



ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ  
ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ

А.БАЙТҰРСЫНОВ АТЫНДАҒЫ  
ҚОСТАНАЙ ӨңІРЛІК УНИВЕРСИТЕТІ



ҚОСТАНАЙ ОБЛЫСЫ ӘКІМДІГІ МӘДЕНИЕТ БАСҚАРМАСЫНЫҢ "ЫБЫРАЙ АЛТЫНСАРИННИҢ ҚОСТАНАЙ ОБЛЫСТЫҚ  
МЕМОРИАЛДЫҚ МҰРАЖАЙЫ" КОММУНАЛДЫҚ МЕМЛЕКЕТТІК МЕКЕМЕСІ

КОММУНАЛЬНОЕ ГОСУДАРСТВЕННОЕ УЧРЕЖДЕНИЕ "КОСТАНАЙСКИЙ ОБЛАСТНОЙ МЕМОРИАЛЬНЫЙ  
МУЗЕЙ ИБРАЯ АЛТЫНСАРИНА" УПРАВЛЕНИЯ КУЛЬТУРЫ АКИМАТА КОСТАНАЙСКОЙ ОБЛАСТИ

## АЛТЫНСАРИН ОҚУЛАРЫ

«ИННОВАЦИЯ, БІЛІМ, ТӘЖІРИБЕ-БІЛІМ  
БЕРУ ЖОЛЫНЫҢ ВЕКТОРЛАРЫ»

ХАЛЫҚАРАЛЫҚ  
ҒЫЛЫМИ-ПРАКТИКАЛЫҚ  
КОНФЕРЕНЦИЯСЫ

## МАТЕРИАЛДАРЫ

II КІТАП

## АЛТЫНСАРИНСКИЕ ЧТЕНИЯ

## МАТЕРИАЛЫ

МЕЖДУНАРОДНОЙ  
НАУЧНО-ПРАКТИЧЕСКОЙ  
КОНФЕРЕНЦИИ

«ИННОВАЦИИ, ЗНАНИЯ,  
ОПЫТ – ВЕКТОРЫ  
ОБРАЗОВАТЕЛЬНЫХ ТРЕКОВ»

II КНИГА



## РЕДАКЦИЯ АЛҚАСЫ/ РЕДАКЦИОННАЯ КОЛЛЕГИЯ

**Қуанышбаев Сеитбек Бекенович**, А.Байтұрсынов атындағы Қостанай өңірлік университетінің Басқарма Төрағасы-Ректоры, география ғылымдарының докторы, Қазақстан Педагогикалық Ғылымдар Академиясының мүшесі;

**Жарлыгасов Женис Бахытбекович**, А.Байтұрсынов атындағы Қостанай өңірлік университетінің Зерттеулер, инновация және цифрландыру жөніндегі проректоры, ауыл шаруашылығы ғылымдарының кандидаты, қауымдастырылған профессор;

**Скударева Галина Николаевна**, педагогика ғылымдарының кандидаты, доцент, Мәскеу облысындағы МОУ «Мемлекеттік гуманитарлық-технологиялық университеті» ректорының м.а.; Ресей Федерациясының жалпы білім беру ісінің құрметті қызметкері, Ресей;

**Бережнова Елена Викторовна**, педагогика ғылымдарының докторы, профессор Мәскеу халықаралық мемлекеттік қатынастар институты, Ресей;

**Ибраева Айман Елемановна**, «Қостанай облысы әкімдігінің білім басқармасы» ММ жетекшісі;

**Онищенко Елена Анатольевна**, «Педагогикалық шеберлік орталығы» жекеменшік мекемесінің Қостанай қаласындағы филиалының директоры;

**Демисенова Шнар Сапаровна**, педагогика ғылымдарының кандидаты, А.Байтұрсынов атындағы Қостанай өңірлік университетінің педагогика және психология кафедрасының меңгерушісі;

**Утегенова Бибикуль Мазановна**, педагогика ғылымдарының кандидаты, А.Байтұрсынов атындағы Қостанай өңірлік университетінің педагогика және психология кафедрасының профессоры;

**Смаглий Татьяна Ивановна**, А.Байтұрсынов атындағы Қостанай өңірлік университетінің, педагогика ғылымдарының кандидаты; педагогика және психология кафедрасының қауым.профессоры;

**Жетписбаева Айсылу Айратовна**, А.Байтұрсынов атындағы Қостанай өңірлік университетінің Ы.Алтынсарин атындағы әдістемелік кабинетінің меңгерушісі.

