

# National Customs and Traditions in the Educational Process for Primary School Students

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## ArticleInfo

International Journal of Advanced Information and Communication Technology

([https://www.ijaict.com/journals/ijaict/ijaict\\_home.html](https://www.ijaict.com/journals/ijaict/ijaict_home.html))

<https://doi.org/10.46532/ijaict-202108016>

Received 10 March 2021; Revised form 07 April 2021; Accepted 06 May 2021; Available online 05 June 2021.

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**Abstract** - The main direction of the educational process is to develop the education system in accordance with the strategic directions of social and economic development of the republic, integrating it into the world educational space, preserving its national essence through the use of national customs and traditions, as well as cultural values, creating conditions for the formation of a personality in the national spirit, development of a high level of outlook and creative potential of the personality, cognitive competences. The implementation of these tasks requires a review of the content of the educational process in the country's schools from a new methodological standpoint, based on the use of elements of national customs and traditions. Such a new methodological system shows the need for radical changes in the traditional educational process, the development of a creative approach to teaching, and the updating of the content of education on a national basis. In the modern period of the development of society in the educational process of educational institutions the principle of education is implemented, taking into account the comprehensive development of students, such a system of education and upbringing provides an opportunity for the formation of cultural and ethnic identity, it is aimed at an in-depth study of the spiritual culture of the people and the ability to connect it with modern values. This system of education and training is based on the link between national customs and traditions (customs and traditions related to children's upbringing, household customs and traditions, social customs and traditions) and the educational process.

**Keywords**- National Customs and Traditions; Ethnic and Cultural Identity; Spiritual Culture of The People.

## 1. Introduction

To date, we have become a sovereign state, an independent republic. From the point of view of the norms of world law, we have achieved all the rights necessary for a prosperous state. Only the person, who has absorbed his own culture, without rejecting the world culture, can become the backbone of society. The Law "On Education" of the Republic of Kazakhstan defines as the main task of the education system the creation of the necessary conditions for education aimed at the formation of personality on the basis of national and universal values,

achievements of science and practice and professional development [1]. The concept of secondary education development in the Republic of Kazakhstan clearly states the following: "The main goal and task of secondary education is the formation of a personality capable of making responsible decisions from a moral point of view on the basis of professional skills, acquired in-depth knowledge in a rapidly changing world, the problems of civic, patriotic education of a person who loves his homeland" [2].

A very important point is the national education of the younger generation through the use of customs and traditions, it should be remembered that the formation of a patriotic personality begins in the family, is carried out in a continuous social environment, society, through the education system. Thus, the formation of the national spirit, development of patriotic and moral qualities of a person takes place. The main tasks of the education system are to provide knowledge aimed at the formation of personality on the basis of national and universal values, at the development of professionalism. Education and upbringing is implemented on the basis of independent search. It should contribute to the preservation and improvement of education, transfer of experience and knowledge to the next generation in order to ensure stable social, economic and spiritual development, upbringing of a new cultural generation, orientation to the continuous improvement of moral, intellectual, aesthetic and physical condition should initiate continuous intellectual development in the field of education and science.

In accordance with the requirements of the time, ethnic problems are gaining strength, the people's interest in their own roots is growing, the modernization of ethno-cultural traditions is being justified, folklore in professional culture is developing, and the problems of language, religion, national pedagogy and psychology are becoming urgent. The focus of attention of ethnopedagogy and ethnopsychology is the formation of personality on the basis of national traditions of the Kazakh people, the

wisdom of the people, and the reliance on the heroes of oral literature as role models, through reading stories, legends. The use in the process of upbringing the samples of national art and oral literature, traditions and customs of the Kazakh people, works and pedagogical ideas, the heritage of great scientists of the Middle Ages, such as Al-Farabi [3], J. Balasaguni [4], M. Kashgari [5], A. Kunanbayev [6], etc.

In the works of domestic scientists S. Kaliyev [7], K. Zharykbaev [8] and others, who studied the peculiarities of ethnopedagogy and ethnopsychology, characterized the importance of the use of customs and traditions in the development and upbringing of children, their formation as personalities. In addition, the use of history and national values of their own people in the development and formation of personality are reflected in the works of S.M.Zhakypov [9], M.O. Abdikarimov, R.J. Aubakirova, E.L. Baltabai [10], K.Бөлеева [11], A.Tabyldiev [12] is currently increasing interest in the use of national traditions in education. The study of customs and traditions, the use of accumulated teachings in the upbringing of students in accordance with the requirements of the national spirit, and the mental development of children are the responsibility of every teacher and psychologist. Nevertheless, the development of the child in the national spirit through the use of customs and traditions in the educational process, research and knowledge of the child's inner world and the formation of national behavior in students requires a serious and profound search in the field of pedagogy and psychology.

