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INCORPORATING CULTURE MATERIALS AT ENGLISH LANGUAGE LESSONS

This article covers the question about incorporating culture materials at English language lessons. The purpose of a foreign language is the formation of a foreign language communicative competence, i.e. the ability to carry out the real communication. Nowadays many people have an opportunity to travel around the world and communicate with people from different countries. In these conditions, a person should know the culture and history of his own country. There will be no dialogue between two cultures, if a person finds it difficult to talk about his own culture, traditions and history. That's why incorporating culture materials plays an important role in language teaching and can create motivation for language learning. The article contains a questionnaire study to find out what local content is the most preferred by the university students and to what extent local materials are useful at language lessons. There is given the list of the books and web sites about Kazakhstan which can be used in teaching English language. The practical part of the article presents local culture materials from different books which were used during language teaching practice.

Key words: national and cultural specifics, learning a foreign language, legends, history, tradition, culture, musical instruments, national sports, national clothes.

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Ағылшын тілі сабағында мәдениеттану материалдарын қолдану

Мақалада студенттерге ағылшын тілін оқыту процесінде мәдениеттану материалдарын қолдану сұрақтары айқындалады. Шетел тілінің мақсаты – шет тілдік коммуникативтік құзыреттілікті қалыптастыру, яғни нақты қарым-қатынас жасау қабілетін және қабілеттілігі. Қазіргі уақытта көптеген адамдар әлемді аралап, әртүрлі елдердің адамдарымен сөйлесуге деген ықылас пен мүмкіндіктері бар. Мұндай жағдайларда диалог жүргізу үшін адам өз елінің мәдениетін және тарихын білуі керек. Егер адам өз елінің мәдениеті, тарихы мен салт-дәстүрлері туралы айту қиын болса, онда екі мәдениеттің арасындағы диалог болмайды. Осылайша, ағылшын тіліндегі сабақтарда мәдениеттану материалдарын қолдану маңызды рөл атқарады және тіл үйренуге ынталандырады. Бұл мақалада еліміз туралы материалдарды университеттің студенттері үшін неғұрлым қызықтыратын және шетел тілін үйренуде қалай көмектесе алатыны туралы сауалнама бар. Зерттеудің нәтижелері материалды іріктеу үшін маңызды, себебі оқылатын материал оқушыларға қызығушылық танытса, сөйлеу дағдылары жақсарады.

Түйін сөздер: ұлттық-мәдени ерекшелігі, шетел тілін үйрену, аңыздар, тарих, дәстүр, мәдениет, ұлттық спорт, ұлттық киім.

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Применение культуроведческого материала на занятиях английского языка

В статье освещаются вопросы использования культуроведческого материала в процессе обучения студентов английскому языку. Целью иностранного языка является формирование иноязыч-

ной коммуникативной компетенции, т. е. способности и возможности осуществлять реальное общение. В настоящее время многие люди имеют желание и возможность путешествовать по миру и общаться с людьми разных стран. В этих условиях, чтобы вести диалог, человек должен знать культуру и историю своей страны. Не произойдет диалога двух культур, если человек затрудняется рассказать о культуре, истории и традициях своей страны. Поэтому применение культуроведческого материала на уроках английского языка играет важную роль и создает мотивацию для изучения языка. Данная статья содержит результаты анкетного исследования о том, какие материалы о родной стране наиболее интересны для студентов университета и как они могут помочь при изучении иностранного языка. Результаты опроса важны для подбора материала, так как навыки говорения будут совершенствоваться только в том случае, если изучаемый материал интересен для студентов.

Ключевые слова: национально-культурная специфика, изучение иностранного языка, легенды, история, традиции, культура, национальный спорт, национальная одежда.

Introduction

The main goal of this article is to explore the positive aspects of using culture materials at language lessons.

Materials and methods of research

The article contains a questionnaire study to find out what local content is the most preferred by the university students and to what extent local materials are useful at language lessons. There is given the list of the books and web sites about Kazakhstan which can be used in teaching English language. The practical part of the article presents local culture materials from different books which were used during language teaching practice.

