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Pedagogical Content of National Physical Behavıor of Kazakh People

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ABSTRACT

Physical education significantly contributes to students' well-being; therefore, it is an instructional priority for California schools and an integral part of our students' educational experience. High-quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves students' self-confidence, and provides opportunities for increased levels of physical fitness that are associated with high academic achievement. Mastering fundamental movement skills at an early age establishes a foundation that facilitates further motor skill acquisition and gives students increased capacity for a lifetime of successful and enjoyable physical activity experiences. Similarly, the patterns of physical activity acquired during childhood and adolescence are likely to be maintained throughout one's life span, providing physical, mental, and social benefits. The purpose of this study was to look at the development of knowledge of student physical education teachers in Kazakhstan. Results showed that knowledge important to develop, knowledge developed and knowledge which still needs to be developed at the end of the course was all related to content knowledge and pedagogical knowledge which they could apply in the immediate practical teaching situation. The results are discussed in relation to the development of student physical education teachers knowledge for teaching.

KEYWORDS
Knowledge for teaching, student physical education teachers

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Introduction

There are many different ways of conceptualizing knowledge for teaching. In a review of knowledge bases underpinning teacher education in Kazakhstan at different times E. Hoyle & P. John (1995) highlighted underpinning knowledge based on the theories of Rousseau and Dewey being replaced by generic knowledge from the social science disciplines of history, philosophy, psychology and sociology of education, translated into useable classroom activities in „curriculum packages". In turn, these have been replaced by a

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number of other conceptualizations of knowledge for teaching. The action research approach in which specific knowledge develops from „systematic reflection on one's classroom experience, to understand it and to create meaning out of that understanding" (Hopkins, 2002) built on the ideas of K. Lewin (1946) and L. Stenhouse (1975). This is related to the development of what D. Schon (1983) called the reflective practitioner. D. Schon (1983) suggested that the capacity to reflect on action so as to engage in a process of continuous learning is one of the defining characteristics of professional practice. Other conceptualizations of knowledge include that by F. Elbaz (1983), who categorized teachers" practical knowledge into: knowledge of self; knowledge of themilieu of teaching; knowledge of the subject matter; knowledge of the curriculum; and knowledge of instruction. For G. Leinhardt and D. Smith (1985), teacher knowledge comprised subject matter knowledge and knowledge of lesson structure.

L. Shulman (1986; 1987) identified seven knowledge bases which form what he regarded as the minimum knowledge for teaching. These knowledge bases are: Content knowledge (called subject matter knowledge by other researchers (Calderhead & Shorrock, 1997; Grossman, Wilson & Shulman, 1989; McDiarmid, Ball & Anderson, 1989). It includes what J.J. Schwab (1964) called substantive (knowing which are the important concepts and skills in the subject) and syntactic (knowing how the concepts and skills are structured and organized within the subject) structures of knowledge. General pedagogical knowledge: the broad principles and strategies of classroom management and organisation that apply irrespective of the subject.

Curriculum knowledge: the materials and programmes that serve as „tools of the trade" for teachers. Pedagogical content knowledge: the knowledge that is the basis for the selection, organization and presentation of the content teachers want their pupils to acquire; i.e. the integration of content and pedagogy for teaching; that which makes the content instructional. P.L. Grossman (1990) identified four components of pedagogical content knowledge: knowledge and beliefs about the purposes of teaching a subject at different grade levels; knowledge of pupils" understanding, conceptions and misconceptions of subject matter; knowledge of curriculum materials available for teaching a subject and knowledge of horizontal and vertical curricula for the subject; knowledge of instructional strategies and representations for teaching particular topics.

Knowledge of learners and their characteristics: both knowledge of learners of a particular age range 3 (empirical or social knowledge) and cognitive knowledge of learners, comprising knowledge of child development and knowledge of a articular group of learners.

Knowledge of educational contexts: including a specific school, catchment area and the wider community. Knowledge of educational ends, purposes, values and philosophical and historical influences: both short and long-term goals of education and of a subject. This framework is commonly used in research about knowledge for teaching in general and in physical education in particular, with many studies focusing on pedagogical content knowledge (Fernandez-Balboa et. al., 1996; Graber, 1995; Griffin, Dodds & Rovegno, 1996).

Initial teacher education in Kazakhstan at present is founded on a competency-based conceptualization of knowledge. There are three standards which are the minimum legal requirement of what student teachers must

demonstrate they know, understand and are able to do to qualify as a teacher. These are: professional attributes; professional knowledge and understanding; and professional skills. Within these three standards there are 33 individual standards. These generic standards are applicable to student teachers learning to teach different age levels and different subjects.

In recent years, significantly intensify the process of studying the problems of national and ethnic pedagogical culture, particularly physical education and education of the peoples inhabiting the territory of the former Soviet Union, as a necessary factor in the development of modern systems ethno-pedagogical (Anderson, 1989, Dzu, 2002).

