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Pedagogical ideas in M.Zhumabayev's works

Abstract. *The article shows pedagogical ideas in M. Zhumabayev's works. A short historical review has been made of the pedagogue-poet's teaching activity.*

Also M. Zhumabaev's works are analyzed such as: «Pedagogy», «Native language in elementary school» and «Writing textbook and school». The educator-poet's educational perspective in «Pedagogy» is defined, with the work «Teaching the native language in elementary school», there is an analysis of ways to develop a child's language through this tutorial. While considering the merits of «Written Textbook and School», it was clarified the format of the future Kazakh school. There is an integrative analysis of pedagogical ideas in Zhumabayev's poems with pedagogical thoughts of Abay, M.Dulatov, L.S.Vygotsky and G.A. Zuckerman.

Keywords: *Teacher, pedagogue-poet, teaching activity, art-education, developmental education, school, educational work, national education.*

DOI : <https://doi.org/10.32523/2616-6895-2020-132-3-98-104>

Received: 8.11.19 / Finalized: 16.01.20 / Accepted: 28.04.20

Introduction

Nursultan Nazarbayev in his article titled «Seven sides of the Great Steppe», said: «I hope that the people who know, appreciate and proudly admire the history of the past will have a great future. Being proud of the past, real appreciation of the past, and a positive outlook on the future are the key to the success of our country» he concluded [1]. In this regard, we must always keep in mind the works of the Kazakh intellectuals at the beginning of the XX century as a «spiritual code, starting from the depth of the root history».

Magzhan Zhumabayev is known as a poet, translator, and a master of methodology, an outstanding teacher. M. Zhumabayev founded the pedagogy and methodology sciences with his textbooks «Pedagogy» (1922), «Native language in elementary school» (1925), «Be educated» (1926). At the beginning of his work, the scientist said: «The blood of the Kazakhs is same, a new leader is a teacher. If the sons of Alash cooperate

for assessment of the era of the awakening of the country, respected place will be for dear teacher» he wrote.

The modern Kazakh textbook «Pedagogy» of scientist of varied attainments shows a new paradigm, a deep understanding of innovative areas; it can be seen in full possession of the author. This textbook was a masterpiece that has added much to the creation of the term, the development of pedagogical terms [2,5-23].

The main thoughts in Abay's poetry school are sounded in Magzhan's poems. Magzhan was a great poet who opened Abay's new school in the latest literature. He teaches his students to learn Abay's poems. Together with them he analyzes Abay's compilations of poems. Magzhan was upset as Abay, for Kazakh people. He wanted for his nation to gain a foothold, reach the heights, he had the same dreams. All of Abay's poems and verses are of equal value to others, even if they were for the sake of exaltation, these thoughts give Magzhan a heart to his heart, boost it by

the strength and will to his will. He also criticize lack of education and try to urge people to learn. Magzhan often remembers the poems of Abay: «The teacher will never be tired to teach a child». For this reason, he concludes his fine work, such as «Pedagogy», as «The Teacher Who Makes»[3, 24].

There is also a national painting in Zhumabayev's view of education in nomadic Kazakh life. They are able to keep the baby inside the yurt. Where is pure air when it is not in the yurt? It would be a good idea for a Kazakh woman to be hospitable with nature, go with her cattle and grow up with a very gentle Kazakh boy who has grown up with her upbringing. The Kazakh education is incompatible with Kazakh life «wrote Zhumabayev. His thoughts, given to the human nature, draw attention to the unity of the work of creation. The ecological problems that are becoming a scientific problem today are the consequence of dissatisfaction with the mood of the motherland. Obviously, the heart of the scientist, poetic feeling, has not been able to look after the offspring.

M.Zhumabayev was the first Kazakh thinker who connected with father of Russian pedagogy and psychology K.D.Ushinsky. He pointed out that the pedagogy is insecure, which describes the theoretical logic of the educational process, without considering the peculiarities of dialectics without psychology, especially the student's system of thought (mind, memory, imagination, thinking, speech, etc.). Pedagogy contributes to Magzhan's thoughts in the opinion of the great son Ushinsky, who pointed to the need for a profound study of human beings. The methodological works of the great poet are also psychologically remarkable. These are a matter that we are talking about separately. We should not be surprised at the academic and educational ideas of the poet Magzhan Zhumabayev, who was called «Kazakh Pushkin» during the panic [4,7].

