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TEACHING SHORT PROSE WORKS BY N. AKISH AS THE BASIS FOR THE FORMATION OF NATIONAL VALUES OF THE CHILD'S PERSONALITIES

In this article, the story "Where is the real grandma?" by N. Akhys in the 5th grade Kazakh literature textbook is analyzed from a methodological point of view and the problem of teaching based on national values is considered. In the work family values are clearly revealed and subgroup names are based on national names as well. In order to make the lesson interesting according to age characteristics, first of all, by playing games, it is connected with the items used by grandmas when tasks are given. According to the phrase of recognizing the meaning during the lesson, the tasks related to revealing the image of the characters in the story and evaluating them in comparison with life are also connected with concepts close to national knowledge. Working with the text, effective and new methods to reveal the image of the characters are thoroughly considered. It has been proven that a granny's image can be fully revealed using the "clamp method". By choosing the national clothes worn by grandmothers, such as kamzol, shapan, waistcoat, kimeshek, jewelry it is studied how the writer can help learners find the image of a real grandmother that the characters are looking for. Techniques to give importance to the author's opinion and give learners the opportunity to express their own critical opinion are rationalized. Methods associated with national dishes such as Nauryz kozhe and shelpек also greatly contribute to the achievement of the lesson's aim. The main thing is that the obtained methods are not only based on national values but also contribute to national education. Approbation of the methods was carried out in the gymnasium named after M. Makataev No. 140 in Almaty, 58 schoolchildren participated in the work.

Key words: teaching methodology; method; national values, critical thinking, national dress, skills; modern Kazakh stories.

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Бала тұлғасының ұлттық құндылықтарын қалыптастырудың негізі ретінде Н.Ақыштың қысқа прозалық шығармаларын оқыту

Бұл мақалада 5-сыныптың қазақ әдебиеті оқулығындағы Н.Ақыштың «Нағыз әже қайда?» әңгімесі әдістемелік тұрғыдан талдауға алынып, шығарманы ұлттық құндылықтар негізінде оқыту мәселесі қарастырылады. Отбасы құндылықтары айқын көрсетілген. Отбасындағы қазақ есімдерінің маңызы да шығармадағы ұлттық атауларға негізделген. Сабақты қызықты өткізу үшін алдымен жас ерекшелігіне сай ойындар ойнату арқылы тапсырмалар берілген және ол әжелер қолданатын бұйымдармен сабақтастырылған. Сабақ кезеңіндегі мағынаны тану фразасы бойынша көркем шығармадағы кейіпкерлер іс-әрекеті арқылы образды ашу мен оларды өмірмен салыстыра бағалауға қатысты тапсырмалар да ұлттық танымға жақын ұғымдармен байланыстырылған. Мәтінмен жұмыс, кейіпкерлер бейнесін ашу үшін тиімді әрі тың әдістер қарастырылады. «Қапсырма әдісі» арқылы әженің бейнесін толық ашуға болатындығы дәлелденген. Қамзол, шапан, кеудеше, кимешек, әшекейлер тәрізді әжелер киетін ұлттық киімдерді таңдау арқылы мәтінмен жұмыс жасатып қана қоймай, жазушы оқушыларға кейіпкерлер іздеген нағыз әженің бейнесін табуға қалай көмектесе алатындығы зерделенген. Автордың пікіріне маңыз беріп, оқушылардың өзіндік сыни пікір айтуына мүмкіндік жасалатын тәсілдер де ұтымды. Наурыз көже, жеті шөлпек тәрізді ұлттық тағамдармен байланыстыра алынған әдістер де сабақтың мақсатына жетуіне үлкен ықпал жасайды. Ең бастысы, әдістер тек ұлттық құндылықтарға негізделіп қана қоймай, ұлттық тәрбиеге де өз үлесін қосады. Әдістеменің апробациясы Алматы қаласындағы №140 М.Мақатаев атындағы гимназияда өткізілді, жұмысқа 58 мектеп оқушысы қатысты.

Түйін сөздер: оқыту әдістемесі, тәсіл, ұлттық құндылықтар, сыни ойлау, ұлттық киім, дағды, қазіргі қазақ әңгімелері.