Methodology

This study looked at knowledge student physical education teachers develop on their one-year PGCE course. Responses from student teachers and mentors in relation to knowledge important to develop, knowledge actually developed, as well as knowledge they perceive they still need to develop at the end of their course, focused on specific knowledge to apply in the immediate practical teaching situation. Generic knowledge about teaching areas of activity was not identified and a broader range of knowledge or a theoretical underpinning was given lower priority. This suggests that student teachers and mentors perceive that student teachers need knowledge and understanding about a specific activity they are teaching rather than generic knowledge that they can transfer from one activity to another similar activity or which will enable them to consider the issue in a broader context. Knowledge of material taught in school (referred to as content knowledge or subject knowledge); and pedagogical knowledge were prioritized. Thus, these student teachers and mentors have a restricted view of knowledge for teaching when compared to the seven knowledge bases identified by L. Shulman (1986; 1987) as the minimum knowledge for teaching and in relation to the three standards student teachers must demonstrate they know, understand and are able to do to qualify as a teacher in Kazakhstan.

Theoretical analysis and systematization of philosophical, sociological, ethnographic, cultural, psychological and educational literature and sports.

The object of study - Kazakh pedagogy of physical culture. Subject of research - pedagogical content of Kazakh folk traditions of physical training.

The purpose of research - the identification of the content of the national physical culture of the Kazakh people.

The task: to reveal the relationship of family, labor and physical education in the national school.

Results and Discussion

In recent years in our country socio-economic conditions have changed considerably. In this situation, the family continue to be one of the few relatively stable social institutions of society. In this regard, education science particular attention to the historical experience of family education at the various peoples, including Kazakhs.

It is well known that traditional pedagogy was created in the family. She catches many of the younger generation of education issues, comprehend rights training objectives that can be a worthy member of society, the ethnic group. On the basis of the use of folk traditions family education successfully solves social and personal significant problems of socialization of children. Socialization in this context opens (Figure 1):

— Personal subject-object relationship between the generations, older and younger, parents and children;

— The knowledge, skills, personal values and social installation, which should be formed in the process of education;

— Ways and means of their formation;

— The system of social institutions (family, society adults and peers, nature), which happened children spiritual values, social experience of previous generations.

In his study, we do not want to deep coverage of the role of the family, family education at the Kazakh people. Our goal - to reveal the pedagogical potential of physical training in the conditions of the family, clan or tribe.

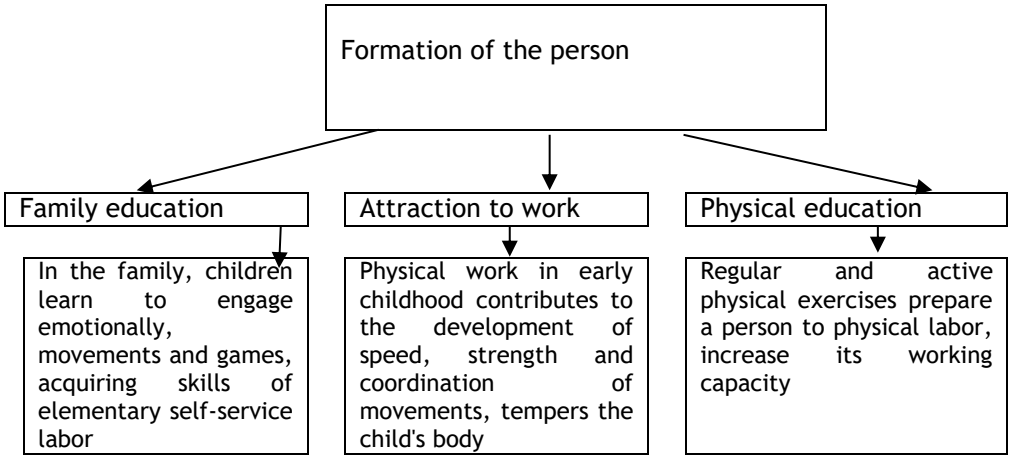

Figure 1. The socialization of human

As we have pointed out above, the family is the most important factor of co-socialization of man. It is in the family of a child learns about emotional, movements and games, acquiring skills of elementary self-service work. The study of the historical experience of family education Kazakhs shows that in many rites parents from an early age children inoculated culture strength, stamina, body strength and hard work. The images of the father and mother have always been an ideal example-children. In the hope of the effectiveness of his father's positive ideal, in regards newborn boy said: "If, as a father, strong, strong, hard-working, iron oxides hydroxides plow, ax in hand to hold and control the horse." Girl catches the following words: "If, as a mother, welcoming, humble, work, skilled worker to spin, weave and embroider patterns." Mother and father is a model of the physical and moral perfection.

It has long been among the Kazakh people typically would avoid family conflicts con, showing tolerance to each other. When the children were forbidden

to swear, because in people's minds a common opinion about the danger of being holy jinx innocent child. It is through mutual tolerance and culture of resolving family speech, quarrels, marital discord marriages are not decayed among the Kazakhs. In his spiritual testament native people R.P. Pangrazi (2007) called: "Take care of the family, the family support of the people and the State Family covenants always were strong among Kazakh Guard is a treasure in the family happiness - from the trials of life protection... ". Divorces are generally not approved by the Kazakh traditional etiquette and considered to be immoral. Among highly valued chastity before marriage and fidelity in the family.

