

Topical issues of young people upbringing in the 21 st century

Nassimov Murat Orlenbaevich ¹, Ibadullaeva Saltanat Zharylkasynovna ², Auezova Nurkuigan Srazhadinovna ²,
Zhusupova Laila Azhibaeвна ², Musabaeva Aigul Nazhimadenovna ²

¹ University «Bolashak», Abay avenue, 31, Kyzylorda, 120008, Kazakhstan
nasimov_m@mail.ru

² Korkyt Ata Kyzylorda State University, Aiteke bie Street, 29 A, Kyzylorda, 120014, Kazakhstan

Abstract: One of the most fundamental functions of a nation-state is forecasting the development of all sectors of society. Forecasting the development of national science and education, comprehension of the conditions for upbringing of youth in the 21st century engenders a lot of drawbacks. While problems in the theory of education today cause a great interest among scientists and, character building issues are the subject of research after the collapse of the Union, many of the provisions are considered as previous theories of communist education, as it is difficult to determine goals of education with its contradictions in a modern society. The upbringing process is a system of training and formation of personality corresponding to socio-cultural regulatory models of social and cultural life. According to scientists consideration, upbringing is a mechanism ensuring the preservation of the population history. Upbringing is an integral part of pedagogic science.

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1. Introduction

Objective of upbringing - the expected changes of human made under the influence of specially trained and systematically performed character building activities and actions.

With the help of education the human values that society needs are formed. Firstly, the possibility of a person to express their thoughts, to communicate; secondly, the activation of behavior directed to environmental change; thirdly, the service of relationship within elements of environment through the means of production.

The results of the research are shown based on the analysis of the paradigms of upbringing. The basic functions of the mass media in the process of a person upbringing in the age of information technology have been analyzed.

2. Material and Methods

Methodological and theoretical basis of the scientific article are works of foreign scholars. There were used the findings and results of the retrospective and comparative analysis of social processes and methods of systematic structural, historical and philosophical, institutional analysis. Objectives of the research are carried out by applying general scientific methods of knowledge, technique of interdisciplinary connections. Some issue in the considered area are reflected in the research by Nassimov M.O., Dosmanbetov D.B., Dosmanbetova S.B., Paridinova B.Zh., Ensepov A.A [1].

3. Results and Discussions

The Greek philosopher Aristotle (384 - 322 BCE) identified three types of upbringing: physical, moral and intellectual. In his work "Politics" Aristotle raises questions about the upbringing of youth, and believes that there is a need to develop a sense of kindness and mercy at citizens (Aristotle, 1983).

One of the central positions among scientists who have studied the problem of upbringing is given to a well-known philosopher and thinker, sociologist, mathematician, physicist, astronomer, botanist, linguist, musicologist Abu Nasyr al-Farabi (870-950). In his treatise "On the views of residents of virtuous city" he gives the scientific definition of "upbringing": upbringing, according to al-Farabi, is a method of imparting human by ethical virtues and skills based on knowledge. The task of a person's upbringing, as the scholar believed, is to contribute to positive qualities of this person.

In the above-named work he says that the man who is at the head of the people should have 12 qualities and abilities that will help him in achieving success:) 1) a person should have absolutely perfect sensory receptors which are so well adapted to carry out the actions to be performed that if this person takes any action by any organ, then he performs it easily; to have natural abilities to understand perfectly and to imagine all that is said to him, comprehending everything spoken to him in accordance with what the speaker has in mind and with the way the things are in themselves; 2) to keep