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Обучение коротким прозаическим произведениям Н. Акиш как основа формирования национальных ценностей личности ребенка

В статье с методической точки зрения проанализирован рассказ Н. Акиш «Где настоящая бабушка?» из учебника казахской литературы для 5 класса; рассмотрена проблема обучения детей на основе национальных ценностей нашего народа. В произведении рассказано о семейных ценностях казахов, значении казахских имен в семье, а также раскрывается сущность и значение предметов в повседневной жизни. Для того, чтобы занятие было интересным, учитывало возрастные особенности пятиклассников, согласно методике преподавания использована игровая форма обучения. Используются национальные предметы, которыми пользуются бабушки при выполнении повседневных дел. Для учащихся применяются методические приемы погружения в смыслы и раскрытия образов героев, их оценкой в сравнении с жизнью и народными знаниями. В работе с текстом подробно рассматриваются новые и эффективные приемы раскрытия образа героев. Показано, что образ бабушки можно полностью раскрыть с помощью «метода струбины». Выбирая национальную одежду бабушек, такую как камзол, шапан, жилет, кимешек, украшения, исследуется, как писатель может помочь учащимся найти образ настоящей бабушки, которую ищут герои. Рационализированы приемы придания важности мнению автора и предоставления учащимся возможности высказать собственное критическое мнение. Приемы, связанные с обсуждением национальных блюд, такими как наурыз коже и шелпек, также в значительной степени способствуют достижению как дидактических, так и воспитательных задач урока. Главное, что используемые методы не только опираются на национальные ценности, но и способствуют национальному воспитанию школьников. Апробация методики проведена в гимназии им. М. Макаатаева № 140 г. Алматы, в работе участвовало 58 школьников.

Ключевые слова: методы обучения, национальные ценности, критическое мышление, национальная одежда, навыки, современные казахские рассказы.

Introduction

Teaching the genre of short stories in the middle grades has its own characteristics. Students' understanding of the subject of a work of art increases their love for literature. In teaching literature, the main attention is paid to the development in children's desire to read works of art. Therefore, there is a place to learn stories with an interesting plot that are perceived with strong impression taking into account the psychological characteristics of a high school student.

A short story is a short fiction genre that tells a story in the form of prose. Genre features of the story are determined by the way of telling the story, composition, plot structure, and artistic system. The size and number of characters of the story is usually small.

In teaching literature in middle school classes an effort is made to understand and recognize the content of a work of art clearly. The beginning of the theoretical knowledge of literature is laid in the classes of middle school. Types of plans for the text in order to introduce the composition of the work, activities to develop the learner's speaking skills, analysis of the character image, linguistic features

of the work and defining the idea of the work are also intensively conducted in these middle school classes. Also, learners' speech culture, thinking culture, their attitude to the characters in the artistic work, emotions of perception of the work, feeling abilities are also formed in the middle school.

The methods used in the classroom are of great importance in increasing the interest of learners in reading works of art, strengthening their self-confidence, and developing their cognitive abilities. It is known that each method has its own characteristics. The teacher chooses it according to the structure of the lesson. In this regard, Zhusipbek Aimautov warns that a capable teacher "will choose the method according to the type of story" (Aimauytov. Zh., 2013, p. 216) [1]. In accordance with today's requirements, teachers strive to transform each lesson in such a way that students remember it. In this regard, we will focus on the special importance of teaching short artistic prose based on national values.

Research materials and methods

In this article, research methods are based on scientific analysis, compilation and comparative

description, reasoning methods. When analyzing the text of the work, comparative analyzes are also taken. We emphasize the effectiveness of this method, as the research object considers the importance of teaching fiction on the basis of national values.

