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Experience of the patriotic education of university students based on ethno-cultural traditions of the Kazakh People

*Experiencia de la educación patriótica en estudiantes universitarios basada en las tradiciones etno-
culturales del pueblo kazajo*

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ABSTRACT

The article sets out the experimental work that was aimed at modeling and experimental testing of the identified conditions in the educational process of training future. Also, the authors present the results of testing the system of the organization of the patriotic education of students based on the ethno-cultural traditions of the Kazakh people. The experimental data presented by the authors confirmed the effectiveness of the organization of the patriotic education of university students based on the ethno-cultural traditions of the Kazakh people in the process of teaching a foreign language.

Keywords: Ethnic Culture, Kazakhstan, Patriotism, Traditions.

RESUMEN

El artículo expone el trabajo experimental que tuvo como objetivo el modelado y las pruebas experimentales de las condiciones identificadas en el proceso educativo del futuro entrenamiento. Además, los autores presentan los resultados de las pruebas del sistema de organización de la educación patriótica de los estudiantes basada en las tradiciones etno-culturales del pueblo Kazajo. Los datos experimentales presentados por los autores confirmaron la efectividad de la organización de la educación patriótica de estudiantes universitarios basada en las tradiciones etno-culturales del pueblo Kazajo en el proceso de enseñanza de una lengua extranjera.

Palabras clave: Cultura Étnica, Kazajstán, Patriotismo, Tradiciones.

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1. INTRODUCTION

Today an extremely important problem for Kazakhstan is creating an education system that lines with international standards; a state governed by the rule of law, and makes the country's economic and cultural development. In this regard, the reform of the education system must be carried out based on scientific theory, scientific concepts and models of comprehensive modernization of education using the rich cultural heritage of the Kazakh people, its age-old educational tradition.

Currently, scientists who have been engaged in research in the field of social sciences and humanities have prepared a scientific substantiation of the folk heritage accumulated over centuries. So, a theoretical analysis has been carried out based on the advanced achievements of such sciences as philosophy, psychology, pedagogy, etc. Such a great contribution has been made by such Kazakhstani scientists as K.M. Argyngazin, K. Boleev, K. B. Zharikbaev, S. Kaliev, K.Z. Kozhakhmetova, A.A. Kalybekova, S.A. Uzakbaeva, and others.

In modern conditions, the role of ethnocultural traditions as an important factor in overcoming the spiritual, moral and value-orientation problems of youth significantly increases during the period of modernization of society and its reform. Today, to prepare young people for governing of the country and its culture, it is necessary to turn them to the idea of spirituality of culture, ethnocultural traditions. Note that interest in the ethnocultural traditions of the Kazakh people in the upbringing of young people does not mean a movement into the past. The vector of the social development of youth is aimed at reviving the ethnocultural past to strengthen the personality's position and optimize the process of professional self-determination and development in the present. In the era of changes and reforms taking place in the political, economic and public spheres, it is necessary to help the young generation find their rightful place in life to manage their self-development and the progressive development of society and the state.

The use of educational opportunities of folk pedagogy tools contained in fairy tales, legends, traditions, proverbs, sayings, songs, riddles, counters, beliefs, signs, in the educational process helps young people find their place in modern multicultural space. The breadth of the range and the diversity of subjects distinguish means of folk pedagogy. They teach young people honesty, decency, and hard work, teach to value knowledge, strive for excellence, love the homeland and people, educate in the spirit of patriotism and internationalism. Today it is required to re-examine many issues, forms and methods of upbringing. This is especially important since today requires restraint, perseverance, determination, heroism, perseverance, knowledge and good breeding from young people (Mohammadi, & Yekta: 2018, pp. 1-7).

The indicated contradictions caused the research problem, which is associated with the identification of the educational potential of the university discipline "foreign language" for the effective organization of patriotic education of university students on the ethnocultural traditions of the Kazakh people. Therefore, the purpose of our study is to theoretically substantiate and develop an effective system of patriotic education of youth based on the ethnocultural traditions of the Kazakh people in the process of teaching a foreign language.