in mind well everything that he understands, sees, hears and perceives forgetting nothing from all of this; 3) to possess a keen mind and a vision so that noticing the slightest sign of any thing, he could quickly decide what to do with it, moreover, he must have an expressive style and be able to state quite clearly everything that he conceived; have a love to learning and knowledge, to reach it easy, feeling fatigue neither from training nor from the pangs associated the labor; 4) to be abstinent in food, drinks, to avoid gambling and passion and to have an aversion to emerging pleasures; 5) to love a truth and its supporters, to hate a lie and those who uses it; 6) to have a proud soul and to cherish its honor: the nature of his soul must be above all the low dealings and to strive for lofty acts due to his nature; 7) to despise the attributes of worldly life; 8) to love the justice and fair people due to his nature, to hate injustice and tyranny and those whom they are emanated from; 9) to be fair in relation both to close people and to others, to encourage to justice and to indemnify the underdog; 10) to be fair but not stubborn and capricious; 11) to be tactful; 12) to be resolute in action, to be brave and be a stranger to fear. (Al-Farabi, 1975). "Firstly, a person must be given not knowledge and upbringing: knowledge without education is the enemy of humanity". This quote expresses the idea that is relevant for all times and ages. Thus, in the education of the younger generation, we rely on folk traditions and examples existing since ancient times, and thereby, contribute to formation in young people such qualities as kindness, common sense, good sanity.

The famous Czech philosopher Jan Amos Kamensky (1592-1670) introduced a term "pampediya". "Pampediya has an universal education of the whole mankind. The gist of it is to train everyone, to everything and comprehensively" (Kamensky et al, 1988).

In 1693 the English philosopher, a representative of empiricism and liberalism, John Locke (1632-1704) published a treatise entitled "Thoughts on upbringing" that suggested the feasibility of creating upbringing life situations by a teacher. In "Thoughts on upbringing" Locke considers three methods used in the character building process: the development of a healthy body, the formation of a virtuous character and selecting an appropriate upbringing program (Locke, 1988).

The French educator Jean-Jacques Rousseau introduced the concept of natural upbringing technology. He explains his thoughts in three ideas:

1. Infant is not a small adult. Character building must take into account the natural stages of infant development, to decide different tasks at each stage. The problems and methods for their *solution do*

not match to the adults ones. Many scientists note that Rousseau revealed many aspects of childhood.

2. Child-rearing is affected by three factors: nature, people and society. Each of these factors has their parenting functions; the task of the educator is to create their mutual harmonious combination.

3. Child-rearing should be a natural one; an educator should do nothing for artificially forcing a child. The child must independently form his own knowledge and quality through observation, analysis, activity (Lukov, 2005).

We see that the issues of upbringing were always in a focus of society and humanity. It forms the following: firstly, a person's ability to express his thoughts; secondly, the actions aimed at changing the environment; the functions associated with changes in environmental elements (production facilities).

On the basis of these characteristics, the human population generates cultural and ethnic traditions. Today the phenomenon of the human population is in the collective processing of the information existing in the society and its rapid transfer to individuals. Lack of adequate upbringing suspends a development of mind, distorts the ways of forming the social role of public life in the history of mankind. And this can lead to the fact that there will be obstacles at certain stages of the society development.

Within its structure the upbringing process includes seven key factors: personality of educator, the content of education, organization of the educational process, a special program of educational work in institutions of education, additional education outside the classroom, self-government and social activity. The above factors, the degree of their participation in the process of upbringing and the educational impact are discussed in general parenting strategy (Zimnyaya, 2006).

There are the following classifications of forms of a person education: **Accordingly to the content of education:** 1. Intellectual education; 2. labor education; 3. Physical education; 4. Moral education; 5. Aesthetic education; 6. legal education; 7. Sex education; 8. Economic education; 9. Environmental education, etc.

Institutional forms of education: 1. Family education; 2. Religious education; 3. Social education; 4. Nonsocial education; 5. Correctional education.

Accordingly to the principle of excellence and style of relationship: 1. Authoritarian education; 2. Free education; 3. Democratic education (Mudryk 1993).

