

To the question of using the ideas of national pedagogics in the system of activity of professional development institutes of comprehensive school teachers

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Abstract: This article deals with the development of scientific-theoretical basis of IPD (institute of professional development) activity as scientific-methodical centers on studying, generalization, and use of the ideas of national pedagogics in modern schools work and realization of ethno-pedagogical preparation of teachers. The authors aimed to show that if the IPD activity on studying, generalization, and use of the ideas of national pedagogics were organized from the position of system-holistic approach, taking into account the ethno-cultural and ethno-pedagogical orientation, so functioning of this system would be implemented in unity with arranged-pedagogical, scientific-methodical, ethno-cultural components that allowed to provide efficiency of IPD activity as scientific-methodical center on studying, generalization, and use of the ideas of national pedagogics, and the growth of ethno-pedagogical preparation of teachers.

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Introduction

In the course of social-economic and political changes occurring in the society, the problem of familiarizing of young generation to cultural-historical heritage of the Kazakh people and applying its rich pedagogical traditions relying on centuries-old experience of generations in education of modern youth is becoming more and more important.

Speaking about the future of younger generation of the country, the head of state N.Nazarbaev emphasized: "... In education of a new generation it is expedient to address to the simply, clear and at the same time deeply moral and spiritual in life of each people - to traditions. Their role in life of the people is indisputable. Cultural traditions were always a source of social revival... Traditions allow the person "not to be lost", but to adapt the lifestyle for prompt changes of the modern world" [1].

Education has to become the most important component of a school reform which while is limited mainly by the educational process - the contents, new programs, textbooks and technologies of teaching. Educational contexts are in a shadow, and it is necessary to tell about it especially because the current situation reduced two different, though interconnected, processes of teaching and upbringing in one, having united them by one term "education". As a result the problem of moral formation dropped

out of a field of vision. While in new conditions of society development there is a necessity of thorough, deeper acquaintance of comprehensive school pupils with cultural wealth of the people, with its national culture, traditions.

The current state of pupils' upbringing on ideas of national pedagogics in comprehensive schools can't be considered satisfactory; it is directly connected with insufficient readiness of the teacher to this kind of activity. The successful organization of new upbringing tasks, setting before the comprehensive school where the process of formation of the pupils' personality is realized, as we found out, depends, first of all, on high-quality vocational training of the teacher, on his competence, professionalism, and readiness purposefully, pedagogically competently to use ideas of national pedagogics in practice of educational process.

In the solution of this problem regional institutes of professional development of pedagogical staff are the coordinating center for fulfillment of continuous ethno-pedagogical training of the teacher.

It is known that retraining of the teacher on courses IPD is the difficult integrated process where successful professional formation of a pedagogical skill of the teacher depends on activity and purposefulness of its participants when using ideas of national pedagogics in practice of educational process of comprehensive schools.

Results of the theoretical analysis of pedagogical researches, carried out on ethno-pedagogics problems, point that in the science it is covered the quite wide range of the actual tasks directed on satisfying of ethno-pedagogical and ethno-cultural demands of real practice, all links of continuous formation system of the Republic of Kazakhstan.

Unfortunately, readiness of the teacher and pedagogical collective to use ideas of national pedagogics in educational process of the comprehensive school is more coming to a contradiction with the real needs of pedagogical practice. The analysis of work of the republic IPD showed that in institutions of the system of professional development of pedagogical staff it has been still often generalized the ethno-pedagogical experience saved, instead of the experience required. Essential gaps in professional and ethno-pedagogical preparation of a number of methodologists have a negative effect on efficiency and quality of work on studying advanced ethno-pedagogical experience: many employees of the methodical service don't consider regional features of the republic (availability of the schools with a small number of pupils; deficiency of scientific and educational-methodical literature on the problem of use of ideas of national pedagogics in the educational work of schools in the Kazakh language); low level of ethno-pedagogical theoretical and methodical training of teachers; remoteness of rural schools from IPD and other methodical centers [2].

