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Questions of Pedagogy in the Works of Professor k. Zhubanov

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Abstract

The purpose of our research consists in the historical and functional analysis of the works of Professor K. Zhubanov and identification of his views on the modern development of pedagogy and psychology. As a result, the main support of the language communication question, widely developed at the end of the XX century, is communicative content and value of the speech between people and ethnoses. In conclusion, it is possible to note that origins of pedagogical heritage of Professor K. Zhubanov are progressive ideas of the Kazakh thinkers.

Keywords: Scientific Justification, Contribution, Pedagogy, Psychology.

Cuestiones de pedagogía en las obras del profesor K. Zhubanov

Resumen

El propósito de nuestra investigación consiste en el análisis histórico y funcional de los trabajos del profesor K. Zhubanov y la identificación de sus puntos de vista sobre el desarrollo moderno de la pedagogía y la psicología. Como resultado, el principal soporte de la pregunta sobre comunicación lingüística, ampliamente desarrollado a fines del siglo XX, es el contenido comunicativo y el valor del discurso entre personas y etnias. En conclusión, es posible observar que los orígenes del patrimonio pedagógico del profesor K. Zhubanov son ideas progresivas de los pensadores kazajos.

Palabras clave: justificación científica, contribución, pedagogía y psicología.

1. INTRODUCTION

The representatives of the Kazakh intellectuals, who began their work and creative activity in the 20-30th years of XX century, left the trace in all directions of science, national economy and culture, fulfilling his civil and sons duty to the people to the end. Alikhan Bokeykhanov's words, addressed to Ahmet Baytursynov, demonstrate it: Dear Akhmet! If you had born in Ibray's times, you would have made the same, as he, and vice versa, living presently, Ibray would make the same what you do for the people now (the translation - Zh.M.). These words prove that for the Kazakh intellectuals, the problem of training in the literacy of the native people and the direction the way to science and education, had huge social value. As we noted before, at the beginning of the XX century the educational idea of I. Altynsarin in the Kazakh steppe was continued by such prominent representatives of the intellectuals as A. Baytursynov, M.

Dulatov, S. Kubeev, M. Zhumabayev, Zh. Aymauytov, K. Kemengerov, T. Shonanov and others. First professor-linguist of the Kazakh people Kudaybergen Kuanovich Zhubanov (2002) for the short, but bright life left the big trace in science, public and political life of Kazakhstan. According to the statements of many contemporaries, Professor Zhubanov (1966) is not only the founder of the Kazakh linguistics, but also he is the scientist who left many works in other branches of science and cultures, namely, in pedagogy, psychology, literature, history. The prominent Kazakh writer M. Auyezov noted in due time: Zhubanov (1999) is the ancestor of the Kazakh soviet linguistics, the scientist-researcher, loving the people, its treasury – the language and culture which was applied many forces for the sake of their prosperity. One more prominent representative of the Kazakh people, the writer Mr. Musrepov called him "a luminary in science" (Imakhambetova, 2005: 18).

The beginning of the work biography of K. Zhubanov was coincided with the time when in the Kazakh steppe there were started the big political and economic transformations connected with the October revolution, 1917. Getting an education in Khusainiya madrasah in Orenburg city and in the two-year Russian school in Iletsk city, in 1917 K. Zhubanov came back to the native land and became the witness of the big public and political transformations. It should be noted that exactly Aktyubinsk period of future scientist life (1918-1927) played the special role in formation of personal, creative and organizing qualities of K. Zhubanov. First of all, the future scientist showed himself as the excellent teacher-practitioner, the brilliant organizer-methodologist and the great master of the art word. Till 1927 working as the teacher at a rural school, the methodologist in uyezd, provincial educational and methodical departments, the teacher of the Aktyubinsk pedagogical technical school, he became the direct organizer of educational and cultural actions, he headed the movement on fight against illiteracy, and also he was a founder of creation of folk theater and the editor of the hand-written magazine *Ai*. Versatile creative activity of K. Zhubanov during this period says that he is the successor of the progressive, democratic ideas of representatives of the Kazakh intellectuals at the end XIX and the beginning of the XX