2. MATERIAL AND METHODS

The methodological basis of the study was the philosophical provisions on universal communication, the mutual conditionality of processes and phenomena: On the unity of the universal and national, general and specific education of the individual. Also, on the relationship of social macrostructures that determine the civic position of the individual and interpersonal relationships: memory (historical) - tradition - culture - upbringing - patriotism - personality - people; the doctrine of the driving forces of personality development; ideas about the role of activity in the formation of personality, which determined the research strategy; general methodological provisions on the application of a system-holistic, personal-activity approaches and modeling.

To solve the tasks in the study, we used a set of methods: theoretical research methods: a theoretical analysis of scientific, pedagogical and methodological studies, ethno-educational literature, analysis of educational and methodical documentation of universities for teaching a foreign language, the study of advanced pedagogical experience of higher education, modeling; empirical research methods: survey, questionnaire, conversation, interviewing; observation of the pedagogical activity of students during pedagogical practice; analysis of student activities products; stating, formative and control experiments; expert assessment and self-esteem; methods of mathematical and statistical processing of empirical material (Pakdel, & Ashrafi: 2019).

3. RESULTS

Studying the results of experimental studies of Kazakhstani and foreign scientists allows us to identify the main contradictions, the elimination of which will significantly increase the efficiency of the process of patriotic education of modern young people.

The modern scientific literature contains many definitions of the concept of "patriotism." Their largest group includes those who interpret "patriotism" as "a feeling of the subject's love for the Native land, Native land, and Native land" (Christou: 2007, pp. 709-722).

Then follow the definitions in which patriotism is interpreted as a complex phenomenon of public consciousness (Cassin: 2014), and is characterized as a social, moral and political principle that regulates people's relations to the homeland (Voltaire: 1971). Also, patriotism is considered as a set (system) of emotions, ideas, beliefs, and actions aimed at the prosperity of the homeland. There is an interpretation of patriotism as the attitude of a certain class of society, people to the Native land in general (Gitelman: 2001, pp. 2188-2200).

A special group is made up of synthesizing definitions characterizing patriotism as

(...) generated by love for the native land and based on feelings of duty to the native land, on the awareness of personal responsibility for his fate, the active attitude of people to certain conditions of the natural, social conditions of their living environment, which expresses effective concern for the preservation and development of these conditions, concern about the protection, power and prosperity of the native land, about the continuation of its glory and grandeur (Rysbayeva: 2014, pp. 354-358).

This definition includes the main, important components of the phenomenon described as patriotism.

Many scientists (Adambekov, KI, & Adambekov: 2005, pp. 3-6; Yunusov: 2009, pp. 43-47) consider it is necessary to emphasize such a side of patriotism as the natural connection of people with their homeland. Patriotism is based on the natural connection of people with their homeland an active attitude towards the native land, an awareness of personal responsibility for its fate. Homeland is an unchanging, extremely strong, complex and deepest natural source of patriotism. The homeland is such a factor of patriotic behavior which determines the purposefulness of the person who has realized the blood connection with it who is conscious of the mind and heart, and who is experiencing his unpaid duty to her, the natural source and structure of patriotism have sufficient internal stability and autonomy.

The specifics of the patriotic upbringing of the younger generation determine the place of this direction in the general system of education of young people of Kazakhstan. Knowledge of this specificity and its consideration in the practice of educational work allow to plan and implement patriotic education in the education system more clearly (Uzabayeva et al.: 2014, pp. 675-679). At the same time, based on the principle of a comprehensive approach to education, it is important to remember the following. Being a part of

a moral upbringing, patriotic upbringing is also organically connected with other aspects of humanistic upbringing: spiritual, political, civil, aesthetic and others.

Thus, the concept of "Kazakh patriotism" includes: a sense of attachment to the places where a person was born and grew up; respect for the mother tongue; concern for the interests of the native land; manifestation of civic feelings and loyalty to the native land; pride in its social and cultural achievements; upholding its freedom and independence; respect for the country's historical past and inherited traditions; and the desire to devote one's labor, strength and abilities to the country's flourishing.

To study the real state of the problem under study, we organized and conducted an experiment stating that the problem was real. At this stage of experimental work, we have planned to solve the following problems:

- To study features of the organization of the process of higher education (on the example of the subject "Foreign language"), to determine the degree and nature of the real use of the opportunities of folk pedagogy in the implementation of goals and objectives of patriotic education of students;
- To determine the level of formation of patriotic qualities of students' personality (1-3 courses);
- Analyze the results of the experiment and determine the main directions of the formative stage of experimental work to improve the process of patriotic education of students in the process of learning foreign languages using folk pedagogy.

