

FORMATION OF KAZAKH PATRIOTIC VALUES AMONG PRIMARY SCHOOLCHILDREN VIA LOCAL HISTORY MATERIALS

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Abstract: In recent years, attention to the spiritual wealth of the cultural heritage of peoples has increased. This should be seen as the desire of peoples for national revival. There are not a single people who would not strive to preserve national identity, which is manifested in native language, folklore, traditions, and art. Today, the leading principle of education should be based on the roots of the national tradition. The cultivation of a holistic personality requires the use of interrelated means and various forms of influence. A distinctive feature of the approach in question is its propaedeutic (elementary, accessible) character, which allows a primary schoolchild to accumulate a certain range of knowledge and ideas necessary for educational areas through local history materials. The goal of the approach in question is to ensure that primary schoolchildren are introduced to the history of their city, region, Kazakhstan and the basics of legal, ethical, spiritual and moral knowledge, to foster a love for the countryside and native nature, to form conscious ideas about norms and rules of behavior.

Keywords: local history, patriotism, primary school, ethnopedagogy, patriotic education.

1 Introduction

The first years of a child's life are of decisive importance in the development of his/her personality. Therefore, it is important to organize properly the education and the active learning of social life. Feelings of citizenship and patriotism, are they proper for young children? On the basis of the experience in this area, we can give an affirmative answer: primary schoolchildren, especially older ones, have a feeling of love for their native city, native nature, for their homeland. (1-2) Moreover, this is the beginning of patriotism, which is born in knowledge, is formed in the process of purposeful education. To be a patriot is to feel oneself an integral part of the homeland. This complex feeling arises in preschool childhood, when the foundations of a valuable attitude to the world are laid and are gradually formed in a child in the process of nurturing a love for kindergarten, for their native places, for their native country. (3-4) Primary school, as a period of personal development, has its potential for the formation of higher moral feelings including a feeling of patriotism.

Patriotism is an important component of the public consciousness of citizens. The insufficient effectiveness of the educational work on the formation of patriotism, the weakening of the spiritual and cultural foundations of society and the State, the low level of public awareness of global problems, and international conflicts, as well as the weakening of morality at individual and social levels, determine the importance of improving the quality of patriotic education in the general education system of the younger generation. (5-6)

One of the objectives of the State Program for the Development of Education of the Republic of Kazakhstan for 2011–2020 is the formation of an intellectual nation, whose representatives possess not only competitive knowledge and creative thinking but also high civil and moral principles, a sense of patriotism and social responsibility. (7)

The conditions for the effectiveness of work on patriotic education are

- analysis of the content and state of the educational process
- evaluation of achieved results
- identification of new opportunities and approaches for implementation

In the authors' opinion, the most effective is the ethnopedagogical approach, including the use of local history materials, to the nurturing patriotism. Ethnopedagogical approach to education

- integrates the main aspects of the cultural and systemic approaches;
- serves as the basis for nurturing patriotism of schoolchildren;
- updates the knowledge of teachers and students about social processes;
- puts forward the subject-subject interaction and self-actualization of personality in culture as priority orientations.

In scientific literature, ethnopedagogy is presented as a science that studies folk pedagogy as a traditional practice of mentorship and education historically formed by various ethnic groups. Researchers of folk pedagogy (e.g. K.D. Ushinsky, A.S. Makarenko, and V.A. Sukhomlinsky) showed the mutual influence of classical, modern and folk pedagogy, which complement and enrich each other. An analysis of the sources shows that education is closely related to the ideas of folk pedagogy (in oral folklore). The lore of people is closely connected with the description of the actions and life of a person.

According to G.N. Volkov (8), ethnopedagogy studies the process of social interaction and social influence, in the course of which a person is educated, and developed, as well as acquires social norms, values, and experience. It collects and systematizes popular knowledge about the education of children, the popular wisdom reflected in religious teachings, tales, songs, riddles, proverbs, sayings, family and social norms, life, traditions, and the whole pedagogical potential that influences the process of cultural personality formation. Thus, the ethnopedagogical approach to education determines the goals of the formation of civil and patriotic qualities of a person, sharing them with other norms and values. Representatives of different cultures have similar views on the issues of the education of the younger generation, ideas about patriotism, kindness, diligence and other human values. However, every nation emphasizes qualities of paramount importance for itself.

