

## FORMATION OF PATRIOTIC EDUCATION IN MODERN EDUCATION AND FOREIGN LANGUAGE CLASSES

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This article discusses the main tasks that teachers of foreign languages in secondary schools face in the formation of patriotic education in foreign language lessons, the experience of using educational tools. Education is the most powerful means of shaping not only mental abilities, but also the spiritual, emotional and sensual side of a person, to a certain extent, programming its development and life path.

**Key words:** education, patriotism, foreign languages, formation

The problem of general secondary and vocational education has been identified as a priority for such world organizations of the world community as the UNESCO International Commission on Education for the 21st Century.

Education is the most powerful means of shaping not only and so much mental abilities, but also the spiritual, emotional and sensual side of a person, to a certain extent, programming its development and life path. Many young people leave school without the slightest idea of the qualities they will need in life: the ability to work in a group, team spirit, a sense of responsibility and personal discipline, a sense of initiative, curiosity, creativity, a sense of competition, a sense of service to a common cause, patriotism. [1, p. 3].

The task of the work of teachers is considered to be the solution of the following educational goals:

1. Acquaintance with the countries of the language being studied, their traditions, culture, establishing intercultural relations with native speakers through modern information technologies.
2. Increasing motivation to learn foreign languages.
3. Development of language skills.

These goals are directly related to the solution of educational tasks of modern education:

1. Ability to work in a group, development of leadership qualities.
2. Sense of responsibility and personal discipline.
3. Initiative, activity, creativity.
4. Eagerness to learn new technologies.
5. Patriotism.

What is patriotism? The dictionary definition reads: "Patriotism is love for the Motherland, for the Fatherland, one of the deepest feelings fixed for centuries and millennia" or "Patriotism is a quality of a person that characterizes the highest degree of his spiritual development and self-awareness, expressed in a value attitude towards his Fatherland, its history, culture and readiness for self-sacrifice in the name of the interests of the Fatherland". The essence of love for the motherland was once very well defined by M. E. Saltykov-Shchedrin: "The fatherland is that mysterious, but living organism, the outlines of which you cannot clearly define for yourself, but whose touch you constantly feel, for you are connected with this organism as an unbreakable umbilical cord. He, this mysterious organism, was a witness and source of the first impressions of your being, he endowed you with the ability to think and feel, he created your habits, gave you language, beliefs, literature, he warmed and sheltered you, in a word – made a creature out of you, able to live..." From these correct definitions follows the idea of the need to form in students such areas of patriotic education as love for the Motherland, for the "small" Nation, interest in the history of Kazakhstan, native word, language, literature and culture.

The school plays a huge role in the patriotic development of a person. Among the many academic disciplines, the subject "foreign language" occupies a special place. And its originality lies in the fact that in the course of its study, students do not acquire knowledge of the basics of science, but form the skills and abilities to use a foreign language as a means of communication, a means of obtaining new and useful information [2, p. 67].

Teaching a foreign language in a modern Russian school gives the teacher ample opportunities to educate citizenship, patriotism, legal culture, and high moral qualities of the individual. This is facilitated by the communicative orientation of the subject, its appeal to the study of life, customs, traditions and, above all, the language of another people. The study of a foreign culture through the language becomes possible only on the basis of the formed national-cultural base of the native language. Any knowledge acquired through a foreign language will be perceived only through the prism of knowledge formed in the process of mastering the native culture.

During the educational process, students should have the opportunity not only to develop listening skills, but also to get acquainted with the realities of life in English-speaking countries (the life of schoolchildren, the problems of youth abroad). Passive perception is necessarily supported by active participation, gives students the opportunity to develop their creative abilities, create a festive atmosphere, compose and hold interesting contests and competitions. Contests, with the use of techniques used to emancipate the individual, overcome the complexes inherent in adolescence, are especially funny and unusual. They help children to feel confident in a new, uneven-age team.