centuries for which honest service to the people became the purpose of all life. Professor Syzdykova (2004) wrote about their role in the life of people: We see that the sprouts of seeds, sowed at the end of the past (XIX century – Zh.M.) centuries by I. Altynsarin, fell in the rich soil and were begun to grow who proclaimed: Let us learn, children!; M. Dulatov who agitated openly: Wake up, the Kazakh!; and also A. Baytursynov who wanted to wake the people, turning into the yellow mosquito – K. Zhubanov is "the sprout of this arable land!" (Hasanuly, 2000: Ahmadi et al, 2014).

2. METHODOLOGY

It was determined that the articles: The school directed to the eradication of illiteracy, Revolution wave in the flow of national education, teachers, pay attention. Provincial executive committee, help us (1925), let schools-communes will be seven-year-old, teacher courses are closed (1926), it is necessary to tell about education problems now (1926), on the problem of introduction of the new alphabet, lessons of the new alphabet, who is possessed uilsky school-commune? (1925), the decade of work school (1927) etc., which were published in those years on the pages of periodicals, K. Zhubanov writes about the problems and needs of rural schools among which there are stated especially the questions of the personnel and methodical plan. The author notes about the need of the methodical help to teachers of rural schools, pays attention to the condition of the textbooks and workbooks for the secondary schools. Here it is the fragment from his article: Who is possessed Uilsky school-commune? Published in 1925 in the 62nd issue of the Kedey newspaper (the last name of Aktobe newspaper: Due to the joining of Uilsky uyezd to Adaysky, the Uilsky school-commune was transferred to the location of Adaysky uyezd. Today the special commission was able to take away the school with all property according to the corresponding list. However, we consider that the accounting on this school has to be kept by the Temirsky uyezd department of education. The author argues his

position by saying that the National commissariat of Kazakhstan appropriated money for the maintenance of 5 schools-communes for the Aktyubinsk province until the end of fiscal year, one of which – Uilsky school-commune. Author noted at the end of article: in spite of the fact that the school was passed to Adaysky uyezd, the financing has to be remained in the Aktyubinsk province until the end of the current year, (the translation – Zh.M.). Also, December 5, 1925 the Kedey newspaper was published the article Zhubanov: "Teachers, pay attention. Provincial executive committee, help us" (Zhubanov, 2002: 15).

In this article the author, analyzing the condition of the Kazakh schools for 5 years of the Soviet government, writes: The Kazakh national school - the five-year-old child, the educator of this child is the inexperienced, poorly educated Kazakh-teacher. His inexperience, negligence is not due to the rudeness or non-professionalism, and most likely, due to the lack of knowledge (the translation – Zh.M.). Further K. Zhubanov notes the following circumstances, interfering prosperity of the Kazakh schools: The first – is the inexperience of personnel, the second – is the scarcity of the budget, the third – is the shortage of employees of education departments (the translation – Zh.M.). He notes in the conclusion that the solution of these problems contributes to the development of the Kazakh schools. At the end of the article the author notes that for Kazakhstan this year was critical: This year there were considerable changes in four volosts of Kazakhstan. Their budget was increased. Also, it was the harvest year for peasants, and they began to live easier. Now it is the right moment when we, educators, have to make special efforts for the raising of efficiency of educational work (the translation – Zh.M.) (Khutorskoi, 2001; Dwi et al., 2019). Together with it, K. Zhubanov reports that from the next academic year Zhana Mektep journal will be published which purpose is the distribution of the advanced training methods of educators. As the professional organizer of education, he pays special attention to the need of development of self-government in schools, points to the need of dispatch for schools of the samples of documents, such as: school statute, monthly and annual reports, registration cards of the educators,

lesson samples, etc. (Kosko & Singh, 2019; Godino et al., 2019; Tao & Yue, 2018; Salima, 2013).

