

Applying the Findings of Scientific and Pedagogical Research in Values Education

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ABSTRACT

In recent years, the relevance of the problem a "crisis of values" has been increasing in our country and at the global level. So, the attention of teachers who regard personal development as their task focuses on educational programs aimed at forming value orientation. This paper is aimed at discussing the views of history teachers on the values and value orientation of education. The work of 83 history teachers forming the value orientation of students at history lessons was analyzed. The data were collected as a result of the study of quantitative and qualitative nature by scanning. The quantitative data were collected through a questionnaire consisting of 29 items, and the qualitative data were obtained through interviews. History teachers involved in the research work (teaching at 7-11 grades) expressed opinions on the extent to which students have learned the disciplines such as World History, Man and Society, and value orientation provided by academic programs. It was revealed that in most cases the work of history teachers is aimed at developing students' values such as devotion to their native country and nation, historical consciousness, unity, dignity, independence, industry, cultivating knowledge of the historical and cultural heritage, respect for national and spiritual values. The paper also presents the ways and methods of forming the value orientation of students such as analysis of historical texts, working with archival materials, watching history films, excursions to historical sites and museums, carrying out scientific research. The results of research on forming the system of values in students at history lessons are important for educators.

KEYWORDS

Values; Value Orientation of Education; History Teacher; Teaching Methods

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Introduction

In the twentieth century, various changes in the scientific, technological, industrial and economic spheres took place in the development of mankind. Technological progress led to the emergence of certain social issues. The 'crisis of values' became one of the social problems. In recent years, the urgency of the

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issue has increased both in our country and across the globe. So, the attention of teachers who regard personal development as their task focuses on educational programs aimed at forming value orientation (Stanley, 1983). Dependence on the values such as personal properties, experience, goals and beliefs existing in the mind of every person, with which individuals and social groups coordinate their actions, appeared in the educational programs of different countries in the early twentieth century. For the first time, this concept was introduced in educational programs in the United States to form the concept of citizens of one country. In recent years, due to the economic, social, cultural and scientific development, a variety of educational methods and techniques to form value orientations were used (Kirschenbaum, 1995). Of these, teaching values, clarification of the essence, ability to analyze and think humanely are being used more and more often (Veugelers, 2000).

In the method of values education, more attention is paid to the fact that 'only due to continuous impact on its consciousness through endless repetition and consultation, the personality quickly accepts these value priorities and adheres to them' (Whitney, 1986).

The method of humanistic education and explanation of the essence of values from the point of view of psychology, on the contrary, emphasizes that it is necessary not to educate, but to develop the values inherent in the person. According to the value analysis method of based on logical thinking and vision, students perceive the essence of the values by gathering the facts and results of research work. It is possible to draw up L. Kohlberg's (1981) table of stages of moral reasoning developed according to Piaget's concept (Selçuk, 2005). In his table, L. Kohlberg (1981) gives the following six stages of moral development by Piaget (Table 1).

According to L. Kohlberg's (1981) concept, the method of dilemmatic reasoning plays an important role in the development of an individual's moral reasoning. If this method is applied in a group where the teacher plays the role of an instructor simplifying the issue (Suh & Traiger, 1999), it will be possible to pre-define a higher level of moral development according to L. Kohlberg's (1981) table and create its model (Halstead & Taylor, 2000).

In accordance with these principles, each person defines his or her own rules and principles. This circumstance prevents the formation of a social unit in society, including life activity within an organization (Ryan & Bohlin, 1999).

Numerous scientific studies conducted in different countries of the world prove the need for educational programs aimed at the formation of value orientations. For example, T. Lickona (1991) states in his research that a secondary school student spends on average 30 hours a week watching television, to the moment he or she reaches the age of 16 witnesses about 200.000 acts of violence, and to the moment of reaching the age of 18 he or she witnesses about 40.000 scenes of sexual perversions. In order to prevent the consequences, it is recommended to introduce values that are necessary for the formation of a full-fledged personality in the curricula. In view of the identified needs, value orientations have begun to be introduced in educational programs and the content of disciplines (Lickona, 1991).