Thus, there was a contradiction between objective necessity of purposeful use of ethno-pedagogical experience in practice of the modern school work and an insufficient readiness of the scientific-organizational bases of IPD activity providing studying, generalization and use of ideas of national pedagogics in complete pedagogical process of comprehensive school, effective ethno-pedagogical training of the teacher.

So far it isn't clear what is the readiness of the comprehensive school teacher in use of ideas of national pedagogics in practice of upbringing, how this readiness is formed in the system of qualification increase of teachers what stages of development, and levels of the formation exist, what role is played by the system of means, forms and the methods providing effective functioning of this activity and how to build from them the complete system of retraining of the teacher.

In order to solve this problem the following research methods were used: theoretical analysis, psychological-pedagogical, ethno-pedagogical, ethno-psychological and ethno-logical literature; social-pedagogical methods – observance, collection, and upwork ethno-pedagogical materials, studying of

schools activity on use of national pedagogics ideas in educational work, questionnaire, studying of teachers' activity products, survey and evaluation, rating, experimental work.

Source of the research are: oral national poetic creation of the Kazakh people, works of philosophers, culturologists, historians, sociologists, psychologists, teachers, ethnographers on a research problem, official materials and documents of the Republic of Kazakhstan on questions of education, textbooks, manuals, plans, programs, the best practices of schools and higher education institutions of Kazakhstan.

Main part. Revival of national consciousness in unity with moral experience of behavior and spirituality of culture gains now special relevance. The spiritual culture, national traditions, customs, social-ethical standards act as leading factors of the educational process, having huge impact on formation of the personality of the upgrowing person. Updating of the content of upbringing and education taking into account universal values, historical experience of centuries-old traditions of the people make new demands to the process of ethno-pedagogical training of the teacher as efficiency of upbringing of pupils on ideas of national pedagogics depends on the tutor personality.

The mankind always sought for acquisition of new knowledge. The knowledge of mankind forms a difficult system - the social memory which wealth is transmitted from generation to generation, from the people to the people through a mechanism of social heredity, culture. The knowledge, in this case, has a social-determined character as before continuing business of the previous generations, it is necessary to master the knowledge already accumulated by the mankind, constantly correlating to it the informative activity. The mankind can't move forward, without looking back and without overestimating anew all cultural wealth of far and close generations. The way to understanding and development of the future of any science including pedagogical one lies through comprehension of its present and the past. Therefore the traditional character of culture including pedagogical is an important sign of the people high culture [3].

Arising from practical demands of the human society, national upbringing, the original pedagogical culture acts as a condition of preservation of any people as "historic figure", continuity of generations of public progress and development as a whole. That is why nowadays knowledge, studying, preservation and use of ideas of national pedagogics in modern practice of education are of great importance for us.

In the analysis of theoretical-methodological aspect of use of national pedagogics ideas in the educational work of comprehensive school,

ethno-etiquette as the moral code, we managed to find out that broad attention is paid to ideas of national pedagogics, ethno-etiquette in modern conditions, but studying it carries in many cases descriptive stating character, not always allows to give the answer to essential questions of modern practice of upbringing and training.

What it is necessary to understand as ideas of national pedagogics?

In general, the idea (a look, an image, a form) is a concept which has symbolical value, associates with thought, according to Ivanov V. I. All ideas are as though drawn from experience, and it is possible to say that they are reality reflection. Therefore we consider ideas of national pedagogics as socially and historically caused adequate reflection in people consciousness of pedagogical reality in the form of national knowledge, representations, notions, judgments enshrined in the people creativity (as the wide and deep phenomenon), ability and experience of their use to achieve pedagogically purposeful result. And, ideas of national pedagogics are ideas of masses pedagogics, general pedagogics, and not just ideas for teachers- professionals. And here it is necessary to add - studying of pedagogical concepts of scholars of the past and the present allows to draw also a conclusion that the vitality of ideas of national pedagogics substantially depends on the relation of society to national experience of upbringing, i.e. on realization of the principle of a nation [4].