The definition of the essence of the concept of the effectiveness of patriotic education of students based on ethnocultural traditions, consideration of its content and structure contributed to the development of common methodological principles for evaluating its effectiveness, common criteria by which one can judge the optimal functioning of the system of patriotic education (Khairutdinova, & Lebedeva: 2016, pp. 6014-6024).

Patriotic upbringing in the process of teaching a foreign language is only a part of the whole pedagogical process of higher education. As the real practice has shown, university teachers carry out the task of the patriotic upbringing of students in the following directions: through the content of education; through the methods and forms of teaching; through the use of random and specially created situations; through the impact on the personality of the teacher.

Every person needs to know what were and how his old and recent ancestors lived, which was experienced and experienced by the people of the Republic of Kazakhstan during the past centuries. It should be noted that the purposeful and systematic work in this direction is mainly carried out by teachers of social and humanitarian disciplines, faculty of history, pedagogy, and psychology, philosophy, culture, Kazakh philology. However, foreign language teachers can and should contribute to this work.

Teaching a foreign language in the modern practice of higher education gives the university faculty-wide opportunities to educate young people in citizenship, patriotism, legal culture, high moral qualities of the person. This is facilitated by the communicative orientation of the subject, its focus on the study of everyday life, customs and traditions, and, above all, the language of other people (Jaekel et al.: 2017, pp. 631-664). Thus, the study of foreign culture through language becomes possible only based on the formed national and cultural base of the native language. Any knowledge acquired with the help of a foreign language will be perceived only through the prism of knowledge formed in the process of mastering the native culture.

To achieve the goals of education of students of patriotic feelings for their country, people, culture and language in the classes of foreign language in the university it is necessary to use a variety of forms, technologies, and techniques of educational work (Hartmann, & Brunk: 2015; Seker: 2016, pp. 600-618). The same peculiarity of a foreign language explains to a great extent the specificity of the tasks faced by a teacher who should strive to use the teaching of his or her science for educational purposes, relying on ethnocultural traditions and the use of folk pedagogy (Savitskiy, & Kryukova: 2015, pp. 121-132).

To carry out effective educational work, we have determined the levels of patriotism formation as the quality of the student's personality. By the criterion, we understand various requirements, which should be met by any object or subject of research. The totality of all criteria and indicators should fully cover all existing characteristics of the educational process (Matveeva, & Filipchenko: 2017). The research was conducted by

the identified criteria and indicators of formation of patriotic qualities of students' personality using folk pedagogy of Kazakhs:

1. Value-motivational component: characterizes the presence of motives for studying the essence of patriotism as the quality of personality, its content and manifestation in the consciousness and behavior; awareness of the vital need to master the moral norms and principles of patriotic education.

2. Cognitive-emotional component: knowledge of historical, ethnocultural roots of their Native land, their people, the presence of a sense of respect for other people, love for their Native land, the manifestation of care and feeling of the master in any situation to preserve the wealth and values of their country.

3. Activity-reflective component: including practical actions of the person, reflecting the level of his patriotic education: necessary emphasize end the interests of the Native land, operational and behavioral preparedness of students, manifested in labor and socio-political activity, expressed in the actions of everyday life, a concrete expression of the patriotic position in the course of elections, polls, referenda, behavioral preparedness, manifested and expressed in the actions of students in everyday life, critical situations requiring moral choice, a positive moral reputation in the student team, among teachers.

Such a complex method of assessing the formation of patriotic qualities of students, generalized ethnocultural factual material on the forms and methods of manifestation of patriotism, allowed to describe three levels of personal education, each of which has its distinctive features. These levels were detailed in the real conditions of the educational process of the Department of Foreign Languages.

The selection of criteria allows us to estimate the levels of the formation of the patriotic education of university students. When determining the levels, we proceeded from the presence of the above criteria and indicators. Thus, we distinguish 3 levels of patriotic education. We consider each indicator through a system of attributes. If the majority of attributes are present, we speak about a high level of education. If there is a significant part, then the average one, if only some of them, is low.