Table 1. Stages of a person's moral reasoning according to L. Kohlberg

<i>Periods of moral development and their duration</i>	<i>Stages of moral development</i>	<i>Nature of Moral Reasoning</i>
<i>Pre-Conventional Level</i> Age 4-10	<i>I</i> <i>'Obedience and punishment orientation'</i>	At this level, actions are determined by external circumstances, whereas other people's points of view are not taken into account. Decisions are made depending on the reward or punishment that a certain action may result in
	<i>II</i> <i>'Self-interest orientation'</i>	Actions are also determined by external circumstances, and other people's points of view are not taken into account. Decisions are made in accordance with the benefit that can be drawn from them
<i>Conventional Level</i> Age 10-13	<i>III</i> <i>'Interpersonal accord and conformity'</i>	An individual at this level of development adheres to the conventional roles taking into consideration other people's principles. The judgment is based on the fact whether the act will get the approval of other people or not
	<i>IV</i> <i>'Authority and social order maintaining orientation' (Law and order morality)</i>	An individual adheres to the conventional roles taking into consideration other people's principles. The judgment is made in accordance with the established order, respect for authority, and as prescribed by laws
<i>Post-Conventional Level</i> From the age of 13	<i>V</i> <i>'Social contract orientation' (Compromise and democracy)</i>	True morality can be achieved at this level of development only. An individual judges about one's behavior based on his or her own criteria, which implies a high level of rational activity. Justification of action is based on respect for democratically made decision and respect for human rights in general
	<i>VI</i> <i>'Universal ethical principles orientation'</i>	An individual judges about one's behavior based on his or her own criteria, which implies a high level of rational activity. The action is qualified as adequate if it is dictated by conscience - regardless of its legality or the opinions of others

Materials and Methods

Methods

The scientific research was carried out with the use of the method that is similar to scanning. This type of research aims to describe the situation at the current moment. The object under study is defined in the original context, i.e. in the context it exists. It is not allowed to make changes under the influence of any given circumstances. The task-oriented research method was applied to the entire fairly large group or to its part in order to obtain the conclusion that would be common to everyone (Karasar, 2002). To achieve the objectives, we used the following research methods: analysis, comparison, correlation and generalization of philosophical, sociological, psychological and educational literature on the problem of the research, discussion, questionnaires, statistical processing, and compilation of the results obtained.

Research Study Team

Certain work has been carried out in the Republic of Kazakhstan, and the tasks to form the value orientations of secondary school students have been introduced in school programs (Table 2).

In this regard, in 2013, the academic curricula of socio-humanitarian and natural-mathematical cycles (7-11 grades) where value orientations contributing to the establishment of the full-fledged personality were determined for each section of the subjects, therefore 'Man and Society' and 'World History' disciplines were developed and introduced in the activities of a comprehensive school (Curricula, 2013). Special secondary school graduates are expected to possess all the above personal value orientations (we mean the school students who have successfully mastered the curriculum).

Determining the orientation level for the national values of students studying at senior school it is very important to find ways to improve the efficiency of values education during studying at the junior school. In terms of values covered by the curriculum, the subjects 'Man and Society' and 'World History' that are taught at secondary school have mutual analogies. The curriculum of these subjects for the grades from 7 to 11 adopted by the Ministry of Education and Science of the Republic of Kazakhstan in 2013 does not include certain values. For this reason, with respect to 'World History' and 'Man and Society', it is recommended to be guided by the developments obtained as a result of the research in the work on studying values.