3. RESULTS

Considering that the release of above-mentioned documents demands the investment of the material means, K. Zhubanov asks the planning commission of the provincial finance department and provincial executive committee to revise the estimate and to give the additional resources - 5000 rubles: it is not a whim, but the necessity caused by the requirements of the Kazakh schools. The provincial executive committee needs to pay attention to this question and to make the positive decision (the translation – Zh.M.). It is possible to tell with confidence that this article became the program document for rural teachers of that time as there were given the specific examples of classroom hours, work plans for school groups, clubs, and other extracurricular educational activities. At the end of the article the author urges teachers to take responsibly for the fate of the Kazakh schools and to show an initiative at the necessary moments: Teachers should not stay idle, and they must inform in due time the provincial education department about illegal actions or about inaction from the top management. The future of our youth, the fate of our country depends on the diligence of our teachers (the translation – Zh.M.).

Another article, published in the Kedey newspaper of July 29, 1926, is called It is necessary to tell about education problems now. The educator informs readers about the government's plans to transfer of schools-communes on seven-year education, about the soonest opening in Aktyubinsk of the school of young masters, one year courses on retraining of teachers and asks readers to express their opinion on these questions on the pages of the newspaper. Article, published by K. Zhubanov in 1926 on the pages of the republican newspaper Enbekshi Kazak is called Aulaktan okytu (Distance learning). The importance of this article is especially relevant

presently. He, opening the problem of shortage of the qualified national personnel, notes that the only way of the solution of this problem is distant, part time or distance learning. It is known that the term distance learning in modern didactics assumes training by means of the computer and Internet. However, A.V. Khutorskoy wrote about this type of training even before the emergence of Internet technology: The term distance learning is used for designation of education forms which existed long before the emergence of the computers. The part-time and correspondent training, homeschooling, the external study – these types of training claim the name - distance, as it designates training at the distance. Really, part-time training, organized in the early thirties of the XX century in the former Soviet Union along with full-time training, helped in the personal training for various branches of the national economy and proved its viability. And in the XXI century of information technologies, this type of training in higher educational institutions began to be called - distance. The fact, that K. Zhubanov used this term in the works in the 30th years of the last century, gives reason to believe that the scientist paid attention not only to the solution of the problems of the time, but also he expected development of science and technology (Razaviyayn & Faramarzi, 2014; Kahaki & Jenaabadi, 2014).

4. DISCUSSION

The above-named articles are the example of the fact that the scientist used all opportunities of mass media for discussion of current problems of national education. We consider, that the articles which were issued by K. Zhubanov during the Aktyubinsk period of his creative activity, as the valuable heritage, contributing the solution of current problems of national schools at the state level. Later, having graduated from postgraduate study in Leningrad and having got the degree of the Professor, he appointed as the head of the department of Abay Kazakh National Pedagogical University (1934). K. Zhubanov continued methodical work along with the research of current problems of the Kazakh linguistics. Despite being very busy, he wrote

simultaneously the programs and textbooks of Kazakh language for 5-7 classes of the secondary schools. At the same time, he was appointed the editor-in-chief of the republican *Auyl mugalimi* journal. Such several of work gave the chance to the author to be always aware of the problems connected with training and education of the younger generation.

In 1936, at the first congress of advanced teachers of Kazakhstan, K. Zhubanov, being the member of the board of the Republican Commissariat of National Education, made the speech about the need of professional development of the teachers, and also about the organization of research works in the country. The statements, made by him at that time, did not lose their relevance in our time. We will give the example from his speech: I want to stop with the questions of improvement of the education quality and the organization of research works in Kazakhstan. Especially, I want to focus attention to the circumstances, depending on the intellectuals of this front. It is necessary to improve resolutely the methods and quality of the work of the school management. The management can be divided into effective management and clerical bureaucracy. Instead of speaking about some common problems, it should be shown to our teachers the concrete samples of lessons, it has to be developed the methods, ways of training of the concrete themes. It is necessary to bring to pupils and parents the necessary information on the elimination of illiteracy in time, etc.