Kazakh intellectuals, public figures and writers wrote about the fact that the educational process as a whole should be based on the national basis at the beginning of the twentieth century. In due time M.Zhumabaev, A.Baitursynov, Sh.Valikhanov noticed that use in educational process of national customs and traditions will allow the Kazakh people to reach the big heights in sphere of education and education. And in the modern period in the conditions of the big transformations in new social conditions when processes of globalization gain momentum that creates danger for national existence, probability of spiritual degradation, education of young generation in national spirit, formation in students of patriotic feelings, high moral foundations, becomes an actual problem. Our research work is an analysis and development of ideas in the context of a renewed educational space.

## 2. Methods

By implementing different levels, the learning process becomes cyclical. The cycles of the learning process of the main indicators of development are grouped on the basis of two main goals, the closest to the didactic aims of pedagogical works:

1) Education is the goal of mastering the methods of cognitive activity, mastering the basics of science, knowledge, skills and abilities, improving their spiritual, physical and working abilities, acquisition of labor and professional skills.

(2) The purpose of education is to develop a scientific outlook, morality and active creativity of each student and to form a harmoniously developed personality with high morals.

The educational process consists of two large systems. It is necessary to use all possibilities of these two big systems in the process of upbringing of the rising generation, to add to them customs and traditions, i.e. to continue the educational process, using in the educational process the customs and traditions of the people.

The purpose of using traditions and customs in the educational process at school is to closely consider the ways and pedagogical possibilities, to apply the experience of the people in the field of upbringing, and at the same time, they perform the following functions in the cultural and spiritual upbringing of the individual.

1) Educational. It will contribute to the development and spiritual and cultural perfection of the individual. Forms a sense of love for the Motherland, history and culture of the people, customs and traditions, a sense of gratitude and respect for the native land. It contributes to the knowledge of the social and cultural power of customs and traditions.

2) Cognitive. The significance in the upbringing of children of the customs and traditions of the people and the value of customs and traditions have been identified, and the concept of the need for folk traditions and customs in human life has been broadened.

(3) Developing. It develops the ability of the individual to perceive and evaluate national worldviews and ethno-cultural values, thus increasing interest in traditions and customs and the desire to use them in everyday life.

4) Creative and exploratory. Is an occasion for independent research of a heritage of the people, customs and traditions, search work promotes skilful use by pupils in the extra-curricular educational work of the learnt material depending on the maintenance of a subject in a class.

Experimental research work has been organized on the identification and development of activity in the use of national customs and traditions during the educational process among primary school students. Schools in Taraz city and villages in Zhambyl region were involved in the research work. In an experimental part of our research work results of measurements of more than 310 (N=310) researched have been discussed. On all primary data results of similar indicators of examinees have been grouped. Pupils are divided into two groups, based on the results of the indicators (experimental and control groups), and the methods selected for experimental diagnosis in the study (lexico-grammatical test, questionnaire, fantastic therapy, questionnaire), establish that the researcher must measure in order to obtain a reliable result, the results obtained correspond to the study and solve practical problems.

## 3. Results

Kazakhs have a wise saying: "There is no need to bring up a child by your own methods, bring up a child by means of

national education. The definition of ways to implement the goals of our study after the definition of the peculiarities of the formation of knowledge of younger students about national traditions and customs, leads to the following requirements:

(1) The content, form and methods of primary school education and upbringing should be structured in accordance with the aim of promoting national particularities and patriotic feelings of the child;

(2) Primary school students should develop national character, identity, morality and basic knowledge skills;

(3) An essential requirement for primary school students is the development of national traditions and customs, the compilation and systematization of knowledge, and the expansion of their basic understanding and understanding of the environment;

(4) Through education, psychological service and influence of parents to form such qualities in children as national behavior, national consciousness, exactingness, national dignity, conditions for the creation of relations between children and the environment, to pay special attention to the process of socialization.

Experimental and practical work has been carried out to formulate the initial state of the use of customs and traditions in the school's educational process. The following tasks have been identified in the course of the study:

1) Development of a model for the use of traditions and customs in the educational process at school.