«Native language in elementary school» was published in Turkistan state publishing house in Tashkent in 1923. This work is a continuation of the poet's book «Pedagogy». The poet intended to come to the primary school teachers and

to give advice, after graduating from the best teacher training college in Omsk. Magzhan has published this methodical tool and has demonstrated the unique qualities of the great scientist. His exceptional research is that he is aware of the theoretical background of the historical and theoretical aspects of the subject he has been thinking of. The author looks at the situation of the whole Kazakh school. It does not remain within a specific theme, but challenges the historical situation at that time. This is what the book's structure looks like. The story is focused on three main areas. The requirement of the past and present location of school in the Soviet Union and Kazakhstan and the need for educational institutions of revolution. This was the first issue, and the second was the place of the native language in the school. Also, there were ways to set up native language teaching at elementary school and provide specific guidelines.

Magzhan compares the old school and the new school with his own thoughts. It tests the old school for the inconvenience. That's right. Previously, the elementary school has just played a role of showing a letter. Other sections of education are not taught and the lack of public education. Particularly, Kazakhs of elementary schools in Kazakh have taught them Arabic. Because of this misconception Magzhan's mouth is called «orphan». Formerly old schools describe their native language as orphaned by their mother.

Magzhan says, «The native language be the mother tongue of the nation». The coup was saying «instead of the old school», «the school of labor» Magzhan did not see it badly. The slogan «The School of Labor» was designed to make school and lifestyle complementary to one another. This is one of the strongest proofs of Magzhan's great gratitude to the novelty.

How to Educate a Child? The author advises first to put student's heart the form of a real picture. In this case, the child does not repeat what he says and writes, but pulls out his words from his heart [3, 124].

«The way of teaching native language in elementary school» is Magzhan's book written for school teachers. This shows that the labor teacher

was a great methodologist. In the section of the book, «One of the Subtle Emotions - Abortion, or Drowsiness,» he says, «When a teacher lingers on a long word, the student is overworked, and the teacher must be able to speak differently and different words. The skill of a teacher is not the quickest expression of all the knowledge he has acquired, but rather the impetus. Teacher's speech should be compact, energetic, and interesting in teaching. Only then can he draw a child's attention. «He has explained how to teach in the classroom for four years of elementary school, to systematize native language teaching. In the first year, the child's language is fluent in his language, his ability to express his thoughts, and his ability to «speak words». He also learns how to draw and describe the poem he has written, his talent, his talent, and tell tales to tell stories. In the third and fourth years, the student writes about the effectiveness, purity of the language, and what to do in order to strengthen the demands, to build a literary and cultural language [3, 125-126].

Magzhan was one of who wanted to develop a technique of native language learning in elementary school. He offered a system of skills and training for the development of the native language in accordance with each year of the four-year elementary school.

The school has three main objectives:

- 1) Primary School Objectives;
- 2) The Objectives of the School of Labor;
- 3) The purpose and mission of the native language is to assert that the four-year elementary school needs.

The methodologist brings together the system of skills in the 4th grade, as follows:

1 grade: a) publishing the word in a compact manner; b) correct, open, read the poems written a little bit; b) in short, correct speech; c) training exercises; d) writing their name under the pictures they create; f) ability to copy, books; e) writing of the day's names and writing the names of all children; (e) To relate stories, and experiences with the help of teacher's leading queries; g) ability to turn fairy tales, stories to the stage.

2 grade: (a) Speak in detail about what he has seen; b) to make, hear and see what's happening; b) be able to speak with one another; c) able

to communicate in picture; d) a second story, similar to a certain story; (g) to exclude part of the conversation; e) ability to replenish the conversation; e) ability to copy and paste short articles from the publication; (g) Diary of learning (h) Learning development.

3 grade : (a) Thinking about what's happening in the story; b) be able to speak fully at the children's meeting; b) to evaluate literature effectively from different angles; c) to have a daily calendar; d) Making albums for children, publishing magazines; f) ability to write reports from frequent events, excursions.

