

ӘОЖ 373.3:37.035:372.881

## DEVELOPING CHILDREN'S MORAL QUALITIES IN TEACHING KAZAKH LANGUAGE AND LITERATURE IN PRIMARY SCHOOL

*Асқар Арна*

магистрант, Ілияс Жансүгіров атындағы Жетісу Университеті КЕАҚ,  
Талдықорған қ., Қазақстан

*This study focuses on the development of moral qualities in children through the teaching of the Kazakh language and literature in primary school. The main theme of the research is to explore methods for instilling ethical and moral values in students through literary works. Developing children's moral qualities is one of the key tasks in modern education, as it is an integral part of shaping an individual's personality. The research emphasizes pedagogical methods and approaches to cultivating moral values. It examines challenges in the teaching process, including sparking students' interest, effectively using literary materials, and highlighting the teacher's role in fostering moral values. Additionally, teaching methods tailored to the age-specific characteristics of primary school students are proposed. The aim of the study is to identify effective ways to develop children's moral qualities through literary works and integrate them into the educational process. To achieve this goal, literary material analysis, the study of pedagogical practices, and experimental work were conducted. The results indicate that teaching literary works helps students better understand moral values and apply them in their daily lives. Furthermore, the study provides concrete recommendations for improving pedagogical practices in this area. This research enriches the educational process and offers innovative methods and approaches compared to similar topics in the field of pedagogy. It contributes to a fresh perspective on fostering moral education in the teaching of the Kazakh language and literature, providing valuable insights for educators and researchers alike.*

**Keywords:** moral education, primary school, Kazakh language and literature, pedagogical methods, moral values, personality development, literary education, child upbringing, educational process, ethical education.

### ***Introduction***

The development of moral qualities in children through the teaching of the Kazakh language and literature in primary school is one of the pressing issues in modern education. The problem addressed in this study lies in the insufficient

methods and approaches used to instill moral and ethical values in students and the need to enhance their effectiveness.

Kazakh language and literature classes are key subjects that enrich students' spiritual development and significantly influence their character and moral qualities. However, in contemporary practice, the integration of literary works to foster moral qualities often lacks sufficient methodological application. The moral and educational values present in literary texts are not always effectively utilized in the teaching process [1].

A review of existing studies and literature reveals that there is a scarcity of research focusing on the integration of teaching methods with moral education. Moreover, there is a pressing need for practical methodologies tailored to the developmental characteristics of primary school students. These gaps highlight the importance of this research.

The objective of this study is to identify effective methods for developing children's moral qualities through literary works and integrate these methods into the educational process. To achieve this goal, the study aims to: explore the theoretical foundations of teaching moral values in literature classes, test practical methodologies, and evaluate their effectiveness [2].

The significance of this research lies in its contribution to improving the teaching and educational process in primary schools. It provides educators with effective approaches for fostering moral and ethical values, thereby enhancing the overall quality of education and contributing to the holistic development of students.

Numerous researchers have highlighted the role of moral education in shaping students' personalities. According to Vygotsky [3], moral development in children is closely tied to their cognitive and social development, as well as the cultural context in which they are raised. He emphasized the importance of meaningful interaction with adults and peers in fostering ethical understanding. Similarly, Piaget [4] discussed the stages of moral development in children, asserting that their moral reasoning evolves as they grow, influenced by interactions with their environment.

In the context of teaching literature, Bruner [5] pointed out that stories and narratives serve as powerful tools for helping students understand complex moral dilemmas and empathize with others. In Kazakh language and literature education, scholars such as Auezov [6] argued that Kazakh literary heritage is rich with moral and ethical lessons that can significantly contribute to the upbringing of children. Auezov believed that classic Kazakh literature, such as the works of Abai and other poets, carries universal values that resonate with modern learners.

Additionally, modern pedagogical studies have emphasized the integration of literature with moral education. For example, Rakhimova [7] noted that incorporating interactive methods, such as role-playing and group discussions, helps students internalize moral values found in literature. Similarly, Zhantassova demonstrated that

the use of age-appropriate literary texts can significantly enhance primary school students' moral and ethical awareness [8].

This research builds upon these foundational studies by addressing the specific needs of Kazakh language and literature education in primary schools. It explores how traditional and modern methods can be synthesized to create a comprehensive approach for developing moral qualities in young learners. By examining the theoretical and practical aspects of moral education, this study aims to offer innovative solutions that align with both the cultural heritage of Kazakhstan and the contemporary needs of its educational system [9].

