

To question o question of proffesional-pedagogical preparation of future teachers for labour education at rural schools

Talgat Abubakirovich Daniyarov, Malik Zhupanbekuly Sultanbek, Alina Kuandykovna Bimaganbetova, Aida Arshabekovna Beysenbaeva, Rymshash Kameshovna Toleubekova, Aziza Zhunusbekova

Ahmed Yasawi International Kazakh-Turkish University, 29 B.Sattarkhanov Avenue, 161200
Turkistan, Kazakhstan
bimaganbetova-alina@mail.ru

Abstract: In article to be spoken about the pedagogical conditions providing a successful ethno-pedagogical podgoktovka of the teacher to labor education of rural school students with means of kazakhksky national pedagogics. Authors theoretically proved and developed model of formation of readiness of future teacher to labor education of pupils of rural schools by means of the Kazakh national pedagogics taking into account the revealed pedagogical conditions and the main groups of the factors causing this process. And also experimentally defined and checked efficiency of realization of razkrabotanny system of preparation of future teachers to implementation of trudokvy education of rural school students by means of the Kazakh national pedagogics and developed concrete recommendations about improvement and activation of this process.

[Talgat Abubakirovich Daniyarov, Malik Zhupanbekuly Sultanbek, Alina Kuandykovna Bimaganbetova, Aida Arshabekovna Beysenbaeva, Rymshash Kameshovna Toleubekova, Aziza Zhunusbekova. **To question o question of proffesional-pedagogical preparation of future teachers for labour education at rural schools.** *Life Sci J* 2013;10(12s):427-4] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 73

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1. Introduction.

The rural school always was and remains the live spiritual center, the center of country culture and the rural teacher is its conductor. In the message of the President to Kazakhstan peoples N.A.Nazarbayev emphasizes: "Village is a people's lifestyle, a source of culture, traditions, customs and spiritual life. Already only this set of factors demands from us the serious relation to the village...We have to remember that exactly the country people are a genetic embodiment of any nation" [1]. The condition and level of work of rural comprehensive school significantly influence on social development of the village, youth fixing, increase of cultural level of country people, and the solution of demographic and labor problems in the village. In new social-and-economic conditions of society development there is a need of thorough, much deeper acquaintance of rural schools pupils with spiritual value of the people. Rural school together with a family keeps traditions of national pedagogics and labor experience of the ancestors from time immemorial connected with animal breeding and lodging. The core of traditional national views is mainly labor orientation of educational work, consecutive purposeful inclusion of a child in complex of types of labor activity necessary for an adult, direction on incomparably earlier, than now, familiarizing with the feasible socially significant work bringing not so much known exhaustion, but pleasure of "growing". Questions of labour education of the younger

generation are a subject actual at all times, but it gains special value now. Relevance of this subject increases due to the need of use of means of popular pedagogics in upbringing process which directly depends on the teacher, on his level of readiness to forming of a labor lifestyle of school students.

The problem of preparation of school students for work is rather widely studied in pedagogical science.

Results of the theoretical analysis of pedagogical researches tell that in science in order to solute the problem of preparation of students for labor education of school students some approaches has been defined. However, a special, independent studying of problems of ethno pedagogical preparation of a future teacher for labor education of rural school pupils by means of the Kazakh national pedagogics is absent, while a traditional lifestyle of the Kazakh people as the ethno-social phenomenon which is originating in the most ancient times and carrying out specific functions in ethno-society, creates great opportunities for labor and moral education of youth [2].

There is also no scientifically reasonable methodical base of inclusion of ethno- pedagogical material in practice of educational-upbringing process of the higher school; it isn't revealed specificity of formation at rural modern school students of a labor lifestyle, inclusion of ideas and means of national pedagogics in this process. Orientation of educational-upbringing process on labor traditions, national experience of upbringing

provides unity in the system of relations of a human to the world, society, people, and himself, provides socialization and development of the person educating standards of work and behavior. The current state of labor education of school students on national pedagogics ideas at rural schools can't be considered satisfactory that is directly connected with an insufficient preparedness of the teacher to this kind of activity [3]. The successful organization of the new upbringing labor tasks set for rural school in which the process of formation of pupils' personality is carried out, as we found out, depends, first of all, on high-quality professional training of teachers, their competence, professionalism, readiness purposefully, pedagogically competently to use the ideas of national pedagogics in practice of educational-upbringing process.

2. Main part.

The rural school acts as the center of socio-cultural and professional-pedagogical development of the rural school student's personality. In these conditions the rural school was and remains the main social institute providing educational-upbringing process and real integration of various subjects of education. As show researches, children are often torn off from labor and moral traditions of a family that leads to destruction of spiritual unity of Fathers and Sons. Features of the rural environment affect on results of social formation of rural school students. Severe social-living conditions in the village resulted in youth leaving rural areas; given rise by popular wisdom ideas of national pedagogics were gradually lost.

The ideas of good, humanity, respectful attitude to the senior generation, careful attitude to wisdom and experience of ancestors were replaced with pedagogics of events "for children", the entertaining-obligatory system of labor education promoted to develop in rural school students passivity, indifference to socio-political life of the society. The rural community which for ages was the main bringing-up force in forming of labor skills and abilities, has stopped to play this function. Due to that the loss of such human values as pride, honor, virtue, good, compassion, and chastity has taken place.