The essence of the concept of "patriotic upbringing", factors and peculiarities of its implementation and organization, as well as subjective characteristics of the contingent of student youth determine the need to organize the process at the next stages:

1. Propaedeutic - the stage is characterized by the development of the primary concept of patriotism, the manifestation of love for the Native land as a patriotic feeling, the combined ethnocultural knowledge and ideas of patriotic education, consciousness and methods of folk pedagogy that form them. At this stage, the system of foreign language teaching is mainly of general educational orientation. Its purpose is to prepare students for the second stage, in particular, work is carried out to expand the vocabulary, master the vocabulary, speech, samples that allow making small reports on folk traditions, culture of Kazakhs, describe a fact, phenomenon, and in-depth work on the assimilation of key concepts of the texts of patriotic content.

2. Basic - at this stage, students study patriotic traditions as elements of folklore, traditions, and customs of the Kazakh people, Kazakh epics, and get acquainted with examples of the heroic past permeated by the topic of patriotism. The system of education at this stage provides a more active influence on the formation of patriotism among students by strengthening the relationship between general and professional education. This requires the introduction of special speech turns (clichés) necessary for the implementation of evaluation moments of communication, the creation of situations that stimulate the need for statements of opinion, the use of active methods in the classroom, not leaving students indifferent to a variety of everyday, domestic and professional situations, modeling their civic position and actions.

3. The professional orientation stage is connected with the prediction of students' behavior, opportunities and ways of civil self-realization. The third stage is characterized to the situation of the future professional activity of a future specialist by "tying" the process of learning a foreign language, who should be able to enter into communications, achieve his or her own self-development, adhere to a clear civic position, and correlate his or her interests with the interests and needs of society, his or her country and people.

At each stage, certain tasks were set and methods of achieving the goals were chosen. The constructed model was tested in the real educational process within the framework of teaching the discipline "Foreign language". Determination of the levels of formation of students' patriotic qualities of personality, clarification of the degree of importance for them of national and universal values was one of the directions of the stating experiment.

To diagnose patriotic qualities and behavior as a personal education of students we used the following methods. So, for revealing completeness and systematicity of knowledge about history, culture, and folklore of the Kazakh people we have carried out the questioning, conversation and testing based on a system of diagnostic questions and tasks.

In order to establish the level of students' ability to correlate the learned knowledge about educational folk traditions, and the heroic past of the Kazakh people on the basis of which they can build their behavior, the methods of diagnostic complex were used: discussion of questions about patriotism, sense of the Native land, national traditions, heroic past, the method of unfinished proposals, determination of the semantic orientation of folk proverbs about courage, essay.

Definition of level characteristics of students on parameters of formation of patriotic qualities of the person and activity-behavioral component by us realization using application of situational tasks, case studies, flash mobs, game technologies. Answers of students have allowed judging objectively enough about presence at them of knowledge on national traditions, culture which each element contains an educational beginning.

The majority of students (63%) named the heroes of folk epics and dastans (among them Er-Tostik, Alpamys-Batyr, Kendebai, Aldar-Kose, etc.), explained their popularity and recognition (brave, overcome evil, brave, not afraid of difficulties, help the poor, do not feel sorry for others, protect their homeland). Almost all students among folk festivals and traditions named Nauryz (93%), cited examples of folk games (27% of respondents named ask atu, ak Serek-Kok earrings, Baiga as an example).

Among proverbs and sayings, the results are as follows: 3-5 examples were given by 58% of respondents, more than 5 examples of proverbs were given by 13%, there were mostly folk proverbs about labor, about knowledge, and only some of them were able to give examples of proverbs about the Native land. Based on students' answers it is possible to judge that the general ideas about folk culture are formed, but very superficial. The knowledge that the students have shown in their answers shows that they have been mainly obtained at school.

In this regard, it becomes obvious that there is a need for a comprehensive approach and continuity in the educational work of the continuous education system, which will not only ensure the expansion and deepening of knowledge of students, but will also contribute to the formation of a value attitude towards the homeland, a true sense of pride for their people.

In general, we found that the number of students with an average level of criteria and indicators of the patriotic upbringing of students prevails (Table 1). It should be noted that we have not found any fundamental differences between the corresponding indicators for students of the 1st, 2nd and 3rd years of study.