### ***Methods and Materials***

The aim of the experiment was to determine the effectiveness of methods for developing students' moral qualities through the use of literary works in Kazakh language and literature classes. The study involved teaching literary works, analyzing them, and applying interactive teaching methods. The experiment consisted of three stages: initial diagnostics, the experimental teaching phase, and result analysis.

The study involved 20 students from the 4th "A" grade, aged 9-10 years. The moral qualities of the students were assessed during the initial diagnostics phase.

The experiment was conducted in the 4th "A" grade of School No. 15 in Almaty. The school adheres to national educational standards and is inclined to incorporate various methodological innovations into its teaching practices.

The following limitations were taken into account during the study:

- Time constraints (conducted within one academic term);
- The scope of literary materials (limited to works included in the curriculum);
- The necessity to apply age-appropriate methods tailored to the students' developmental characteristics.

The sample was not chosen randomly but purposefully selected to align with the goals and objectives of the research. The 4th "A" grade students were chosen due to their age, their comprehension level of literary works in the Kazakh language curriculum, and their readiness to actively participate in the study.

Criteria for Selection:

1.Children aged 9-10 years are at an active stage of developing moral understanding, where literary works can have a significant impact.

2.The students' proficiency in the Kazakh language and literature was uniform, ensuring objective results.

3.The students shared similar educational conditions, minimizing external factors that could influence the study.

4.The school administration and subject teacher supported the research, providing the necessary permissions and encouraging student participation.

Based on these criteria, the selected 20 students allowed for a thorough testing of the research methodology and provided scientifically grounded results. This sampling method ensured effective realization of the study's goals and objectives.

During the experiment, students were presented with classical works of Kazakh literature. Each lesson involved reading and analyzing literary texts, with interactive methods aimed at increasing interest and developing moral qualities.

After reading Ybyray Altynsarin's story *"The Rich Man's Son and the Poor Man's Son"*, students were assigned to play the roles of the characters. One student portrayed the rich man's son, while another played the poor man's son. Through role-playing, students examined the characters' actions and personalities, leading to discussions about moral values. This activity helped students better understand the story's content and reflect on moral principles through the characters' actions.

Following the reading of Abai's poem *"Do Not Boast Without Knowledge"*, a debate was held on the topic: *"Which is more important: knowledge or morality?"* Students were divided into two groups. One group argued for the importance of knowledge, while the other emphasized the priority of moral qualities. This activity encouraged critical thinking, the ability to defend one's perspective, and respect for opposing opinions.

After reading the Kazakh folk tale *"The Clever Tazsha Boy"*, students were asked to create drawings or write short stories answering the question: *"What qualities make Tazsha Boy special?"* This task stimulated the students' imagination and creative thinking. Furthermore, analyzing the characters' behaviors in the story helped students explore moral principles.

During one lesson, students were tasked with writing a letter to one of Abai's characters. For example, students wrote to Abai himself on the topic: *"What I Learned from Your Poems."* This method helped students engage personally with the material and develop written communication skills.

Each lesson was designed to help students not only read literary works but also connect them to real-life moral values. These tasks fostered students' interest, creativity, and communication skills.

The teaching materials included Abai's poems, Ybyray Altynsarin's stories, Kazakh folk tales, and proverbs. Additionally, audiovisual tools and illustrative materials were used to enrich the lessons.

The methods applied in the experiment provided students with a deeper understanding of literary works and helped them develop moral qualities, ensuring both engagement and meaningful learning experiences.

Table 1 - Student Performance Evaluation Criteria and Scale

Indicators	Criteria	Evaluation Scale
<b>Students' understanding of moral values</b>	- Ability to identify the moral qualities of characters- Depth of analysis of moral issues-	- <b>High:</b> Deep understanding of characters and analysis of moral issues (75-100 points)- <b>Medium:</b> Moderate analysis of characters and

	Accurate understanding of the content of the literary work	issues (50-74 points)- <b>Low:</b> Limited understanding of characters and moral issues (0-49 points)
<b>Increased interest in literary texts</b>	- Demonstrates interest in analyzing literary works- Shows enthusiasm for reading additional literature- Actively participates in class and shares opinions	- <b>High:</b> Reads literary texts with enthusiasm and shows active participation in class (75-100 points)- <b>Medium:</b> Shows interest in completing literary tasks but with moderate participation (50-74 points)- <b>Low:</b> Low interest in literary texts and lack of engagement (0-49 points)
<b>Engagement in discussing ethical issues</b>	- Ability to express personal opinions on ethical issues- Participates in discussions and defends viewpoints- Respects others' opinions	- <b>High:</b> Clearly expresses and defends opinions on ethical issues (75-100 points)- <b>Medium:</b> Moderately engages in discussing ethical issues (50-74 points)- <b>Low:</b> Limited or no participation in discussions, struggles to express opinions (0-49 points)

In this evaluation system, 75-100 points correspond to a high level, 50-74 points to a medium level, and 0-49 points to a low level. The system allows for clear and accurate assessment of students' outcomes.