4 grade : (a) Complete speaking and writing to a draft of a particular opinion; b) ability to express literary impressions on a timely, non-linear, measurable, graphic, simple story; b) Deepening the sense of beauty from the influence of literature; c) drawing a student, making a scene from the influence of literature; d) make a written report and make presentations at meetings; (f) Deepening the magazine; e) participation in the performance; g) assistance in the management of the school and the educational institution.

Also, M. Zhumabayev said that his native language cannot be found in school, and that our school has not yet been set up in a proper manner. «The school's language today is the language of its teacher, not its language. The language rules do not refer to the rules of the language spoken by the child, but as «language understands the rules of the instrument.»

The mission of the school is to teach the child to speak correctly. The teacher suggested introducing him to literature and teaching the child to understand and communicate properly to educate the child in the following areas of the four-language elementary school:

1. Teaching, writing.
2. Emphasis on the spell.
3. Writing a word.
4. Familiarization with types of oral and written literature suitable for the child's concept.
5. Comprehension and comprehension skills [5, 36-38].

Magzhan says, «The school children need to be able to make a real picture, first of all, in his heart.» In such case, the child does not repeat

what someone says, and pulls out the word from his heart. The role of the meeting is to demonstrate the importance of the meeting of schoolchildren in the development of the language, as the «meeting of children is a great tool for the development of their language». Generally speaking, the child's language will be rich when teaching the child language since its beginning. And when a person's language is «tense,» it becomes clear that psychological changes will be difficult to learn. It is therefore important for the schoolchildren to start a kindergarten, even in the family, to teach the native language [3, 125-126].

Of course, both the teacher and the family are instrumental in teaching language. In western countries, the language is mostly taught by games even adults and children. In this regard, M. Zhumabayev's approach to language learning can be used today. Magzhan had already learned some elements of advanced learning. That is, in the development of cognitive activity of students on the basis of productive teaching methodology and the effective way to organize it. Vygotsky's understanding of «thinking is not thinking, thinking is a process of people». The development of the child's thinking is directly related to fantasy. Therefore, whether in the mother tongue or in general education. Zhumabayev's idea is to foster the imagination of the child to develop self-learning skills. For this purpose it is important to use beautiful fairy tales, stories, songs of the Kazakh people and poems. The child presents a variety of phenomena from what he sees in his imagination. Only then does a child develop imagination and have a good education. About it G.A. Zuckerman said: «At the very first stage of learning, the teacher simply strives for the child to make the new task, to define the purpose, and to increase their educational and cognitive activity.» Considering that Magzhan's ideas about the development and upbringing of K. Ushinsky, L.S. Vygotsky coming closer to the people, we see that they are dealing with today's modern ideas [6,28]. Magzhan chased the ideas of Abai, Akhmet, Mirzhakyp, and the Kazakh poets who invite people to art. Magzhan was therefore a culturistic romantic.

Pedagogue-poet in 1912:

«Time is a fox, watch out!» -

In 1915s:

«Children of other nations have studied,
With knowledge, people have been
open their faces,
If they are in want of eating and
drinking they are like cattle,
Why did Humanity exist
All over the World?»- says.

1917:

«My God, I worship you,
My word is Koran, a decent word.
I am a destructor and a corrector,
Now, old age, you've come»,
- criticize the old thoughts. «The girl named Zura
cried at night and begged for «God» and had
different dreams. You also read and shine as a
star! «- says to Gaziza, her sister [3, 23].

«Written textbook and school» is one of the works of M. Zhumabayev where he wrote about the creation of a national school, its formation. It is one of the great works that the great teacher can not overlook the fate of the nation. He said, «It depends on the construction of a school of the fate of one country. The destiny of the Kazakh people depends on the foundation of the future school. If we build our school on the basis of a cohesive, contributing to the Kazakhs, then we can make a breakthrough for the future. Speaking about the future school, M Zhumabayev pointed out that the Kazakh school should be able to provide students with a comprehensive knowledge base, primarily in Kazakh language. Together with the latest discoveries in science and technology, language, literature and culture share ideas about national teaching and learning issues [6,22-26].

And in his poem «How we can get art and education:

If you think that you are dead as stone ,
Art and education is a food for starving one,
If he thinks that it is a right guide
For being lost in the sea
If he chase that idea is true,
And be honest in this way,
Even the art-education is underground,
Eventually he will get them.