What, specifically, is a part of ideas of national pedagogics? We after K.Zh. Kozhakhmetova consider that it is national knowledge. And it doesn't contradict the conclusion drawn by us "ideas of national pedagogics". The contents of ideas of national pedagogics we determine according to national knowledge. That is, ideas of national pedagogics are in close connection with everyday life philosophy and morals, with agronomical, meteorological, astronomical and other knowledge of the people, are traced in all spheres of nation life: in work, household practice, relations in the society, family, ceremonialism sphere, folklore, behavior, morals. So, ideas of national pedagogics reflect in essence national knowledge, make their basis and can be used in practice of upbringing. Usage of ideas of national pedagogics in modern practice of upbringing has to be based on natural bases of ethnic upbringing which are put in the people, culture of its relations, system of his ethno-social roles, ethno-etiquette.

Relying on the allocated ethical, culturological and social approaches to ethno-etiquette definition, we understand it as result of spiritual-moral activity of ethnos in certain sociocultural conditions, as the phenomenon having specific structure, interconnected components, reflecting the system of traditional

knowledge, ideas, norms and rules of the behavior being characteristic for ethnos, the standardized communication in typical, day by day repeating situations of the social interaction.

In the research we, whenever possible, fully studied traditional etiquette in system of the Kazakh ethnic culture and features of the people, his upbringing potential in moral formation of the pupil personality and included it in the content of ethnopedagogical preparation of the teacher in professional development system, and also in activities of IPD on studying, generalization and use of ideas of national pedagogics in the educational work of comprehensive school.

Being guided by the theory of activity and system approach, we offer structurally functional model of activity of institutes of professional development of teachers on studying, generalization and use of ideas of national pedagogics in practice of comprehensive school.

This model has a number of features; first, the system-functional approach focuses the methodologist and the teacher on the objective structure of activity on studying, generalization and use of ideas national pedagogics as a system. At this organization each system component has a certain role which provides interrelation and interdependence between them.

Secondly, the structurally functional model is the basis to develop the theory of system of teachers' activity, which integrally unites in a whole its various components.

In the third, when applying the systemic-functional approach to studying, generalization and realization of ideas of national pedagogics in practice of educational work of comprehensive school becomes obvious that quality of this activity should be estimated not only on final results (the generalized ethno-pedagogical experience), but also in its process.

In the offered structure of model as one of the components includes employees of IPD, region (town) methodological studies, schools, carrying out studying, generalization and use of ideas of national pedagogics, ethno-pedagogical experience within the competence.

Studying, generalization and use of ideas of national pedagogics in practice of comprehensive schools is carried out by IPD on the basis of certain principles and methods. The analysis of psychology and pedagogical literature on this problem (T. R. Abdullaev, Sh. Taubayeva, I.F.Zhernosek, etc.), the developed experience of IPD in the Republic of Kazakhstan, the logic inherent in process of studying and generalization of ideas of national pedagogics in practice of educational work of comprehensive school, allow us to determine the following set of the

principles in relation to studying, generalization and use of ideas of national pedagogics in the conditions of IPD activity:

1. Methodological (principles of social conditionality; scientific character; concrete historical approach; systematicity; continuity),

2. Pedagogical (principles of unity of training and upbringing; complexity; optimization; continuity and prospects of purposefulness; balances; communications with life, with the best practices; variability and differentiation; specialization; systematicity, availability; visibility; activity and independence in training; unities of collective and individual forms of education),

3. Organizational (principles of administrative-territorial structures; centralization and decentralization combinations; generality and obligation; controllability; planned character; adjustability and coordination; control; rationality of use of material resources; providing psycho-physiological and hygienic working conditions; selection and rational disposition of personnel; stimulations).