## Results

Table 1. Results

Indicators	High (%)	Medium (%)	Low (%)
Understanding of moral values	60	30	10
Interest in literary texts	50	35	15
Engagement in discussing ethical issues	55	30	15

The research results provide a detailed insight into the development of moral values, interest in literary texts, and engagement in ethical discussions among students. The findings are analyzed based on the performance levels: high, medium, and low.

A significant proportion of students (60%) demonstrated a high level of understanding of moral values. This indicates that the majority of the participants were able to effectively identify the moral qualities of characters, analyze moral

dilemmas, and comprehend the ethical messages embedded in literary works. However, 30% of the students showed a medium level of understanding, suggesting that while they grasped the main ideas, their ability to delve deeper into moral reasoning was limited. A small group (10%) exhibited a low level of understanding, indicating challenges in comprehending the moral themes and connecting them with real-life situations. These results highlight the need for targeted pedagogical strategies to support students with medium and low levels of understanding.

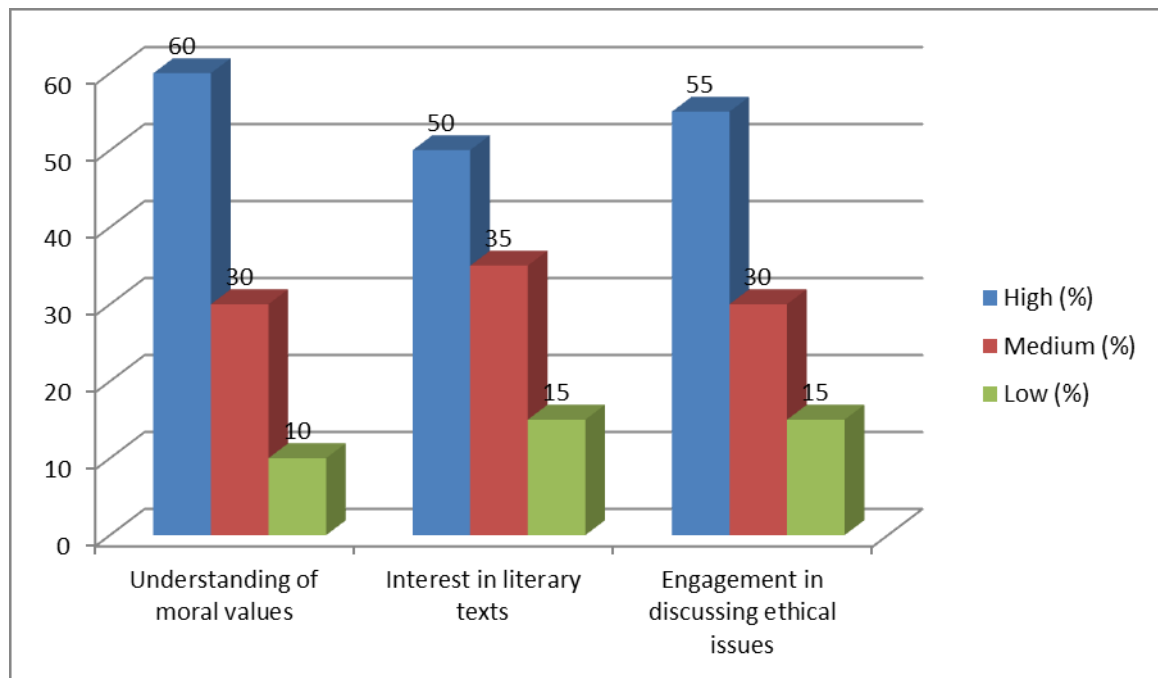


Figure 1. Research results

Half of the students (50%) demonstrated a high level of interest in literary texts, actively engaging with the material and showing enthusiasm for discussions and additional readings. This suggests that the integration of interactive and creative teaching methods, such as role-playing and debates, effectively stimulated students' interest in literature. Meanwhile, 35% displayed a medium level of interest, participating in class activities but not fully immersing themselves in the learning process. A smaller segment (15%) showed a low level of interest, indicating a need for further efforts to make literary texts more engaging and relatable for these students.