Work in the village in the basis is holistic, for it "functionalism" is not inherent. The work process doesn't separate from its final products, but together with recurrence of labor activity, its variety, deep communications of the nature and work creates conditions to reveal different human abilities, to develop the personality.

So according to researches of some scholars the following human traits reveal in the agricultural work: efficiency, physical endurance, ability to risk,

individually making a decision, recognition and distinction of negligible conditions and changes taking place in the labour subjects (in the soil, plants, and so on), topographical and long-term memory, ability to analyze information on working conditions and state of labour subjects and so on. The set of various positive traditions, customs, ceremonies, and rituals in public and family life is important specific factors of the labor education system of rural school students

Traditions of folk pedagogics which for a long time kept mainly in a family nowadays become a part of labor education system at rural school. As a result of influence of labor traditions of folk pedagogics there is a consolidation of national and moral values of all generations. Traditions of folk pedagogics are the most important means to preserve the people's originality, its spiritual and moral value. Traditions of love to the land, rural work, lifestyle, a high moral-labor valuation of life are a necessary condition and a way of improvement of the process of labor education of future land owners.

The analysis of practice of rural school students' labor education tells about insufficient level of readiness of not pedagogical educational institutions' graduates for work at rural schools. Teacher training high schools' graduates have a weak idea about the role of rural school in social-economic development of the village, experience serious difficulties in using the means of folk pedagogics in labor education at lessons, in out-of-class and out-of-school educational work, in organization of the educational-upbringing process taking into account the features of development of rural children and teenagers, do not adequately master the forms and methods of labor education of pupils being specific to rural school and, their orientations to the agricultural professions necessary for the modern village [4].

In this regard there is a need to study by future teachers' national labor traditions and that vital environment in which the lifestyle of children in rural areas is formed.

The lifeway as integrity is defined, first of all, by labor activity as by the primary moment forming it. The content, form, and dynamic of people lifeway mostly depend on the labour character, and the man's attitude to work. Work for each person is that activity, by which he makes main contacts with the society as a complete education. Through work the person participates in public reproduction, through work his intrinsic forces are shown. Working the person forms his main personality traits, his character, social interests, and develops his abilities.

As circumstances defining lines of the man's working life, we allocated the following:

- social-economic conditions and factors: character

and ways of production and defined by them a social order, social structure of the society, its political organization, living standard of the whole society and separate social groups;

- natural-geographical conditions and factors: the territory in which the concrete human community has formed and been developing, with its landscape, climate, character of soils, water resources, etc.;
- the factors caused by the nature of the subject lifestyle: a set of requirements, interests, values, valuable settings; world outlook; national culture; traditions, etc.

All of this allowed us to consider a labor lifestyle, on the one hand, as a form of lifestyle in general, and on the other hand - as a condition promoting realization and development of other forms of lifestyle (a healthy lifestyle, an active way of life). The working life is in many respects predestinated and is connected with a personal-motivational embodiment by individuals of the social, psychological and physical opportunities and abilities, i.e. an hierarchy of values, outlooks, sets of requirements, interests, abilities, etc.

It is undoubted that the working life in each region has its own peculiarities stipulated by the level of economic development, originality of national culture, traditions, lines of the national character, etc. These national features need to be seen and considered in the teacher's practical activity on forming a working life of the up growing generation [5].

What are the features of working life of the Kazakh people? For Kazakhs the cattle breeding is traditional. This leading type of labor activity received reflection in all aspects of children upbringing in Kazakh folk pedagogic. According to S.K.Kaliyev, for Kazakhs the stock rising, a nomadic way of life are national basis and superstructure. He also traces the close connection between' features of national psychology of Kazakhs and nomadic cattle breeding. In education of Kazakhs the researcher not casually connected the first group of differences with features of national thinking formed in the conditions of nomadic cattle breeding. Education of diligence, endurance, patience, upbringing of such qualities as protection of a family honor, Fatherland, military bravery, knowledge of a family tree, honoring of ancestors and keeping of customs and traditions of the people, respect for seniors, honoring of parents, hospitality, special respect for neighbors, upbringing of the feeling of kin - all of this promoted a rallying of a family, an ethnic group.

In the research we recognize that working life of the Kazakh people is defined by the ethnic culture which is a set of ethnic aspect of social-normative,

informative, production culture and culture of life support.

The working life of the Kazakh people is defined by the main types of agricultural works developed in Kazakhstan, by crafts, household work, severe climatic and natural-geographical conditions, national customs and traditions, the cultural values, accepted moral norms, is characterized by distinction of male and female types of work.

The following can be considered as the working life criteria typical for the Kazakhstan villager:

- 1) work in the field of nomadic cattle breeding, agriculture, dealing with craft, household work;
- 2) availability of a certain level of knowledge, abilities, skills in the field of labor activities;
- 3) availability of the created national cultural values, knowledge of labour traditions and customs, following them in an everyday life;
- 4) moral and psychological attitude of the person to the labor life.

