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EDUCATIONAL AND EDUCATIVE POTENTIAL OF SPIRITUAL AND MORAL EDUCATION PROGRAMME OF "SELF-KNOWLEDGE"

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Abstract. The article deals with educational and educative potential of spiritual and moral education program of "Self-Knowledge". As a methodological basis in the education system the subject of Self-Knowledge is directed to train and master methods and techniques of forming moral values through self-knowledge of young generation and their moral ideas; the ideas about developing creative and professional activity of an individual; virtuous attitudes and opinions of national and foreign education theories in pedagogy and psychology representing the social and psychological aspects of modern education. To summarize, self-knowledge is the subject of promoting personal growth, self-development, self-realization and self-assessment of their accumulated experience.

Key words: "Self-knowledge" spiritual and moral program, education, the potential, the subject of "Self-knowledge", personality, knowledge, education.

«ӨЗІН-ӨЗІ ТАҢУ» РУХАНИ-АДАМГЕРШІЛІК БІЛІМ БЕРУ БАҒДАРЛАМАСЫНЫҢ БІЛІМДІК ЖӘНЕ ТӘРБИЕЛІК ӘЛЕУЕТІ

Аңдатпа. Мақалада «Өзін-өзі тану» рухани-адамгершілік білім беру бағдарламасының білімдік және тәрбиелік әлеуеті қарастырылады. Өзін-өзі тану пәні – жас ұрпақтың тұлғалық рухани-адамгершілік құндылықтарын өзін-өзі тану арқылы қалыптастырудың әдіснамалық негізі ретінде оқыту жүйесіндегі адамгершілік көзқарастар, тұлғаның шығармашылық және кәсіби дербестігін дамыту туралы идеялары; отандық және шетелдік оқыту теориясындағы, педагогика мен психологияда ізгіліктік дәстүрлер мен ой-пікірлер, бүгінгі тәрбиенің адамға бағытталған әлеуметтік психологиялық қырларын қалыптастырудағы тәсілдерін оқыту мен үйретуге арналған. Қорытындылай келе, өзін-өзі тану – бұл адамның тұлғалық қалыптасуына, өзін-өзі дамытып, өзін-өзі іске асыруына және өзінің жинақтаған өмірлік тәжірибесін өзі бағалай алуына ықпал ететін пән деп саналады.

Түйін сөздер: «Өзін-өзі тану» рухани адамгершілік бағдарламасы, тәрбие, әлеует, «Өзін-өзі тану» пәні, тұлға, білім, білім беру мазмұны.

Today's modern requirements of the education system of the Republic of Kazakhstan are directed to the solution of the most important problems in education of the younger generation. Nowadays the world scientific technologies of development and innovative openness demand that the personality should be witty, well educated and well mannered. Therefore training from the spiritual and moral aspects is aimed at increasing the level of civil consciousness in each child and the capabilities to show activity in any environmental surrounding. It can be noticed on the educational and educative potential of the Self-knowledge program that offers spiritual and moral education and gives the chance to harmonious development of a person.

In the framework of the renewal of the country in the field of innovations in education the relevance and necessity of the S. A. Nazarbaeva's project under the name of "Self-knowledge" is clearly observed. It wouldn't be a mistake to tell that it develops moral values of the young generation along with the original values of our independent country in minds of children. It is the basis of national education, which gives the possibility and absorption capacities to develop spiritual and moral values of the younger generation and to open comprehensive capabilities and possibilities of youth.

The subject of self-knowledge as a methodological basis for the formation of personal spiritual and moral values of young generation through moral concepts, ideas of personal development in a creative and professional independence. The discipline is also directed to training based on national and foreign theories of

education, psychology and pedagogy ideas, traditions and beliefs, to teach in the formation of socio-psychological aspects and methods aimed at modern man-centered education. For the purpose of transfer the experience accumulated up by the mankind, the next generation, increase of civil activity of a person in the course of humanization of education, the guidance of spiritual and moral disciplines is the formation of a reasonable capacity.

The concepts of moral-spiritual education of "Self-knowledge" consistently describe all the applied theories that have great importance. The sources on which this syllabus is based are: the Law of the Republic of Kazakhstan concerning 'On Education', the laws of the International Conventions, and also other regulating documents of the Ministry of Education and Science of the Republic of Kazakhstan which allow to develop consistently conceptual ideas written in the given documents.

It is clear that spiritual and moral values of the national education program of "Self-knowledge" take their roots from the spiritual heritage of our nation and its national values. The discipline of spiritual moral education of "Self-knowledge" is closely connected with the history, the mothertongue, philosophy, literature, cultural traditions and psychology.

The given discipline is taught in preschool and general secondary education, in all educational institutions of the country in accordance with the spiritual and moral education standards. This document of self-knowledge establishes requirements for organizations, includes the main directions of individual spiritual morality. The standard that in the process of forming a harmonious personality taking into account many-sided aspects, spiritual, moral and ethical norms of education and to determine ways of achieving expected results on the levels of educational achievements, allows creative approach to morality.

The official regulating documents, textbooks and the educational and methodical complexes of "Self-knowledge of discipline" were prepared by research associates of "Bobek" National Scientific and Practical Educational and Health Center as a part of the Institute of Harmonious Development of a Person.