The problems of patriotic education are studied by Kazakh scientists. The works of Kazakh scientists (such as K.Z. Kozhakhmetova, S.T. Imanbayeva, S.T. Taubayeva, K.S. Menlibayeva, G.K. Belgibayeva, S.S. Taulanova, S.K. Nurmukasheva and others) confirm the importance of national culture and knowledge presented in the experience of folk pedagogy, in civil and patriotic education of the younger generation. (9-10) S.T. Imanbayeva (9) pays special attention to the formation of Kazakh patriotism based on the country's State ideology. K.S. Menlibayev (10) believes that the preservation of national traditions and customs is the result of centuries-old educational activities of peoples, through which every nation reproduces its spiritual culture, and peculiarities of national psychology. The ethnopedagogical approach to the patriotic education of schoolchildren implies its changing goals, allows to achieve a targeted and consistent inclusion of the pedagogical heritage of the people in it, which contributes to the formation of patriotism, tolerance, the development of creative thinking, cognitive activity, and initiative of schoolchildren. (11-13)

The patriotic education of schoolchildren becomes effective with the implementation of the following principles of the ethnopedagogical approach:

- traditions of folk pedagogy;

- assimilation of cultural knowledge and values;
- planning educational work taking into account the national identity of a school;
- engagement of schoolchildren in direct patriotic activities.

The process of patriotic education, in the authors' opinion, in addition to the above principles, should take into account such factors as the age of pupils. So, I.I. Valeyev (14) singled out the following school age groups that influence the particularities of patriotism education:

- 6-12-year-old students;
- 13-15-year-old students;
- 16-17-year-old students.

Patriotic education covers various age levels of a person. At each level, it is aimed at solving various problems taking into account the age of the pupils. First, it is necessary to consider the peculiarities of primary schoolchildren.

Age pedagogy defines the task of education of primary school students as the disclosure of abilities and the development of creativity. The primary schoolchildren age are characterized by readiness for new duties, responsibility to other people. Interest is the basis of the primary schoolchildren's motivation.

The learning activity is a leading activity at this age. The basic relations of a child with society and the formation of the basic qualities and individual mental processes of child personality are based on it. It is necessary to disclose the meaning of proverbs, sayings, fairy tales, epics, legends together with primary schoolchildren and to involve them in the process of studying folk culture with the help of folk games. The analysis of the behavior of the heroes of folk art works will allow students to learn universal human values, their role in human life and society at all times. Such work allows to revalorize old values and to build a new system of civil patriotic orientations. When considering situations from the life described in folk art, students are aware of the practical significance of previous moral ideals; popular wisdom acquires more personal meaning for students.

Ethnopedagogy, which comprises the use of local history materials, has a historically formed education system (including a patriotic education system) for the young generation. One of the leading components of education in ethnopedagogy is the transmission of national traditions in the process of interaction between generations. Since ancient times, there are traditions of raising children, teenagers, and young people, as well as preparing them for family life.

The patriotic education of students at present cannot be considered without taking into account the ethnopedagogical and social prerequisites that are the basis for its improvement. In the authors' opinion, the process of patriotic education will be more effective if it is based on local history, national traditions, culture, rituals, and customs of the people. The implementation of ethnopedagogical approach to the patriotic education among schoolchildren is aimed at their personalities.

In the work on the formation of patriotic value orientations among students, it is advisable to use the methods, techniques, and tools of folk pedagogy. The pedagogical experience of the people reflected in works of art, oral folklore, traditions, and customs has long been used in the education of the younger generations, allowing them to preserve their culture and morality.