Literature review

In recent years there have been more discussions about importance of intercultural sensitivity and intercultural communicative competence. Raising intercultural awareness implies the development of skills for successful communication, i.e. competent and peaceful interaction with people who are different from us. It is very important first to raise students' awareness of their own culture, and in so doing to interpret and understand the other cultures. So raising students' awareness about own culture can help to appreciate and understand culture of other people.

We use textbooks published in America and Britain at our English language lessons because there are a lot of listening exercises and video materials which are very useful and necessary for learning English language. But American and British materials prevail in the English language textbooks because writers find it is easier to write and use materials related to their country. As a result, there are not any materials about Kazakhstan and students are not able to talk about their own country. The teaching methods should be more dynamic and make the inclusion of the local materials. Due to the incorporation of local culture materials, learners will be able improve their communication skills in

a foreign language, find out interesting information about local traditions, customs and respect their own culture and culture of other countries.

The Kazakh people are rich in traditions. From birth to death, every step of their lives is historically marked with celebrations. The important traditions of our nations are basic instruments in bringing up the younger generation. These traditions include being respectful the old people, being patriots of the motherland, being honest, and learning to love humankind. But as consequences of some historical periods and politics many rich and interesting traditions and customs of the Kazakhs people have been forgotten during the past century. So in order to compensate for this situation, we must do our best to renew our lost heritage, to bring up younger generation in the spirit of our national traditions [1].

It is evident now that younger people are developing interest in folk traditions and customs of their ancestors, in original traditional music, poetry, fine art, the Kazakh traditional costumes, dwelling and people's world view. The important thing is not to miss this moment and help younger generation to learn "their background", to develop interest in history of their national culture. Only through knowing the centuries-old heritage of the nation, it is possible to bring up the youth to respect the past, to sincerely love their homeland and to be true patriots of their country who will preserve and carefully pass the stored knowledge to the future generations [2]. During English lessons teachers should encourage students to talk about their own traditions and to compare it to the English traditions. By thinking about their own culture, students develop cultural sensitivity. If learners do not appreciate what they have in their own culture, they will not appreciate another's values. Teachers can introduce students to local culture oriented topics by using different tasks and materials about own country. For example, holidays are always an interesting topic for all students. They can be

asked to describe their favorite holiday and how they celebrate it. They can compare holidays in their country and other countries. Elementary level students can talk about family life, leisure-time, clothing, food, drink and local culture. Intermediate and advanced level students can talk about geography, history, economy of local country. It is useful reading and discussing articles or extracts from books, newspapers, magazines or websites written by travel writers or people who have visited the students' town, country or region. Students can discuss funny stories and experience they once had related to cultural issues, or misunderstandings and create a brochure, guidebook, poster or webpage for visitors to their town, country or region. This should not only describe famous sites and places to visit, stay or eat, but also give visitors some useful

tips about what they may find strange or unusual about their own culture.

Results and discussion

When teaching English language we try to use local culture materials because it motivates students and helps them to learn foreign language. In order to find out what local materials are preferred by the university students and to what extent local materials are useful at language lessons we have used the method of survey. To obtain the information we have prepared two questionnaire tables with questions "What materials about Kazakhstan do you think will be interesting in learning English language?" and "Do you think using local culture materials can be interesting, informative and help you to learn English language?". 100 students have passed the survey, the students were asked to complete two questionnaire tables.

Table 1 – What materials about Kazakhstan do you think will be interesting in learning English language?

№		Interesting	Neutral	Not interesting
1	Legends	86 %	11%	3%
2	Traditions and customs	85%	13%	2%
3	Famous people	83%	12%	5%
4	History	85%	12%	3%
5	Tourism – interesting places	86 %	13%	1%
6	Politics	60%	35%	5%
7	Economy	63%	30%	7%
8	Literature	78%	19%	3%
9	Traditional sport	77%	17%	6%
10	Traditional music	71%	21%	8%
11	Traditional clothes	70%	21%	9%
12	Traditional food and drink	87%	8%	5%

