

Formation Of Primary Schoolchildren's Worldview Through Interdisciplinary Integration In Teaching Fine Arts

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Abstract. Due to political and ideological, cultural changes in our sovereign country rising generation of comprehensive development, the formation of their worldview is one of the important new strategic direction of the program of state. This study is intended to form the worldview of primary school children through interdisciplinary integration in the fine arts as one of the major problems of pedagogy. The foundation of the basics of human personality which is formed in the primary classes, increases the need to develop artistic and creative abilities, aesthetic feelings and fantasies of students based on interdisciplinary integration in the fine arts. Particularly evident the need of mastering the fine arts teaching materials based on interdisciplinary integration for identity of formation in the educational process in primary school. For this purpose, we developed a method of forming worldview of primary schoolchildren through interdisciplinary integration in the visual arts program "Using materials interdisciplinary integration in the teaching of visual art" was created, the benefits and use of this program during the experimental and practical work, obtained positive outcomes research were revealed. As a result of analysis of scientific and pedagogical study the formation of indicators junior pupils' worldview through interdisciplinary integration in the visual arts was revealed, and experimental studies have been substantiated practical meaningfulness of these indicators. The practical significance of research lies in the fact that: - the program of using interdisciplinary integration in the visual arts to form schoolchildren's worldview was developed and tried out; - the methods of application materials of interdisciplinary integration in the fine arts primary school teachers aimed at forming students worldview, and this time, these techniques are used by primary school teachers in practice were determined; - Submissions of research can be used in the learning process not only for primary school teachers, but also in the training and advanced training of secondary school.

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Introduction.

In the state standard of primary education of Kazakhstan basic directions of scientific worldview, comprehensive development of children of primary classes in the training activities are provided.

Because the scientific worldview is the highest form of social consciousness.

Clear and modern problem during complex changes and socio-economic development in the Republic of Kazakhstan is the development of the human personality as a major social system.

In the strategy of the President of the Republic of Kazakhstan Nursultan Nazarbayev "Kazakhstan - 2050" the basic directions of development of the modern system of education and training through the update teaching methods were clearly shown [1].

Including the special program "Cultural heritage" construction of a unified system of in-depth study of popular culture and worldview were nominated. Analyzing scientific papers on the formation of worldview individuals showed that the

problem of forming worldview primary schoolchildren through interdisciplinary integration in the visual arts is the subject of current modern scientific research. It must be mentioned that interdisciplinary integration performs the function of development. Rebuilding the logical structure of teaching methods, which ensures the transmission of knowledge from one subject to another subject also affect the overall development of the personality. Hence, the application of competent forming of younger students' worldview will be held on the new environment.

In this case, the problem of students deal with total demand for knowledge, it will be seen particularly in the subjects of natural science, nature study. Placing before the students cognitive tasks interdisciplinary integration in teaching fine arts good impetus to increase training activities is given (to improve mood, thinking processes, memory, reproduction, development of imagination and speech, etc.).

II.PROCEDURE

A.Methods

During the study the theory and methodology of A.S.Leontev [2] on the theoretical, practical, intellectual value worldview personality V.Bespalko [3], R.M.Koyanbaeva [4] about the features worldview of primary schoolchildren, V. Maximova [5], A.A.Beysenbaeva, M.Abdirasilov, who considered the theory of interdisciplinary connections B.P.Yusov, K.Eralin on the formation outlook and fine views across the art V.S.Kuzin on the psychological aspects of the formation of worldview younger students in the fine arts, B.M.Nemensko A.Kamakov on the formation of creativity, aesthetic sense and imagination, the ability of younger schoolboys intersubject in the teaching of art were used.

Experimental research work was carried out in a secondary school № 6 named by Mametova (2 control classes - 52 students, three experimental classes - 74 students) school № 5 by G.Muratbaeva (2 control classes - 56 students, three experimental classes - 68 students), grammar school № 15 named by M.Zhumabayev (4 control classes - 82 students, two experimental classes - 48 students) Turkestan, South Kazakhstan area. 380 primary school students participated in the experiment.

Experimental work was carried out during the school year and included three phases:

In the first stage motives of cognitive interests of schoolchildren learning activities and emotional attitude toward integrated lessons were studied. Levels of using materials of interdisciplinary integration in the educational process in primary schools were detected. Surveys were conducted with students about their knowledge of interdisciplinary concepts and skills to use them in the learning process [6]. Their interdisciplinary concepts about color, volume, form and appearance of objects in fine arts were checked and levels of knowledge by students' intersubject materials were identified. In order to determine levels of care, the impact of materials on the formation of interdisciplinary integration worldview primary school students surveys, questionnaires and tests were conducted. As a result of these findings the study concluded that: students know little about interdisciplinary integration of materials in fine arts and primary school teachers have little knowledge of technology application and use of interdisciplinary integration of materials in fine arts, a lack of methodological manual for the application and use of materials of interdisciplinary integration in fine arts led to a low level formation of students worldview. All these factors serve to improve the necessary evidence-based methods of application and use of materials for the formation of interdisciplinary

integration worldview of younger students in the teaching art [7].