Literary analysis of small prose at the lesson often requires conversation and exchange of opinions with students. And it is known that the exchange of opinions is carried out by making up a dialogue with students. Zh. Aimautov formed some thoughts about this in his research with a national pattern (Aimaulytov. Zh., 2013, pp. 217-219) [1]. During the lesson, you can effectively use the research conversation method and a type of dialogic conversation. Neil Mercer's research work "Dialogue-Based Teaching" (Mercer N. 1995.) [2] provides a systematic review. According to the researcher, it is one of the methods used to develop students that are involved in conversation. In a research conversation, participants try to answer the questions with as much evidence as possible. Depending on the age of the 5th grade students, the questions are given easily and can be fully answered through group or pair work. For example, students may be asked the following questions when discussing the main idea of the work: "Why did the author call his story this way?" "What thoughts does the author want to convey to small children through his work?", etc. in this case students should answer the questions from their own point of view. After the students' answers, several questions may arise from both the teacher and the participants. Thus, when discussing questions related to national identity, students think together with their classmates in small groups, make joint decisions, and exchange opinions. Thus, in the analysis of the artistic story, students' thinking culture is formed along with speaking.

Results and Discussion

The educational content of the subject "Kazakh literature" at general secondary schools includes many stories by the writer, famous literary critic and scientist Nurdaulet Akhish who contributed to the Kazakh prose of the 21st century with his artistic research. One of his short stories "Where is the real grandmother?" is taught in the 5th grade.

In teaching a short story the teacher first of all gives great importance to the given learning goal. That is, first of all, learning goals (according to the curriculum) that are achieved in the lesson are taken into account. If to teach the story "Where is

the real grandmother?" by Nurdaulet Akhish in the 5th grade, a plan will be created in accordance with the educational goals such as "Revealing the image of the characters in the work of art through their portraits and actions; Evaluating the characters comparing with their real life". A teacher gets completely acquainted with the text of the story "Where is the real grandmother?" (Akish N. 1981. – may 29.) [3]. It is known that only a fragment of the work is given in the school textbook. For example, in the textbooks published by publishing houses "Mektep" (Kerimbekova B., Kuanyshbaeva A. 2017. pp. 103-106) [4], "Atamura" (Aktanova A.S., Jundibayeva A.K. 2017. pp. 137-143) [5], and "Arman-PV" (Tursyngalieva S.Ch., Zaikenova R. 2017. pp. 121-127) [6] different extracts from this story are taken.

This story is presented in the fourth section titled "Family Values" of the textbook. In the work, the grandmother's place among the family members is realistically depicted. The name of the work was also honoring of the word "grandmother".

As Magzhan Zhumabayev said «Educating a child means producing a person who can fight wisely and methodically in the field of life» (Zhumabayev M. 1992. p.24) [7] by teaching this work of art the basis of national values, we can properly provide national education to younger generation. There are enough opinions about national education «we say that the national consciousness and behavior of an individual is formed on the basis of mastering the mother tongue, history of ancestors, native culture and national traditions» (Boleev K. 2004. p.273) [8]. Methodologist-scientist B.A.Arinoва (Arinoва B.A., Moldasan K.Sh. 2022. pp. 249-256.) [9] has some thorough opinions about the formation of spiritual and moral qualities of a person in general. At the same time, we take into account the S. Kaliuly's opinion (Kaliuly S. 2017) [10] on the issue of forming national values in students. However, "in 2009, the government took a decision to train functionally competent specialists. I do not know how other subjects were adapted but experts on literature could not relate the concepts of functional literacy, national value, and passion for art." (Relevant problems of teaching Kazakh literature. // 2019. P. 63.) [11]. In this study, we try to offer ways of teaching short prose based on national values.

So, during the lesson, in N. Akhish's story "Where is the real grandmother?" first of all, we will cover the work on the basis of three phrases: arousing interest, recognition of meaning, and reflection. Methods based on national values are

used during lessons to achieve the goals set by the program. Before the start of the lesson, it is necessary to pay attention to the following sentence taken from the text: "...I said that the grandmother wears a kamzol, a kimyshek on her head, and a headscarf" (on the interactive board). Learners pay attention to the national dress in this sentence and acquire these names even when they are divided into groups. Children are familiar with the meaning of the clothes given in the textbook.