2. Do you think using local culture materials can be interesting, informative and help you to learn English language?

№		Agree	Neutral	Disagree
1	It helps to improve the speaking skills	92	8	-
2	It is interesting and motivates to learn English	91	9	-
3	It is very informative and useful	91	9	-
4	It helps to understand English grammar rules	85	15	-
5	It helps to improve the reading skills	93	7	-
6	It helps to improve the writing skills	82	18	-
7	It helps to improve the translating skills	92	8	-
8	It helps to enrich the vocabulary	87	13	-

According to the analysis it can be seen from the Table 1, that more than 80% of the students are interested in local history, traditions, customs, legends, tourism, famous people, traditional food and drinks. The interest in local music, sport, literature, traditional clothes is in the interval from 70% to 78%. The less interesting themes are local politics and economy (60% – 63%).

As it can be seen from the Table 2, more than 80% of students find using local materials in teaching a foreign language important. About 91% of students think that it can be informative, useful, interesting and encourage them to learn English language. From 92% to 93% of students agree that local materials can help them to improve their speaking, translating and reading skills.

On the whole, the students basically agreed that using local material is important and helpful while learning a new language because it helps students to communicate more efficiently.

The questionnaire studies conducted at English language lessons showed that the students recognize the importance of local materials for communication in a foreign language and should be included in the teaching process. The students enjoyed reading and discussing materials about their country, especially culture materials concerning Kazakh traditions, customs, legends, history, famous people and traditional food and drink.

So we should try to incorporate local culture materials into classes dealing with grammar and for developing all language skills. The materials should be combined with teaching grammar, vocabulary, reading, speaking and writing exercises. It is necessary to add local culture materials in language teaching practice, because English textbooks do not have enough local materials. Using local materials can raise student's interest in foreign language learning, develop awareness of local culture and encourage students to discuss and speak about the given topic.

General analysis of the books shows that there are a lot of books and materials have been translated about Kazakhstan into English language. There is a huge amount of information on traditions, customs, homeland, historical development, interesting places in Kazakhstan, national sport, music, food, clothes. They deserve wide application in the teaching practice of foreign language. Preparing local materials for English language lessons, I have found the most interesting books and internet sites in English language which materials can be used at language lessons:

1. Akshalova B. - Kazakh traditions and ways,
2. Kalybekova A. - The folk wisdom of the Kazakhs

- for upbringing, 3. Kenkenzheakhmetuly S. - Kazakh traditions and customs, 4. Sarsenbaev N. - Customs, traditions and society life, 5. Chingiz Aitmatov – The day lasts more than a hundred years, 6. Keith Rosten – Once in Kazakhstan: The snow leopard emerges, 7. Ilyas Esenberlin – The Nomads, 8. Christopher Robbins – Apple are from Kazakhstan, 9. Paul Brummel - Bradt guide to Kazakhstan, 10. Dagmar Schreiber – Odyssey guide to Kazakhstan.

These books describe Kazakh national games, holidays, dwellings, and national dishes. Students can enjoy reading materials about various ancient traditions, about Kazakh celebrations, holidays, funerals, trades, entertainment and food. Reading the book students will remain eager to learn more about rich traditions of their country and different historical periods in development of the country.

Sites about Kazakhstan: 1. www.advantour.com/kazakhstan/attractions.htm, 2. <https://everything-everywhere.com/unesco-world-heritage-sites-in-kazakhstan>, 3. <http://visitkazakhstan.kz>, <https://kazakhstan.orexca.com>, 4. <https://www.advantour.com/kazakhstan/traditions.htm>, 5. www.kazakhembus.com, 6. www.kazakhworld.com, 7. <https://airastana.com> - These sites introduce readers with the amazing country Kazakhstan, its culture, history and interesting places. The sites provide interesting information about interesting places in the country, which include mountain tops, glaciers, coniferous woods, large rocky canyons, pristine mountain lakes and amazing rivers. All these site materials can be useful and interesting for students.

Application: Preparing materials for English language lessons devoted to the history and traditions of Kazakhstan I have used different materials about Kazakhstan and some of the materials have been translated from Russian and Kazakh languages into English. There are some examples of themes in English language directed to expansion students' knowledge about Kazakhstan.

Theme 1: Legends about your country – Kazakhstan. Students talk about Kazakh legends and answer questions related to the legends.

