

## **Patriotic upbringing of future teachers in the course of studying of the discipline "Children's literature"**

K. S. Ergobek, A. B. Mukhamedzhanova, D. K. Sartbaeva, A.S. Karpykbaeva, A.K. Bimaganbetova

Ahmed Yasawi International Kazakh-Turkish University, 29 B. Sattarkhanov Avenue, 161200 Turkistan, Kazakhstan.

[Bimaganbetova-alina@mail.ru](mailto:Bimaganbetova-alina@mail.ru), [Science@iktu.kz](mailto:Science@iktu.kz)

**Abstract:** The article reveals the meaning of the concepts "patriotism" and "patriotic upbringing". The attention is focused to that remoteness of pupils from roots of the people, national traditions, moral principles results in a separation from sources, destruction of connection and continuity of generations, decline of moral, spirituality. It is revealed the role of children's literature in patriotism and civic consciousness upbringing at youth. The authors describe possibilities of the educational process of the higher school on preparing a future teacher for patriotic upbringing in the course of studying the discipline "Children's literature". On the basis of the analysis of formation of the personality's patriotic qualities it is defined the pedagogical conditions of efficiency of patriotic upbringing in the course of studying of children's literature.

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**Key words:** patriotism, patriotic upbringing, children's literature, future teachers, curriculum.

### **Introduction**

"Patriotism" in translation from Greek means homeland, fatherland. In this treatment the concept "patriotism" - as love to the Fatherland, devotion to it, pride of its past and present, aspiration to serve its interests, is a subject of studying of many sciences, including pedagogy [1].

Explanatory dictionaries on ethics, philosophical, political, of foreign languages define patriotism as love for the country, devotion to the Fatherland, readiness to defend it, to participate in the development of economic and defensive power, to strengthen independence of the state.

As well as in domestic sources, the concept "patriotism" in English-language editions corresponds to a feeling which «patriot» has, that is love and devotion to the homeland, unselfishness and self-sacrifice of forces for the benefit of the country [2]. Affection to the small homeland or local patriotism also has its designation in English: devotion to the wellbeing of one's own locality (devotion to the native land) [3].

The centuries-old history learns that only those states win the hardest crises and take the corresponding place in the world community which is famous for the patriots where the moral, patriotic spirit of citizens is high and national traditions are strong.

Historical experience confirmed that remoteness of pupils from roots of the people, national traditions, and moral principles result in separation from sources, destruction of connection and continuity of generations, decline of moral, spirituality [4].

The analysis of philosophical, sociological, psychology-pedagogical works on problems of the personality patriotic upbringing, and in our case of the identity of a future teacher prepared for patriotic upbringing of schoolchildren, the analysis of treatments of the concept "patriotism" in particular, led us to a conclusion that when disclosing the essence of patriotism the researchers of the given direction focus their attention to that in the course of historical development the concept "patriotism" contacted education and strengthening of the certain states in their fight for the independence and national independence. Thus, it is possible to claim that patriotism has deep roots and is a feeling which is formed, changes, supplemented throughout several millennia.

The new ideology of upbringing has to be directed on revival of true Kazakhstan patriotism. The main reference point of patriotic upbringing is the idea in coordination accepted in the society about an ideal of the patriotic Kazakhstan citizen, his vital credo and living position. This ideal has to include such traits as love to the Fatherland, aspiration to its strengthening and revival, care of unity and future of our country, devotion to ideals of humanity, freedom and democracy, readiness to fulfill a civic duty and constitutional obligations. On this basis, proceeding from needs of the society for worthy citizens, patriots of the Fatherland, at younger generation it is developed the corresponding qualities necessary not only for each individual, but as well as society as a whole.

The most important condition of unity of the society is the feeling of civic consciousness and

patriotism, love to the country, to the native land, the native language, to the history, culture etc. The components of the national idea are statehood, federalism, respect for traditions, humanity, national and confessional tolerance, mercy, social justice, dedication, legality, law and order, peace, wellbeing and others [5]. These components are a subject of studying of humanitarian disciplines.