«Инновация, білім, тәжірибе-білім беру жолының векторлары»: 2023 жылдың 17 ақпандағы Халықаралық ғылыми-тәжірибелік конференция материалдары. II Кітап. – Қостанай: А.Байтұрсынов атындағы Қостанай өңірлік университеті, 2023. – 1231 б. = «Инновации, знания, опыт – векторы образовательных треков»: Материалы международной научно-практической конференции, 17 февраля 2023 года. II Книга. – Костанай: Костанайский региональный университет имени А.Байтұрсынова, 2023. – 1231 с.

ISBN 978-601-356-244-5

Жинаққа «Инновация, білім, тәжірибе-білім беру жолының векторлары» атты Алтынсарин оқулары халықаралық ғылыми-практикалық конференция материалдары енгізілген.

Талқыланатын мәселелердің алуан түрлілігі мен кеңдігі мақала авторларына заманауи білім беруді жаңғырту мен дамытудың, осы үдерісте қазақ ағартушыларының педагогикалық мұрасын пайдаланудың жолдарын, мұғалімдерді даярлаудың тиімді технологиялары мен форматтарын әзірлеу мен енгізу мәселелерін, ақпараттық қоғамдағы білім беру кеңістігінің ерекшеліктерін айқындауға, сондай-ақ педагогтердің инновациялық қызметінің тәжірибесін жинақтауға, педагогикалық үдеріс субъектілерін психологиялық-педагогикалық қолдауға мүмкіндік берді.

Бұл жинақтың материалдары ғалымдарға, жоғары оқу орындары мен колледж оқытушыларына, мектеп мұғалімдері мен мектепке дейінгі тәрбиешілерге, педагог-психологтарға, магистранттар мен студенттерге қызықты болуы мүмкін.

В сборнике содержатся материалы Международной научно-практической конференции Алтынсаринские чтения «Инновации, знания, опыт – векторы образовательных треков». Многообразие и широта обсуждаемых проблем позволили авторам статей определить векторы модернизации и развития современного образования, использования в данном процессе педагогического наследия казахских просветителей, вопросов разработки и внедрения эффективных технологий и форматов подготовки учителей, специфики образовательного пространства в информационном обществе, а также обобщения опыта инновационной деятельности педагогов, психолого-педагогической поддержки субъектов педагогического процесса.

Материалы данного сборника могут быть интересны ученым, преподавателям вузов и колледжей, учителям школ и воспитателям дошкольных учреждений, педагогам-психологам, магистрантам и студентам.

ISBN 978-601-356-244-5



УДК 37.02  
ББК 74.00

Таким образом, целью формирующего этапа опытно-экспериментальной работы была разработка и апробация системы игр, используемых на уроках математики в третьих классах и при этом необходимо было создать психолого-педагогические условия для третьеклассников для активизации учебной деятельности.

Таким образом, на основе полученных результатов можно сделать вывод о том, что цель, стоящая перед исследованием выполнена, гипотеза – доказана.

#### Список литературы:

- 1 Инструктивно-методическое письмо «об особенностях учебно-воспитательного процесса в организациях среднего образования Республики Казахстан в 2022-2023 учебном году». Нур-Султан 2022
- 2 Гаврилина О.В. Игровая технология: методы и особенности//Педагогический альманах. -2022. – №47. – С. 40
- 3 Выготский, Л.С. Игра и ее роль в психологическом развитии ребенка / Л.С. Выготский.- М.: 1966.- 541 с.
- 4 Пидкасистый, П.И. Педагогика: учебник для студентов пед. учебных заведений. – М.: Педагогическое общество России, 2006.