Labor education always took the central place in the traditional system of the Kazakh people education. On the basis of the comparative analysis of materials of oral national creativity of the Kazakh people we drew a conclusion that the purposes and problems of labor education in the Kazakh folk pedagogics are directed on education of a highly moral person, worker, and family man. This ideal of the people includes such qualities, as diligence, patriotism, honesty, truthfulness, respect for work, professionalism, workmanship, tenderness, kindness, honor, virtue.

The people not only assessed the role of work in the society life, opened its meaning, showed its importance, but also formulated specific objectives of labor education which found the specific refraction in the course of familiarizing of younger generations with work taking into account features of socio economical way of life. We managed to allocate the following tasks of labour education in folk pedagogics of Kazakhs: upbringing of respect for common workers and results of their work; upbringing of readiness to render the feasible help to workers in a hard work; instilling of desire to be accustomed to work, to follow the labor activity of the senior generation; acquiring of knowledge and abilities to work; understanding of need and importance of work [6].

Forming of a labor ideal is reached only in consequence of the solution of important, from the national morals' point of view, ethical problems. The main ideas of labor education in folk pedagogics - idea of diligence, humanity and intolerance to deviation from norms of folk morals in relation to the working life, and also respect for work, people-workers, patriotism, discipline, collectivism,

comradeship, honesty and truthfulness, humanity, kindness, modesty, honor and virtue, thrift.

Considering the defining value of activity in formation of the personality, his lifeway including working life of the Kazakh people as well as the ways of the pedagogical influence have to be of various character, and methods of folk pedagogics. Inclusion of school students in various specific types of labor activity of the Kazakh people is an important condition to familiarize school students with the working life by means of Kazakh folk pedagogics.

The analysis of folk pedagogics' methods of Kazakhstan showed that they possess great opportunities to form a working life of younger generation in the village and have to find a broad application in practice of education, i.e. in structure of activity of the modern teacher. The results gained during theoretical research allowed us to draw conclusions on opportunity and need to solve these problems in a context of usage of the Kazakh folk pedagogics' methods. It is necessary to emphasize that applying to works of the folk creative works as to means and sources of labor education of rural school students, we proceeded from that folk pedagogics allows to successfully form children' working life in specific social conditions, to cultivate love to the land where they were born and grew, call of duty, responsibility and other important qualities of the personality. National pedagogics in opinions of many scientists provides a continuity and connection of pedagogical culture of the past with the present (Volkov G. N., Zharikbaev K.B., Kaliyev S. K., Kalybekova A.A. Uzakbayeva C.A. и other).

Thus, in the Kazakh folk pedagogics formed the certain system of the labor education methods which resulted in the person, whose lifeway is characterized as labor readiness for the activity. All types of folk creative works belong to ways of labor education; however the priority should be given to different types of labour activity, native word, oral folk creative work, game, customs, holidays, traditions, family education. Methods of folk pedagogics reflect, in essence, ways of achievement of pedagogically expedient result and have to be used in practice of education. Also, in our opinion, the realization of methods of the Kazakh folk pedagogics demands faultless in the pedagogical plan comprehension, design and realization that assumes due preparation of the teacher.

Methods of labor education include: work, example, game, suggestion, belief, council, blessing - bahta, instruction, inurement, exercise, storytelling and conversation, supervision, test, competition, public opinion, oath, encouragement, condemnation, punishment, reprimand, etc.

Use of methods of the Kazakh folk pedagogics in

practice of labor education of rural school students gives the grounds to add the modern pedagogical theory in the direction of achievement of the purpose of forming of the working life of younger generation and to strengthen in it folk, humanistic universal ideas.

Need of use of methods of the Kazakh folk pedagogics in labour education of rural school students stipulates the specifics of professional preparation of future teachers in higher education institution, in particular, defines the volume of those knowledge and abilities which allow them to acquaint pupils to the labour activity accepted in the ethno-cultural environment.

Taking into account the ethno-cultural orientation of professional education we developed theoretical model of ethno-pedagogical preparation of the future teacher to form working life of school students by means of national pedagogics (V.S. Lednev, I.Ya. Lerner, M.N. Skatkin, V.V. Krayevsky, G.I. Khozyainov, S-A. Uzakbayeva, K.Zh. Kozhakhmetova, etc.). In this question we are guided by situation that in the conditions of a reviving national education system this problem can be successfully solved if to give pedagogical process of higher education institution the ethno-cultural orientation and to provide familiarizing of students to norms and values of Kazakh people' working life, to arm the future teacher with knowledge of the theory and technique of labor education of rural school students by means of the Kazakh folk pedagogics.

The content of the education providing preparation of the future teacher for labor education of rural school students by means of the Kazakh folk pedagogics will include as the general, so the special part characterizing the certain sphere of the educational process. The general part will be made by the contents characterizing the teacher's activity in accordance with the general aims of labor education. It is defined by the social order of society, by the general principles of education, and ideas and values of universal character. The special part of the content of the teacher's activity is stipulated by living conditions in the village, features of the life, traditions, customs of the Kazakh People, ideas and upbringing opportunities of folk pedagogics (see figure 1).