We analyzed programs for the following humanitarian disciplines: history of Kazakhstan, children's literature, Kazakh literature, ethnopedagogy.

Subjects of the humanitarian cycle which we considered as leading in forming patriotic

consciousness, almost equally stimulate activity and ability of students in the course of lectures and practical lessons to make active knowledge, self-knowledge, and feeling of love to the country, development of the emotional-strong-willed sphere. Development of the emotional-strong-willed sphere of students depends not only on ability of the teacher, but also on the content of the presented material.

The students were offered to answer the question: "In the course of studying which of the called subjects you most of all faced the questions of the patriotic upbringing?" (Table 1).

**The table 1-Influence of Academic Disciplines of the Humanitarian Cycle on Patriotic Upbringing of Students (before experiment).**

Subject	Experimental group (in %)			Control group (in %)		
	5 б.	3 б.	1 б.	5 б.	3 б.	1 б.
Kazakhstan History	82	13	5	80	15	5
Kazakhstani Literature	65	28	7	62	23	15
Children's Literature	49	31	20	44	29	27
Ethnopedagogy	77	14	9	75	13	12

From the data presented in the table it is visible that answers of students of both control and experimental groups generally coincide and such subjects as History of Kazakhstan, Ethnopedagogy, Kazakh Literature are specified by them among the first where they face the patriotic education questions. Children's literature is specified as the last.

And the role of children's literature in patriotism and civic consciousness upbringing is great at the youth. R. G. Lemberg rightly focuses attention on emotionally sensual party of impact of the work and the moral problems lifted in it: "The literature material deepens understanding of moral concepts, gives rise to sincere admiration of moral beauty of heroes, and inspires shame and bitterness and even a sense of responsibility for behavior of negative characters" [6].

At the heart of patriotic upbringing in the course of studying of various disciplines of the humanitarian cycle some general elements are traced. Efficiency of statement of patriotic upbringing was studied by us in the following parameters:

1. Whether elements of patriotic upbringing are reflected in the teaching plans of this or that discipline of the humanitarian cycle (Ethnopedagogy, History of Kazakhstan, Children's literature, Kazakh literature) and how the management of them is made.

2. Level of theoretical and practical training of students to patriotic upbringing of schoolchildren in the course of studying the discipline children's literature.

3. Compliance of the content of patriotic upbringing in the cycle of humanitarian disciplines to the general problems of upbringing and training of future teachers for upbringing work at school.

The organizational components of the patriotic upbringing of future teachers are training process, extracurricular upbringing work. The content of the system is: moral-political, spiritual-moral, civil-legal and vocational training of future teachers to patriotic upbringing of students.

Unity of the system of patriotic upbringing, comprehensive carrying out events in learning and extracurricular time greatly increases the willingness of students to the patriotic upbringing of students, creates favorable conditions of the growth of social activity of future teachers.

When selecting the means of patriotic upbringing and their research we proceeded from the activity theory which is actively developed in modern psychology and philosophy (S. L. Rubenstein, M. S. Kagan, etc. [7, 8]).

The analysis of conceptual ideas of the upbringing system of the younger generation, current trends of development of youth policy, experience of the upbringing work of our university allow to define the following directions in the upbringing activity and, in particular, patriotic upbringing of the higher school in the cycle of humanitarian disciplines:

- creation of conditions to form a polycultural, humane-moral, physically healthy, highly intellectual, competitive, creatively developed personality;

- upbringing at the youth of the Kazakhstani patriotism, international consent, valuable attitude to the surrounding reality;

- formation of a healthy lifestyle, legal consciousness, political culture of the youth;

- assistance to development of the youth student's associations and organizations focused on creation of conditions for civil formation and social self-realization of the youth;

- formation of social activity, creativity, initiative, democratic culture of the youth;

- development and introduction of the positive experience which has been saved up by the senior generations, practical development of the best traditions of the multinational people of Kazakhstan.