In the process of arousing interest in students, they are divided into 3 groups ("Kimeshek", "Headscarf", "Kamzol") and compete by saying proverbs about grandmothers in the competition "Who is the fastest?" Then, the "Right-Wrong" game will be played in order to check whether the story has been completely read or not. According to the rules of the game, if they hear correct information, they raise their hands, if not, they do not raise their hands. In the meanwhile, it is necessary to explain to students about wool-beating. Children may not know that beating "untangles, loosens up, and cleans lumps of wool, a dried thin fiber from which the skin is removed is a tool used for beating" (Dictionary of the Kazakh literary language. 2011. p. 515.) [12] (In the previous lesson, some comments were made

about the hand spindle mentioned in the story). Therefore, they know that if they raise hands, they will look as if raising a tool for wool-beating. The teacher reads the questions one by one, and if the answer to any question is correct, the students raise their hands as if raising two sticks of a whip, and if the answer is wrong, they remain silent. The questions will be as follows:

1. Aya and Rayhan are told a fairy tale by their father. (Right)
2. The main characters of the work are an old man and a young mother. (Wrong)
3. At the end of the play, Aya and Raihan found their grandmother. (Wrong)
4. The father fulfilled his promise. (Wrong)
5. The father tells his daughters a story every day. (Wrong)
6. Aya and Rayhan saw their dream grandmother in the visiting grandmother. (Wrong)
7. "I promised. But at that moment I did not think how I would do it," said his father. (Right)

The next stage is to reveal the character's image through the portrait and actions of the characters in the artistic work in accordance with the purpose of the lesson on the phrase recognition of meaning; Tasks are given to compare characters with real life.

Task 1:
Table 1

Group 1	Group 2	Group 3
Reveal Azat's image through his actions.	Reveal Rayhan's image through her actions.	Reveal Aya's through her action.

When doing this task, each group should quote a passage from the text to make their answers consistent. For example, one of Azat's actions in the work, in the image of a good father, is telling his daughters a fairy tale. This is proved by the following: «What I tell them are mostly folk tales, such as «Er Tostik», «The Dwarf», «The Fox and the Greyhound» that are familiar to the children of the nomadic country. They are quite interesting and surprising for today's modern child who is born in a maternity hospital and grows up in a kindergarten» [5,p.138]. Azat's another action is that his attempt to show his children an image of a real grandmother can be understood from the following passage in the work: «My goal was to show my daughters a real Kazakh figure like my grandmother. My idea is that children should sincerely feel that grandmother is not an ordinary person but different from other

people, an honorable and holy person so that they can understand why they should be respected» [5, p.139]. It is necessary to pay attention to the meaning of the phrase «nomadic people with felts» in these texts. They are asked in a dialogical way by asking themselves first. If a complete answer is not received, it is necessary to explain it in simple language taking into account the age characteristics of the child. At the same time, it is important to emphasize the value of folk tales and make it a point to tell the students about the advantages of these tales.

So Rayhan and Aya's sincere intentions who are looking for their real grandmother are also welcomed by the students. He finds a fragment of their image in the work and quotes: «After exchanging a couple of words with an elderly woman, Rayhan, who had begun to get used to it, asked: – Grandmother, are you really a grandmother?» – means without looking»;

«- Grandmother, if you are a grandmother, then tell us a story, – said Aya, who was keeping silent, watching the order of the words, maintaining a calm posture» [5, p.140]; «When I got off the tram and was coming home, Aya suddenly asked: – Papa, maybe she’s not a grandmother?» – he said in a low voice, like a person who is disappointed. – Tell me, papa. She is not a real grandmother, is she?»; «- Papa, you will show us the real grandmother anyway. Tell me, will you show me? – he said then, more cheerfully than before. His wife does not hide the spark of hope that has ignited in her heart, she looks straight into my face with childlike trust» [5, p.143]. In this way, students find a passage from the text in the textbook and strive to fully reveal the image of the characters.

In some cases, the dialogue in the text can be presented through comics, that is, we can put a fragment of the story into a comic. The effectiveness of using such methods is discussed in the article “Mobile Applications in Education: Implementation Aspects and Impact on Student Competencies Development” (Arinova, B., Pyatkina, D., Latysheva, V., Stroiteleva, N. 2022, 17 (1)) [13].

In task 2, a real grandmother and a modern grandmother are compared according to the “Double jar” method.



All three groups are given a piece of paper with this picture, and a task to write and fill in the image of the visiting grandmother in the first bowl, and the image of the characters’ imaginary grandmother in the second bowl. The leader of each group defends the task.

