

Второй модуль реализовался в форме игровой программы развития основных свойств внимания у детей 6—7 лет, рассчитанной на 32 занятия. Занятия ориентированы на развитие устойчивости, концентрации, переключаемости, распределения внимания. В рамках второго направления работы (работа с родителями дошкольников, имеющих недостаточный уровень развития основных свойств внимания) нами были смоделированы и внедрены в практику работы два модуля: 1-й — работа с родителями, включающая в себя психолого-просветительскую работу и операционализацию действий родителей по развитию основных свойств внимания в условиях домашнего воспитания. В рамках данного направления родителям были предложены игровые упражнения для проведения их в условиях дома, а также размещена информация на стендах по проблемам развития внимания в дошкольном возрасте; 2-й — консультирование родителей по индивидуальным особенностям развития внимания дошкольников (групповые и индивидуальные консультации по темам «Как способствовать развитию внимания ребенка», «Основные свойства внимания дошкольника», «Особенности развития внимания в дошкольном возрасте», «Игровые приемы развития внимания дошкольников»).

**Заключение.** Логически структурированная развивающе-коррекционная работа преследовала цель — развитие основных свойств внимания дошкольников. Поставленная цель реализовалась в рамках деятельностного принципа посредством обучающей программы и игровой деятельности для детей 6—7 лет, реализуемой психологом и воспитателем, а также посредством взаимодействия с родителями дошкольников, в сотрудничестве с ними.

В процессе работы нами были отмечены значимые, качественно отличные от начала исследовательской деятельности изменения во внимании детей данного возраста. Это позволяет констатировать действенность и эффективность разработанной и внедренной нами программы.

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## INFLUENCE OF KAZAKH NATIONAL GAMES ON THE MENTAL DEVELOPMENT OF PRESCHOOL CHILDREN

**Introduction.** The cognition of one's nation's culture should begin from a very early age, be absorbed with mother's milk. At the same time, we should also know the peoples' culture who live with us.

The comparison of one's own culture with the cultures of other nations, the exchange of values of the material and spiritual world are the guarantee of national and religious tolerance, the absence of wars on this basis between the people in our country.

It is necessary not just to contemplate the national culture passively, but to live the full life of your people and be proud that you are its representative. One of the means of forming a sense of patriotism and love of a country is the game.

It forms a stable, interested, respectful children's attitude to the culture of their native country, creates an emotional positive basis for the development of spiritual and patriotic feelings: love and devotion to the Motherland. Games "induce active work of a thought, contribute to broadening the horizon, clarifying impressions from the world, improving all mental and psychical processes, and stimulate the transition of the child's system to a higher degree of development" [1].

**Main part.** In preschool childhood, all the basic knowledge, skills, social skills are laid, formed the basis of man's future world outlook, his views and habits. During this period, the baby learns the skills of being in a team, accepting its rules he learns both leadership and the ability to work in a team simultaneously.

The most understandable and that's why the most favorite kind of an activity for children is a game. Through the game you can teach a child a lot. It "contributes to the development of mental processes and a variety of personal features — autonomy, initiative and imagination. It develops ingenuity, dexterity, speed of reaction, broadens the horizon" [1].

Modern researches in the field of sociology, ethnopsychology and ethnopedagogy indicate that "person's awareness of his belonging to a certain ethnos plays an important role in his socialization, has a significant impact on mental development, the formation of emotional and personal, cognitive and communicative sphere" (V. S. Ageev, G. M. Andreeva, A. A. Belik, Yu. V. Bromley, U. Bronfenbrenner, K. B. Zharikbaev, L. G. Ionin, V. V. Pimenov, T. G. Stefanenko, A. A. Susokolov, V. A. Tishkov, M. Herskovits, etc.).

The great necessity is to use the enormous potential of national-cultural traditions that is embodied in the folk games.

A folk game is one of the paths leading deep into. It is closely connected with the history of mankind and it is in constant development and renewal. Therefore, the game occupies such an important place in all human activities.

The folk game was formed "as one of the means of society's functioning: the game and toys are interesting phenomena of human culture, as they reflect the ethnic mentality" [1].

These definitions indicate that "folk games are a spiritual treasure passed from generation to generation; the memory of a nation, its history, and modernity, the fruit of the flight of people's imagination" [1].

Technologies based on the use of folk games are used in the work of game therapists, psychologists, speech therapists, kinesiotherapists, defectology teachers in different fields and psychotherapists [1].

The significance of the Kazakh folk games, their developmental potential was emphasized by many researchers (I. Altynsarin, M. Auezova, A. A. Divaev, I. Zhansugurova, S. Mukanova, and others). The ethnographer A. A. Divaev highly assessed the educational and developmental possibilities of the national games. He "was the first who systematized them and pointed out the need for their using in pedagogical activity" [2]. Many researchers of the Kazakh national games (A. N. Abushev, A. Aytpayev, E. A. Sagyndykov, B. T. Totenayev, S. A. Uzakbayev, and others) noted that "their characteristic feature is the developmental direction, which allows to stimulate and to activate the development of cognitive functions, the motor sphere, the socio-communicative and cognitive children's activity, their ingenuity, rapidity of thinking, imagination and creative expression, the prerequisites of forming the personality" [2].