2) Determination of the level of use of traditions and customs in the educational process at school.

The results of this work allow to study the validity of the conclusions formulated in the process of scientific-theoretical analysis.

#### *Lexico-grammatical test on knowledge of national traditions*

At the first stage of research lexical-grammatical tests were used, knowledge of students about national traditions and customs was checked, reliable information about knowledge of Kazakh traditions and culture was received. Activity of primary school students in relation to national customs and traditions was determined by the levels: high, medium and low. The tests consisted of ten questions

At a high level of knowledge and use of customs and traditions, the student is aware of his or her active role in the life of the state, and his or her feelings for the national culture of the people are deep. A high level of knowledge of the State symbols, history, customs and traditions of the people has been defined, and it is being encouraged to continue studying traditions and customs. It demonstrates a great creative desire to study the culture of the Kazakh people, philosophical, psychological and pedagogical features of elements of national traditions and customs.

At the secondary level, students are aware of their active role in the life of the State, but passively participate in changing the environment. He is characterized by an incomplete knowledge of customs and traditions of the

people. There is only a partial incentive to study the history and culture of the Kazakh people. Not always aspires to deep knowledge of national culture, national features, customs and traditions of the people.

A low level is characterized by careless attitude to the history of the state, lack of desire to study the customs and traditions of the people. He or she does not have a thorough knowledge of the history, traditions and customs of his or her people. Does not devote time to studying the national culture and traditions of the people

To the question: "What qualities can customs and traditions form in a person?", many pupils answered: "Decency", "Courtesy", "Respect for the elders", "Simplicity", "Attentiveness", "Politeness", "Morality", etc. The following answers were given to the question "What are customs and traditions?" "Special culture peculiar only to a certain people", "activity that arose in connection with the economy and industry, profession related to the time of people's residence", "Unchangeable everyday rules peculiar to the people". However, the pupils could not answer this question in the same way.

Taking into account the criteria and indicators, a set of specific features was defined for each level. The survey indicators are described in Table 1 below.

Table 1. Knowledge indicators of primary school pupils about traditions and customs

| Criteria  | Indicators   | Levels % |        |      |
|---|--|----------|--------|------|
|   |  | High     | Middle | low  |
| I. Awareness of oneself as a citizen of one's own country   | (a) Understanding their role in the life of the State.                               | 38,7     | 51,6   | 9,7  |
|   | b) Respect for the traditions and customs of the people.                             | 22,6     | 62,9   | 14,5 |
| II. Respect for state symbols, customs and traditions of the people.                                | (a) Knowledge of State symbols, customs and traditions                               | 61,93    | 30,64  | 7,43 |
|   | b) Seek to preserve the traditions and customs of the people.                        | 60,97    | 30,97  | 8,06 |
| III. Respect for customs and traditions, for the history of the Kazakh people                       | (a) The need to know the history and traditions of the Kazakh people                 | 50,6     | 36,8   | 12,6 |
|   | b) Systematic and deep knowledge of the history and traditions of the Kazakh people. | 38,06    | 43,2   | 18,7 |
| IV. Understanding and preservation of national culture, traditions and customs of the Kazakh people | (a) The need to study the national culture and traditions of the Kazakh people       | 43,23    | 50,97  | 5,8  |
|   | b) The ability to preserve the traditions and customs of the Kazakh people           | 40,97    | 51,94  | 7,09 |

Students have a high level of knowledge of State symbols, customs and traditions (61.93 per cent) and a desire to preserve the traditions and customs of the people (60.97 per cent).

Thus, based on the results of the testing, it can be concluded that the ideas of national traditions depend on the peculiarities of the influence of education and upbringing in the family, but nevertheless, they also have an influence on the peculiarities of personal knowledge of the student. In addition, it was concluded that the knowledge of the student is increased, provided that it is frequently used in the educational process of national customs and traditions, as well as as as as a result of the child's self-improvement.

In Kazakh families, from the moment when the child began to speak well and clearly, they began to pay great attention to the knowledge of numerous relatives: from the father, from the mother's side, their own clan, etc. There was a law on the need to know their ancestors up to the seventh generation. The duty of every citizen is to know the history of his origins, his ancestors up to the seventh tribe. Kazakhs have the expression "A son who knows his ancestors up to the seventh tribe will be supported by seven clans". [10]. It was believed that a child's knowledge of his or her origins and kind of history shapes his or her civic qualities, sense of patriotism and love for his or her native land. The family members did not limit themselves only to making the child learn the names of their ancestors to the seventh degree. They told the children what their ancestors were like when they talked about famous people of their kind, and they tried to make their ancestors become role models. They also aimed to continue their family lineage.