Thus, the use of local history materials with the ethnopedagogical approach to the patriotic education of schoolchildren are an important means of improving the entire educational process. Fostering patriotism on the basis of an ethnopedagogical approach requires an organized process of interaction of traditional systems with modern educational systems, which will help create the necessary educational space.

The educational activities, including those based on local history materials, are aimed at the formation of civic patriotic values

among school students and increase the potential of national education and the effectiveness of the ethnopedagogical approach to the patriotic education of modern schoolchildren (15-17).

Everyone has their own concept on the native land, the place where a person was born, took the first steps, spoke the first words, saw the sun, sky, earth, the first blade of grass, flower, tree, and animal. It is this that binds a person to a place and people close to him/her from birth. The verb "love" cannot be imperative. You can order someone to do something, but you cannot even order a slave to love. In order for a schoolchild to have a love for his/her homeland, it is necessary to actively influence his/her feelings. Modern school is a very complex organism, and it is important that all elements of this system work well and smoothly. Recently, a lot has been said that school offers students a lot of unnecessary knowledge, without giving the necessary minimum information. Local history, an academic discipline, which causes a lot of controversies, is sometimes given as an example of it. At the same time, disputes often forget that it is this subject that contributes to the education and spiritual development of students as citizens.

2 Materials and Methods

The methods and forms of work involving the use of local history materials in education are the following:

- familiarizing children with the history of their native land, life, traditions, and culture of the people who inhabit it;
- method of social roles;
- creation of gaming motivations corresponding to a topic;
- using associated interconnections;
- musical and theatrical activities;
- independent search and practical activities.

These methods help children to create in their imagination a whole picture of the world around them, to make their own small discoveries on the way of comprehending the centuries-old culture of humanity, to feel themselves the heirs of this wealth, to appreciate the authentic things of past eras. All this makes a child's life more saturated and interesting, raises his/her culture, develops his/her intellect, gives a new tool for learning about the world and successful socialization (18-20)

The predicted result of the research is the education of students capable of

- feeling one's own emotional state and the emotional state of other people;
- showing interest in the past, present, and future of their city, region, country;
- solving intellectual problems (tasks) adequate to their age (i.e. intellectual development);
- showing interest in everything new, incomprehensible, and unexplored (i.e. inquisitiveness);
- imagining, inventing, creating a new activity within the framework of age-appropriate activities, finding different ways to solve the same task (i.e. creativeness);
- being active and independent in making decisions and in committing acts (i.e. proactivity);
- perceiving the beauty of the surrounding world (people, nature, and art), feeling the beauty (i.e. emotional responsiveness);
- understanding the value of life, showing care and attention to the world.

Primary schoolchildren should know and understand

- the coat of arms, the flag, and the anthem of Kazakhstan, the coat of arms and the flag of the home city and region;
- people of different ethnicities inhabiting the country, their customs, traditions, folklore, and work;
- that, apart from Kazakhstan, there are other countries, to remember and name some of them;
- that all these countries and Kazakhstan are on Earth;
- what is a country, similarities, and differences of countries;

- songs, tales, dances, and games of the country;
- some scientists, composers, and writers (Kazakh and foreign ones) known to the whole world.

Primary schoolchildren should identify and explain causal relationships and dependencies such as

- the presence of different peoples;
- why it is important to learn different languages;
- why it is useful to get acquainted with the customs and traditions of other peoples;
- why a person loves his/her homeland.

The above program is designed in accordance with the age characteristics of children, is adjusted with the comprehensive educational program used in primary school, do not contradict the requirements of the national standards and ensure the integrity of the pedagogical process.

3 Results and Discussion

Local history material can be presented on several levels:

- local history material is included in the subjects studied according to a thematic syllabus;
- a separate local history course is introduced in the syllabus (for example, "My Town's History and Culture" and "My Land");
- local history material is involved in the organization of extracurricular activities.