Intellectual education is a nurturing environment for comprehensively developed personality and aimed at intellectual development; it

generates interest in the study of the world. Labor is a source of material and spiritual wealth of society and an indicator of human social significance. World is ruled by labor. Only labor can lead to final outcome, only labor conquers all difficulties. President of Kazakhstan N.A. Nazarbayev has called all of us to work for the prosperity of our Motherland (Nazarbayev, 2012). Physical education promotes healing of the human body. It is realized through sports. Sport is a part of physical culture contributing to the formation of physical and intellectual capacities of the society. To date, physical education has an impact on many aspects of society: on ethnic relations, the entrepreneurial activity, the formation of moral values and lifestyle. Such qualities as honor, duty, trust are formed under the influence of values. And formation of tolerance, compassion, obedience is a process based on the natural qualities of the individual and under the influence of the environment. Parenting such qualities as the execution of duty to the Motherland, service to the people are of essential value for society. Aesthetic education should also be a subject of scientific research. Legal culture along with an introduction to the juridical and legal documents teaches to a respectful attitude towards human values. Sex education plays an important role in educating the opposite sex relations from a medical standpoint. Views on the financial problems are influenced by economic education revealing the problems of modern banking system.

In our view, the inclusion of the political education in the system of institutional education made by the Russian scientist is correct and timely. It plays an important role in disclosure of significance of certain political events.

The consideration of the theory of upbringing in terms of the paradigm is of great interest. According to opinion of Thomas Samuel Kuhn (1922-1996), the development of science occurs due to a change of scientific paradigm. Let's consider each of the paradigms of upbringing.

Authoritarian education paradigm.

Traditional paradigm of upbringing. Distinctive feature is the one-way communication between teacher and educatee; thereby the first is always right and the second is to believe in and follow him. The basic function of this model of education is the transmission of accumulated knowledge, social values and life experiences from generation to generation. Ideas of the called paradigm reflected in the work of the German philosopher and educator Johann Friedrich Herbart (1776-1841). He believes that the main purpose of upbringing is to impart skills for combining the freedom of ethical thoughts with varied interests and goals.

Paradigm of nature figured education.

This is the first response to the authoritarian upbringing, to the traditional pedagogy. Its basic ideas are in line with the thesis Y.A. Kamensky: firstly, education is universal and is not determined by class barriers; secondly, education must conform to human nature, "the nature is complex and complicates the upbringing"; thirdly, the universal education needs the universal teachers (each individual needs creative guide for improvement). In the early 20th century the called paradigm was revived by the Swedish writer and educator Ellen Karolina Sofia Key (1849-1926). She articulated a conception of free education. In her book "The age of the child" (1905. 326 p.), she said that children have the right for free development.

Paradigm of education in the collective body of peers. Collective body is the official education system of the Soviet period when it lost its scientific significance and is considered an instrument of ideology. According to the communist ideology, a collective body is a form of education that will lead to a brighter future, and an individualism is a sign of capitalism which prevents the development of mankind. The official pedagogy of a number of countries was based on this point of view, as the value of the socialist countries were subjected to totalitarian control which was based on the notion of the collective body. However, it is erroneous to consider that a collectivism is a product of the socialist idea. In the capitalist society the upbringing on the mentioned paradigm was implemented through the organization "Scouting" that shows that the idea of collectivism is not alien to capitalist ideas.

Among the firsts who followed the way of collective body upbringing were the Polish educator Janusz Korczak (1888-1939) and the Russian teacher A.S. Makarenko. Today, some scientists have expressed their point of view that A.S. Makarenko formed a totalitarian system of upbringing, and that there is no space for a free person. However, the works of the educator were appreciated in Germany. Among social workers and educators of Germany the works of Makarenko obtained a wide circulation; they have been translated and published in Germany. The model created by a renowned pedagogue gives practical results. Upbringing taking place in the collective body that is combined by common activity solves many problems. This system can be easily adapted to new conditions. It should also be noted that the opportunities for shaping the living, social skills of children appear when using the ideas of this paradigm.

Paradigm of individual survival in a risk society. This paradigm is still being formed, so therefore, it has no specific characteristics. It reflects

the modern era of globalization with its advantages and risks. There is no doubt that a postmodernism will impact on arranging the theoretical basis of the mentioned paradigm for.

Traits that characterize the paradigm of individual survival in a risk society are marked in the writings of the famous European sociologists Ulrich Beck (1944) and Anthony Giddens (1938). According to the point of view of Ulrich Beck, risk society will come into existence when the traditional society is over and traditions lose their regulatory role.