УДК 37.02

### COLLABORATION BETWEEN FAMILIES AND SCHOOLS TO INSTILL RESPECT FOR ADULTS IN PRIMARY SCHOOL STUDENTS

Esemuratova Turganbiyke Aytmuratovna  
senior lecturer, department of Pedagogy and Psychology  
of Primary Education, Faculty of Primary Education  
of Nukus state Pedagogical Institute named after Ajiniyaz.  
city Nukus, Uzbekistan

Matmuratova Gulistan Kamalatdinovna  
senior lecturer, department of Pedagogy and Psychology  
of Primary Education, Faculty of Primary Education  
of Nukus state Pedagogical Institute named after Ajiniyaz.  
city Nukus, Uzbekistan

Utepova Gulxaticha Sarsenbaevna  
Lecturer at the technical school of information technology  
of the Republic of Karakalpakstan  
city Nukus, Uzbekistan

#### Abstract

*The article looks at the educational and psychological possibilities of teaching elementary school students to respect adults and how they can try to organize some activities on their own by acting like older family members.*

**Key words:** family, respect, skills, qualities of adult respect, spirituality, and morality.

#### Андама

*Мақалада бастауыш сынып оқушыларына ересектерді құрметтеуге үйретудің білім беру және психологиялық мүмкіндіктері және олардың аға отбасы мүшелері ретінде әрекет ете отырып, кейбір іс-шараларды өз бетінше ұйымдастыруға тырысуы қарастырылады.*

**Кілтті сөздер:** отбасы, құрмет, дағдылар, ересектерді құрметтеу қасиеттері, руханият және адамгершілік.

#### Аннотация

*В статье рассматриваются образовательные и психологические возможности обучения учащихся начальной школы уважать взрослых и как они могут попытаться организовать некоторые мероприятия самостоятельно, действуя как пожилые члены семьи.*

**Ключевые слова:** семья, уважение, навыки, качества уважения взрослых, духовность и мораль.

Primary school students are more likely to carry out their responsibilities with seriousness and in accordance with the requirements that are currently in place because they possess the traits of adults who respect them. Complete completion of the assigned task contributes to new accomplishments during specific activities. Therefore, in a society where market relations take precedence, it is the responsibility of the continuous education system to educate students to respect adults.

From the beginning of primary education, it is appropriate to pay attention to how students develop respect for adults. After all, the next stages of the continuous education system build on the characteristics that the student developed during this time.

The issues of involving elementary school students in the educational process, as well as pedagogical technologies for the development of elementary school students' creative abilities, didactic factors of formation of cognitive activity in elementary school students, didactic foundations of ensuring elementary school students' communicative literacy, the fundamentals of economic knowledge in elementary education, and the use of modular technologies in learning, were the subjects of research.

Students' respect for adults is greatly influenced by their families. Students spend the majority of their lives in families. Children who have learned from their parents or other family members' actions attempt to organize some activities on their own, imitating them. However, due to a lack of life experience, elementary school students sometimes act without thinking and "not being able to see" their consequences. In many situations, this causes problems.

Therefore, it is especially important for children to develop organizational skills in the family environment, taking into account the behavior of various social activities.

Parents or those in charge of raising children should pay close attention to this issue if they want their children to develop respect for adults in the family. Respect for adults and spiritual and moral values, such as orderliness, taking responsibility for one's actions, and discipline, are taught to children in harmony. This makes it abundantly clear that relationships within a family have a direct bearing on the development of children's respect for adults. As a result, parents ought to be able to make the most of every opportunity, circumstance, and factor that encourages children to develop respect for adults.

Children need to be taught to respect adults on a consistent basis by their parents.

Parents should clearly envision the issues and objectives for resolving them before beginning educational work on the development of this character in children.

In order to instill respect for adults in students, it is desirable to establish a variety of objective and subjective family conditions.

According to the sources, the following are the objective (conditions) that effectively influence students' development of adult respecting traits. It is important to note that while some of the opinions expressed are entirely valid, others are incorrect.

The development of a person's particular traits or abilities is influenced by a variety of factors. Therefore, we believe it is appropriate to mention the following as subjective factors that play a significant role in the development of children's respect for adults:

Parents, other older members of the family, and guardians who are in charge of raising children set a personal example for them by being responsible when it comes to setting up daily life, organizing the house, and participating in professional activities. demonstrate the significance of being responsible for children, their role in establishing a social identity, and the students' strict adherence to the daily routine established by their parents. control and other factors

Parents must be able to understand the root of the issue and possess theoretical and practical pedagogical-psychological knowledge related to the development of adults' respect for adults in order to lead the children's activities in the family. According to the sources, parents should use the following criteria to instill in their children the traits of respect for adults for academic and other activities:

- to inform students about the objectives of their education, as well as their desire to learn more, study, and conduct research on their work;
- spiritual fulfillment from educational tasks;
- the capacity to tolerate others' irresponsibility and train them to act responsibly in their own actions

In many ways, the responsibilities of a family are similar to those of a single person: utilizing the best qualities of each family member—including each individual—for a common cause.