In the second stage of the study we created a structural model of a meaningful of students' worldview on the basis of interdisciplinary integration. Software tool for using interdisciplinary integration in the fine arts with the formation of schoolchildren's' worldview were developed. We determined the procedure of application materials of interdisciplinary integration in the fine arts by primary school teachers which aimed at forming younger students' worldview.

In the sub- program methods and forms of using interdisciplinary integration in teaching fine arts, especially materials used in subjects native language, knowledge of the world, mathematics, music, and labor training were shown.

In the third stage, recommendations and proposals, methods of using the sub program for primary school teachers for the implementation are given [8]. In order to identify the research results, the level of forming students of worldview materials of interdisciplinary integration in teaching fine arts, we carried out tests, questioning and testing. The results showed us the increase of the level of formation schoolchildren's worldview (table 1). In this table we can see that the use of materials of interdisciplinary integration in teaching fine arts gave a powerful impulse to increase interest in learning, perception, knowledge content, levels of children's graphic activity.

| № | indicators of knowledge | Experimental groups (100 pupils) | | | | | | Control group (100 pupils) | | | | | | |
|---|--|----------------------------------|--------|-----|------|--------|-----|----------------------------|--------|-----|----|-----|----|----|
| | | high | medium | low | high | medium | low | high | medium | low | | | | |
| 1 | perception of materials of interdisciplinary integration in the fine arts | 77 | 19 | 11 | 87 | 12 | 22 | 50 | 28 | 22 | 52 | 20 | 18 | 62 |
| 2 | interest and involvement in the use of materials of interdisciplinary integration in the fine arts | 79 | 41 | 81 | 62 | 31 | 15 | 47 | 24 | 40 | 25 | 10 | 10 | 50 |
| 3 | knowledge of laws and phenomena of nature and the relationship between them in the picture | 72 | 18 | 83 | 63 | 14 | 12 | 21 | 51 | 27 | 28 | 28 | 28 | 42 |
| 4 | concepts of the world, the laws of nature through color, line, shape | 82 | 12 | 81 | 64 | 21 | 12 | 25 | 51 | 27 | 21 | 21 | 21 | 47 |
| 5 | the use of materials of interdisciplinary integration in teaching | 71 | 87 | 72 | 88 | 27 | 25 | 44 | 23 | 51 | 27 | 24 | 24 | 60 |
| 6 | Total | 133 | 88 | 100 | 40 | 105 | 21 | 100 | 23 | 100 | 26 | 100 | 51 | |

Table - 1. Indicators of levels of formation of primary school pupils' worldview through interdisciplinary integration in teaching fine arts

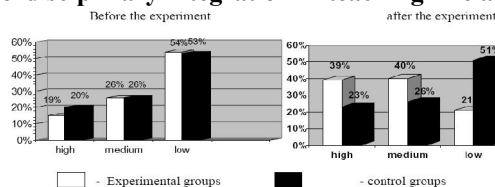


Figure 1. Levels of formation of primary school pupils' worldview through interdisciplinary integration in teaching fine arts

As a result of carrying out scientific work, we obtained the following conclusions:

- the level of students' perception of materials interdisciplinary integration in the fine arts is increased;

- increasing interest and confidence in the use of materials interdisciplinary integration in the visual arts achieved;

- knowledge of objects and phenomena of nature and the relationship between them in their image is increased;

- notion about the world, about the laws of nature through color, size, shape, etc is increased.

- Students use more materials of interdisciplinary integration in the drawing. The study has been proven to improve the quality indicators in general grade of primary school pupils. By monitoring student progress throughout the year, we want to note that the topics which have been carried out for the formation of an integrated worldview lessons, students are assimilated better than those considered in the traditional classroom. In view of the surveys, interviews and questionnaires in the experimental groups, students with a high level of development increased from 19% to 39%. Middle- school students academic performance increased from 26% to 40%. And students with low performance dropped from 54 % to 21 %. Some changes in the final results in the control groups did not give an appreciable effect on the course of study. This suggests that integrated lessons in art improve and facilitate learning in the elementary grades, increase interest in learning and stimulate the formation of the best skills, and abilities of pupils, increase the levels of formation of worldview younger students.

Final data of knowledge quality and levels of formation of primary school pupils' worldview through interdisciplinary integration in teaching art in the experimental and control classes can be viewed at Figure 1.