Increase of efficiency of training future teachers to the patriotic upbringing of schoolchildren will be promoted by the following pedagogical conditions:

- availability of interests and needs for these kinds of activity;

- statement of such purposes and tasks by the teacher which are clear, understandable and accepted by students;

- comprehensive program of the patriotic upbringing in higher education institution (with participation of curators, teachers of history of Kazakhstan, Kazakh literature, pedagogy and children's literature, higher education institution administration);

- valuable orientations (correct understanding and acceptance of the concepts "patriotism", "Fatherland", "civic duty", "honour", "service to the Fatherland", "cultural wealth", "moral stability" and other);

- inclusion of students in various types of out-of-class activity (preparation of events for significant dates, celebration of veterans, etc.);

- involvement of students in work on self-government, self-upbringing, self-development.

According to the specified tasks and according to the subject of our research the volume of theoretical knowledge necessary for successful work of future teachers on the organization of patriotic upbringing of schoolchildren was allocated:

- knowledge of programs on questions of patriotic upbringing, the program of development of Kazakhstan till 2030 "Kazakhstan 2030", annual messages of the President to the people of Kazakhstan, etc.;

- theoretical and methodical bases of organization of the patriotic upbringing at school in the light of modern requirements;

- the main directions of formation at schoolchildren of pride for the Fatherland, readiness to defend it, upbringing of respect for the state symbolic, republic Armed forces, accounting of

national features, culture and traditions, historical experience;

- main means, forms and methods of the patriotic upbringing of schoolchildren;

- content of the patriotic upbringing in the light of national, cultural historical traditions of the society;

- historically knowledge of names and feats of the heroes-batyr who protected the land and made a huge contribution into development of the country, names of great researchers and travelers, public figures (politicians, writers, poets, artists, athletes, etc.), devoted all the life to business of prosperity of the Fatherland.

It is impossible to recognize final the offered by us volume of knowledge, skills of the effective training of future teacher to patriotic upbringing of schoolchildren. Requirements of time and further developments of the society introduce the amendments in formation of patriotic consciousness of the younger generation. Individual experience of the teacher will also introduce the additions in practice of the patriotic upbringing of schoolchildren.

## II. Research methods

In order to solve objectives we carried out experimental work. The third year students took part in the experiment - 195 students of historical-pedagogical faculty made the experimental group and 189 students of the philological faculty of the specialty "Kazakh Literature" made the control group. Total number is 384 people.

The theoretical basis of the pedagogical experiment was developments of V.N.Ustyakin [9], I.P. Volkov [10].

In a choice of components and criteria as indicators of readiness of future teachers to the patriotic upbringing of schoolchildren, we were guided by the concept of vocational training of the teacher developed by N. D. Khmel [12]. According to this concept mastering a profession happens in three aspects: substantial, personal, technological, and readiness for the patriotic upbringing also has to include not less than three components (we stopped on motivational, substantial and activity):

- **the motivational** is defined in motives of activity, requirements, relations of the personality to activity, professional interests of the personality, activity of the personality;

- **the substantial** is characterized by availability of the system of theoretical knowledge of essence of object of the activity which transformation is the purpose of readiness of future teacher to patriotic upbringing of schoolchildren, and as well as knowledge of ways, methods, techniques, forms and means of the patriotic upbringing;

- **the technological** which consists of a complex of abilities, skills, techniques, ways of activity by means of which the studied readiness is realized in practice and productive interaction in the “teacher-pupil” system is provided.

The above-mentioned components of the studied readiness give the chance to allocate criteria.

On the basis of the above, according to the subject of our research, we offer as determination of readiness of future teachers to the patriotic upbringing of schoolchildren the following components and criteria (table 2).