In both tasks, they learn that literary characters have several characteristic features, and students are expected to think critically and answer the questions. They can complete the task by discussing with the team members about the actions of the characters assigned to them. If the teacher can use this method effectively, the students can reveal the image of the characters in the work and describe them.

In the collection of materials “Four dimensions of education” (Feidl C., Bialik M., Trilling B. 2018.) [14] it is known that education in the 21st century is classified into four categories: knowledge, character, skill, meta-education, and it is also known that the national worldview is included in this category of

character. Through these methods, we can contribute to the full formation of the national worldview among students.

In the third stage, feedback is made in the Reflection section. Here, the description given by the three groups to the real grandmother is filled in by the table below.

Table 2

Group 1 «Kimeshek»	Group 2 «Headscarf»	Group 3 «Kamzol»

In these three stages, the problem of achieving educational goals in the same sequence is provided. The received names are also based on the national pattern.

In these three stages, the problem of achieving educational goals in the same sequence is provided. The received names are also based on the national pattern.

When giving a home assignment it is also recommended to use the method «Interview with Grandma». For this reason, it is necessary to group students close to each other according to their addresses.

The task for the 1st group is to interview one of the grandmothers on the topic «Interesting tales» and gather information and collect old fairy tales as well.

The task for the 2nd group: choose one of their real grandmothers and interview them on the topic «The main values in the upbringing of grandmothers». Concerning this task, they prepare a letter of appeal to young parents who are currently eager to send their children to kindergarten on the topic «Children need the education of their grandparents.» Groups can be formed and tasks can be presented depending on the number of students. In the course of performing these tasks, students will come face to face with a real grandmother and will strengthen their creative talent by having real feeling towards their grandparents. N.Akhish’s «Where is the real grandmother?» they will be able to freely express their thoughts in the full analysis of the image of characters as Rayhan and Aya in the story.

Methods and concepts with national colors can be used many times at the following lessons on this story. For example, we draw attention to the image using the “Clamp method”. In the national dress of

grandmothers, such as kamzol, shapan, waistcoat, there are ornaments, precious stones, and silver ornaments that connect the two parts together. A hook is installed on its lower surface which fastens two parts of the clothes together. In the assigned task, they should take the fragments from the work where the image of the grandmother is revealed, and put those texts in their place in order. For example, the work on the text can also be done by placing one part of the fragment on the kamzol itself, then put

the second part of the fragment on kimeshek, and the last part on jewelry.

In this regard, the scientist-methodologist A. Konyratbaev's opinion "Study and analysis should be based on the children's own experience. Otherwise, the child will stop reading the text" (Konyratbaev A. 2005. p.113) [15] also comes to mind.

Students may be given the following texts presented in the table below:

Table 3

Then students can use the following text for the kamzol	«No, Aya... I didn't attend a kindergarten like you, my old grandmother in the village brought me up and took care of me. I heard interesting tales from her. - Who is a grandmother?»
For kimeshek may be used the following text	«... That night, I saw my grandmother in my dream. She was with white headscarf on her head as it was thirty years ago. She was singing old songs and spinning the wool. As for me, I was sitting near her and eating cheese without a care in the world».
The following text can be used for jewelry	«The image of the grandmother in their concept, according to my description, was much higher... – She is a kind and intelligent person. He never scolds anyone, if she scolds someone, she does it in such a way that she is ashamed of her misbehavior. She is an elderly woman with a confident face who has gentle voice, soft hands, and a kind look. She is always busy doing something. Even when she does nothing, she keeps spinning...».

When assignments are given to learners, the video "Song about Grandmother" (Author: Adilbai Tobysh) is additionally presented. In addition to the picture above, students will get acquainted visually with the national clothes worn by grandmothers from this video. At this point, the students may ask several questions, such as "These clothes are not worn by modern grandmothers", "If they wear, they

do it only on Nauryz holiday". The lesson would be even more interesting if they are given the task of cooking Nauryz kozhe (soup) by answering 7 different questions using the Nauryz kozhe method. They would learn that it is a national dish made from seven different flavors (meat, barley, wheat, corn, millet, peas, rice). This task is given to each group individually.