Local history as part of the national regional education is based on the principles common to the education system as a whole and is aimed at the implementation of a qualitatively new personality-oriented model of mass primary school. Local history is based on the methodological foundations of history education at school, particularly relevant for primary school. In addition, the important conditions for the effective mastering of local history material are a competent selection of educational material and the involvement of younger students in active cognitive activity. When forming the content of a lesson with a local history component, such moments as the inclusion of the material in the content of the basic course and its typicality with respect to regional and Kazakh educational processes should be taken into account. A clear idea of the orientation and objectives of the local history is essential in the formation of its content. These features determine the selection of material. A local history orientation is determined on the basis of specific pedagogical conditions. It can be geographical, environmental, literary; ethnographic, and complex one. When selecting materials for systemic forms of local history activities (such as learning circle and club), one should be guided by such initial principles as expediency from the point of view of the intended goal and sufficiency for its implementation. In other words, when developing a program, it is necessary to think out a common core idea of the lessons. It is inadvisable to "lump

together" diverse information that is thematically and logically little connected with each other, only because it is of interest to the teacher. Such materials can be used in the organization of other forms of classes (in a classroom, class meetings, and extracurricular activities). The next actual position in the organization of local history education is the observance of the principle of continuity in the content of education. In mastering the local history material, students rely on the knowledge and skills acquired during the lessons in various subjects. It is also necessary to take into account the local history components of the content of other subjects. This will make it possible to avoid unnecessary duplication of material and students' overload. In this regard, the issue of the rational implementation of interdisciplinary relations is actualized.

Developmental learning and activity approach are on a par with other didactic principles. It can be implemented in the course of student research and projects on local history and museum practice. Extracurricular activities including those related to local history differ from usual classes by the following criteria:

- they do not have a strict time regulation, extracurricular classes may be short-term, less and may be longer than usual classes;
- the participation of children in them is voluntary and is determined by their interests;
- they imply a large variety of problems, forms of occupation, and the freedom of the teacher in their choice.

Extracurricular work may be systematic. This includes the organization of clubs, learning circles, etc., which operate for a certain time. Another option implies the holding of episodic or one-off events such as evenings, contests, etc. In terms of number of students, this work may have a massive or group character. Recently, in connection with the desires of teachers to implement a personality-oriented approach, individual forms of extra-curricular activities have been actualized.

There are many areas and forms of extracurricular work. Let us list those that are most often found in the pedagogical practice of the Kazakh teachers: historical game, wall newspaper issue, local history display booth, literary historical display booth, historical play, contests (essays, drawings, articles on local history), quizzes, oral journal, excursion, creation of showrooms, participation in the work of school museums, etc. The examples of the names of local history student associations and extracurricular activities include "Young historian", "Young archaeologist", "My land", "Archivist", "Hello, museum!", "Museum World", "Family history - history of the city", "Old House", "Man in History", "This is how our grandfathers lived", "Folk Games", etc. With any approach to the organization of local history activities of schoolchildren, interaction with local museums, libraries, and children's centers is useful. This will enrich the content and forms of local history education.

An example of a local history education thematic plan can be found in Table 1.

Table 1. Local History Thematic Plan For Primary Schoolchildren

No.	Topic for classes and events	Tasks	Form of implementation
September			
Events dedicated to the Day of Languages of the Peoples of Kazakhstan			
1	"What do I know about my homeland?"	To determine the level of knowledge and training of children in moral and patriotic education	Questions and answers
Museum			
2	"My friend, my native language"	Develop children's cognitive interest; To foster a love for the native language; To form respect for the culture of Kazakhstan, the rules of conduct in public places.	Holiday
Showroom			

