# HISTORICAL AND PHILOSOPHICAL ASPECTS IN ETHNOMATHEMATICAL EDUCATION OF THE REPUBLIC OF KAZAKHSTAN

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In the article, elements of Kazakh folklore and Kazakh philosophy are considered in the context of contemporary Pedagogy, developmental Psychology, Ethnic Pedagogy, Methods of teaching Mathematics. The ethnocultural material involves space-time, quantitative characteristics, which are basic subjects when studying Mathematics. The development of ethnocultural competence at Mathematics lessons plays an important role in preserving and translating cultural heritage, traditions, customs and ethical and spiritual values of a certain people.  
  
Inclusion of an ethnocultural material helps to create a multicultural learning environment, where all the students have the same opportunities for realizing their constitutional rights for receiving an equivalent education. Such education helps reduce the level of conflicts in the society, and develop tolerance towards all cultural differences and national identity of other people.   
  
The ethnocultural component of math education reflects the ideas of humanity, reveals some common things, which help all the people to live in peace, to realize the interdependence of peoples in the current situation.  
  
Scientists in different countries are studying problems of ethnoculture, historical issues, features and originality one or another nation. (Pauka, S., Treagust, D. F., & Waldrip, B. , Ng, W.L., Luitel, B. C., Stein, R. G., Roth, W. M., Wagner, D., Adam, S., Alangui, W., & Barton, B.). This researches aimed at explanation features of culture and traditions for studying, upbringing and formation of children's world view.   
In order to include elements of ethnomathematics we have studied folkloristics, the literature on philosophy of the Kazakh people. We got acquainted with the mathematical material, which is related to such subjects as quantities, arithmetical and geometrical material.   
  
The fact is that many mathematical facts relate to the life, culture and philosophy of the Kazakh people, and these facts are unknown for a wide range of other people. The philosophic view of the Kazakh people is included in the processes of world experience and formed the basis of many mathematical ideas. For the Kazakh society philosophizing in non-philosophic forms at the level of universals of ideology, which forms human activities, is typical.  
  
Our research involved second-form schoolchildren, whose age was 8-9 years. The reliability level used to be tested through carrying out a series of diagnostic tests within a certain time interval.

**keywords:**[**ethnic culture**](https://library.iated.org/keywords/ethnic+culture)**, [ethnomathematics](https://library.iated.org/keywords/ethnomathematics),**[**history and philosophy in school mathematics**](https://library.iated.org/keywords/history+and+philosophy+in+school+mathematics)**,**[**multi-culture**](https://library.iated.org/keywords/multi-culture)**.**

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