Result of this preparation is readiness of the future teacher to implement labor education of school students and to form at them working life by means of the Kazakh folk pedagogics.

On the basis of ideas and ways of the Kazakh folk pedagogics we consider readiness of the future teacher to implement labor education of rural school students as the complete personal education the components of which are: motivational (upbringing

of the personality traits providing moral-psychological readiness of the future teacher for life and activity in the village, implementing of labor education of school students and forming at them the working life by means of the Kazakh folk pedagogics), substantial (professional-pedagogical

and ethno-pedagogic knowledge allowing effectively to carry out functions of labour education of pupils, formations at them the working life reflecting specifics of work at rural school, life in the village) and operational (adequate professional-pedagogical and ethno-pedagogical abilities and labor skills).

Content of the professional- pedagogical education

The content characterizing activity of the teacher in accordance with the purposes, problems of school students' labor education of (general part)

The content characterizing activity of the teacher in accordance with the living conditions in the village features of life, traditions, customs of the Kazakh people, ideas and educational opportunities of the Kazakh folk pedagogics in aspect of pupils' labor education. (special part)

Components			
Professional-pedagogical knowledge: - knowledge of essence, purposes, problems of the process of school students' labor education; - the ethno-pedagogical knowledge providing formation of the working life of school students; - knowledge of essence and features of the availability of the self-educational activity.	Experience of implementation of professional-pedagogical activity: - skills of implementation of the school students' labor education; - skills of formation of the school students' labor image by means of the Kazakh folk pedagogics; - skills of studying, generalization and use of the pedagogical and ethno-pedagogical experience of the school students' labor education.	Experience of the creative pedagogical activity: - ability to define contradictions in the course of the pedagogical activity; to formulate the pedagogical problems; to promote and prove the hypotheses; - ability to actualize the available knowledge, ways of activity in the new educational situations; - the self-educational skills.	Experience of the valuable –emotional orientations in process of the pedagogical activity: - civil and professional directionality of the teacher' personality; - outlook; - moral values; self-discipline, self-assessment, self-governing; - interest to the traditional pedagogical to culture of Kazakh people, to the lifestyle.
Stages of the content's development			
1. Perception, understanding, memorizing of professional-pedagogical and ethno-pedagogical knowledge. 2. Application of professional-pedagogical knowledge in situations on a sample. 3. Application of professional-pedagogical and ethno-pedagogic knowledge in a new situation.	Empirical practice: 1. Supervision. 2. Performance of ways of activity in typical situations (on a sample). 3. Application of ways of activity in new situations.	1. Analysis of the pedagogical situation and a problem statement. 2. Partial-search activity. 3. Research activity.	1. Formation of internal model of the teacher's behavior. 2. Implementation of the professional-pedagogical activity on the basis of the internal model of the teacher's behavior. 3. Creative approach to implementation of professional-pedagogical activity in the studied aspect.

Figure 1 - The content of preparation of the future teacher for labor education

Defining the structure of this readiness, we lean on components of the pedagogical activity, on essence of the working life, features characteristic for the pedagogical work, stipulated by the character of use of methods of folk pedagogics, its ideas in labor education of rural school students.

Describing the volume of the readiness investigated by us, we represent it in a combination of criteria and signs reflecting the qualitative and quantitative parties of this readiness (see the table I).

The analysis included in the structure of each of criteria of signs of readiness of the future teacher to form the working life of school students by means of folk pedagogics led to allocation of three levels of its forming: low, average, high.

High level of readiness is characterized by rather completed knowledge of features of labor education, character of the working life of the Kazakh people and its specifics, ideas and ways of folk pedagogics providing the solution of problems of labor education; ability to use them in pedagogical activity; aspiration to self-education and self-upbringing in aspect of folk work and ethical traditions.

All of this, as a whole, speaks about the formed internal model of the teacher's behavior, allowing carrying out professional-pedagogical activity at creative level.

Average level assumes familiarization by students of ethno-pedagogical knowledge, existence at them of ideas of peculiar features of the working life of the

Kazakh people; insufficient understanding of interrelation of the working life and moral values in the course of labor education of school students by means of folk pedagogics; episodic of use of ways of folk pedagogics in the course of labor education of rural school students; absence of the system (i.e. episodic) in work on self-education and self-upbringing in the considered aspect of professional-pedagogical activity of the teacher.

Low level is differed by a passive position of students to studying of ethno-pedagogical heritage, to the characteristic of the working life of Kazakh people; participation in the simplest and obligatory kinds of activity; carrying out actions with school students within the solution of labor education's tasks, subjoining them to the working life; non-formed and unexpressed civic and professional orientation of the personality.

Development of components of readiness takes place step by step in the system of adequately organized professional-pedagogical preparation of the teacher in the higher education institution. We should notice that ethno-pedagogical preparation of students for labor education of rural schools pupils is characterized by harmony of a combination of social activity with creative components, readiness to analyze a socio-cultural, ethno-pedagogical situation, as well as moral- psychological predisposition to work in the ethno-cultural and ethno-social environment.