K. Zhubanov, in the letter to Zhangazy Zholayev who was the school teacher from the Aktyubinsk region, asks about the methods applied by the rural teacher at the lessons: Write me, how you begin the lesson? What examples do you use? How do you fix the material? How do you finish the lesson? Thus, he tries to find out about the reasons of difficulties, arisen before the teacher during a lesson. These questions, asked by K. Zhubanov to the teacher, show the crucial role, as the main type of the lesson of educational process in training and education of pupils. Having examined K. Zhubanov's works, written in the mid-thirties the last century, it is possible to be convinced that the didactic requirements adopted and used by him, are combined with the

present didactic principles and methods of training. It proves that K. Zhubanov well knew the traditional didactic principles and methods created by the great founders of classical pedagogy. In present time when in Kazakhstan the issue of updating of the content of education is resolved and there is a question about new methods of training of children on the updated program, we think that educators have to rely on works of Professor K. Zhubanov.

The scientist in his works also pays attention that besides the native language, pupils at national schools have to gain systematic knowledge of history, geography, economy, customs and traditions of the people. In the textbook on Kazakh language for 5 classes of the secondary school, published in 1936, the scientist, for the explanation of difficult theoretical questions, gives the examples followed from the life and mode of life of the people, having proved correctness and need of introduction of the elements of national pedagogy in the educational process. We will give an example from the textbook: The sewed clothes, the knitted pattern, the twisted thread ready for the use by the person, we call the handicraft. The things, used for making of the handicraft, are called the material. Another example: Earlier people did not know secret forces of nature and addressed to nature as to the living being. They called wind by whistle, drove away a tornado, took away diseases, thought that any good and evil has patrons which they washed, tried to satisfy with the food gift. K. Zhubanov considered that the initial word meaning can be the basis for the creation of scientific terms. He understood that through children's attitude, it is possible to create a national mentality of the child.

The scientist, being guided by the basic principles of ethnopedagogy and psychology, created the concept of the Kazakh national school, determined the main directions of its development. The scientist in his works investigates language problems in close relation with society. From his point of view, People – are not just gathering of society, but collective. One more main function of language – is informing. We call this feature communication. Its sense in Russian – is communication, to act together. The main support of the language communication question, widely developed at the end of the XX century, is communicative content and value of the speech

between people and ethnoses. Professor Orazbayeva (2004), studying the problem of language communications, notes that K. Zhubanov in the 30th years of the last century make clear by the simple language to the public the importance of language and speech as means of communications. K. Zhubanov was the opponent of blind, illegible copying of textbooks from other language and he said that only developing the humanities, it is possible to raise public consciousness, spirit and culture, history and art of the people.

5. CONCLUSIONS

Thus, it is possible to note that the origins of the pedagogical heritage of Professor K. Zhubanov are progressive ideas of the Kazakh thinkers. K. Zhubanov, developing their progressive views, elucidated the actual problems of the humanities not only from the position of the time, but also from the position of scientific and pedagogical concepts which have not lost the relevance presently. Having analyzed works of the scientist, it is possible to draw the conclusion that he investigated theoretical problems of the Kazakh linguistics in the context of pedagogy problems. It, in turn, is led the scientist to new judgment of the problems of the linguodidactics, ethnopedagogy and social psychology. It should be noted that in the textbooks and programs written by K. Zhubanov for secondary schools, studying of the language for the first time was aimed at improvement of communicative skills of pupils and it is contributed to all-round development of the personality. K. Zhubanov's works – are the valuable heritage, which determined the ways of development of pedagogy in Kazakhstan, rendered the contribution to improvement of quality of education and showing continuity of the educational system. In the conditions of XXI century, when the modern school is faced by the task of ensuring educational process with the contents, meeting the requirements of modern times, the principles and methods, reflected in the works of the scientist, are revealed from the new side and harmoniously complement new technologies of training.

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