This attitude of Kazakhs towards history was a step in the formation of personal behavior and spiritual cultural values.

Any actions carried out by the subject consist of purpose, means, process of transformation and its results. As a result of actions, the subject himself changes and develops through significant development. Fairytale therapy is applied in parallel with the purpose of psychological treatment and personality diagnosis. And the younger schoolchildren's interest in national traditions and customs gives positive results in the study of Kazakh legends and poems. Therefore in our research work we used also a fantastic genre as through the Kazakh fairy tales we propagandize to children national traditions and customs. With use of fantastic therapy we are aimed at revealing in pupils of representations about traditions and customs, formation of creative imagination. Here, students were asked to make a fairy tale on the theme "Journey to the Kazakh country". They were given a task to come up with a fairy tale on a theme of the same content chosen by them. Children had to describe the fairy tale both figuratively and meaningfully. They were offered the following requirements:

- to reveal the content of the fairy tale;
- to show the artistic character of the characterised image;
- Concretize the moral and educational aspects of the fairy tale;
- to reveal the idea and meaning of the fairy tale;
- Determine how many parts a fairy tale consists of;
- What other themes or heroes can be taken for a fairy tale?

Table 2. Indicators of primary school pupils' knowledge of national traditions and customs

| № | Analysis criteria   | Levels % |       |
|---|---|----------|-------|
|   |   | High     | Low   |
| 1 | A full, concrete statement of their thoughts on national customs and traditions       | 43,54    | 56,46 |
| 2 | Artistic significance, ability to make coherent proposals                             | 84,52    | 15,48 |
| 3 | Consistency of fairy tale content (past, present, future)                             | 56,5     | 43,5  |
| 4 | Picture of the protagonist of a fairy tale, the ability to show his national features | 74,83    | 25,17 |
| 5 | Difficult to compose a fairy tale; low activity                                       | 50,3     | 49,7  |

As a result of the experiment, it turned out that the subjects could not make up a figurative and meaningful basis of the fairy tale (56.46%). Pupils participating in the testing were unable to express their thoughts completely and clearly. It was difficult to give another name to the fairy tale. Thus, low activity of the students of primary

school in relation to national customs and traditions was determined (49.7%). According to the results of the study, conclusions were made about the need to develop the artistic and cognitive activity of students through special practices.

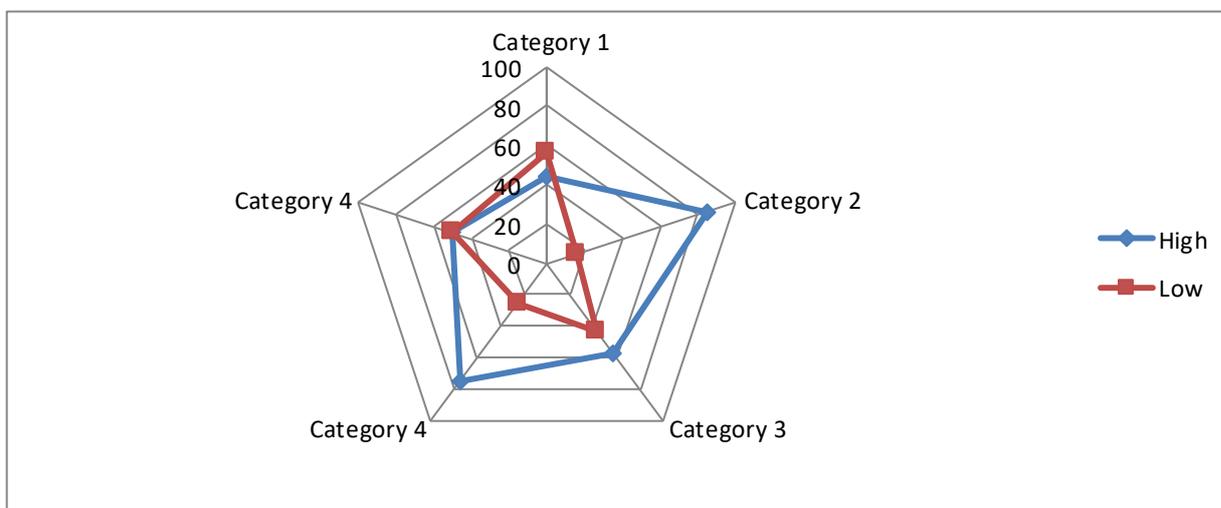


Fig 3: Assessment of primary school pupils' knowledge of national traditions and customs