At the empirical level of studying, generalization and use of ideas and experience of national pedagogics, ethno-etiquette applies the following methods: studying of literature sources, ethnographic materials, national creativity, school documentation; collecting of the actual material; supervision; poll. On the analytical level it is carried out the analysis and synthesis; comparison and classification; induction and deduction; analogy and modeling: on the research level it is consistently carried out: development of criteria of assessment of the advanced pedagogical experience on the basis of ideas of national pedagogics, its allocation from student teaching; definition of the purpose of studying; promotion of the hypothesis explaining productivity of experience of the educational work on the basis of ideas of national pedagogics, ethno-etiquette; choice of means and methods of studying of experience; research scheduling, its realization, correction, the analysis and interpretation of the received results; approbation and introduction in practice. These three levels logically coincide with studying process, generalization and uses in general, and including on the basis of ideas of national pedagogics, ethno-etiquette. The last stage of this process is just carried out at the theoretical level [5].

Check of the theoretical model showed that effective activities of the system of professional development of educators on studying, generalization and use of ideas of national pedagogics in educational work of comprehensive school can be provided on the basis of the coordinated functioning of its organizational-pedagogical and scientific-methodical

components.

The organizational-pedagogical component includes a creation of the organized structures, intended to perform management and coordination of IPD work on studying, generalization and use of ideas of national pedagogics in the educational work of comprehensive schools at all levels (training rooms or laboratories for ethno-pedagogics in the Republican institute of professional development of educators, at institute of continuous education of South Kazakhstan oblast); establishment of necessary feedback between all levels (Republican institute of professional development of educators - institute of a continuous education of South Kazakhstan oblast - region (town) methodological training rooms - schools); providing a continuity of work on studying, generalization and use of ideas of national pedagogics in the educational work of comprehensive schools according to needs of practical workers; scientific information center creation on distribution of the pedagogical experience created on the basis of ideas of national pedagogics (a databank of progressive ethno-pedagogical ideas, ethno-pedagogical experience, a card file, an exhibition, etc.)

When implementing ethno-pedagogical preparation as one of the basic functions of activity of South Kazakhstan oblast institute of continuous education on studying, generalization and use of ideas of national pedagogics in the educational work of comprehensive schools, we defined its structure, contents, forms and ways, proved the essence of education and upbringing in the changed sociocultural environment, developed scientific bases of use of ethno-etiquette in practice of work of national schools of the Republic of Kazakhstan; carried out certain experimental work on modeling of the contents, forms and methods of ethno-pedagogical training of the teacher in a context of national etiquette for the purpose of implementation of moral upbringing of schools pupils on the basis of ideas of national pedagogics. Readiness of the teacher for training and upbringing of pupils on the basis of ideas of national pedagogics, traditions of national etiquette is the generalized characteristic of the teacher personality in unity of such components, as moral and psychological, social, theoretical, practical, methodical, technological and self-educational readiness [6].

According to the developed by us model of readiness of teachers to use of ideas of the national pedagogics, traditional etiquette in education of pupils, we carried out the analysis of necessary knowledge, skills formed at them during the experimental work. For this purpose we used comparison of results of several cuts, fulfilled in the stating experiment (prior to the purposeful work) and

in the forming experiment. On the basis of the made model of professional-significant qualities of the teacher personality it was revealed the different level readiness of teachers – listeners of professional development courses for carrying out the work in this direction. We defined three such levels: high, average and low. The high level of readiness is characterized by rather complete knowledge of ideas of national pedagogics, ethno-etiquette of the Kazakh people, its specifics; understanding of their positive influence on result of education of the personality; ability to use them in pedagogical activity; aspiration to self-training and self-upbringing in the spirit of the national ethical traditions.

The average level assumes development by teachers of some volume of ideas of the national pedagogics, traditional etiquette, availability of ideas of peculiar features of Kazakhs etiquette; insufficient understanding of positive influence of ethno-etiquette on moral upbringing of pupils; episodic character of its use in the pedagogical activity; not systemacity of work on self-upbringing and self-training.