Based on the results of the analysis of the results, experimental and control groups were formed. In the control group, the educational process was carried out traditionally and did not have a targeted focus on creating a patriotic orientation of the ethnocultural environment. The educational process in the experimental group was carried out according to the developed model with the observance of the revealed pedagogical conditions of patriotic education; appropriate means and forms of influence were used (Kalogeropoulou: 2020).

So, the first stage of the patriotic education process - propaedeutic - was connected with the necessity of the formation of primary patriotic knowledge, basic concepts. At this stage, the situation of "patriotic knowledge" was applied, in the course of which the formation of ideas about patriotism and its essence took place; understanding (on the basis of examples) of the concepts of "patriot", "patriotism", "heroism", "heroism", "heroic deed", "courage", "courage", "firmness", "selflessness", etc., their purpose, perception, comprehension and understanding of patriotic terms.

The means of organizing such interaction at this stage of the process were special course lectures, talks, and polls. To increase students' motivation and cognitive activity at this level, various heuristic forms of study were used: heuristic conversations: "Heroes of our time", "What does the word patriot mean to us", disputes: "The trinity of language", "What does the constitutional duty mean to me", "My ideal".

At this stage, the following tasks were solved: to activate motivation, positive attitude, and interest in the study of methods of patriotic upbringing, to self-development; to familiarize students with the phenomenon of ethnocultural, folk pedagogy and their educational meanings (Nooradi et al.: 2017, pp. 71-75). At the end of this stage, a checklist of knowledge was carried out to identify the level of each student through interviews, questionnaires, and surveys.

Thanks to the observation, we can state that a considerable part of the students is more interested in the heroic past of our people, their creativity and traditions. From this we have concluded that the tasks set at this stage have been mainly fulfilled, the system of means, methods, and forms was chosen by us corresponds to the requirements set forth.

Components	Level	Results of "slices" in %			
		"Initial slice"	I "slice"	II "slice"	III "slice"
Value-motivating	High	10,6	15,7	29,1	36,9
	Intermediate	52,7	40,9	45,1	38,9
	Low	36,7	33,4	25,8	24,2
Cognitive-emotional	High	11,4	18,3	28,3	37,4
	Intermediate	48,9	47,3	45,6	38,9
	Low	39,7	34,4	26,1	23,7
Activity-reflexive	High	10,4	17,1	28,3	38,9
	Intermediate	52,9	50,1	48,2	40,2
	Low	36,7	32,8	23,5	20,9

Table (1) Dynamics of levels of the patriotic upbringing of students on ethnocultural traditions (in%) during the experimental pedagogical work

4. CONCLUSIONS

Thus, the organization of the system of Patriotic education of students based on ethnocultural experience includes ensuring the following conditions:

- The creation of a Patriotic and educational environment of the University, ensuring the continuity, resonance, and positive overlap circuit educational influence on each other;
- Providing Patriotic all the educational activities of the Department of foreign languages based on national customs, traditions, and culture of the Kazakh people;
- integrated and targeted engagement of institutions such as the rectorate, the deans and Department centers "Rouhani Janguru", management of youth policy, Patriotic Amateur student societies and clubs;
- Support for hands-on involvement of students in patriotic-social movements and initiatives;
- Create a Patriotic ethnic and cultural environment.

We conducted experimental-pedagogical work convincingly shows that the efficiency of the process of Patriotic education of students based on ethnocultural experience depends on:

- Definition of strategies areas of impact (formation of motives and positive emotions and the promotion of Patriotic values, the formation of knowledge in determining to understand and accepting patriotism as a basic universal human value (Laureano et al.: 2018, pp. 4-7), development of personal qualities in ensuring the effective manifestation of patriotism, the formation of skills of Patriotic activities);

- Organization-by-step process (transformation of identity based on ethnocultural and universal Patriotic values, a process of assigning individual human ethnic, cultural and Patriotic values, teaching methods and methods of same procedure and prediction of future self-development, motivation, and preparedness for the implementation of civic duty and constitutional obligations of a citizen of the RK); the combination of various forms of exposure (specific forms of Patriotic education (Museum visits, preparation and carrying out of flash mobs, participate in contests, etc.), forms of influence on the feelings and emotions of people (evenings, meetings with interesting people, etc.), traditional forms of training and education, the forms of practical participation in Patriotic work (volunteer movement, movement "green", young ecologists, the mastering of skills and experience, etc.).

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