3	“Children’s art school”	Attracting the attention of primary schoolchildren to the visual arts; To show how schoolchildren convey their attitude towards their home region, and towards Kazakhstan with the help of visual arts.	Excursion
Class			
4	“Kazakhstan is our common home”	To form an idea among children about the ethnicities inhabiting the territory of the Republic of Kazakhstan, about their traditions, customs, language, national clothes, and dishes, holidays, decorative and applied arts etc.	
October Events dedicated to jobs			
1	Preliminary work	Knowledge building related to the topic	Didactic games, exercises, reading fiction, watching presentations and videos
Museum			
2	“Minerals and fossil fuels of our region. Geologist’s Job”	To get acquainted with the minerals of Kazakhstan and some of their properties; To consolidate the knowledge of children about their hometown, to introduce them to the geologist’s job.	Game travel
Showroom			
3	“Labor Man”	To form active citizenship and patriotism, respect for the history of the country, pride in labor exploits and civic consciousness of the older generation.	Excursion
Class			
4	“Labor adorns Human”	To form an idea of the labor of people, to acquaint children with the types of labor in urban and rural areas.	
November Events dedicated to the First President Day			
1	Preliminary work	Knowledge building related to the topic	Didactic games, exercises, reading fiction, watching presentations and videos
Museum			
2	“The sky of my childhood”	To foster respect for the government, for the President of the Republic of Kazakhstan, to build knowledge about him; Develop children's cognitive interest; To foster Kazakh patriotism.	Film viewing session
Showroom			
3	“Walks and impressions” (exhibition of the works of a local painter)	To foster, among modern children, a sense of belonging to the traditions of their people; To attract the attention of primary schoolchildren to the cultural heritage and traditions of their ancestors.	Excursion
Class			
4	“Kazakhstan is my pride”	To form children's ideas about the Republic of Kazakhstan, about Astana - the capital of the Republic, about Almaty - the former capital, and about the President of the Republic.	
December Events dedicated to the Independence Day of the Republic of Kazakhstan			
1	Preliminary work	Knowledge building related to the topic	Didactic games, exercises, reading fiction, watching presentations and videos
Museum			
2	“Independence Day of Kazakhstan”	To acquaint children with the history of the formation of an independent Kazakhstan; Expand knowledge of the state symbols of the Republic of Kazakhstan; Foster patriotism.	Conversation
Showroom			
3	“Prosperity and Unity”	To form a civil patriotic position with the help of exhibits.	Excursion
Class			
4	“A gift to the president”	To form active citizenship and patriotism; To help primary schoolchildren to cultivate such qualities as friendliness, sensitivity, and mutual assistance; To foster a sense of active participation in the life of the country.	Contest
January Events dedicated to the hometown			
1	Preliminary work	Knowledge building related to the topic	Didactic games, exercises, reading fiction, watching presentations and videos

Museum			
2	“Legends of our town”	To acquaint children with the history of their hometown using legends; To acquaint children with the life, traditions, and customs of their ancestors; To expand the understanding of the traditional crafts of the past; To foster, among children, love for their native land.	
Showroom			
3	“Nature and people of our land”	To develop a cognitive interest in the study of nature, history, and culture of the native land through the works of art.	
Class			
4	“My family and me”	To form knowledge about the meaning of creating a family, to teach to name family members correctly, to talk about them, to teach how to build relationships with family members, to expand knowledge about the importance of parents’ work for the homeland, to foster love and respect for relatives and friends.	
February			
Events dedicated to prominent people of the hometown			
1	Preliminary work	Knowledge building related to the topic	Didactic games, exercises, reading fiction, watching presentations and videos
Museum			
2	“Poets and writers of our home region”	To acquaint children with famous poets and writers of their home region, their creativity, and achievements.	
Showroom			
3	Personal exhibition of a local painter.	To acquaint children with the work of a local painter, and to explain that the artist expresses his/her attitude to the world with his/her works; To give pleasure to the audience, to give children moments of communication with the beautiful.	
Class			
4	“Attempt at writing” “Young artists”	To form a creative and socially active person; To provide primary schoolchildren the opportunity to show their creative abilities under the guidance of parents.	
March			
Events dedicated to the Nauryz holiday			
1	“Games of the Kazakh people”	Showing interest in the customs and traditions of the Kazakh people; Tolerance education.	
Museum			
2	“Customs and traditions of the peoples of Kazakhstan”	To acquaint children with the traditions and customs of the peoples inhabiting the territory of Kazakhstan; To foster patriotism through the study of the cultural heritage of the peoples living in Kazakhstan.	
Showroom			
3	Exhibition of decorative and applied art “Kazakh carpets” (from a regional ethnographic museum)	To acquaint children with decorative and applied art pieces of the Kazakh people; To help primary schoolchildren become aware of the main features of national art, to associate them with the climatic conditions, customs of people, lifestyle, and nature of work.	
Class			
4	“Nauryz, a bright holiday”	Knowledge building related to the national holiday, the traditions and customs of the Kazakh people.	
April			
Events dedicated to the Kazakhstan People’s Unity Day			
1	Preliminary work	Knowledge building related to the topic	Didactic games, exercises, reading fiction, watching presentations and videos
Museum			
2	“Under the single shanyrak”	To foster patriotism and to develop active citizenship by studying the history and culture of sovereign Kazakhstan; To form a positive image of the homeland, a sense of pride in the achievements of their country; To form a sense of pride in the hometown, its glorious traditions, and respect for them; To study the peculiarities of the cultural values of	