**Table 2 - Components and criteria of readiness of future teacher to the patriotic upbringing.**

Components	Criteria
I. the motivational	<ol style="list-style-type: none"> <li>1. Positive attitude to the teacher profession.</li> <li>2. Need for the patriotic activity.</li> <li>3. Aiming at continuous self-development and self-upbringing.</li> <li>4. Activity in mastering abilities necessary for forming patriotic consciousness, on the basis of knowledge gained in the course of studying of subjects of the humanitarian cycle.</li> </ol>
II. the substantial	<ol style="list-style-type: none"> <li>1. Knowledge of essence of the patriotic upbringing, new requirements of the society to this problem.</li> <li>2. Ability to define the purposes and problems of the patriotic upbringing, on the basis of knowledge of the discipline "Children's literature".</li> <li>3. Ability to form the quality of patriot.</li> <li>4. Knowledge of ways, forms and methods of the patriotic upbringing of schoolchildren, ability to apply the knowledge gained during studying of the discipline "Children's literature" in the practical activities on the patriotic upbringing.</li> </ol>
III. the activity	<ol style="list-style-type: none"> <li>1. Availability of skills in carrying out events of the patriotic character.</li> <li>2. Ability to operate the collective, to organize work of schoolchildren of the patriotic orientation.</li> <li>3. Abilities to use knowledge of children's literature in the patriotic upbringing.</li> <li>4. Activity, discipline, good physical training of the future teacher.</li> </ol>

In accordance with the specified criteria, we used the level gradation of readiness of future teachers to the patriotic upbringing of schoolchildren in which were allocated high, average and low levels.

**The high level** is characterized by that the future teacher is positive to the teacher profession and such aspect as upbringing activity. He is aimed at self-development and self-education, watches the development of the pedagogical thought, constantly reading the special literature. He has interest and is rather active in mastering new knowledge and abilities. He understands the essence of the pedagogical process, knows its components, regularities, driving forces. He possesses the sufficient level of functional intersubject literacy. He owns a technique of educational activity; it is concrete – the essence of the patriotic upbringing. He controls the children's collective taking into account features of the object of activity. He has sufficient authority among pupils and colleagues, regularly plays sports, has hobbies which uses in the upbringing activity. He is active, initiative, disciplined.

**The average level** is characterized by the positive attitude of the future teacher to a profession, but not always the positive attitude to the upbringing aspect of the pedagogical activity. Self-upbringing is carried out incidentally. He knows separate components of the pedagogical process, often establishes connection between them, but in management doesn't rely on theoretical knowledge, poorly masters the ways of improvement of the activity object. He accepts the idea of patriotic upbringing, but has separate knowledge of application of elements of the patriotic upbringing in the practical activities, and uses them seldom because of weak readiness. The level of management of children's collective is weak as he doesn't possess any sufficient abilities to set goals and objectives of its development, and as well as, specifically, the patriotic upbringing of schoolchildren. Poor authority among pupils, sports activities and other hobbies - incidental.

**The low level** is characterized by that the future teacher is indifferent to the teacher profession, has no positive attitude to the upbringing aspect of the pedagogical activity, certainly, to the patriotic

upbringing. He is passive in mastering new knowledge and abilities; he isn't aimed at self-development and self-education. He hardly can allocate the pedagogical process components; he inefficiently manages the children's collective. He doesn't possess additional interests, abilities (playing musical instruments, sports activities, hobby for tourism, chess, ability to draw, etc.) on the basis of which he could inspire pupils, gain authority. He possesses low levels of subject literacy that doesn't allow him to build effectively independent work on the patriotic upbringing of schoolchildren.

At future teachers we carried out identification of levels of readiness for the patriotic upbringing of schoolchildren, using a complex of the scientific research methods: questioning and testing; supervision, conversation, analysis of educational documentation (level of the student's progress, discipline, activity, relationship with companions); analysis of documentation submitted by students after teaching practice, involvement of independent experts and others.

According to the results of appraisals of independent experts, self-assessment, testing, questioning, and also other methods of the scientific research, in compliance with the offered by us indicators and criteria of readiness of future teachers for the patriotic upbringing of schoolchildren, all participants of the experiment were divided into three groups with high, average and low readiness.