One of the main tasks of modern education is the readiness of graduates to solve problems. The point is not so much in the real effectiveness of the decisions made, but in the psychological readiness of our students to take responsibility for the decisions they make on their own. Not a single teacher is able to prepare his students to solve all problems, however, in daily classroom and extracurricular activities, the teacher should try to model problematic tasks. Their solution requires the ability and willingness of a young person to work in a group, the ability to take responsibility, to be a leader. To implement this educational task, a project methodology is used. The project method of teaching foreign languages provides great opportunities for the formation of such universal values among students as a respectful and tolerant attitude towards another culture and a deeper awareness of their own culture. Acquaintance with the culture of the

country of the language being studied occurs by comparing and constantly evaluating the knowledge and concepts that were previously available with the newly acquired knowledge and concepts about their country, about themselves. This is facilitated by the tasks under the headings "In Your Culture" and "All About Me". As a result, a kind of dialogue of cultures takes place through the lips of schoolchildren. Comparing a foreign peer and themselves, the country, students highlight the common and specific, which contributes to the unification, rapprochement, development of understanding and good attitude towards the country, its people, traditions.

In the process of work, students act as group leaders, develop leadership qualities, the ability to develop and defend their opinion, learn to take responsibility for decisions made, become active, independent, proactive, artistic [ 3, p. 89].

Technological and informational changes in the world are happening so rapidly that once received a good education today can no longer become a guarantee of the effectiveness of further work without systematic and continuous personal improvement and development, without constant updating of previously acquired knowledge.

To solve this problem, students should develop:

- 1) The desire to extract the necessary information using the Internet.
- 2) The ability to use educational sites to develop listening skills, grammatical and lexical skills, the ability to check the level of their language skills.
- 3) It is fundamentally important for modern education that any specialist must have a high level of proficiency not only in oral, but also in writing. It is necessary for career growth in any profession. For example, in the process of correspondence with foreign peers, students talk about their lives, about the life of their village, their Republic. They subconsciously begin to feel pride of their homeland. Thus, the solution of the problem is also carried out – the education of patriotism in children.

The school should be an institution that instills in the younger generation a sense of their native state, elevating the young soul with pride in the Fatherland, for the deeds of their ancestors, educating national dignity, preparing a citizen and patriot. The very present time, the situation itself requires an integral, deeply thought-out system of educational work with young people. From the recent past, i. e. Since the end of the 80s, in the Soviet, and then in the Kazakh society, factors have formed that influence the youth:

1. Began a sharp **decline in the values of spiritual culture**.
2. **Belittling the importance** of folk and spiritual art, works of art, traditional trades and crafts, Russian classics and realism.
3. The **"negative leader"** – selfish, cynical, but prosperous and successful – is the hero of our time and, to a certain extent, a role model.
4. **Loss of the integrity of national culture** – "There is a total uprooting from cultural life not only of individual names, but of entire layers of culture, art, science, education, which allegedly do not fit into the socio-political paradigm of the current regime."
5. **Folk culture** (traditions, customs, rituals, folklore, etc.) is perceived by most of the youth as **an anachronism**. Meanwhile, it is ethnic culture that is the cementing link of socio-cultural continuity. Because of this, without ethno-cultural self-identification, it is impossible for the younger generation to form and develop deep positive feelings for the history, traditions of their people and, ultimately, true love for the Motherland.

Moral and historical principles are inseparable. Consequently, while shaping historical consciousness, we simultaneously strengthen moral ideals, patriotic feelings of students and love for our Motherland. The education of patriotism is a purposeful process of involving students in various types of educational and extracurricular work, related in content to the development of patriotic feelings, stimulating their activity in developing these moral qualities.

To achieve these goals, a variety of forms and methods of educational and extracurricular work are used. In our school (KSU "Lyceum 9" in Temirtau) there is a theater group, a museum named after Khalel Dosmukhamedov.

**Khalel Dosmukhamedov** was born on April 24, 1883 in the Kyzylkoginsky district of the current Atyrau region. He was the seventh child in a large family. Father Dosmukhamed and his brother Daulet The Mashakuls (1848–1907) were educated people. Khalel first learned to read and write from the aul mullahs, then entered the local Russian-Kazakh school. He graduated from elementary school at the age of 11. Then, among ten Kazakh children, he entered the preparatory class of a school in the city of Uralsk. In 1913, Khalel Dosmukhamedov got a job as a local doctor in the Temir district of the Ural region. From that time until 1920, he repeatedly participated in the suppression of outbreaks of plague. During this period, he worked closely with the newspapers "Kazakh", "Ural", "Fakir", published dozens of articles on various infectious diseases, where in a form accessible to the reader in Kazakh and Russian, he described the signs characteristic of each disease, methods of treatment, recommended various preventive measures [6, p. 90].