German philosopher and sociologist Jürgen Habermas (1929) proposes the following: "In society a consciousness of moral and political autonomy is under development. This shows us that we cannot rely on tradition, religion, authority of a head, that we ourselves should be guided in what is right and what is wrong. To do this, we have only our own criteria. In order to keep himself in this complete reality of change, an individual should make "completely individual life project". However, to date, the main content of this paradigm is revealed through the upbringing of parents, educators or "elder brother".

The basic idea of the new concept of upbringing is in the fact that in the risk society you can rely only on yourself in order to survive at any cost. Secondly, life is a game that takes new forms. The game, in its various manifestations, penetrates into the public consciousness and becomes a commonplace in people's lives. Thirdly, there is no sense to plan a life as it has no value in a risk society. There is a need to live for today and no special need to prepare for the subsequent stages of life's journey. (Lukov 2005).

We consider that the implementation of the basic functions of upbringing is carried out through the following values: household (life, family, traditions and customs, financial position, existence, creation); moral (honor, conscience, kindness, freedom, trust, beauty); spiritual (dignity, duty, responsibility, patience, endurance). Only the combination of all these three components gives a ground to speak about the basic rules of human upbringing. In the age of information technology a man is brought up through the media (newspapers, magazines, television, radio and Internet).

The mass media is a powerful tool at the modern political arena and influence on political processes. Consequently, press, radio and television - powerful institution which affects modern society and a new form of upbringing. Based on up-to-date research, we can identify two key functions of the mass media: 1. Humanitarian (information, education and entertainment) 2. Political (formation of the mass consciousness).

In turn, the political function of the mass media in conjunction with the humanitarian one provides several functions differed by its specificity.

Among the main functions of the mass media is a function of awareness. Political information includes information that is essential to the community, as well as requiring the attention of state authorities and influencing them. Based on the received information, citizens form an opinion on the activity of the government, Parliament, various political parties and other public institutions, economic and cultural life of society.

Educational function of the mass media is aimed at evaluation and systematization of information received through the mass media. Mass media getting into people's lives has an impact on their comprehension of the political and public information, so the mass media plays an important role in the political education of people.

Function of sociologization is closely related to the educational function of the mass media. If the educational function promotes getting a systematic knowledge and expands the cognitive and value capabilities of personality, the political sociologization is aimed at formation of political norms, values and behavior patterns of the people. It is also provides the adaptation of individual to different social situations.

Critical function of the mass media is widely used by the opposition. However, the range of criticized problems is great, and all policies of the state are covered by it.

Controlling function is based on public opinion. Although the existing shortcomings are not under the administrative and economic sanctions, political events or actions are under assessment in terms of law or morality.

Affecting function of the mass media is focused on criticism of shortcomings taking place in politics and society; it also facilitates the interaction of politicians and various public interests. Members of different associations are able to vent their opinions and to defend their interests.

All the above-mentioned functions of mass media are associated with the mobilization function. This function allows you to push people to a form of political activity. Along with the impact on consciousness and feelings of the people, the mass media contribute to the formation of a particular political behavior, as any educated person under adopting responsible decision in the political processes full of contradictions based on television, radio, newspapers and magazines.

But the political functions of the mass media are not limited to the above mentioned ones. Accordingly to some scholars, among political

functions of mass media are both innovative, accelerating functions and a function of forming public opinion. Thus, we see that the functions of political consultation of mass media are associated with problems of upbringing.

4. Conclusion

Pre-scheduled plan or specially organized training is not effective. The process of upbringing is improved only under terms of search for freedom and a right for the liberty of individual.

Standardization of upbringing limits the possibilities in development of personality. This refers especially to student youth having its own value system. Therefore, a personality of a student and not even the educational process is to be in the first place in the spotlight of teachers. It is necessary to encourage a spiritual activity and lateral thinking of students.

Corresponding Author:

Candidate's degree in Political sciences Nassimov Murat Orlenbaevich
University «Bolashak», Kyzylorda, 120008, Kazakhstan
E-mail: nasimov_m@mail.ru

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