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**THE CONTRIBUTION OF MAGZHAN ZHUMABAEV TO THE DEVELOPMENT OF PEDAGOGY AND EDUCATION**

Аннотация

Использование методик в образовании и педагогике является распространенным явлением среди учителей. Однако лишь немногие проводят исследования по этим темам. Они анализируют, какие методы используются в процессе обучения, анализируют и сравнивают существующие методы и определяют наиболее эффективные из них. Магжан Жумабаев - один из таких ученых, внесший значительный вклад в казахстанскую педагогику и образование. В этой статье мы рассказываем о жизни М. Жумабаева, о его вкладе и о том, какие методы и принципы он предлагает большинству учителей в области как образования, так и воспитания.

Ключевые слова: Магжан Жумабаев, методы, принципы, педагогика, образование

Аннотация

Білім беру мен педагогикада әдістерді қолдану мұғалімдер арасында кең таралған. Алайда, осы тақырыптар бойынша зерттеулер жүргізетіндер аз. Олар оқу процесінде қандай әдістер қолданылатынын талдайды, салыстырады және ең тиімдісін анықтайды.Қазақстандық педагогикаға елеулі үлес қосқан Мағжан Жұмабаев осындай ғалымдардың бірі. Бұл мақалада біз М. Жұмабаевтың өмірбаяны, оның педагогикаға қосқан үлесі туралы және ол білім беру мен тәрбие саласындағы мұғалімдердің көпшілігіне қандай әдістер мен принциптерді ұсынғаны туралы айтамыз.

Түйін сөздер: Мағжан Жұмабаев, әдістер, принциптер, педагогикасы, білім

Annotation

The use of methodologies in education and pedagogy is common among teachers. However, only a few conduct research on these topics. They analyze what methods are used in the learning process, analyze and compare existing methods and identify the most effective of them. Magzhan Zhumabayev is one of these scientists who has made a significant contribution to Kazakhstani pedagogy and education. In this article, we talk about the life of M. Zhumabaev, about his contribution and what methods and principles he offers to most teachers in the field of both education and upbringing.

Key words: Magzhan Zhumabaev, methods, principles, pedagogy, education

In history, many teachers and scientists have been noticed, who at one time contributed to the scientific fields of education and upbringing. But among them, among the Kazakhstani representatives, M. Zhumabaev. So why is it so?

Magzhan Zhumabayev was born in 1893 in the North Kazakhstan region. He came from a large family of self-sufficient Kazakhs. He was the founder of courses in Omsk and Petropavlovsk for Kazakh teachers and was the director of this place (1918), became chairman of the Council of People's Commissars of Turkestan, taught at the Kazakh-Kyrgyz Institute and actively collaborated with newspapers and magazines, published many poems, poems and research papers, developed the first pedagogical theory on pedagogy in the Kazakh language, which formed the national pedagogical science (1922), after his return from training, he began to work as a teacher in Kazakhstan (1927).[1]

But unfortunately he was accused as a member of Alash Orda, a Pan-Turkist and a Japanese spy, because of which he was imprisoned for 10 years.

And in 1960, on July 8, he was posthumously rehabilitated by the decision of a military tribunal.

From his biography, we are interested in his pedagogical activity, what views he had and what methods he put forward.

So what are his views in pedagogy?

One of them is the psychological justification in the pedagogical process. Leading his factors, he put forward the ideas of ethnopedagogy and ethnopsychology, which determine the goals, objectives, content, principles of education and training. Family and school, the personality of the educator are factors of moral education. Language learning is determined by the means, forms, principles and stages of the idea of integrating language and literature.

A significant part of the work of Magzhan Zhumabaev is occupied by the issues of education. He attaches great importance to the physical education of the growing generation, especially from the age of 2, and believed that a harmoniously formed personality cannot exist without strong morality.

The goal of moral education, according to his vision, is to develop the ability for morally-oriented thinking and activity. According to him, the ability to make the right decision requires principles and firm moral views that form in a person the process of a conscious desire for self-improvement, tempers the will and character [2]. M. Zhumabaev among his methods highlights both the method of example and punishment, declaring his negative attitude towards physical punishment, considers the method of persuasion and conversation. Religious education for him was also no less important [3].

He highly appreciated the importance of the teacher in the educational process and developed the basic requirements for educators, which speak of professionalism, love for children, full command of the language and respect for the child as a person.

M. Zhumabaev believes that the main form of teaching in the classroom should not be ordinary lessons [4], which include the passive role of students and the active role of the teacher, but should include free conversations with students so that both sides are the active side, during which students learn reading, writing, grammar rules, historical facts and other factors of the language being studied [5]. For him, the only criterion for learning was freedom, and the only method was experience. Based on this conviction, he created his own system of didactic views, which enriched pedagogy with his new approach to the problems of education.

Given this principle of freedom, Zhumabaev founded a whole pedagogical concept. He became great because he deeply and comprehensively understood the need for free study, rather than his contemporaries [6].

Along with this, he puts forward several principles [7]:

* the principle of consciousness and active learning,
* the principle of connection between learning and life,
* principle of accessibility of education,
* the principle of the strength of knowledge acquisition,
* the principle of naturalness.

As the foundations of successful learning, he cites the observance of two didactic principles [8]:

* so that what the child is taught is understandable and entertaining,
* so that his spiritual forces were in the most favorable conditions.

"The desire to learn in children is so strong that in order to satisfy this desire, they submit to many difficult conditions and forgive many shortcomings," M. Zhumabaev notes [9].

In turn, M. Zhumabaev developed a whole system of methods and techniques that stimulate the activity of students, their creative activity, creating an atmosphere favorable for learning [10].

As a result, the content of the teaching ideas in the works of the poet-teacher guided by the idea of universal human values, morals and welfare based on the behavior and actions is to educate nation’s generation at the level of higher education and cultural relations education.

A popular poet-teacher’s cognitive ideas, poetic heritage of pedagogical traditions in promotion of high quality real human relations as friendship, respect, honesty, integrity, modesty and humility, welfare, etc. were aimed human qualities basis.

The basic of pedagogical idea of poet-teacher’s works guided by love for people, land and nation is to serve the aims and tasks of the society in which a young generation live within the framework of morality and humanity which is the major principle of education.