Table 2. Values that special secondary school students must master in the course of studying the subjects 'Man and Society' and 'World History'

<ul style="list-style-type: none"> • Respect for national and world history, traditions, and the democratic principles of social life • Fairness • Academic Honesty • Independence • Respect for the national flag and anthem • Scientific rigor • Innovation • Diligence • Peace • Love of nature • Sensitivity to the environment • Respect for feelings and thoughts • Aesthetics • Honesty 	<ul style="list-style-type: none"> • Communication with others on an equal footing in a multicultural and multi-confessional environment • Competitiveness in the labor market • Respect for the rights and freedoms • Respect for cultural heritage • Hospitality • Freedom and independence • Confidence • Healthy lifestyle • Sense of responsibility • Sensitivity to the historical heritage • Cleanliness • Respect for elders • Charity • Patriotism
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In this paper, we consider the views of values education provided by history teachers working at secondary schools. The personal control and experience of history teachers are also analyzed. In this connection, the answers to the following questions are being pursued:

- How large, in the teacher's opinion, is the extent to which the senior school students have learnt the values defined by the curriculum of 'Man and Society' and 'World History'?
- What values, in the teacher's opinion, should students learn in the courses of 'Man and Society' and 'World History'?
- What is the teacher's role in learning the values by students?
- What, in the teachers' opinion, is necessary for values education?

This research study was conducted in the group consisting of 83 people, which included history teachers from urban and rural schools of the Republic of Kazakhstan, in 2015.

The information submitted by 83 teachers was analyzed in the study. The information about their personality traits is presented in Table 3, demonstrating in particular that 38.2% of teachers are men, and 44.8% are women. 34.9% of the teachers have work experience of 11-15 years, 26.5% of the teachers have work experience of 16-20 years, 21.7% of the teachers have work experience of 6-10 years, 10.8% of the teachers have work experience of more than 21 years, and the work experience of 6% of the teachers constitutes 0-5 years, i.e. the number of teachers having the most limited and the most extensive experience is minimal.

Table 3. Data on the personality traits of the teachers participating in the research study.

<i>Traits</i>	<i>Levels</i>	<i>F</i>	<i>%</i>
Gender	Female	15	18.1
	Male	68	81.9
	Total	83	100.0
Work experience	0 - 5 years	5	6.0
	6 - 10 years	18	21.7
	11 - 15 years	29	34.9
	16 - 20 years	22	26.5
	21 years and over	9	10.8
	Total	83	100.0
Level of education	Bachelor degree (full-time course)	69	83.1
	Master degree	12	12.4
	Bachelor degree (correspondence department)	2	2.4
The number of books read or articles dedicated to values education	Have not read	30	36.4
	1 - 3	35	42.2
	4 - 7	8	9.6
	8 and more	10	12.0
	Total	83	100.0

With regard to the presented educational institutions, it is necessary to note that 39.8% of them are secondary schools, 24.1% are lyceum schools, 20.5% are mixed (according to ethnicity) schools, 8.4% are nine-year schools, and 1.2% are technical lyceums. A variety of the schools allows us to speak about the variety of information obtained from these educational institutions.

There are also differences in the number of books and articles dedicated to values and read by the teachers. 42.2% of the teachers have read from 1 to 3

articles, 36.1% of them have not read any articles, 12% of the teachers have read 8 or more articles, 9.6% of them read from 4 to 7 articles. According to these results, it is possible to say that a large percentage of teachers use the literature dwelling upon values education, and carry out additional work on self-development in this direction.

Data Collection Means

The research data were obtained using the quantitative and qualitative means. Quantitative information was collected on the basis of three open questions posed to the teachers. Qualitative information was obtained through the questionnaire covering 29 values presented in the general education curriculum on the subjects 'Man and Society' and 'World History'. The answers to the questionnaire were three-level ones – 'Yes', 'No', and 'No answer'. The questionnaire based on the opinions and behavior of students during lessons at school and outside it allowed us to reveal the views of history teachers on the extent to which the students had learned certain values. The questionnaire had been prepared for the values that the students were to learn in accordance with the curriculum for the specified subjects.