Table 1 - Criteria and signs of readiness of future teachers for labor education of rural school students by means of the Kazakh folk pedagogics

Criteria readiness	Readiness signs
1. motivational	1.1. awareness of the social importance of the teacher's work, including the rural school's teacher; 1.2. professional interest to the teacher's work; 1.3. pedagogical interest to the process implementation of labor education and formation at school students the working life by means of folk pedagogics; 1.4. level of expressiveness of motives of pedagogical activity; 1.5. interest to traditional pedagogical culture.
2. substantial	2.1. knowledge of essence, purposes, tasks, content, ways, forms, methods of the process of labor education of school students, features of managing them; 2.2. knowledge of essence, features, structural elements of the working life of the Kazakh people; 2.3. ethno-pedagogical knowledge providing efficiency of formation of the working life of school students (ideas of folk pedagogics, ways of folk pedagogics); 2.4. knowledge of ways of the organization and implementation of self-education.
3. procedural	3.1. general pedagogical skills formed the basis for teacher's managing of the process of the labor education of school students; 3.2. skills of use of folk pedagogics' ideas, national cultural values, labor traditions and customs of the Kazakh people in process of pupils' labor education: in the educational work at school, with pupils' parents, in an everyday life; 3.3. skills in the field of the labor lessons, reflecting the specifics of work and life in the village; 3.4. self-educational skills.

A necessary condition of moral-psychological readiness is as early as possible acquaintance of students with tasks and specifics of work at national rural school, familiarizing of future teachers with the national spiritual-moral values accompanying the working life of the Kazakh people [7].

To the basic principles providing efficiency of preparation of students to labor education of rural school students by means of the Kazakh folk pedagogics (Zharikbayev K.B., Uzakbayeva S. A., Kozhakhmetova K.Zh., Nauryzbay Zh.Zh., Kozybakov M. Zh., Satkanov O. S., Gordeyeva T.A.) - to the principle of adequacy (the content of preparation of students has to correspond to the content of professional activity of the teacher); to the principle of purposefulness of every component; to the principle of sequence and phasing (propaedeutic, general, and final stages); to the principle of realization of personal approach; to the principle of unity of theoretical and practical preparation of students, - we consider necessary to add the following:

- the principle of inclusion of the teacher in the native ethno-cultural environment, lifeway, including the working life;

- the principle of transition from familiarizing with national culture - through familiarizing with the working life of the Kazakh people - to knowledge and respect of cultures, lifeways of the people of cohabitation of the multinational state and to acceptance of world cultural values, inclusion in the working life;

- the principle of variability and dynamism of changes in the contents, forms and methods of preparation of future teachers for labor education of rural pupils in accordance with requirements of the professional-pedagogical education focused on ethnic culture, of reflection of the working life of the Kazakh people.

Being guided by these principles, we determined not only the contents, but also a technique of preparation of future teachers for labor education of school students and formation at them the working life by means of the Kazakh folk pedagogics. Integrally this' system includes the student's activities on self-education, self-improvement, and self-development [8].

Preparation of the teacher for the solution of problems of labor education of rural pupils by means of the Kazakh folk pedagogics has to be realized in 3 stages: preparatory, basic and final, total, which match to years of training: the I stage - 1 course, the 2nd stage - 2-3 course, the 3rd stage - the 4th course.

The main objective of the first stage is place and role definition of ethno-pedagogics as a science; formation of internal model of behavior, valuable

attitude to national experience of education, including labor education, the working life of the Kazakh people; setting formation on moral-ethical content of folk methods of labor education, their social reformative aspects in forming the school student's personality, in his familiarizing with the working life.

At this stage the special attention is paid to formation at future teachers of a motivational component of readiness and aspiration to assimilate that knowledge, skills which allow forming successfully the working life of rural school students by means of folk pedagogics. As the result of implementation of this direction of students' pedagogical preparation must be distinct understanding of the purpose, tasks and essence of education of rural school students on labor traditions of the people [9].

The main direction of preparation at the second stage is development and improvement of knowledge, skills of implementation of labor education of rural school students by means of the Kazakh folk pedagogics. Also at this stage formation of the abilities providing studying, generalization and usage of the advanced pedagogical and ethno-pedagogical practices of labor education of rural schools pupils is important.

Statement of this task is connected with formation at students of accurate ideas about opportunities of subjects and out-of-class educational work on familiarizing of rural school students with national moral-labor values, with studying of a technique to use national traditions and customs in this work.

This stage presents a specially organized professional-practical preparation of future teachers to implement labor education of school students by means of the Kazakh folk pedagogics. The considerable attention is paid to self-educational activity of students, development of experience of creative pedagogical activity, formation of ability to actualize and apply in the course of pedagogical activity the accumulated knowledge, skills in the field of the Kazakh ethno-pedagogics, ability to use ethno-pedagogical and educational, methodical literature, to conduct search, selection, processing, and analysis of necessary ethno-pedagogical materials.

At the *third stage* the attention concentrates on the independent students' decision of tasks of labour education by means of the Kazakh folk pedagogics in the complete pedagogical process of rural comprehensive school.