What is the meaning of the sacred custom of dastarhan?

What reminded the boy in the strange land about his native steppes?

What was the name of that boy and of what country did he become master?

Who is Korkyt ata? What do you know about him?

Legends like no other art can be a mean to study the history of certain country, as the legends recorded the events of the past. It happens that some

historical figures in literary or scientific works turn into legends. In the Kazakh literature, these are the images of Korkut, Alashakhan, the reality of which causes some researchers great doubt: their names are not found in the historical Chronicles.

Eastern legend about native land.

At one time one young man (Beibars) was seized by enemies in captivity and was sold into slavery to a strange land (Egypt). The time had passed, the Dzhigit (young man) began to forget his native land, where he was raised, and his parents. He got used to another's country, and eventually, due to patience, wisdom and force of will he became the master in that foreign part. When this master had grown old one caravan arrived from travelling in distant land, and it had brought a little bundle of wormwood from his native land. The smell from bitter wormwood had been picked in a distant place, and it reminded the master about his forgotten carefree childhood, about those cloudless days, when as a boy he was picking tulips on his native steppe. Teardrops appeared in his eyes, and his heart wrenched painfully overflowing with the intolerable feeling of homesickness. Nothing could keep him in the foreign part. Hastily having saddled the horse, the great master set off to his fathers' land...

Our ancestors say: «While you are on a horse, get to know the world.» And this worldview is wonderful! While you are young, study the life of other countries and peoples. But, nevertheless, no matter where you are, in whatever place on the earth you end up, your native land is only one. The spirit of your ancestors, native land, and native language are sacred. Each prayer of the Kazakh is dedicated to the health of his native land. The Kazakh metaphor «the place, where blood from you navel has dripped» is a sacred concept. Жер-ана is a mother land. It is generously saturated with the blood and sweat of your ancestors. It is sacred [3].

Korkyt ata

According to the legend, Korkyt ata lived on the bank of the river Syrdaria. Its mausoleum is situated in the Karmashinsk region of Kysylordinski oblast. This mausoleum was constructed in the form of long octahedron with a dome on its top, the corners of its of which were decorated with ornaments. Above the mausoleum there is a banner on a long flagstaff. Unfortunately, the dome of the mausoleum was washed away by the water of the river Syrdaria. Now in its place a new dome was constructed.

The legend speaks about the exotic birth of Korkyt. Being pregnant, his mother developed a craving for kulan's meat (wild horse). She was pregnant with Korkyt three years and nine days. Her la-

bour in childbirth was accompanied by strong celestial thunder, a thunderstorm and a hurricane. A fog settled and the people were thrown into a panic. At birth Korkyt started talking at once. People consider Korkyt to be the creator of kobyz and kuiev. With the help of his instrument kobyz Korkyt fended off death. People respect and appreciate Korkyt as the singer of eternal life, the main witch doctor, and a great musician [4].

Sacred custom of дастархан

There once lived a khan, whose authority and prosperity were increasing. One day he went hunting together with his retinue. He went through a forest, passed the mountain ridge, and here suddenly a beautiful frightened saigak jumped before him and rushed away. Khan shot an arrow and wounded the saigak in one of its hind legs. When khan's warriors with cries and whooping started to drive the saigak into a dead end between an abyss and a rock, the desperate animal, made lame due to its injured leg, rushed to a iurta (felt-home) which was seen in the distance and ran through the open door. At that time the hosts were sitting at the covered дастархан (tablecloth) and were having dinner. The running saigak jumped over the дастархан and exhausted fell down at a designated place of honour – (tor), and was breathing heavily.

- «Drive out the saigak!» cried out the khan to the host of the iurta. «I have been chasing after it since the afternoon and it's my catch!»

- Yes, you are right khan, said the host. This saigak is your catch, but it is in my iurt and sits at my place of honour. Don't you see the дастархан is spread out? Nobody can break our custom. Even the bitterest enemies are reconciled by the sacred custom of дастархан. Though you are a khan, you should not dare to break the custom of our ancestors. Not knowing what to say against it, khan turned his horse back and left [5].