- the pedagogue-poet invites young people to art

Magzhan's pedagogical activity.

Years	Pedagogical activity
1913-17	Studied at the Omsk Teachers' Seminary and graduated with a gold medal.
1918	He was a summer teacher in Omsk.
1918-19	Head of the 2nd year of teachers in Omsk. Short-term teacher at Omsk district, Poltavka village.
1920	Teacher of literature and pedagogy at the Soviet School of Teachers.
1922-23	Written textbook "Pedagogy", published in Orenburg and then in Tashkent.
1922-23	Teacher at the Institute in Tashkent. Member of the Kazakh-Kyrgyz Scientific Educational Commission.
1923-27	Listener of the Moscow Literary and Art Institute. Lecturer of the workers' Institute.
1929-36	Years in prison.

and education. It is in the poems that you can guess paraphrase the importance of the education [7, 13-14].

In the following table, we can see the path of teacher-poet's teaching.

As can be seen from this table, Magzhan has devoted more than half of his 45-year-old life to teaching, and education. His poetic skill was spent on child rearing and education [6, 22-26].

Finally, we can say that Magzhan Zhumabaev is not only a poet, but also a teacher and educator. Because the pedagogue invites young people to study and learn through poetry, explains ways of teaching language to teachers through their

textbooks, new paradigms in modern Kazakh language, innovative trends. How national training issues, education and the types of questions that need to be brought up learning how to «Pedagogy», «Ways of teaching native language in elementary school, and «Written textbook and school» clarify the answer through textbooks. That is why we are taking into account the life and example of M. Zhumabayev, his literary and pedagogical heritage in the systematic study and education of young generation of our country, their love for the Motherland, the nation is growing, and their fullest for the creation of great national values there is hope for opportunity.

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Аңдатпа. Мақалада М. Жұмабаевтың еңбектеріндегі педагогикалық идеялар айқын көрсетілген. Педагог-ақынның ұстаздық қызмет жолдарына қысқаша тарихи шолу жасалған.

Сонымен қатар, М. Жұмабаевтың «Педагогика», «Бастауыш мектепте ана тілі» және «Жазылашақ оқу құралы һәм мектебіміз» еңбектеріне талдау жасалған. М. Жұмабаевтың өлеңдеріндегі педагогикалық ойларға да талдау жасалған. Әдіскер-ақынның «Педагогика» еңбегіндегі ағартушылық көзқарастары айқындалған, «Бастауыш мектепте ана тілін оқыту» еңбегін қарастыра отырып, нақты осы оқулық арқылы бала тілін дамыту жолдарына талдау жасалған. Ал, «Жазылашақ оқу құралы һәм мектебіміз» деген еңбегін қарастыра отырып, болашақ қазақ мектебінің қандай болу керектігі туралы нақтыланған. Педагог-ақынның педагогикалық ойлары Абай, Міржақып, Л.С. Выготский және Г.А. Цукерманның педагогикалық ойларымен интеграция жасалған.

Түйін сөздер: педагог, педагог-ақын, ұстаздық қызмет, өнер-білім, дамыта оқыту, мектеп, оқу-ағарту жұмысы, ұлттық тәлім-тәрбие.

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Педагогические идеи в творчестве М.Жумабаева

Аннотация. В статье рассмотрены педагогические идеи в творчестве Магжана Жумабаева, дается краткий исторический обзор педагогической деятельности поэта-педагога. Кроме того, анализируются такие работы исследователя, как «Педагогика», «Родной язык в начальной школе» и «Написание книги и школа». Представлен анализ педагогических идей в стихах Жумабаева. Определяется образовательная перспектива методиста-поэта в труде «Педагогике», проводится анализ способов развития языка ребенка в работе «Преподавание родного языка в начальной школе». Рассматривая достоинства работы М. Жумабаева «Жазылашақ оқу құралы һәм мектебіміз», авторы статьи определяли, какой должна быть, по его мнению, будущая казахская школа. Проведена интеграция педагогических идей поэта-педагога с педагогическими мыслями Абая, М. Дулатова, Л.С. Выготского и Г.А. Цукермана.

Ключевые слова: педагог, педагог-поэт, педагогическая деятельность, художественное образование, развивающее образование, школа, учебно-просветительская работа, национальное образование.

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