In order to define the level of readiness of the future teacher for patriotic upbringing (X) the necessary sum of the figures obtained on all criteria (Z) should be divided into their number (n), that is  $X = Z/n$

Thus, number of the students who have shown high readiness - 5 people, average readiness - 78 people, low readiness - 112 people.

Further we define the general percent of students with high, average, low levels of readiness depending on the total number of the experiment participants, and enter the data in table 3.

**Table 3 - Level of readiness of future teachers for the patriotic upbringing of schoolchildren (results of the stating experiment)**

Levels	Experimental	%	Control	%
High	5	2,6	4	2,1
Average	78	40,0	76	40,2
Low	112	57,4	109	57,7

The received results demonstrated that readiness of students for the patriotic upbringing of schoolchildren is defined by average and low levels. There is no special distinction between experimental and control groups.

Data of the stating experiment showed that the considerable part of students have a weak idea of the patriotic upbringing content, of essence of such concepts as "Fatherland", "duty", "honor", "virtue". The most part of future teachers has no complete idea of the educational system and, in particular, idea of a place and a role of the patriotic upbringing in the general system of the upbringing work at school. Therefore, skills and abilities of activity on the patriotic upbringing of schoolchildren are poorly created as in the course of educational and extracurricular activities.

Defining the indicator reflecting the ability to build the positive relations in the collective and with the group of pupils, colleagues, activity, discipline, responsibility, progress of graduates of pedagogical higher education institution, we received the following results: 57,4% of the experimental group students and 57,7% of the control group students trifle with the duties, are inactive, do badly, aren't aimed at self-improvement, recognize collective

relationship not so essential, in comparison with own inquiries and interests. In the activities they don't use knowledge of age psychology on relationship in the collective, can't make the sociometric characteristic of the collective development, define the purposes and problems of its development, both on the near future, and on prospect, and can't define the purposes and problems of the patriotic upbringing.

The curriculum analysis, the program testifies that studying of the discipline "Children's literature" as a whole corresponds to solve the problems of upbringing of spiritual and moral bases of the being formed personality that you won't tell about patriotic upbringing which in this system of the higher education is presented insufficiently systemically. The problem consists in discipline material support, a professional standard of teachers, in the insufficiently carried out upbringing work with students. Today there is a need in new educational technologies, use of audiovisual means, establishment of more close connection with the museums, theaters and other organizations of culture. But the major nevertheless is a solution of the problem of development of the world outlook bases of upbringing of youth as a whole and its patriotic direction in particular.

In the content of the discipline "Children's literature" we consider presence of a patriotic component is necessary. It has to be guided by the general concept of the patriotic upbringing defining the main directions of development of love to the Fatherland and forming the readiness for worthy service of youth to it.

Carrying out training of students for the patriotic upbringing, in the course of studying of children's literature, it is necessary to find such conditions under which the theoretical material of a lecture course more actively promotes development of interest to professional qualities of a future tutor who has to become an example for the pupils and a citizen with an active living position.

Effective ways of awakening of interest to pedagogical activity cover: putting the corresponding informative tasks; display of dependence of efficiency of the pedagogical process on the personality and the teacher's skill; creation of problem situations; generalization of results of the experimental work done by students; critical-bibliographic review of novelties of pedagogical literature concerning the upbringing work. Under the same point of view it is necessary to approach to the contents and methods of carrying out seminar classes in subjects of the upbringing perspective which best of all conducted in the form of seminars - reports, seminars- debates, seminars-conferences.

The first results of introduction of our system of the patriotic upbringing in higher education institution revealed improvement of quality of the

theoretical readiness of the experimental group students engaged on this program. They rather successfully seize concrete knowledge of the patriotic contents, are able to learn spiritual structure of the qualities representing as a whole the identity of the person –patriot, learn to make great demands of moral of themselves and the pupils. From this it follows that achievement of such level of readiness when students are able to perform upbringing work independently is possible. But this activity will be more effective when the educational process in higher education institution will be supplemented with diverse forms of preparation for the patriotic upbringing in extracurricular time. The important place in the system of out-of-class work with students was taken by the mass actions directed on forming the feeling of collective complicity to each other, social development of students. Further discussion and analysis of such actions promoted increase of the level of organizing and methodical readiness of future teachers in the professional plan.