Theme 2: Students talk about topics related to Kazakh music and answer the questions:

What national instruments do you know?

What is the difference between a kui and a song?

What other kind of music compositions do you know?

Music compositions of Kazakh people

The beauty of the native land always excited singers, musicians, and composers creating their lyrics. They devoted their creativity to the fine feeling of love to their land, and to its nature. For example, kui «Sariarka» and «Sarzhailau» by Kurmangasi and Tattimbek, respectively.

Also the Kazakh people love and honor domestic animals. The kuishi-musicians composed kuis,

devoted to animals. The running of ambler-horse can be heard in the music of the kui «Kara zhorga».

Once Kurmangazi was going to distant places. In order to express farewell to his mother he took his dombra and played a kui. His friends did not ask him what the name of the new kui was, because it seemed that his dombra was uttering the words: «Good bye mother, good bye!». Such kind of kuis and songs devoted to close kin are call «arnau».

Special wedding songs are sung during Kazakh wedding parties. The wish to have a happy life for young couple is expressed in the words of the song «Жар-жар». «Беташар» is the song of admonition to the young bride. This song is usually sung by akin, who opens the bride's face. The akin introduces the bride to her new relatives and gives her advice in married life.

Songs and kuis, which describe those or other events from the history or of the people, are called historical. For example, the song «Elim-ai» appeared in the period when the land of Semirechia was attacked by enemies. Who ravaged peaceful Kazakh auls. They separated relatives from it other and caused suffering to adults and children alike. Those difficult period of time were called the years of a Great disaster – aktaban shubyryndy.

Aitys and akyn.

Aitys is the most popular kind of Kazakh oral poetic rendering. It is a public competition of akyns, a creative tournament, and an improvised form of combat.

Aitys is a competition involving quickness of thinking and wit.

Only in aityses could a person face such multifaceted unexpectedness. Aityses polished their capacity to improvise, demonstrated their love for oral literature and music, and trained their wit and sharpness.

Akyns were obliged to have broad knowledge in the field of history, and geography and in many other fields.

Long before the aitys the akyns started to prepare themselves for aitys: they visited different auls and studied life and household activities of the people and their dispositions in order to apply these facts in aitys, or to use them against their rival.

Usually before the beginning of aytis, akyns organized an opening competition, exchanging biting remarks and jokes, asking riddles, exchanging proverbs. So the necessary poetic tension is reached. The opponents compete in resourcefulness and wit, trying to find the most weak and vulnerable points of the competitor. Aityses last until one of the akyns repeats the words that have been said before or finds difficulty in replying [6].

Theme 3: Students talk about national sport and explain the rules of the Kazakh games.

At the present stage of development of society, researchers have an increased interest in the history of national sports, an active struggle for the revival, preservation and restoration of various ethno-cultural traditions, rituals, spiritual values of national culture. The most important component of the existence of any people was physical culture: competitions in strength, wrestling, horse racing.

Traditional games

Among a variety of games, arranged during various family festivals, a special place belongs to horse races (baiga). Likewise today, large festivals feature this game. In August 1998, Astana hosted the First Folk Sport Games. Among 16 sports there were kakhshsha kures (wrestling), togyz kumalak (a kind of chess) and, of course, horse games: alamat - baiga-horse-race for 2 km; kokpar –tartu - a struggle between two horse-riders for a goat's carcass.

Worth mentioning are some of the youth games: kyz-kuu (catch a girl) and alty bakan (six poles) – Kazakh swings.

Kokpar

Kokpar is the national game, where dexterity, force, and boldness of the participants are tested. A kid or baby calf is given to the participants of the game. Such a game is a test for one's ability to keep in the saddle. According to the rules of the game, kokpar has to be raised from the ground by a horse-rider at full galloping speed and should be placed at the threshold of a

respectable aksakal or person. The rivals try to intercept the kokpar and take it to his honored person. The winners is usually the artful, strong Dzhigit – horse-rider and the strong, fast-horse.

Kyz kuu.

