Did you have lectures and/or seminar classes on the national values and family training”, the answer was positive by all of them. The next stage of questioning included closed questions: What forms the core of your national values? (see fig. 1).

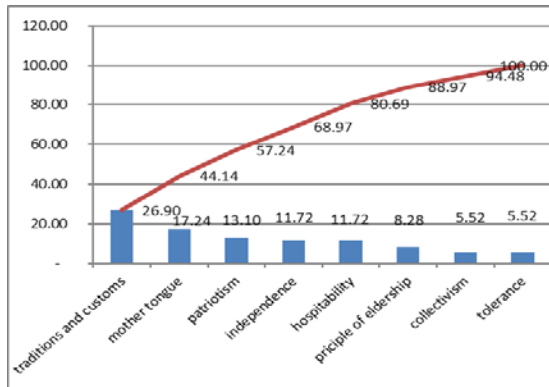


Figure 1. The participants' answers to the “What forms the core of your national values?”

To question: “Should the parents be guided by national values in the frame of family training?” (See fig. 2)

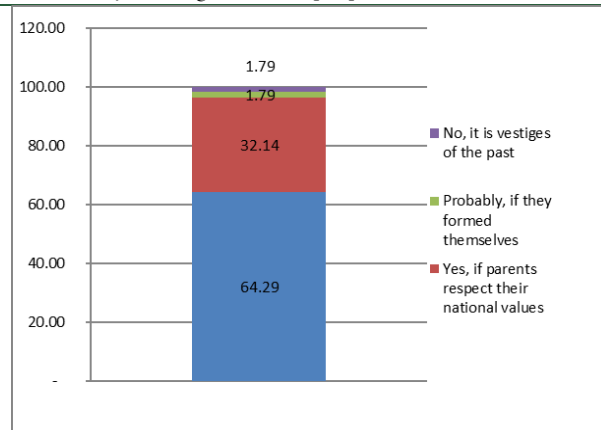


Figure 2. The participants' answers to the f “Should the parents be guided by national values in the frame of family training?”

To question: “How the traditions of your family were formed?” (See fig. 3)

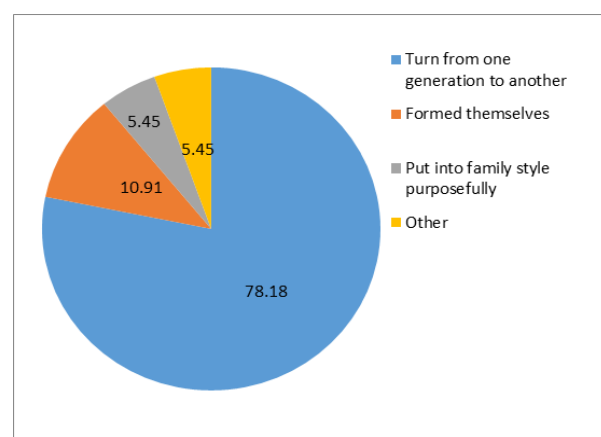


Figure 3. The participants' answers to the “How the traditions of your family were formed?”

To question: «Who, in your opinion, should consult parents on family training issues in frame of triad “school-student-family”?» (See fig. 4)

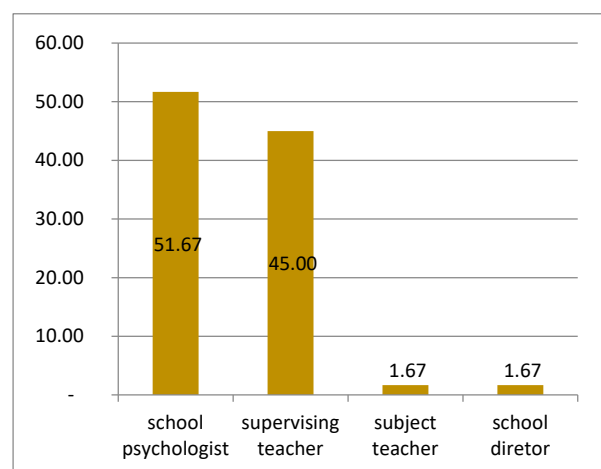


Figure 4: The participants' answers to the “Who, in your opinion, should consult parents on family training issues in frame of triad “school-student-family”?”