The formed internal model of the teacher's behavior, the received professional-pedagogical knowledge, skills of independent work on studying of psychological-pedagogical, methodical and other

literature, sources of folk pedagogics give possibility to the future teacher to carry out active self-education, independently to select the contents and the most effective forms and methods of labor education of school students with use of national traditions; to carry out professional-pedagogical activity in the considered aspect as creative one [10].

Each stage of preparation is based on results of the previous therefore consecutive change of stages is necessary to realize problems of professional-pedagogical preparation in the studied aspect within complete pedagogical higher education institution process.

Results of the experimental work on definition of an initial ready state of teachers and students to solve problems of labor education of rural school students by means of the Kazakh folk pedagogics showed identity and insufficiency of the revealed levels of the indicated groups of examinees. All of this, as well as the established professional importance of studied education, formed the basis to fulfill special work on forming higher levels of the studied readiness. Indicators of students' readiness are skills of educational work, knowledge of essence and features of labor education, specifics of the working life of the Kazakh people, ways of folk pedagogics and ability to put them into practice; professional-pedagogical orientation, activity level in professional-pedagogical activity; the formed internal model of the future teacher's behavior in relation to this type of the educational activity in the conditions of rural school.

It was determined that the teachers' length of service has no essential impact of the formed readiness. That is why the experimental work on forming the researched education was performed by us in higher education institution as exactly here it is really possible, along with conscious strong assimilation by students of the studied theoretical material, the directed formation of skills of labor education of school students by means of folk pedagogics and their familiarizing with the working life [11].

Developing the technique of stage-by-stage preparation of future teachers for labor education of rural school students by means of the Kazakh folk pedagogics, we used: possibilities of vocational training in the course of studying of special, psychological-pedagogical disciplines; studying of the special course "Labour education of pupils by means of the Kazakh folk pedagogics"; organization of out-of-class work on studying of the theory and technique of labor education of rural school students, educational opportunities of folk pedagogics and working life of the Kazakh people; special tasks at all stages of the pedagogical practice.

Experimental work provided the following sequence of ethno-pedagogical preparation of students: achievement by them of the certain level of knowledge in the field of national culture, history, folk pedagogics and forming on this basis of internal model of behavior - moral-psychological readiness for labor education of rural school students by means of Kazakh folk pedagogics. Further future teachers seized theoretical knowledge in the field of a traditional lifeway of the Kazakh people, its national and labor traditions, opportunities of subjects and out-of-class work in aspect of the solution of problems of labor education of rural school students, studied the methodology of use of folk traditions and customs in educational work. And, in conclusion, the work was organized and directed on improvement of students' abilities to actualize and put into practice the accumulated practical knowledge and educational abilities, and also research self-educational skills.

At the first stage during the stating experiment it was revealed the degree of awareness of future teachers about a traditional lifeway of the Kazakh people, and ways of its formation. Annually at the stating experiment stage participated 80-100 first-year students. In dynamics we note that, in process of revival and introduction of ideas of folk pedagogics, national etiquette in the teaching process of a higher educational institution, and via pedagogical practice of students - in professional activity of graduates and work of schools, it is observed the annual growth of awareness going to the university on this problem.

The second stage is the beginning of the forming experiment. The following cut to define the level of orientation of future teachers on use of traditional pedagogical culture in labor education of school students was also made repeatedly - at the end by students of the three-year period of training in accordance with the curriculums corrected in the direction of use of knowledge of a traditional lifeway of the Kazakh people, ideas and means of folk pedagogics when studying pedagogical disciplines. Students during this period had opportunity to fill up the volume of the knowledge in classes on the disciplines: "Technique of educational work", "Bases of pedagogical skills", in the course of student teaching.

Studying of student's plans of educational work with school students, made together with form-masters, reports on work in teaching practice, supervision over the process of preparation and carrying out collective creative affairs as in the course of protection of projects in classes in MVR, so in the course of "immersion" in teaching practice, provided a reason to draw a conclusion that inclusion in the technique of educational work at school of folk methods and education ways significantly improves

preparation of future teachers. Students of experimental groups at this stage of the experiment on the average more than twice often, than students of control groups, use ideas and methods of the Kazakh folk pedagogics in labor education of school students: train in skills in the field of labor lessons, national crafts, perform various forms of educational work [12].

The third stage of preparation of future teachers for use of traditional pedagogical culture included, besides teaching practice in pre-graduation and graduation years, lessons within the special course "Labor education of rural schools' pupils by means of Kazakh folk pedagogics" (see table 2).

The special attention when studying a special course was paid to solution of the following tasks:

- to arm students with deeper, systematized knowledge of Kazakh folk pedagogics;
- to develop skills on use of the Kazakh national labour traditions in the teaching process of rural school;
- to acquaint students with the advanced teaching experience of use of ideas of folk pedagogics in the school's teaching work;
- to acquaint students to researches in the field of

folk pedagogics;

- to form readiness of future teachers for labor education of rural schools' students by means of Kazakh folk pedagogics.