The establishment of family relationships forms the foundation of education. People of different ages, sexes, personalities, levels of knowledge, and specialties can test and strengthen their human relationships in a unique way through family relationships. field". One can observe that this family has a comprehensive, multifaceted, and interesting experience of human relations if human relations are considered consciously and responsibly simultaneously.

It is abundantly clear from the foregoing that parents require the pedagogical knowledge and abilities listed below in order to effectively instill in their children a respect for adults in the family environment:

approaching the development of children's respect for adults as an essential component of family life's organization;

to realize that their children's respect for adults is a prerequisite for personal success;

be an example for children to follow in taking a responsible approach to everyday life (relationships with others, relatives, and social relationships) and professional endeavors;

formation of children's first work skills before they reach school age; instilling in them respect for work and the things that come from it; teaching them that work is the main form of human activity and that it helps people grow into their full potential by forming ideas;

They should be able to use cartoons, a very effective tool for teaching preschool and elementary school students, correctly during this process. As much as possible, parents should watch cartoons with their children and have conversations with them afterward to ensure that the children fully comprehend the cartoon's content and that their requests will increase their influence.

Parents should be able to work with educational institutions during the primary school years to instill respect for adults in their children. Therefore, under the necessary circumstances, school education has the opportunity to provide pedagogical support to families. These opportunities are the formation of moral and moral qualities in students, the prevention of a lack of mastery of educational subjects, and the morale of the student, which is evident in cooperating with families to eliminate the negative situations that manifest themselves in his actions. Additionally, the school's pedagogical team is able to provide the necessary pedagogical support for parents, introducing them to pedagogical achievements and educating them about advanced work experiences.

Students should be held to the same expectations at home and in school, their activities should be continuously and consistently monitored, they should be encouraged to behave when necessary, and they should be given instructions on how to fix their mistakes. And if the student does not want to correct his mistakes, punish him in a variety of ways (reprimand, show dissatisfaction with him, put in moderation), such as going on an organized excursion, watching a cartoon, going to the zoo, or going to the garden and streets with the class team.) is suitable for use in education.

The primary subjects in the formation of respect for adults in students are parents, adult members of the family, and relatively older children, their behavior, their work, and their behavior, primarily adults. It's important to consider the connection between winter and playtime (kids' activities).

Pedagogical demands on children's activities, the examples they show, explanations and instructions about how to organize certain actions or activities, the formation of certain skills in them based on constant actions, their establishing control over their activities, and encouraging or punishing children in necessary situations are effective methods of forming respect for adults in children under the age of school. Using their pedagogical knowledge, parents or adults in charge of children's education can achieve the desired outcome if these techniques are utilized appropriately.

In addition to the educational setting, the family plays a special role in the development of respect for adults in children attending small schools. It is essential to be able to recognize and utilize the family's potential in this regard. The educational establishment must provide pedagogical support for the family to make the most of this opportunity. The following structures can be used to organize pedagogical support:

Consulting with parents on pedagogical and psychological issues. Qualified pedagogues and psychologists must provide theoretical information about influencing factors and ways to eliminate them during the consultations. The parents are informed about the principles of effective child education organization, the correct attitude of parents toward the child and his personality, conflicts that may arise during the education process, and the formation of negative behavior in the child. The fundamental concept of pedagogical-psychological counseling, which is to teach elementary school students behavior skills, such as respect for adults, is the focus of particular attention. It is appropriate to stress the importance of the example set by parents or other older members of the family in instilling respect for adults in children during counseling. In addition to enhancing parents' pedagogical knowledge, pedagogical-psychological counseling fosters cooperation between the family and the educational institution in the development of respect for adults in elementary school students.