The findings reveal that 55% of the students actively engaged in discussions on ethical issues, expressing their opinions clearly and defending their viewpoints with confidence. This high level of engagement underscores the effectiveness of interactive techniques like debates and group discussions in fostering critical thinking and ethical reasoning. However, 30% of the students were moderately engaged, often requiring additional guidance to articulate their thoughts. The remaining 15%

exhibited low engagement, highlighting the necessity for more inclusive and supportive approaches to encourage participation and build confidence in ethical discussions.

The results indicate that the majority of students benefited from the interactive and literature-based teaching methods used in the study. High levels of performance in understanding moral values and engaging with ethical issues suggest that such methods can effectively support the development of moral reasoning and critical thinking skills. However, the presence of students with medium and low performance levels in all indicators underscores the need for differentiated instructional strategies to address diverse learning needs and maximize the impact of moral and literary education.

The conducted research has demonstrated the effectiveness of interactive and literature-based teaching methods in fostering moral values, critical thinking, and ethical reasoning among students. The findings indicate that the majority of students showed significant progress in understanding moral values, engaging with literary texts, and participating in discussions on ethical issues.

## REFERENCES

1. Abilgazina, K. *Development of Moral Values in the Educational Process*. – Almaty: Bilim, 2016. – 150 p.
2. Kasymzhanova, L. *The Role of Literature in Developing Creativity in Primary School*. – Almaty: KazNPU Publishing, 2021. – 198 p.
3. Vygotsky, L. S. *Thinking and Speech*. – Moscow: Pedagogy, 1978. – 284 p.
4. Piaget, J. *The Moral Judgment of the Child*. – Paris: Routledge, 1932. – 352 p.
5. Bruner, J. S. *The Process of Education*. – Cambridge: Harvard University Press, 1960. – 221 p.
6. Auezov, M. *Kazakh Literature and Education*. – Almaty: Sanat, 1995. – 276 p.
7. Rakhimova, G. *Interactive Teaching Methods in Literature Lessons*. – Almaty: Bilim Publishing, 2020. – 148 p.
8. Zhantasova, A. *Formation of Moral Education in Primary School through Pedagogical Methods*. – Karaganda: Bolashak, 2018. – 185 p.
9. Altynsarin, Y. *Selected Works*. – Almaty: Zhazushy, 1988. – 348 p.
10. Mukasheva, G. *Moral Education of Primary School Students through Literature*. – Shymkent: Education Center, 2019. – 128 p.

## БАСТАУЫШ МЕКТЕПТЕ ҚАЗАҚ ТІЛІ МЕН ӘДЕБИЕТІН ОҚЫТУ БАРЫСЫНДА БАЛАЛАРДЫҢ АДАМГЕРШІЛІК ҚАСИЕТТЕРІН ДАМЫТУ

Асқар Арна

*Бұл зерттеу бастауыш мектепте қазақ тілі мен әдебиетін оқыту арқылы балалардың адамгершілік қасиеттерін дамытуға арналған. Зерттеудің негізгі тақырыбы – әдеби шығармалар арқылы оқушылардың этикалық және моральдық құндылықтарын қалыптастыру әдістерін зерттеу. Балалардың адамгершілік қасиеттерін дамыту – қазіргі білім берудің басты міндеттерінің бірі, себебі бұл тұлға қалыптастырудың ажырамас бөлігі болып табылады. Зерттеуде адамгершілік құндылықтарды тәрбиелеуге бағытталған педагогикалық әдістер мен тәсілдер қарастырылады. Оқу үдерісіндегі мәселелер, соның ішінде оқушылардың қызығушылығын арттыру, әдеби материалдарды тиімді пайдалану және мұғалімнің моральдық қасиеттерді қалыптастырудағы рөлі талданады. Сонымен қатар, бастауыш сынып оқушыларының жас ерекшеліктеріне бейімделген оқыту әдістері ұсынылады. Зерттеудің мақсаты – балалардың адамгершілік қасиеттерін әдеби шығармалар арқылы дамытудың тиімді жолдарын анықтап, оларды оқу үдерісіне енгізу. Осы мақсатқа жету үшін әдеби материалдарға талдау жасалып, педагогикалық тәжірибелер зерттеліп, эксперименттік жұмыс жүргізілді. Зерттеу нәтижелері әдеби шығармаларды оқыту оқушылардың моральдық құндылықтарды жақсырақ түсінуіне және оларды күнделікті өмірде қолдануына ықпал ететінін көрсетті. Сонымен қатар, зерттеуде осы саладағы педагогикалық тәжірибені жетілдіруге арналған нақты ұсыныстар беріледі. Бұл зерттеу білім беру үдерісін байытады және педагогика саласындағы ұқсас зерттеулермен салыстырғанда инновациялық әдістер мен тәсілдерді ұсынады. Ол қазақ тілі мен әдебиетін оқыту барысында адамгершілік тәрбиесін жетілдіру бойынша жаңа көзқарастарды қалыптастырып, педагогтар мен зерттеушілер үшін құнды идеялар ұсынады.*