The main forms and methods of work with students at special course lessons - lectures, seminars, preparation and protection of programs, projects on a problem, work with literature, the analysis of the advanced teaching experience in aspect of solution of problems of labor education of rural school students by means of Kazakh folk pedagogics, modeling of collaboration of school, family, public on forming of the working life of school students, the decision of pedagogical tasks, visit and analysis of educational actions, excursions, protection of abstracts.

As showed the results of control cuts of knowledge, subjects caused the most interest of students, were the most fully acquired. Questioning also allowed to make conclusions on motives of informative interest of students: best of all and with interest were assimilated that ethno-pedagogical knowledge which are actualized by students and which they find possible to use in practice of work of modern rural school.

Table 2 - Special course plan-schedule "Labor education of rural schools' pupils by means of the Kazakh folk pedagogics"

№	Theme's name	Hours	
		Lect.	Sem.
1	Purpose, tasks, content of labor education in the Kazakh folk pedagogics	2	2
2	Working life of the Kazakh people as a component of traditional and universal culture.	2	2
3	Ways, forms and methods of the Kazakh folk pedagogics in labor education of younger generation.	2	2
4	Ideas of labor education in oral folk art of Kazakh people	2	2
5	Specifics of labor education in a family	4	2
6	National customs and traditions as a factor of familiarizing of school students with the working life.	2	4
7	Ideas and ways of Kazakh folk pedagogics in the modern practice of labor education of school students, familiarizing them with the working life.	2	2
8	Possibilities of the "Atameken" program on formation of working life of school students	2	2
	Total: 36h.	18	18

Not less important when studying a special course was the support on knowledge of students in the field of pedagogics, psychology, techniques of educational work that provided not only stronger and more comprehended assimilation of ethno-pedagogical knowledge, but also helped their updating. Carried-out the third cut of readiness of future teachers for use of ideas and ways of Kazakh folk pedagogics showed that the support on knowledge of essence of a traditional lifeway of Kazakh people, the national moral code of behavior, actually knowledge of ideas and ways of folk pedagogics allowed them to avoid,

on the one hand, very many negative phenomena taking place in communication with children in the course of solving of problems of labor education at the previous stages of training, and on the other hand, - to develop an initiative and independence in use of traditional pedagogical ways, etiquette in pedagogical communication, to show organizing abilities in educational work with children in this direction, in practice organically to combine theoretical knowledge of scientific pedagogics and traditional pedagogical culture.

3. Conclusion.

As we see, qualitative characteristics of future teachers' activity in the educational process changed. Examination of knowledge of experimental group's students at examinations in pedagogics showed also that knowledge of factors of labor education, essence and specifics of the working life of Kazakh people, features of forming the working life of a growing-up generation were acquired by students at higher level, than other problems of pedagogics on which students had no additional classes.

Students successfully applied the received knowledge during pedagogical practice. Studying the level of practical preparation of control and experimental groups' students was carried out by means of the analysis of educational and program documentation (pedagogical logs, abstracts of educational events, reports on pedagogical practice), questioning, studying of expert evaluations, and self-concept of students.

Let's provide the comparative analysis of quantitative data of experimental and control groups of final year students of teacher training high-school of culture and art (only 114 people).

The final stage of our experimental work included identification of readiness level of teacher training high schools graduates for use of ideas and ways of Kazakh folk pedagogics in labor education of rural schools pupils. On the basis of structure of ethno-pedagogical preparation of future teachers for the investigated problem we developed a technique of definition of the level of complete formation of necessary knowledge and abilities. Examinees and experts were offered to estimate the abilities in the statements given below on a five-point scale. According to all characteristics the average assessment was drown (see table 3).

Questioning of the control groups' students whose preparation was performed on the traditional system, elicited that fact that, despite rising level of their preparation in the course of training, available for students knowledge of national traditions of labor education, as a rule, is not deep and doesn't form uniform complete system.

At the majority of the experimental group's students, according to experts, it was formed the complex of skills allowing at the proper level to carry out educational work on labor education of rural school students on national traditions. In conformity with control cut data, the level of experimental group's readiness for use of ways of Kazakh folk pedagogics in familiarizing of pupils with the working life is higher more than twice in comparison with the control group's level.

Results of the performed "cuts" allowed to draw a conclusion on the greatest efficiency of the third stage of forming of readiness of future teacher for solution of problems of labor education of rural school students by means of Kazakh folk pedagogics. As a result of the experimental work final year students of higher education institution can successfully diagnose a lifeway of school students as labor, plan educational work on labor preparation of pupils and can predict its results, prove a choice of ways, forms and methods of Kazakh folk pedagogics for solution of this problem of rural schools.

Studying efficiency of the developed technique, we carried out three series of experiments, each of which confirms need of observance of a number of conditions in the process of vocational training of future teachers:

- addition of the content of pedagogical disciplines with materials on Kazakh folk pedagogics, essence and features of the working life of the people;
- use of ideas and means of folk pedagogics in the course of teaching practice and out-of-class work on the basis of made to the teacher's personality demands which are necessary in labor education of pupils;
- formation at future teachers of ability to analyze ethno-pedagogical material, to define its educational orientation in aspect of the decision of tasks of labor education of pupils;
- introduction in the teaching process of a special course "Labor education of rural schools pupils by means of Kazakh folk pedagogics".