After introduced by us amendments and settings on strengthening of the patriotic aspect in teaching the discipline "Children's literature", the emphasis of attention to these aspects in the course of seminar, practical and individual sessions, on the course of the forming experiment, we again conducted the survey among participants of our experiment concerning that, "In the course of studying which of the called subjects you most of all faced questions of the patriotic upbringing?" (Table 4)

**Table 4-Influence of Disciplines of the Humanitarian Cycle on the Patriotic Upbringing of Students (by the experiment end).**

Subject	Experimental group (in %)			Control group (in %)		
	5 б.	3 б.	1 б.	5 б.	3 б.	1 б.
History of Kazakhstan	85	15	-	79	21	-
Kazakh literature	78	22	-	65	22	13
Children's literature	93	7	-	46	29	25
Ethnopedagogy	79	19	2	77	15	8

The data obtained during the poll, showed that the experimental group students who were worked up on our technique show significant growth in patriotic aspect in teaching the discipline "Children's literature". In the control group we observe the insignificant growth of the corresponding indicators, practically, not different from the initial data.

During the experimental work control and experimental groups were on an equal footing training. However a number of additional actions on the patriotic upbringing were carried out with the experimental group. In particular, the considerable

attention was paid to forming and developing the patriotic consciousness, and also the patriotic relation and patriotic activity in teaching of the discipline "Children's literature" where first of all the attention was paid to forming such concepts as "Fatherland", "duty", "honor", "advantage", "conscience", "association", "people", "traditions", etc.

Productivity of offered by us the technique of preparation of students to the patriotic upbringing in the course of studying of the cycle of humanitarian disciplines came to light during the forming experiment (table 5).

**Table 5 - Level of readiness of future teachers to the patriotic upbringing of schoolchildren (results of the forming experiment, in %)**

Levels	Experimental	%	Control	%
High	29	15	7	3,7
Average	131	67,5	112	59,3
Low	35	17,5	70	37,0

Results of the forming experiment showed that in the experimental group students possess higher knowledge, skills of the patriotic upbringing. The high level of readiness of experimental group students increased from 2,6 to 15%, i.e. by 13%. The general percent of students of the average level readiness increased from 40% to 67, 5%, that is for 28%; at the low level the number of students decreased from 57,4% to 17,5% - for 40%. In the control group only 7 people showed high level of readiness that made 3,7%. Growth of number of the students who are at the high level of readiness made only 2%, and the average level – 20%. Reduction of percentage of the students who were at the low level readiness for the patriotic upbringing of schoolchildren makes 21%.

Thus, indicators of the created readiness of future teachers to the patriotic upbringing in the experimental group are higher, than in the control one.

Substantial increase of quality of moral-psychological, theoretical and practical training of students to patriotic education at faculties where the experiment was made is explained, first, by that the system approach to the solution of practical pedagogical problems of the patriotic upbringing was carried out. Secondly, in work of these faculties the complexity of organization of the patriotic upbringing was provided; it concentrated round studying of the discipline "Children's literature", on the basis of close connection of theory with practice. Thirdly, it is explained by enrichment of the contents of the course of children's literature by patriotic subject and improvement of the pedagogical management of the process of the patriotic upbringing of students.

### Conclusions

Formation of patriotic belief is promoted by deep studying of works of children's writers, philosophers of the past, domestic educators, teachers, whose researches make a huge impact on forming moral and civil qualities of youth.

The system of patriotic upbringing in higher education institution within studying of the discipline

"Children's literature" has great opportunities and can provide forming the versatile developed teacher – patriot, organizer of the patriotic upbringing of schoolchildren.

Efficiency of training of students to the patriotic upbringing of pupils in many respects depends on allocation in the contents of children's literature of patriotic aspect in teaching many subjects, and also development and specification of this direction in the system of laboratory and out-of-class sessions.

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