To question: “How do you think if the psychologists work in close contact with parents at comprehensive schools?” (See fig. 5)

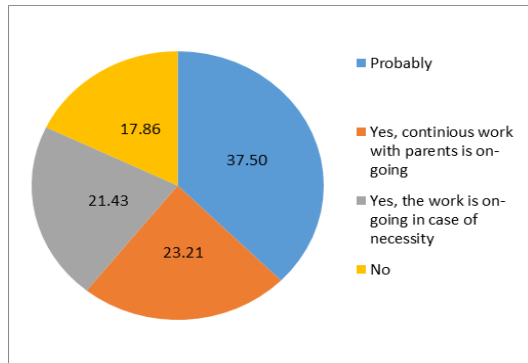


Figure 5. The participants’ answers to the “How do you think if the psychologists work in close contact with parents at comprehensive schools?”

To question: “Are there unemployed elders in your family, who deal with child education?” (See fig 6)

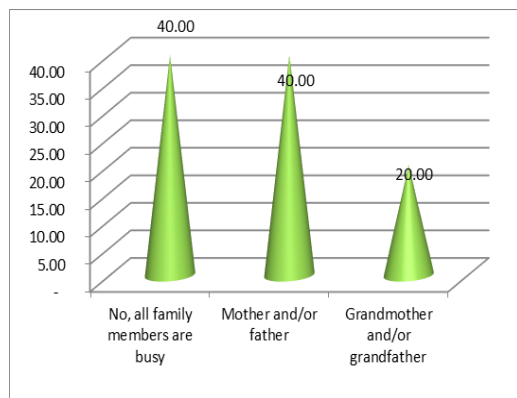


Figure 6. The participants’ answers to the “Are there unemployed elders in your family, who deal with child education?”

To question: “Who does, in your opinion, influence on formation of your value orientation?” (See fig. 7)

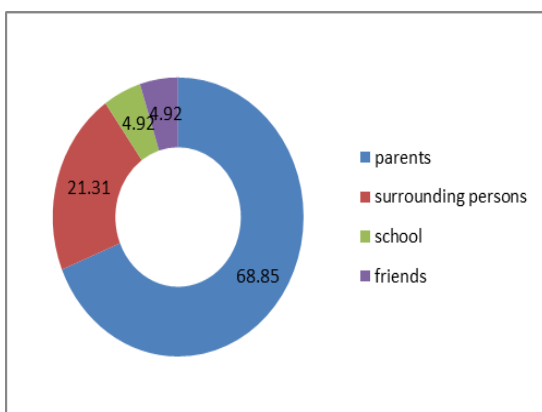


Figure 7. The participants’ answers to the “Who does, in your opinion, influence on formation of your value orientation?”

To question: “What is the process of child cultivation to national values in your family?” (See fig 8)

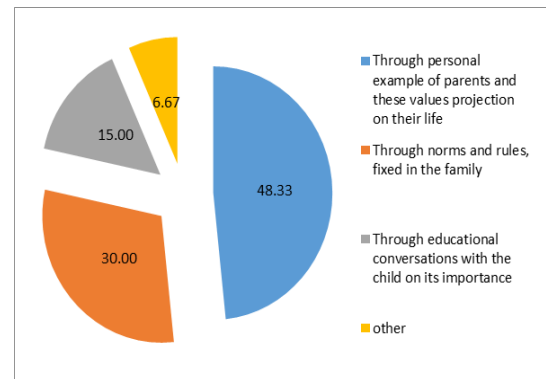


Figure 8. The participants’ answers to the “What is the process of child cultivation to national values in your family?”

To question: “Do you want your children to take your national traditions to their future families?” (See fig. 9)

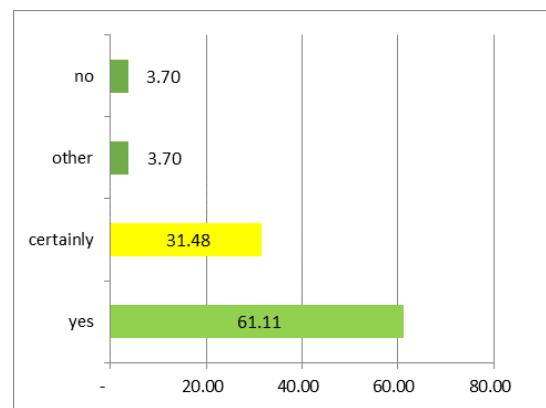


Figure 9. The participants’ answers to the “Do you want your children to take your national traditions to their future families?”