The main task of a teacher at the present stage is to educate a citizen who loves his or her land, people, history of his or her people, their language, traditions, beliefs and customs, and to develop the worldview and consciousness of children in school in accordance with these tasks. Providing links between lessons and upbringing and methods of national pedagogy will allow the Kazakh people to achieve their goals.

The scientist, teacher K.Boleev said the following about the national education: “The purpose of education in the Kazakh national school is the formation of the national outlook of students. And the national outlook can be formed only through the native language, history of names, native culture and national customs and traditions. For this reason, the study of these foundations of the national outlook should become the main problem. To do this,

teachers need to widely apply the necessary methods, original textbooks, visual aids, additional literature, special programs, where materials are considered in accordance with national peculiarities, history, culture, customs-traditions, living conditions, family education”[11].

In addition, A. Tabyldiev in his work “Pedagogy and education of the Kazakh people” revealed the educational importance of traditions and customs of the Kazakh people [12].

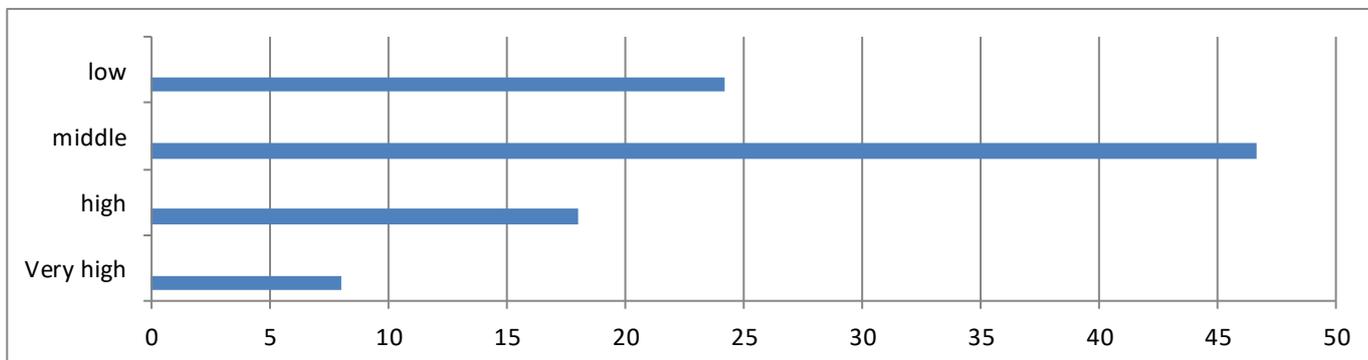
At the next stage of our research work, we worked to identify the features of the creative imagination of the participants of the practice. The process of imagination is a process of cognition, which is necessary in the process of people’s interaction and plays an important role in cognition of each other. Therefore, for the participants of the practice, we carried out the method “Definition of the

features of the creative imagination”. The purpose of the method is to reveal the features of the creative activity and activity of children. in the course of the practice, the participants were offered three words: “Person”, “Glaza” and “PRIRO”. Using these words, children should make suggestions [13].

According to the results of the practice, the following levels were identified:

- “Very high” - used 3 words, expressed a complex idea and touched upon the problem;
- “High” - used 3 words, expressed a simple idea;
- “Medium” - used 3 very, very light thoughts;
- “low” - used 3 words, but no meaning [14].

The correlation between the results of the indicators can be seen in the figure below:



**Fig 4.** Imagination characteristics and creative activity indicators of students

As can be seen in the figure, the majority of students have average (46.68%) and lower than average (24.15%) scores. Hence, the conclusion: creative imagination of primary school pupils develops in the process of joint creative activity, in case of a large number of communication processes with other subjects and as a result of improvement of personal knowledge.