The study of K. Nurgaliyev shows the "influence of the Kazakh national puzzle game on the mental development of preschool children" [2].

Particular attention is paid to the specifics of the Kazakh riddles, which played a significant role in the competitions in the past. In the classification, "according to the degree of difficulty of guessing, riddles are divided into usual, competitive and bordering on the paradox. The problematic character is shown: the polysemy of the truth of the answers when guessing riddles, the lack of a unique connection between the riddle text, on one hand, and the conceived object, on the other" [2].

The inclusion of folk developing games in the educational process of teaching institutions can be based to some extent on the didactic game theory developed in preschool pedagogy [2].

In the works, M. T. Tanikeev points out "not only the developing, but also the diagnostic capabilities of the national games, which make it possible to identify the natural children's inclinations and abilities, to determine the imperfection of mental and physical functions timely". M. T. Tanikeev and other authors note that "the content of many national games of the Kazakh people also contains the potential for development and correction of cognitive impairments, there are opportunities to expand the child's horizon, his ideas about the surrounding world, country, native people". According to B. T. Totenayeva, "the Kazakh national games act as a part of people's wisdom, being a model of the national playing folklore, it includes the rehabilitation potential associated with the possibilities of effective influence on the emotional-volitional, cognitive, communicative-speech and behavioral child's areas". The themes of the Kazakh national games with a plot reflect historical episodes of great people's and warriors' (батыrs) lives, significant phenomena surrounding reality, features of nature, habits of domestic and wild animals [3].

The goal of the national Kazakh game Tuilgen Oramal is to "develop speed of action, manual dexterity, and attention. The participants of the game are arranged in a circle. Among all the participants, one leading is selected, who starts the playing process. Leader, being in a circle, throws a towel to any player and rushes in pursuit of him immediately. Having got a towel, the player must pass it to another one quickly, so that the towel can't be caught by the leader. The players throw towels to each other all the time. A child who misses a towel becomes the leader. The leader, having caught a towel, can appoint a new one by himself. At the end of the game, the best players who have never missed a towel are noted" [3].

The goal of the other game "Kara Syir" is "to develop in children the skills of social interaction, a sense of collectivism, ingenuity and the ability to protect their «object». It's used a small dark object in this game (for example, a bag of sand). All players form a circle and close their eyes. According to the leader's pointing, one of the players has to step out of the circle and hide the object, placing next to him. The rest of the players must find it, announce about it loudly and try to trick the object fraudulently. In this case, the owner must protect his object" [3].

Besides outdoor games, numerous intellectual and communicative-speech national games of the Kazakh people have developing potential. In the national game traditions, counting-out rhymes (sanamak) and toss-ups

(kalamak) are widely used, “creating emotional mood, developing hearing, aesthetic taste, enticing by the process of the game” [3]. They are used in cases when children need to be divided into teams, choose a leader, etc. Also, during the national games tongue twisters are often used (janyltpashtar). So, elements of national games contribute to the development of the communicative sphere, contribute to the development of speech and thought processes. According to some researchers (A. Aytpayev, S. A. Uzakbayev and others), “poetic play forms (counting-out rhymes, toss-ups, tongue twisters) in Kazakh national games are distinguished by their peculiar content, contribute to the enrichment of vocabulary, familiarize with the environment, with everyday life, and also have a certain psychotherapeutic effect” [4].

E. A. Sagyndykov notes in his research: “Many national games are an excellent example of a beautiful, correct, sonorous Kazakh language”. As a rule, these are verbal games, “during them a participant asks clarifying questions, may finish the thought of another participant of the game and submits his own remarks” [4]. This makes it easier for a talking player to express a thought more clearly, to express his attitude to the essence of the game or to the requirements of its conduct and to be understood by all playing children. Participants of the game who have a dialogue are explained to each other by gestures, facial expressions, helping with the timbre and intonation of the voice. In the process of such dialogue, the child’s communicative skills are improved; the algorithms and rules of social interaction are learned. In terms of what has been said the brightest Kazakh national games are such as “Aytys”, “Kalamak”, “Tez Aytu”, etc [4].

The game reflects the people’s history, their spiritual and material culture, during the game the socially accumulated people’s experience, their traditions, customs and rituals transfer. In groups with Russian language studying, the use of games with a national flavor contributes to a more effective learning of the state language. Even an acquaintance with the name of the folk game brings a certain margin to the child’s dictionary. The bilingual component for a child naturally is through the acquaintance with the name, counting, pronouncing keywords, using of national attributes [5].

Musical-didactic games, psycho-muscular trainings, songs and round dances, and games-competitions develop visual and auditory attention, memory, and observation; enlarge vocabulary, figurative thinking, musical hearing, sense of rhythm and coordination of movements, plastic expressiveness.

**Conclusion.** The game contributes to the development of certain child’s personal features for example: restraint and endurance, ability to obey the rules and the team, manage their emotion that is the main initial foundation for every little citizen's bright successful future in the Republic of Kazakhstan.

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