		the Kazakh people.	
Showroom			
3	“Children’s art school”	To form a respectful attitude to the historical and cultural traditions of all peoples, to their lifestyle, and ethnic characteristics; The harmonious development of interethnic relations, the promotion of peace and friendship between nations via painting and sculpture.	Excursion
Class			
4	“Commonwealth of Countries”	To acquaint children with the names of the countries neighboring with Kazakhstan, to tell them about the Commonwealth of Independent States, to cultivate a friendly attitude towards all peoples regardless of the country in which they live.	
May Events dedicated to the Defender of the Fatherland Day Events dedicated to the Victory Day			
Museum			
	“Rear-front”	To reveal the role of the rear in ensuring victory over the enemy in World War II; To acquaint children with the main activities of the government in organizing resistance to the enemy; Foster patriotism and faith in the power and strength of the people; To acquaint children with the contribution of their home region to the defeat of the enemy.	Meeting with veterans
Showroom			
	“Nobody is forgotten, nothing is forgotten” (from a regional Museum of Arts)	To show, via visual artworks, the destiny of soldiers and workers of the rear of the home region.	Excursion
Class			
	Defenders of the Fatherland	To form ideas about the People’s Army and about military branches; To cultivate respect for the soldiers of the Kazakh Army, the desire to be like them.	
	“Lasting memorial”	To form active citizenship on the basis of knowledge about World War II; To cultivate respect and pride for front-line soldiers and war-time workers of the hometown.	
	“Traveling around the country”	Determining children’s level of knowledge and training in moral and patriotic education.	Intellectual game (diagnostics at the end of the academic year)

4 Conclusion

Every person needs to know the native nature, history, and culture of the people to which he/she belongs and his/her place in the world. We must be sure that children and grandchildren will be fine in the future; we must respect ourselves and teach this to others. If the integrity of this process is broken, the link between generations will collapse. Fostering patriotism is and will be one of the main components of the education of little citizens.

Patriotism is the main feature of the peoples of Kazakhstan; it helps to cultivate feelings of love for the native land and the world. It depends on adults what children will be like, what they will carry out from childhood.

In the general system of educational work in primary school, moral and patriotic education occupies a very large place, so the foundations laid in primary school will help to successfully solve the main task - to be an active citizen and

patriot for the city, the region, the homeland. (21-23)

The development potential of local history is unusually large. A pupil who discovers new sides unknown to him/her in the historical development of his homeland feels like a pioneer. During training, a student begins to grow as a citizen: he/she acquires such qualities as national pride and the ability to sacrifice himself/herself for the good of the homeland. A local history lesson at primary school can and should be emotionally colored. (24) During a lesson, a teacher should be “warm”: kind, positively accepting the child as he/she is, emphasizing good, rather than bad life experience. At its core, local history studies

at school are a comprehensive study, under the guidance of a teacher, of the natural, socio-economic and historical conditions of the native land. Local history studies are the lessons of civic studies, which help the student to form his/her own system of values, in which patriotism is in the first place. Patriotism begins with the love for the hometown and the home regio.

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