**Кілт сөздері:** адамгершілік тәрбиесі, бастауыш мектеп, қазақ тілі мен әдебиеті, педагогикалық әдістер, моральдық құндылықтар, тұлғаны дамыту, әдеби білім беру, балалар тәрбиесі, білім беру үдерісі, этикалық тәрбие.



## **РАЗВИТИЕ НРАВСТВЕННЫХ КАЧЕСТВ У ДЕТЕЙ ПРИ ОБУЧЕНИИ КАЗАХСКОМУ ЯЗЫКУ И ЛИТЕРАТУРЕ В НАЧАЛЬНОЙ ШКОЛЕ**

*Асқар Арна*

*Данное исследование посвящено развитию нравственных качеств у детей через обучение казахскому языку и литературе в начальной школе. Основная тема исследования – изучение методов формирования у учащихся этических и моральных ценностей с помощью литературных произведений. Развитие нравственных качеств детей является одной из ключевых задач современного образования, так как это неотъемлемая часть формирования личности. В исследовании рассматриваются педагогические методы и подходы к воспитанию нравственных ценностей. Анализируются проблемы учебного процесса, включая привлечение интереса учащихся, эффективное использование литературных материалов и роль учителя в формировании моральных качеств. Кроме того, предлагаются методы обучения, адаптированные к возрастным особенностям младших школьников. Цель исследования – выявить эффективные способы развития нравственных качеств детей через литературные произведения и интегрировать их в образовательный процесс. Для достижения этой цели проведен анализ литературных материалов, изучены педагогические практики и проведена экспериментальная работа. Результаты показывают, что изучение литературных произведений помогает учащимся лучше понимать моральные ценности и применять их в повседневной жизни. Кроме того, в исследовании предлагаются конкретные рекомендации по совершенствованию педагогических практик в данной области. Данное исследование обогащает образовательный процесс и предлагает инновационные методы и подходы по сравнению с аналогичными работами в сфере педагогики. Оно вносит новый взгляд на воспитание нравственности в процессе обучения казахскому языку и литературе, предоставляя ценные идеи как для педагогов, так и для исследователей.*

**Ключевые слова:** нравственное воспитание, начальная школа, казахский язык и литература, педагогические методы, моральные ценности, развитие личности, литературное образование, воспитание детей, образовательный процесс, этическое воспитание.

**ПАЙДАЛАНЫЛҒАН ӘДЕБИЕТТЕР ТІЗІМІ**

1. Әбілғазина К. Оқу-тәрбие үрдісінде адамгершілік құндылықтарды дамыту. – Алматы: Білім, 2016. – 150 б.
2. Қасымжанова Л. Бастауыш сыныптарда шығармашылықты дамытудағы әдебиеттің рөлі. – Алматы: ҚазҰПУ баспасы, 2021. – 198 б.
3. Выготский Л. С. Ойлау мен сөйлеу. – Мәскеу: Педагогика, 1978. – 284 б.
4. Пиаже Ж. Баладағы адамгершілік пайымдаудың дамуы. – Париж: Routledge, 1932. – 352 б.
5. Брунер Дж. С. Білім беру процесі. – Кембридж: Гарвард университеті баспасы, 1960. – 221 б.
6. Әуезов М. Қазақ әдебиеті және тәрбие. – Алматы: Санат, 1995. – 276 б.
7. Рахимова Г. Әдебиет сабағында интерактивті оқыту әдістері. – Алматы: Білім баспасы, 2020. – 148 б.
8. Жантасова А. Бастауыш сыныптарда адамгершілік тәрбиені педагогикалық тәсілдер арқылы қалыптастыру. – Қарағанды: Болашақ, 2018. – 185 б.
9. Ыбырай Алтынсарин. Таңдамалы шығармалар. – Алматы: Жазушы, 1988. – 348 б.
10. Мұқашева Г. Бастауыш сынып оқушыларына әдебиет арқылы адамгершілік тәрбие беру. – Шымкент: Оқу орталығы, 2019. – 128 б.