The low level differs through a position of schools teachers to studying of ideas national pedagogics, to the content of ethno-etiquette; participation in the simplest kinds of activity with pupils, including elements of national pedagogics; indifference manifestation to national experience of education as to the effective means of a forming and developing of the personality.

The indicators characterizing readiness of

teachers to upbringing of pupils on the basis of ideas of national pedagogics, ethno-etiquette, are:

- knowledge of the main ideas of national pedagogics, national etiquette, its ethno-pedagogical essence;
- aspiration and ability to use ideas of national pedagogics, national etiquette in upbringing of pupils, to determine their educational potential;
- wide, great and steady interest in studying of ideas and experience of national pedagogics;
- during training, in course of educational work at school the organization of various forms of educational work with use of ideas of national pedagogics;
- ability to define, estimate the objective value of national pedagogical ethical culture.

Process of ethno-pedagogical preparation was organized and was carried out step by step. At the first stage during the stating experiment the degree of awareness of pedagogical staff about ideas of national pedagogics, their progressive character, and ethno-etiquette came to light. We believed that working schools teachers as professionally focused participants of the pedagogical process, as a rule, already have some ideas of it, especially that since 1991 at oblast schools the work on revival of advanced national traditions has been widely developed.

At the stage of the stating experiment 623 teachers of comprehensive schools of South Kazakhstan oblast took part.

Table 1. Level of knowledge of comprehensive schools teachers about ideas of national pedagogics, ethno-etiquette.

No	Nature of knowledge of ideas of national pedagogics, ethno-etiquette	Quantity of pupils of the experiment in %
1	2	3
1.	Have a general idea of national pedagogics ideas, experience of national upbringing, ethno-etiquette	24
2.	Have a separate idea of national pedagogics ideas, experience of national upbringing, ethno-etiquette	43
3.	Have no idea of national pedagogics ideas, experience of national upbringing, ethno-etiquette	33
4.	Consider correct and necessary the use of ideas of national pedagogics, experience of national upbringing, ethno-etiquette in the educational work of comprehensive schools	86
5.	Don't consider necessary the use of ideas of national pedagogics, experience of national upbringing, ethno-etiquette in the educational work of comprehensive schools	10
6.	Find it difficult to answer a question of expediency of use of ideas of national pedagogics, experience of national upbringing, ethno-etiquette in the educational work of comprehensive schools.	4

As we see from table 1, revival and introduction of ideas of national pedagogics, national etiquette in the educational process of a modern comprehensive school, in process of vocational training and retraining of the teacher are positively reflected in awareness of teachers and their almost unanimous opinion on need of use of national pedagogics ideas in the educational work of a modern school.

Thus, studying of pedagogical reality confirmed our assumption that without special ethno-pedagogical preparation in professional

development system readiness of teachers remains at everyday level. Especially that the system of professional development of educators doesn't completely use the opportunities for inclusion of national pedagogics into the number of standard courses while the system of professional development consists of a set of the components, each of those can make essential impact on an ethno-pedagogical preparation: that is the educational process including lecture courses, a seminar and practical classes, individual work, elements of research work, etc.

Considering that a leading way of formation of a specialist, increase of his qualification and retraining is educational process, we will stop on its opportunities [7].

The second stage is the beginning of a forming experiment. The stage assumed the organization of advanced training courses of teachers for the corrected programs with inclusion in their content of ethno-pedagogical ideas, ethno-etiquette of the Kazakh people. During this period listeners had opportunity to fill up the volume of the knowledge of national education ideas, the progressive traditions of ethno-pedagogics, ethno-etiquette of the Kazakh people.