Best practices being shared. On the basis of organizing individual or public conversations, roundtable discussions, and meetings with parent participation, best practices gained in the formation of respect for adults in children are disseminated. Parents will have access to valuable information about how children effectively develop respect for adults during interactions. They assess the correctness of the behavior they are organizing, identify their errors, and attempt to eliminate them in this manner. In interviews, roundtables, and meetings, qualified teachers with a lot of pedagogical experience can summarize the opinions of parents, put them into a certain system from a pedagogical perspective, and come to a single conclusion.

Meeting with parents. Parents' meetings are typically held at the end of each quarter or academic year at educational institutions. The following topics are now routinely discussed at parents' meetings:

Parent meetings are held not only to discuss the aforementioned issues but also to establish mutual closeness and cooperation between the educational institution and families, as is known from experience with pedagogy and school practice. was established to provide parents with methodical and pedagogical support and to jointly solve issues that arise in youth education. Today's demand is for this tradition to be revived. As a result, parents are always juggling professional commitments, the global flow of information increasingly "attracts" young people, and the international Internet and television supply a wealth of materials promoting a variety of moral perspectives and ideas. In order for parents to select the most suitable method for their children to learn the information that is acceptable for them, it is necessary for them to have extensive pedagogical knowledge and experience. The educational institution's collaboration with families is more important than ever in this location. As a result, parent meetings are a good place to hold discussions, lectures, and practical trainings on the particulars, conflicts, and prospects of child education.

The educational institution's pedagogical support for families in the form of pedagogical-psychological consultations, dissemination of best practices, and parent meetings to instill respect for adults in young schoolchildren is, first and foremost, beneficial to their knowledge.

#### References:

1. Jumaev M.E. Educating the pedagogical culture of future elementary school teachers during the educational process: Ped. science name ... diss. autoref. – Т.: 1999. – 214 p.
2. Ibodullaeva O.N. Pedagogical bases of formation of humanitarianism in students of junior school age: Ped. science name ... diss. autoref. – Т.: 2005. – 19 p.
3. Inomova M. Spiritual and moral upbringing of children in the family. – Т.: TDPU named after Nizami, 1999. – 151 p.
4. Musurmonova O. Forming the spiritual culture of students. – Т.: Fan, 1993. – 118 p.
5. Najmitdinova T.N. Didactic bases of formation of educational activities of primary school students: Ped. science name ... diss. – Т.: 2006. – 159 p.
6. Есемуратова Т.А., Матмуратова Г.К. Practical Conditions For The Formation Of Spiritual Needs In Primary School On The Basis Of Examples Of Folklore. International Journal of Advanced Science and Technology Vol. 29, No. 8, (2020)

ӨОЖ 159.99

### АЛА ДАМУЫНДА АРТ-ТЕРАПИЯНЫҢ ПСИХОЛОГИЯЛЫҚМАҢЫЗЫ

Жандилдина Роза Есентаевна  
педагогика ғылымдарының магистрі, доцент  
Ы.Алтынсарин атындағы Арқалық педагогикалық институты,  
Арқалық, Қазақстан  
roza.zhandildina@mail.ru  
Ақылбекова Луиза Бекетқызы  
педагогика ғылымдарының магистрі,  
Н.Құлжанова атындағы  
Торғай гуманитарлық колледжі  
luiz.8989@mail.ru  
Оспанбекова Райгул Несипбековна  
Ж.Сабыржанұлы атындағы негізгі орта мектебінің  
бастауыш сынып мұғалімі  
Raigul.Ospanbekova@mail.ru

#### Аңдатпа

*Арт-терапевтік процесте бала да, ересек те оң өзгерістерде құнды тәжірибе жинайды. Бірте-бірте өзін-өзі терең тану, өзін-өзі қабылдау, дамуды үйлестіру, тұлғалық өсу пайда болады. Бұл – өзін-өзі анықтаудың, өзін-өзі танудың, тұлғаны өзін-өзі белсенді етудің әлеуетті жолы.*

**Кілт сөздер:** *Арт-терапевтік процес, бала, ересек, оң өзгерістер, құнды тәжірибе, терең тану, өзін-өзі қабылдау, дамуды үйлестіру, тұлғалық өсу, әлеуетті жол.*