The same characteristic (Wang, Myers & Yanes, 2010) of family relationships noted in the works of many researchers. For example, Balasagyn (2004) wrote: "... a Kazakh inherent love for his family He honors and respects her family ....

The family was going organic inclusion of children in the traditions of the people. In the process of joint economic and household activities, communication Oba-tea customs of the people became children, the basis of their knowledge, beliefs and values.

Teaching them at an early age to work, and adults do not forget that, as they have evolved in the game so that children had time for games. The game, being a major factor in the preparation of the child to physical labor and health promotion has stimulated the development of the required practical, essential skills. Through play children got achieve material and spiritual culture of human society.

Naturally, the boys are reproduced in the game that details men home, "built" house, hunted, fished, grazed cattle, etc. Both boys and girls are "played" the role of parents, children, accompanying their actions dialogue, monologue, and the changing character sets, depending on the game situation. Main place in the game activity took such subjects as "the arrival of the guests," "treatment of patients", "wedding", "looking after the baby," "children's education", "cooking" - the main content of the games were playing intra and inter tribal relations. Over the long history of the Kazakh people had to "teach" children to the norms that determine their survival, strengthened life demanded good hardening, physical and professional training. Speaking about the development of physical culture of the Kazakh people, unusual noted that it throughout the history of the people was closely linked with the work, and learning takes place through family rituals, which were key factors: purity of home, the home - "The house is cozy and clean fresh "body Care -" Be clean as clean water, whether white tone as milk ", folk healing, etc. The same pedagogical idea of a healthy body, health as a human welfare expressed in many aphorisms of the Kazakh people, "Health - this is happiness, blessing, wealth") (Woods et al., 2008).

It is well known that physical work with the early childhood contributes to the development of strength, stamina, speed and coordination of movements, tempers the body of the child. At the same time, regular, active physical training preparing the person for physical labor, increase its working capacity. Physical culture, emerged at the dawn of human history, wore mainly applied nature. During work, when meeting the most pressing needs of life was directly dependent on the motor abilities of the person, physical training should help a person to develop and improve work skills (Hebeish & El-Rafie, 1990).

Thus, labor and physical education are interdependent, help each other. In the harsh living conditions of the Kazakh people recognized great importance in the development of human physical, mental and moral qualities and therefore paid great attention to their education. The traditional family, labor and physical education the Kazakh people was subordinated to the achievement of a high level of physical and mental fitness to overcome the difficulties of life, the formation of empirical knowledge, practical skills, necessary for a person to adapt to the real-world environment and society.

Conclusion

1. During the first five days of stay of young healthy people at the height of 2000 m in a distinct form favorable effects of functional adaptation to muscular work from cardiovascular system develop. Tourist campaigns for young people, since first days of their stay at the heights up to 2000 m, can be carried out without special restrictions.

2. In the first days of stay of tourists in the conditions of highlands muscular work is followed by essential increase of reaction of cardiovascular and respiratory system to loading and decrease in the general endurance on one third. For receiving reaction of ChSS, identical on expressiveness, to loading at the heights of 800 and 3340 m its power in highlands should be lowered by 20-25%.

3. Reaction of ChSS of tourists to physical activities in the range of heights from 800 to 3340 m increases at rise by each 100 m on average on one blow. So, if at the height of 800 m heart rate at the 1200 km/min. loading made 150-155 beats/min, then at height 3340m-175-180 beats/min.

4. Speed decrease in physical working capacity in the range of various heights isn't identical. In the range of heights from 800 to 2300 m decrease in physical working capacity averages 0,5%, rise on each 100 m at the heights from 2300 to 3340 m is followed by decrease in physical working capacity by 1,2%.

5. The developed gradation of physical working capacity allows to carry out not only a quality and quantitative standard physical working capacity at different heights, but also to determine the level of physical and functional fitness of tourists to mountain campaigns.

This study suggests several lines for further research. Knowledge identified as important to develop is likely to be what is prioritised in learning and, unsurprisingly, what knowledge was developed was very similar. If the subject is going to develop so that it is relevant to today"s youngsters, further research is needed on how to extend the range of knowledge developed beyond knowledge for the immediate practical situation currently prioritised by student teachers and mentors, including other knowledge bases identified by L. Shulman (1987) and others and knowledge in relation to professional practice and values, generally included in broader underpinning university-based work.

Further research is also needed into how student teachers and mentors can be challenged to develop knowledge in activities in which they perceive student teachers already have good knowledge, so that they consider whether their knowledge and particularly their teaching (or coaching) style is appropriate for the pupils they are teaching. Thus, research is needed on how knowledge is developed and on how university and school-based staff can support the development of knowledgeable teachers rather than knowledge for teaching,

which may be interpreted in a restricted way. Without doing this, it is likely that they will teach in the way their mentors teach and/or they were taught.

Disclosure statement

No potential conflict of interest was reported by the authors.

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