The exhibits of the main fund are exhibited in the stands of the museum. Temporary exhibitions are presented in albums, folding beds. The museum also contains materials about the heroes of labor, about the contribution to the industry of our homeland, the city. The second direction in the work of the museum is to preserve for the history of the school the names of teachers who have dedicated their lives to educating the younger generation.

The city museum acts as the custodian of sacred memory and seeks new horizons in its activities. Excursion-mass work is built in different forms. Sightseeing tours are regularly held on the topic "Our countrymen-participants of the Great Patriotic War", etc. The exposition material is presented in an accessible form. At least 500 people visit the museum every year. It is interesting to work with younger students: a game of imagination with museum objects or a fascinating journey into the past.

Courage lessons are held, festive meetings dedicated to the Day of Artillery and Missile Forces, Defender of the Fatherland Day "We are your grandchildren, Victory!" with the invitation of war and labor veterans; Teacher's Day, "No one knows, but everyone remembers" (the true story of the creation of the Tomb of the Unknown Soldier memorial); "And the saved world remembers ...", cool hours: "Let's bow to those great years!", "War has not a woman's face", "The day when the Victory Banner blazed over the blown up Reichstag". Schoolchildren prepare publications in the collection of materials, create projects.

The school museum closely cooperates with children's and youth centers, holds exhibitions of wall newspapers "In the wake of military campaigns", drawings and family photographs "A Veteran in Every Family".

The educational museum environment, being just as active a means of education as the school environment, has a special aesthetic aura and historical content, which means a powerful spiritual potential that harmoniously affects the emerging personality. The structure of

the museum-pedagogical process is determined by the internal interconnection of elements that ensure the transformation of historical experience into the personal qualities of a person being formed. Working on the topic "Times are changing, styles are changing", students are invited to visit the local museum of local lore, reviews of which they provide in the target language [ 7, p. 66].

Students can participate in the creation and operation of KID, modeling and solving problem situations, quizzes, compiling crossword puzzles, writing messages and reports, excursions to historical places, working with printed materials, holding round tables. At the foreign language lessons at the end of the study of the topic "Would you like to go to the UK?" in 8th grade, students are encouraged to "invite foreign guests to Russia and organize a trip for them". The cognitive aspect of such lessons is an increase in the volume of knowledge about the peculiarities of the culture of the native country, acquaintance with the sights of Moscow, St.

Working on the topic "My Family" in 5th grade, students study their family pedigree and then submit family tree projects up to the fifth generation.

When studying the topic "Heroes and pride of your country", we get acquainted with the biographies of prominent people of the country of the studied language and our Motherland, as well as when studying such topics as "Sights of Britain, America and Kazakhstan", "Education", etc. There is a cultural aspect of learning, comparison of national cultures of different peoples.

In teaching a foreign language, mainly geographical material is used (nature, sights, the appearance of the city, etc.). Materials related to historical, economic, social facts are used much less frequently and mainly at the senior level of education. However, the significance of local history materials of this orientation is much higher when they are used in the middle level, when the student's personality is actively developing, his worldview is being formed, and his social position is being developed. In adolescence, students have a mass of humanitarian and sociocultural knowledge, which allows them to:

- establish and apply various interlingual and interdisciplinary connections, using their knowledge and experience;
- move from simple assimilation of educational material offered or recommended by the teacher, to active acquisition of knowledge, to self-determination of their language needs and purposeful search for the necessary material.

Work with such materials often takes the form of projects that allow students to express their ideas in a form that is convenient for them.

When choosing local history material, the following are taken into account:

- the reality of materials for students, i.e. students must accurately understand what is being said;
- interest of students in this material;
- attachment of this material to the program theme;
- socializing value of this material. [8, p. 45].

Thus, the formation of a diversified multicultural personality, its worldview, sense of patriotism and national dignity is possible with the systematic development of national culture through lesson and extra-curricular forms of work with students. The inclusion of ethno-cultural material in the content of foreign language classes will contribute to the implementation of the education of Kazakhstani patriotism. Upon graduation, teachers would like to see their pupils ready to solve any life problems, striving for self-development and self-improvement, competent users of all new information technology tools, people who are willing and able to achieve the highest results in their professional activities and are ready to represent our country at all levels.



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