To question: “Does your family need consultation of school psychologist on child cultivation to national values?” (See fig 10)

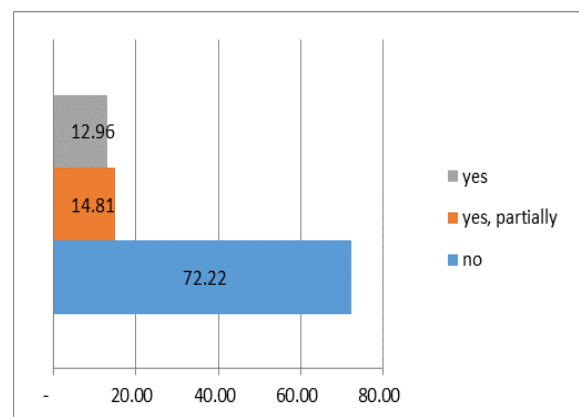


Figure 10. The participants’ answers to the “Does your family need consultation of school psychologist on child cultivation to national values?”

Discussion

In the result section of research, it was to show the analyzed data visually. The respondents were mostly female and Kazakhs. The notion of “national values” was well known by the students, as they have faced several times with this phenomenon during their university years. According to the opinion of the majority of the respondents, the national values of Kazakhstan included: the ethnocultural traditions and customs, which must be kept and passed to the next generation. In their view, the important elements of national values were the following:

- Mother country and tongue;
- The complex of spiritual ideals of the definite national representatives including: religion, patriotism, hospitality, politeness, respect to elders, and humanity;
- The history of Kazakh people, mentality, ethnical peculiarities of people and their lifestyle;
- Hillbilly songs, fairytales, proverbs and sayings;
- National clothes and meals;
- National symbols of RoK and the future of ethnoses.

Proceeding the answers of the respondents, the basis of national values built up the elements in the following issues: traditions and customs, mother tongue, patriotism, independence, hospitality, principle of eldership (respect to elders), collectivism (work for the good of society, mutual help of the generations), tolerance (facing the other ethnoses). The listed elements of national values must be applied by parents in children upbringing in the frame of family training in case they respect their national values themselves. In majority of the students' families, these values were transferred from one generation to another.

The students of pedagogy and psychology after graduation from university with the bachelor degree must work at schools as school psychologists. The base point of the question on parents' consultation in terms of family training within the framework of the triad including “school-student-family” was the idea to make future specialists who would be ready to work with parents of schoolboys through application of the elements of Kazakh people's national values. However, according to the respondents' opinion, not only the school psychologists must consult parents, but also the supervising teachers should be engaged in it. Unfortunately, the state of the psychologists' work with parents at schools has been unknown to the students, as almost half (37,5%) of the respondents answered ‘probably’, the opinions were divided between the constant work with parents and work in case of necessity. 73% of the respondents considered needless to be consulted by the school psychologists on child cultivation regarding the national values. Perhaps, the respondents tended to think that school psychologists must work only with children and families, who have got problems and deviations in family training.

40% of the parents were unemployed, who could deal with their children education, and equally 40% of the respondents

had members of family who were all busy. In comparison with school, friends and surrounding people had the biggest influence on obtaining the formation about values. The respondents had parents, as having cultivated them based on the national values, and these values have been projected on their lives. Over half of students wanted their children to take their national traditions in their future families.

In the minds of the respondents, the leading values, especially in modern Kazakhstan, were patriotism, mother country, family and children, labor for the benefit of the society, and the continuity of traditions (preserving and transferring the ethnocultural traditions to the following generation). Honesty (29%), tolerance (19%), kindness (22%), respect to elders (11%), amiability and tenderness (20%) were considered as the most precious qualities.

Conclusion

Since the declaration the independence of the Republic of Kazakhstan, the stage of laying foundation of the national education at the comprehensive schools has been started, nevertheless till the current day, the appropriate system of the national education has not been built up yet at an adequate level. The elimination of this problem has been staying as the priority of the near future.

For solving this problem, it is necessary for the teachers and psychologists in the comprehensive schools or universities to carry out the teaching and educational work continuously, propagandizing the national values of Kazakh people. It is also necessary to pay more attention to the psychological service of schools, for this, it is needed to prepare the specialists at the universities for self-guided work on the preparation of their own portfolios, which would include their guidance papers and ability to have a productive dialogue with schoolboys and the other children

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