The obligatory standard of the discipline "Self-knowledge" is developed according to provisions, laws and regulations of the Republic of Kazakhstan. For instance, "On the Rights of Children" Convention, "The Strategy of Development for Kazakhstan till 2030", the Law "On Education", "Comprehensive Program of the Development of Education of the Republic of Kazakhstan for 2005-2011", "The Concept of 12-year education in the Republic of Kazakhstan, and other important documents form the basis of the main theories of the discipline. The contents of the standard and self-knowledge, as well as other branches of knowledge through which the spiritual and moral education of self-knowledge in accordance with the content of the core expected results, the levels of students' achievements and spiritual and moral formation of the variable part (elective courses), additional education requirements and various forms of extracurricular activities. These requirements are universal for secondary education in preschool institutions and educational "seminar" spiritually-moral education of the subject is [1].

The course fundamentals of moral education in the modern world are taught to the people who want to live new happy lives, wish to preserve natural environment, interested in views and their own deep outlook and in communicating with other people, and is aimed at improving personal qualities of future generation. It is closely interrelated with philosophy, psychology, pedagogy, history, cultural studies, literature, sociology, ethics, and aesthetics and directed to recognize the universal human values. Starting from preschool educational to profile schools "self-knowledge" fully realizes the goals, which prevails by universal values of the subject and creates a special atmosphere.

Many Kazakhstan scientists developed the content and structural theories of "Self-knowledge" discipline. N. Nyssanbayev developed methods of teaching, and G. G. Solovyova spiritually moral education of philosophical approach, G. Kozhakhmetov pedagogical approach and ethnopedagogics, M.H. Baltabayev spiritual and moral approach in the education, H.T. Sheryazdanova investigated the moral-psychological approach to education. M. S. Khasanov, B. K. Damitov, B. A. Almukhambetov and others developed the knowledge of the course and provided conceptual and theoretical foundations for reforms in the education system and ways of its implementation in practice. M. Z. Zhadrina, G.Z. Bayzhasarov, A. Arinova, Abdygapparova, B. K. Kudysheva, G. I. Kaliyeva, S. Seytakov, R.O. Izguttynova, G. G. Akimbayeva. Zh. Kazhigaliyeva and others prepared educational and methodical complexes and textbooks from pre-school education institutions to profile schools and studied the legal basis of the discipline in the framework of the common state standards. And in 2010 implemented throughout all levels of the education system of the country in this discipline. [2].

Self-knowledge is focused on personal educational process by:

- considering children as values, taking into account their requirements, interests and capabilities;
- creating favorable conditions for self-identification and self-realization of a personality;
- adding a variety of forms and methods of developing training, creating and discussing vital examples and the content of the discipline to reflect and analyze the situations of moral choice;

- paying attention to the dynamics of pupils' personal spiritual growth;
- organizing goodwill dialogue of objects of educational process,;
- working in close contact and interacting with schools, families, communities;
- providing and creating the atmosphere in institutions for education, humanism, love, justice and mutual understanding.

Self-knowledge is carried out on the basis of a technique of interactive training taking into account personal features of each participant in the educational process. The discipline "Self-knowledge" pays great attention to such universal values as love, moral, kindness, creates abilities and their spiritual knowledge of the nature and properties of morality. Self-knowledge is the first step of a person to the inner deep sense. Philosopher Socrates said: "To recognize the rest learn yourself", thus, "self-knowledge" can be a harmonious continuation of the Socrates' teachings of the subject [3].

As the author of the project, Sara Alpysova, noted, "It is very important to reveal the abilities of each child and believe in them, in order they may determine and find the way to themselves, their efforts of their place in life! Creating the aura of good and love in the world, simplicity and love have to reach from heart to heart, ", i.e. each of us must arouse warmth in hearts of a child and a parent.

In accordance with age peculiarities of children, the work aimed at self-knowledge and development must be carried out not only at school, but also in a family with the help of their parents, proceed in the direction of interaction.

The study of self-knowledge develops pupils' skills of positive thinking, their responsible attitudes to their own words, thoughts and actions, control of their emotions, communication skills, effective functioning and impartiality. Only moral self-conscious people can distinguish the eternal values to temporary ones, differ the truth and the lie, apply correctly their knowledge, get success, and make other people happy. Thus, in the course of leaning process of "Self-Knowledge" pupils can:

- 1) get the knowledge of spiritual human nature, unity of life;
- 2) understand the axiological basics of self-knowledge;
- 3) learn to put into practice universal values;
- 4) apply the acquired knowledge and skills in everyday life.

Thus, self-knowledge is considered to be the subject which influence people to form their human identity, develop, realize, contribute and assess the accumulated life experience. In addition, self-knowledge is the means of communication that teach people to interact with other people around.

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THE PLACE OF ART PEDAGOGY IN THE DEVELOPMENT OF CHILDREN

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Abstract. The article deals with the types of art pedagogy and their influence on the psychological and physical development of children. Art pedagogy has an undeniable influence especially on children. Music can help to develop sentimental, intellectual and spiritual life, but also capacity to know our deep being.

Key words: arts, art pedagogy, art therapy, play therapy, music therapy, drama therapy.

МЕСТО ХУДОЖЕСТВЕННОЙ ПЕДАГОГИКИ В РАЗВИТИИ ДЕТЕЙ

Аннотация. В статье рассматриваются виды арт-педагогика и их влияние на психологическое и физическое развитие детей. Художественная педагогика оказывает неоспоримое влияние, особенно на детей. Музыка может помочь развить чувствительную, интеллектуальную и духовную жизнь, а также способность познать наше глубокое бытие.

Ключевые слова: искусство, художественная педагогика, арт-терапия, игровая терапия, музыкальная терапия, драматическая терапия.

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