III. DISCUSSION

Interdisciplinary integration in elementary school is one of the most important condition of the formation of primary schoolchildren's worldview. Integration is accomplished through extensive coverage of vital phenomena. Points of contact of different subjects are important moral position, which helps the formation of the student world, its relationship to the world, nature, society, itself. A. A. Beysenbaeva said that the main features of interdisciplinary integration as a vital means of formation of cognitive interest among students is an interactivity, selectivity, variability;

- Interdisciplinary integration - is relatively stable pedagogical phenomenon of organization and

interaction of the elements, which appear as a result of new quality, a personal quality as cognitive interest ;

- As part of an entire interdisciplinary integration, such as : education, educational, educate, design have many functions.

"Integration is aspect of the process of development associated with the union in the whole previously diverse parts and elements." This definition is provided in "Philosophy dictionary " and added by the following features: "These processes may take place in the existing system of (in this case, they lead to an increase in its integrity and organization), and with a new system of previously unrelated elements".

It is important to develop students' ability to think systematically, based on interdisciplinary integration as a method of development of scientific knowledge. Forming common interdisciplinary concept schoolchildren cover the last stage of structure of interdisciplinary integration. With the help of interdisciplinary integration among students there is a new way of thinking and the ability to analyze the individual based on the total, to see the general through the individual features [9]. Finding new ways to solve complex problems, the ability to form the integrated use of knowledge is also realized through interdisciplinary integration. Effectiveness of student learning is largely due to the decision of an independent interdisciplinary problems using qualitative interdisciplinary integration in various school subjects. Indicator of cognitive independence in solving problems of interdisciplinary students - is to master the ways of using the system knowledge in mental activity.

Integration - the union of different sciences in forming the educational integrity and system knowledge.

In organizing the learning process of the fine arts based on interdisciplinary integration in primary school pupils knowledge expands, thinking and imagination is increased, creative activities are developed. All these contribute to the proper perception of the world, raise students worldview.

Training the fine art - it is part of a holistic educational process. Therefore, teaching of fine art covers the basic laws and structure of this process. Desire of children to see objects and phenomena, all colors of flowers of the world is a natural cognitive phenomenon. Show on paper all that see and know - is characteristic action of primary schoolchildren. They no longer need to draw that focus on the knowledge of the truth. Space thinking ability, which were formed in the training of fine arts contribute greatly to the development of outlook and attitudes of students. It helps to know and learn about many of the concepts that are used in subjects as native speech, music, mathematics, knowledge of the world, labor training,

thereby contributing to improving children's knowledge.

M. Orynbekov states, "the concept of worldview is a collection of individual consciousness and place in society, resulting concepts of integrity of the world" [10]. Cognition - the process of imagining of the world in the human mind. Primary source of knowledge for the psychological data is judgment. His goal - images, concepts, arguments. In the judgment of knowledge is realized through the senses and perception. In this regard, a separate and special place occupies the fine arts.

World knowledge- it is not only the external image of the world in the human mind, but also its attitude to the world, society, the set of philosophical, political, legal, moral and aesthetic ideals and approval rights. Along with this world knowledge determines the nature and the general direction of human activity. Period of education in primary school is a convenient stage for the formation of the concept and the outlook and attitudes of primary school children; it means that in this period the child AGE features together with the overall development will be closely associated with the formation of worldview.

On the basis of these theoretical ideas, attitudes that are associated with the importance of fine art influence on the formation of worldview students, we identified the following main conclusions of our research work, objects and phenomena of the world, where children must learn through interdisciplinary integration, always fluid and changeable, all items that are learned through interdisciplinary integration, divided into two groups, that is, the natural ones that are created by nature (rivers, mountains, sky, etc.) and artificial, are created from human hands (all works of art, decorative - application items, household items, tools and equipment, etc.), all items that are learned through interdisciplinary integration apartment on some space and move, constantly changing in this space, all objects and phenomena that are learned through interdisciplinary integration, visible only by the light through the light and determined their volumes, colors and shapes, all objects that are found in nature have their shape, texture and types of origin.

IV. CONCLUSION

Space thinking ability, the ability to know the simple laws of composition, influence on the development of cognitive sphere, real perception of picture of the world which help to form primary schoolchildren's worldview. In conclusion, the solving problems of education, training and education, interdisciplinary integration plays a crucial and

decisive role in the formation of primary school pupils in teaching fine art.

The essence of the educational system and the realization of the development of knowledge at the interdisciplinary integration - is one of the special ways of forming students' correct understanding of the world as a whole system. Interdisciplinary integration in teaching fine arts gives students the opportunity to use theoretically knowledge into practice, thus opening the way of upbringing of personality with broad concepts of different branches of science. Interdisciplinary integration creates complexes of extensive event, which must be constantly applied to the educational process of the elementary school as a powerful educational tool of forming of primary school pupils' worldview.

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