Studying of plans of educational work with the pupils made by teachers, supervision over the process of preparation and carrying out collective affairs as in the course of protection of projects by listeners in

seminar classes, and so in the course of "immersion" at practical lessons, gave the grounds to draw a conclusion that inclusion in the content of course training of teachers of ideas of national pedagogics, ethno-etiquette, work techniques at school on the basis of national methods of upbringing sufficiently promotes ethnopedagogical training of schools teachers [8]. Listeners of experimental groups at this stage of the experimental work on the average, almost twice more often than pupils in control ones, use the ideas of national pedagogics, ethnoetiquette in pupils upbringing: create and use etiquette situations, train in the etiquette norms providing respect of seniors, mothers honoring, hospitality, carry out various forms of upbringing work with use of elements of national pedagogics. The results of the comparative analysis of resumes of the second stage are shown in table 2.

Table 2 Use of the ideas of national pedagogics, traditional etiquette in upbringing of comprehensive schools pupils

No	Forms of use of the ideas of national pedagogics, traditional experience of national education, ethno-etiquette in work with pupils	Experimental group (%)	Control group (%)
1.	Use ethno-pedagogical situations, ideas of national pedagogics in upbringing of pupils	38	27
2.	Train in respect of seniors, honoring of mother, standards of hospitality, honoring of the native earth, ancestors	37	25
3	Explain norms of the Kazakh national etiquette and accustom pupils to keeping them	39	22
4.	Carry out various family rituals, traditions and ceremonies	48	32
5.	Apply various means, forms, methods and ways of national upbringing in the educational work	36	24

The third stage of ethno-pedagogical training of teachers to use ideas of national pedagogics, traditional etiquette included, besides directed teaching of disciplines during the course actions, lessons within the special course "Use of Traditional Etiquette in Moral Education of Pupils". The carried-out third cut of readiness of teachers to use of ideas of the national pedagogics, traditional etiquette, showed that a support on national progressive experience of upbringing, the moral code of behavior allowed them to avoid very many negative phenomenon taking place in communication with children on the previous grade levels, and on the other hand to develop an initiative and independence in use of experience of the national education, traditional etiquette in pedagogical communication, to show organizing abilities in work with children in this direction, integrally to combine in practice theoretical knowledge of scientific pedagogics and traditional pedagogical culture. We will point to some qualitative changes and their impact on pupils.

1. Relying on ethno-pedagogical ideas, instructions, norms and bans, used in the

ethno-society, listeners found necessary the style to communicate with pupils, parents and teachers.

2. Listeners mastered a technique of the organization of work of pupils on collecting and describing of national traditions, ethno-etiquette.

3. Listeners became better to be guided in etiquette situations, began to allocate the principles of ethno-etiquette, national features of speech communication and etiquette behavior of the Kazakh people, comparing them with etiquette of other people.

4. Teachers began to realize that the traditional etiquette forms a basis of forming of moral qualities of the young man personality, is a pattern for his self-improvement.

As we see, qualitative characteristics of the teachers' activity in the educational process on the basis of inclusion in it of ideas of national pedagogics, the Kazakh ethno-etiquette changed.

We will bring the comparative analysis of quantitative data of the experimental and control groups of students. The data of table 3 proved the reliability of our conclusions drawn above.

Table 3. The comparative analysis of quantitative data of experimental and control groups of students of professional development in SKO after the third stage of the experimental work

No	Nature of use of ethno-etiquette in moral upbringing of pupils	Experimental group %	Control group %
1.	Know ethno-etiquette, use in a moral upbringing of pupils	38,0	17,8
2.	Know and can call some elements of traditional etiquette, use in work occasionally	56,4	49,2
3.	Don't use ethno-etiquette in the educational work.	5,6	33,0

Also on the level of readiness of teachers to use ideas of national pedagogics, ethno-etiquette in practice of modern school work the general ethno-pedagogical orientation of the educational process, the character of ethno-social environment influences. After carrying out the experimental work many teachers significantly changed their relation to

use of ideas of national pedagogics, ethno-etiquette in upbringing work with pupils [9].

It is natural that positive changes in the structure of professional preparation of teachers affected the intention of pupils to follow cultural traditions of the people, ethnoetiquette (see table 5).