Table 4

P/c	Task titles related to the seven different flavors	Tasks given	Completion of the tasks
1	Air-dried meat – review of the text	Dividing the text into several parts and naming each part.	
2	Barley – identify	Identify the sentences expressing the main idea of each part.	
3	Wheat – an opinion	Expressing one's opinion on the difference between the present and former grandmother according to the text.	
4	Corn – a proof	Clearly prove your opinion in one sentence.	
5	Millet – an example	Connect the ideas with life and give examples.	
6	Peas – the bottom line	Where do you think the real grandmother is? What kind of person is she?	
7	Rice – my idea	What advice would you give to Aya and Rayhan in the work to find their grandmother?	

On this occasion, students can write a letter to Rayhan and Aya in the story.

It is possible to understand that the students of the group performed the tasks correctly using the “Seven shelvek (griddle cake)” method. Seven cakes will be distributed to all winners. On that round paper grandmother’s some tips are written:

😊 If you do something good for someone, it will be good for you. Don’t tell about your good deeds.

😊 People have two jewelries: good manners and humility and simplicity. Among them, the charm that makes a young woman attractive: her charm and purity.

😊 Dress neatly and keep your house clean.

😊 Help other people and do more good.

😊 Do not hurt anyone, darling. Find fault with yourself.

😊 Do not get interested in artificial things. Let your character and behavior be genuine. Be honest.

😊 Be tolerant and patient to difficulties. Nothing comes easily.

So, an experiment was conducted to check the effectiveness of the method “Stapled”, “Nauryzkozhe”, “Zhety shelvek” in teaching the composition to students on the basis of national values. As the experimental base of practical training was chosen “M. Makataev Gymnasium №140” in Almaty where it was conducted in two groups of the 5th grade. 58 students were involved in the experiment, 25 of them studied in experimental groups whereas in control group there were 23 learners. The lessons in the control group were conducted according to the traditional methodology and in the experimental class according to the methodology studied during the research. The structure of the experiment included preparatory, main and final stages, and in the third stage, students’ written answers were elected to creative tasks aimed at determining whether they fully understood the lesson. The biggest differences in the indicators of academic achievement of the students of the experimental and control groups were the results of completing the tasks were observed. The effectiveness of the proposed methodology in accordance with the learning goal was also determined based on the ability of students to work with the text of the work in group work. And the control group had a low level of knowledge due to the fact that the students did not fully know the text of the work of art was characterized by low learning motivation. Some of the students in the control

group had incomplete answers. On the contrary, the students of the experimental group were able to make positive changes in the results of the completed tasks thanks to the special purposeful work of the teacher. The fact that the names of the method are based on the national pattern according to the nature of the content of the story seems to have motivated young children. The rate of complete understanding of the literary text of the students studied according to the experimental methodology was 15.2% higher than that of the control group.

In general, the efficiency of the obtained methods was clearly shown in the comparison of the indicators of students’ complete mastery of the lesson. According to the results of the research it was shown that it has a positive effect on the academic progress and literary creativity of students.

Conclusion

Teaching the story genre in the main classes of the general secondary school has a great educational value. The idea of any story presented in the program, the behavior of the characters in it will make students think. By understanding the content of the story, students learn to distinguish between good and bad sides of its characters. One of such stories is N. Akhish’s “Where is the real grandmother?” and the use of methods and techniques based on such national values along with the existing methods in teaching the work at school is one of effective ways for students to learn the work in depth.

In conclusion, teaching N. Akhish’s “Where is the real grandma?” the use of methods and techniques is based on such national values along with the existing methods in teaching the work at school, and is the only way for students to learn the work in detail. The image of the characters in the work can be analyzed using different methods. However, if we consider the connection of national traditions and concepts that the students themselves do not know, it will help them to learn about national clothes, national dishes (nauryz kozhe, zheti shelvek, etc.) there will be plenty of opportunity to answer freely. Children will grow up with the knowledge that grandmother’s memory of the seven commandments, revealing her individuality, means that she is the source of national education. Teaching the novel on the basis of national values has its own weight. The results of the experiment also show that the proposed methods have a positive effect on the effectiveness of teaching.

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