Kyz kuu means to catch up to the girl. It is a national game, that became a custom. According to the rules of the game, a Dzhigit catches up with a girl (riding on her own horse). If he catches up with the girl, he kisses her in front of other people. Then the Dzhigit races back, and the girl, having caught up to the Dzhigit, mercilessly beats him with a kamcha. This cheerful custom still exists currently and can be observed on holidays and celebrations [7].

4. Theme: Traditions and celebrations. Students try to give definitions to different Kazakh traditions, rituals and celebrations.

The traditions of every nationality have been formed over the centuries and originated from their religions, faith, lifestyle, and national features. Any nation lives according to their traditions. The upbringing, the rules of behavior and the spiritual life

are based on traditions. For Kazakh people the traditions and customs are law.

Traditional wedding rituals

Some traditions were based on religious world outlook of the Kazakhs at the period when the pre-Islamic faith was of significance and was predominating. For examples traditional wedding rituals: a) In order to drive away misfortunes the groom had to overcome some obstacles before he got the right to carry the young bride on a carpet.

b) in order to keep the young couple from an evil and to avoid misfortunes and bad luck the faces of young couple were covered by the veil-chymyldyck. On the first coming to the groom's house the bride was disguised by the veil [8].

Nauriz

«Nauriz merekesy» – is a nauriz holiday, «nauriz» is the persian word, that means «a new day». The Nauriz holiday – 22nd of March - was always the most important holiday for the peoples of East. Nauriz is a new year, holiday of spring, when the nature is revived, the days and nights become equal, it is the day of solidarity. Nauriz is the holiday of spring and beginning of a new year.

Nauriz kozhe

It is the traditional New Year's treatment. A lot of meal are made in these holidays, that is a character of a prosperity and abundance in the present year. The great value is given to cooking of a ceremonial dish - «Nauriz kozhe». There have to be seven food ingredients in its structure: meat, millet, rice, raisin etc. This treatment is a bright parameter of national culture, generosity, hospitality [9].

Nauryz esim

Nauryz esim means giving names. There is a superstition that children born in Nauryz will be noted by luck stars and heavenly powers. Therefore they were given relevant names. Such names as Nauryzgul, Nauryzbek, Nauryzali and the like are very popular.

Tilashar toi

When the child reaches 7 years of age, his parents take him to Muslim school (medrece).. It is a great and happy event in the child's life. In honour of this holiday his parents settled party. The invited guests congratulated the parents, wished good luck to their child, and gave their gifts.

For this occasion they killed the sheep, arranged a great feast. Aksakals gave their blessing to the child, who went to study for the first time in his life:

- Be a literate person!

- Become a worthy representative of your nation! [10].

Results and discussion. The results from the questionnaire were very useful. The main findings from the questionnaire can be summarized as:

* More than 80% of the students are interested in local history, traditions, customs, legends, tourism, famous people, traditional food and drinks.

* The less interesting themes are local politics and economy.

* About 91% of students think that it can be informative, useful, interesting and encourage them to learn English language.

There are seven goals in using local culture materials at language lessons:

* To development communication competence and encourage students to speak

* To development an awareness of the local culture where you live

* To development positive attitude toward the culture and traditions of Kazakh people

* To make lessons interesting and motivate students to learn English language

* To encourage students to translate materials about Kazakhstan

* To improve translation, reading, writing skills and enrich vocabulary

* To help students to understand the English grammar and use them correctly

Conclusion. In conclusion, we can say that the study of culture and history of the country at foreign language lessons are informative for all participants and help to form students' respect for local culture, and through this respect for the culture, history, traditions, and customs of other countries. The questionnaires showed that the students liked working with culture materials. Incorporating culture materials boosts student's motivation and involvement in language learning.

The inclusion culture in the language teaching classroom is possible with usage of books and numerous additional materials. The practical part of the article presents translation of local materials from different books which were used during the teaching practice. These materials can be served as an example of teaching local culture in the English language classroom.

An important direction in the education of the younger generation is the formation of a sense of patriotism, love for their Homeland, nature, and pride for its historical past. Kazakhs traditionally had big families, were able to work hard, were tolerant and open to new, highly appreciated art. All these qualities should be used to achieve the Kazakh dream, to build a modern progressive society.

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