Table 5. Relation of pupils to cultural traditions of the Kazakh people, ethno-etiquette

No	Questionnaire questions	Exp.group %	Contr. group %
1.	What traditions of the Kazakh people and etiquette situation you know:		
	- connected with honoring of the older	80	53,3
	- connected with honoring of the women	70	56,6
	- with hospitality	85	48,3
	- connected with the nature and native places	68,3	45
	- connected with a holiday "Nauryz"	91,6	60
	- connected with a yurta	95	70
2.	Do you know about good wishes?		
	- yes	53,3	25
	- no	46,6	70
3.	How do you estimate the knowledge of national etiquette?		
	- very good	45	18,3
	- good	25	20
	- satisfactory	20	26,6
	- bad	10	15
	- very bad	-	15

Thus, the experimental work continued by us at schools, speaks that pupils began to show a great interest to the national ethical culture, including to etiquette, began to adhere to steadier etiquette norms and to seek not to break them. Studying of pupils behavior of those classes where the educational work was organized on the basis of ideas of national pedagogics, ethno-etiquette, showed that familiarizing to ethno-etiquette made a positive impact on a microclimate in the pupils group, on formation of a moral ideal of pupils on the basis of spiritual-ethical views of the Kazakh people [10].

According to review of methodologists of SKO, the heads of the schools, the heads of a methodical association of teachers, had ethno-pedagogical

training during the experimental work, really master a work technique with pupils on their upbringing, moral improvement on the basis of ideas of national pedagogics, ethno-etiquette, are able to attract a rich ethnic material in the educational process. The final stage of our experimental work included identification of the level of readiness of teachers to use the ideas of national pedagogics, experience of national education, and national etiquette in upbringing of pupils. On the basis of the structure of ethno-pedagogical training of teachers we developed a technique definition of the level formation at teachers of necessary knowledge and abilities during the course actions in SKO. The results are reflected in table 6.

Table 6. Formation level of the ethno-pedagogical knowledge and abilities of teachers to use the ideas of national pedagogics, ethno-etiquette of the Kazakh people in pupils upbringing

Knowledge and abilities of teachers on use of the ideas of national pedagogics, traditional etiquette in upbringing of pupils	Experimental group			Control group		
	High %	Average %	Low %	High %	Average %	Low %
1	2	3	4	5	6	7
1. To study the ideas of national pedagogics, traditional etiquette and to use them in upbringing of pupils.	48,8	46,4	4,8	17,8	49,2	33,0
2. To choose and design educational relations, corresponding to the moral code of the people	25,4	61,0	13,6	16,3	52,7	31,0
3. To apply national methods and techniques of education	28,8	64,4	6,8	15,4	47,2	37,4
4. To organize various forms of the educational work with use of the ideas of national pedagogics, national etiquette.	40,6	59,3	10,1	22,7	43,6	33,7
5. To manage sections, collective work of patterns of the ethnic culture	33,4	47,4	19,2	14,5	40,8	44,7
6. To analyze the works of an oral national creation, to define their educational orientation	41,1	42,5	16,4	21,4	39,4	44,7
1	2	3	4	5	6	7
7. To keep the norms and the rules of etiquette behavior accepted in the society.	32,2	54,2	13,6	29,2	38,1	32,7
8. To use speech etiquette in communication	66,1	20,3	13,6	21,4	35,9	42,7
9. Independently to study ideas of national pedagogics, ethno-etiquette, the best pedagogical practices	42,4	42,2	15,4	20,0	32,7	47,3

As the data of a control cut testifies, the level of readiness of experimental group teachers to use of the ideas of national pedagogics, traditional etiquette in the educational work of comprehensive schools is more than twice higher in comparison with the level of control groups.

Thus, the carried-out experimental work allowed to create optimum conditions for effective use of the ideas of national pedagogics, experience of national education, national etiquette in upbringing of modern pupils. It is confirmed by that the most part of teachers (48,8%) reached high level in use of ideas of national pedagogics, ethno-etiquette in development and self-development of pupils (against 17,8% of control groups). The similar tendency is obviously concerning other knowledge and abilities of teachers to use the ideas of national pedagogics, traditional etiquette in upbringing of pupils.