**Table 3.** The means of using traditions and customs in the educational process at school are described in

|                        |  |
|------------------------|--|
| Target                 | Creating conditions for educating students through the use of traditions and customs in the educational process at school. |
| Tasks.                 | Development of interest in the culture and traditions of the people. Upbringing of love to the native land.                |
| Means                  | Types of customs and traditions. Oral folk literature. Household items, etc.   |
| Objects                | Educational hours, holidays, educational trips, lectures, contests.  |
| Methods and techniques | Conversations, examples of adults, motivation, beliefs and other folk methods and methods of education, etc.               |
| The result             | High level of education of students using traditions and customs in the educational process at school.                     |

In accordance with Table 2, in order to promote the understanding of national traditions and customs among junior schoolchildren, we have defined our main task as the creation of a system of perceptions of national traditions and customs. This objective has three components:

- The cognitive component (mother tongue education, ancestral knowledge, knowledge of ancestral culture and history, native land);
- Affective component (instilling national and universal values);
- Behavioural component (development of the desire to know oneself and others).

The following requirements are met by defining the ways in which the goals of our study can be realized after the specifics of the formation of national traditions in younger students have been determined:

- The content, form and methods of primary school education and training should be designed in accordance with the goal of promoting national identity and patriotism in the child;
- the need to form the basis of national character, self-consciousness, moral qualities, educational skills and abilities is a constraint for primary school students;
- Critical requirements for primary school students - to communicate and systematize knowledge of national

traditions and customs, to expand their basic concepts and basic notions of the environment;

- Formation of the child's national qualities of behavior, exactingness, taste and national dignity through educational and psychological activities and influence of parents; special attention should be paid to the child's communication with the environment and the process of socialization;

- Training of teaching staff capable of effectively using national values in the organization of the educational process of primary school students and organization of educational activities with parents.

Thus, the formation and development of the pupils' national consciousness is carried out through the systematic study of the national language, the history of the nation, national culture and national traditions and customs at school. Continuous and correct guidance on the actions of primary school pupils is the main part of the work carried out in connection with the comprehensive formation of outlook and life practice.

#### 4. Conclusion

At present, education and upbringing of young people in the conditions of a renewed content is the basis for the development of education and upbringing, spiritual wealth and cultural component of the students' worldview, formation of such qualities as thinking, ability and tolerance in them.

To date, the education and training of young people in a renewed content in accordance with international standards serves as a basis for the development of their spiritual wealth and culture, thinking, skills and endurance. The methods and techniques of upbringing that our people have developed over the centuries have been passed down from generation to generation and have reached the end of our time, turning into traditions of national upbringing. The results of the research will make it possible to draw conclusions on the formation of national behavior of students through knowledge, research of the inner world of the child, development of the child in the national spirit through the use of customs and traditions in the educational process:

1. The results of the worldview, creative outlook, fruits of the people's activity, formed and developed during many centuries in the process of historical development of our

people, go back to the ancient epoch and represent a treasury, which provided spiritual-aesthetic, cultural-artistic development, the presence of diverse types of art.

2. The Kazakh national pedagogy and psychology, educational traditions and customs of the Kazakh people formed during centuries, passed from generation to generation, became an invaluable heritage, school of education, not lost the importance and urgency on the present time. We were convinced that traditions in education of today's young generation are the most important tool in education and upbringing in national spirit.

3. customs and traditions of the people, artistic, aesthetic, spiritual and cultural values are laid on the basis of national folklore, oral literature, works of poets-jirau, national music, songs, traditional crafts, decorative and applied arts and architecture. Therefore, as our ancestors said, the achievements of material, artistic, spiritual and aesthetic culture are the main source in the issues of aesthetic upbringing of the younger generation, multifaceted, heroic personality,

4. Identification of the level of development of individual and creative abilities of primary school pupils, their familiarization with national traditions and customs, taking into account the importance of psychological and pedagogical support in the formation and increase of interest in national traditions and customs, contributes to the increase of its intellectual and creative level.

5. Students' understanding of the modern Kazakh school of national culture, spiritual and artistic treasury of our people, the boundaries of the work on formation of knowledge in the field of the essence of human life through the use of psychological methods such as perception, understanding, memory, repetition, equips students with knowledge that is not fixed by practical skills. we believe that the development of their cognitive horizons through the use of national traditions gives qualitative results in combination with the content of education and upbringing

The basics of national education and upbringing in schools with renewed content are an important direction in the process of education and upbringing of the new generation through the formation of knowledge and experience about the history of our Motherland through the use of traditions and customs.

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