Table 3 - Level of the complete formation of knowledge and abilities of future teachers for use of ideas and ways of Kazakh folk pedagogics in labor education of rural schools pupils

Knowledge and abilities of students on use of ideas and ways of Kazakh folk pedagogics in labor education of rural school students	Experimental group, n=59			Control group, n=55		
	High	Average	Low	High	Average	Low
Possession of a technique of studying of the school student's personality, group of pupils	38,8	46.4	15.6	17.8	49.2	33
Planning of educational work on labor education of school students by means of Kazakh folk pedagogics	25.4	61	13.8	16.3	52.7	31
Definition of the purpose, problems of labor	28.8	64.4	6.7	25.4	47.2	27.2

education						
Ability to carry out the analysis and selection of the content of materials of the folk art, traditions, customs providing efficiency of solution of tasks of labor education of school students, familiarizing with their working life of Kazakh people	40.6	59.3	38.4	32.7	43.6	23.7
Ability to carry out the effective choice of ways and methods of Kazakh folk pedagogics, providing familiarizing of school students with work, to realize them in the course of labor education.	23.4	47.4	11.8	14.5	40.8	55.7
Ability of carrying out various forms of educational work in a context of problems' solution of labor education of rural school students	31.1	52.5	16.4	21.4	32.7	27.2
Ability to organize and perform joint educational work of schools, families, public on formation of the working life of school students.	32.2	54.2	14.2	29	29.1	32.7
Skills and habits in the field of the labor lessons reflecting specifics of life's image of Kazakh people.	66.1	20.3	13.5	21.4	29	12.7
Studying, generalization of ideas of Kazakh folk pedagogics, modern teaching experience of labor education of school students with use of ways of folk pedagogics	32.4	321.2	28.8	20	32.7	47.3
Self-educational skills	38.8	32.2	29.0	12.7	43.6	43.7

4. Results.

On the basis of the developed theoretical thesis and data obtained during the experimental-pedagogical work we drew the following conclusions and recommendations:

1. At selection of contents and forms of ethno-pedagogical preparation of students for labor education of rural school students it is necessary to be guided by such factors, as the regional and national features stipulated by the level of economic development, originality of national culture, traditions, traits of national character. The working life of Kazakh people is fully presented by help of four subsystems of ethnic culture providing various social needs of people: production, informative, life-supporting and socio-normative spheres.

2. The carried-out analysis of ways and methods of Kazakh folk pedagogics showed that great opportunities for labor education of rural pupils in modern conditions are possessed by all types of folk art among which different forms of working activity are of paramount value; arts and crafts, crafts of Kazakh people; oral folk art (lullabies, riddles, tongue twisters, fairy tales, calendar- ceremonial poetry, etc.); Kazakh national games; national labor traditions, customs, holidays (traditions of mutual aid, joint цыклы of fellows villager, etc.). Components of the content of ethno-pedagogical preparation of future teachers are therefore

professional-pedagogical and ethno-pedagogical knowledge.

3. Research set a complex of pedagogical conditions, providing the effective organization of ethno-pedagogical preparation of the teacher for labor education of rural school students, among them: recording of ethno-cultural features (history, culture, customs, traditions of Kazakh people), age and individual features of rural school students; complete approach to use of means of national pedagogics; ethno-pedagogical orientation of teaching of subjects, including a special course, out-of-class forms of work, students' teaching practice.

4. Experimental-pedagogical work organized for the purpose of developing of the system of stage-by-stage preparation of the future teacher for labor education of rural school students by means of Kazakh national pedagogics, is confirmation of the model's objectivity, its criteria and indicators, proof of the existence reality of levels of forming the above-named quality.

5. Theoretical basis of the system of stage-by-stage ethno-pedagogical preparation of the future teacher for labor education of rural school students provides in practice of higher education institutions' work the record and realization of the main pedagogical conditions in unity of effective forms and methods of the organization of this process, which should be carried out from the first year

studying in order to reach high levels of complete formation of the researched readiness's aspect by the end of the graduation year. At the heart of the called system the important structure forming value is allocated for practice, and distinctive signs of this system are integrity and continuity of influence from the I to the IV year studying.

6. The offered system of stage-by-stage preparation of the future teacher for labour education of rural schools pupils by means of Kazakh folk pedagogics can be used in practice of work of higher education institutions of Kazakhstan to improve teaching activity at rural schools.

Thus, our research confirmed the initially made assumption that step by step organized ethno-pedagogical preparation of students during educational, out-of-class activity and teaching practice will allow to adequately train the future teacher to use ideas and ways of Kazakh folk pedagogics in labor education of rural school students.

This circumstance strengthens relevance of the researched problem and determines the prospects for its further studying. So, the questions of joint work organization of school, family, public on labor education of rural school students by means of Kazakh folk pedagogics demand studying; researching of the questions of age differentiation in the course of familiarizing of school students with the working life; the questions of vocational training of future teachers for implementation of an ethno-pedagogical component of upbringing and education in the conditions of small rural schools, etc.

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