Our experimental work allows to make some suggestions on improving the process of ethno-pedagogical training of teachers in professional development system:

- the analysis of the system of activity of SKO shows that it has to be focused on use of the ideas of national pedagogics, progressive experience of national education, ethno-etiquette both in work with the course listeners, and after it - during professional and pedagogical activity of the teacher at school;

- ethno-pedagogical training of the teacher for use of the ideas of national pedagogics and traditional etiquette is defined by unity of its moral-psychological, social, theoretical, methodical,

practical, technological and self-educational readiness;

- the process of formation of teachers readiness to use of the ideas of national pedagogics, national etiquette in the educational work has to be stage-by-stage, providing as a result the self-education of teachers.

- profound studying by teachers of the ideas of national pedagogics, national etiquette and broad application it in the pedagogical activity has a multidimensional impact on the teacher personality: his attitude to people, to himself, to the nature, to religion, to mastering national etiquette and through it to pedagogical ethics.

Conclusion. On the basis of the developed scientific-theoretical provisions and the data obtained during the experimental-pedagogical work, we made the following conclusions and recommendations:

1. Insufficient readiness of the scientific-theoretical bases of use of the ideas of national pedagogics in practice of education and its social-pedagogical importance at the present stage caused the need of development of the complete system of institute activity of professional development of pedagogical staff on this problem.

2. The experimental-pedagogical work organized for the purpose of development of the complete pedagogical system of activity of IPD on use of the ideas of national pedagogics in the educational process, is a confirmation of the model objectivity, its criteria and indicators, the proof of reality of existence

of ethno-pedagogical readiness levels.

3. In order to form ethno-pedagogical preparation of the teacher to the researched aspect of activity it is expedient to use the developed by us system of theoretical and practical preparation and keeping of the following conditions:

- addition of the content of disciplines of the institute curriculum of professional development with materials on ethno-pedagogics, national etiquette, inclusion of a special course "Use of traditional etiquette of Kazakhs in moral upbringing of pupils";

- use of the ideas of national pedagogics, ethno-etiquette in the process of seminar, practical classes, during the in-class and individual work of listeners on the basis of qualifying standards to the teacher personality which are necessary in upbringing of pupils on traditions of national pedagogics;

- formation at teachers of abilities to analyze the material containing the ideas of national pedagogics, upbringing opportunities of ethno-etiquette;

- inclusion of the ideas of national pedagogics, national etiquette in the system of active forms, methods, ways at the courses of professional development; involvement of teachers to performance of research tasks;

- ensuring of understanding with teachers of the professional importance of the ideas of national pedagogics, national etiquette and their rational use in the educational work.

Theoretically proved and checked in practice the system of institutes activity of professional development as the scientific-methodical center for studying, generalization and use of the ideas of national pedagogics in the educational process of schools realizes the potential opportunities of the whole education system taking into account the regional specifics of RK and actual requirements of school practice from the point of view of the ethno-cultural educational paradigm.

The offered system of ethno-pedagogical preparation of teachers through the system of activity of IPD can be used in development of special courses, special seminars, curricula and programs, in creation of manuals for teacher training colleges, higher education institutions, and professional development institutes for the pedagogical staff.

The carried out research doesn't apply for an exhaustive solution, it is only one of attempts to study its most important parties. The research prospects, in our opinion, consist in a further development of such

problems, as:

- comparison of specifics of traditional ethical culture, including ethno-ethics, various ethnic educations, clarification of universal character of moral values, ideals of the different people;

- questions of vocational training of teachers for implementation of ethno-pedagogical component of education and upbringing;

- development of the model of interaction of IPD with higher education institutions, universities, scientific research institutes on studying, generalization and use of the ideas of national pedagogics in the educational work of comprehensive schools, etc.

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