The accuracy and reliability of the interview and questionnaire form used in the research study provided the views of 5 history teachers and 2 Doctors of Sciences. The reliability of the questionnaire was established by Cronbach Alpha coefficient ($\alpha = 0.906$).

Data Analysis

Various methods were used to analyze the data obtained as a result of the research study. The statistical methods of percentage and frequency ratio, as well as arithmetic approximations were used to analyze the responses to the questionnaire showing the views and ideas of history teachers on the opinions and behavior of students. In addition, the value and content of the information obtained as a result of the responses to the questionnaire covering the values and values education were also analyzed.

Table 4. The opinions of history teachers regarding the students' values

Type of value	Yes		No answer		No		Total	%
		%		%		%		
Justice and equality	40	48.2	33	39.8	10	12.0	83	100
Respect for national and world history and traditions, democratic principles of social life	65	78.3	16	19.3	2	2.4	83	100
Devotion to academic activities	26	31.3	42	50.6	15	18.1	83	100
Understanding the importance of independence	59	71.1	14	16.9	10	12.0	83	100
Peaceful coexistence	54	65.1	19	22.9	10	12.0	83	100
Respect for the feelings and thoughts of others	37	44.6	36	43.4	10	12.0	83	100
Respect for state symbols	70	84.3	11	13.3	2	2.4	83	100
Relying on the scientific basis in the work carried out	16	19.3	46	55.4	21	25.3	83	100
Desire for renewal	52	62.7	22	26.5	9	10.8	83	100
Industry	27	32.5	35	42.2	21	25.3	83	100
Care	47	56.6	24	28.9	12	14.5	83	100

Table 4. The opinions of history teachers regarding the students' values (*continued*)

Love of nature	43	51.8	26	31.3	14	16.9	83	100
Creating peer relationships with others in a multicultural and multi-confessional society	33	39.8	37	44.6	13	15.7	83	100
Correct perception of socio-economic development in the country and the world	22	26.5	37	44.6	24	28.9	83	100
Honesty and loyalty	40	48.2	35	42.2	8	9.6	83	100
Presence of aesthetic concepts	31	37.3	36	43.4	16	19.3	83	100
Active adaptation to the labor market	27	32.5	43	51.8	13	15.7	83	100
Respect for rights and freedoms	45	54.2	27	32.5	11	13.3	83	100
Honoring the cultural heritage	31	37.3	33	39.8	19	22.9	83	100
Hospitality	61	73.5	20	24.1	2	2.4	83	100
Understanding the importance of freedom and independence	64	77.1	16	19.3	3	3.6	83	100
Self-confidence	31	37.3	36	43.4	16	19.3	83	100
Healthy lifestyle	42	50.6	27	32.5	14	16.9	83	100
Responsibility	17	20.5	45	54.2	21	25.3	83	100
Honoring the historic heritage	24	28.9	49	59.0	10	12.0	83	100
Cleanliness and hygiene	58	69.9	17	20.5	8	9.6	83	100
Respect for elders	62	74.7	20	24.1	1	1.2	83	100
Patriotism	75	90.4	8	9.6	-	-	83	100
Charity	61	73.5	21	25.3	1	1.2	83	100

When analyzing the content of the information obtained, the responses were grouped according to the samples presented in Tables 5 through 7. The obtained information and data were processed, and the appropriate explanation was received.

Findings

Results of Learning Values by Students

The history teachers who participated in the study gave their opinion upon the students' learning the 29 values provided in the questionnaire. According to their opinion, patriotism (90.4%), respect for the state symbols of the Republic of Kazakhstan (83%), respect for the national and world history and traditions, democratic principles of social life (78.3%), understanding the importance of freedom and independence (77.1%) and respect for elders (74.7%) are the most common responses of the students.

In addition, students attach importance to values such as assistance rendering (73.5%), hospitality (73.5%), understanding of the importance of independence (71%), cleanliness and hygiene (69.9%), peaceful coexistence (65%), the desire for renewal (62.7%), cooperation development (56.6%), respect for the rights and freedoms (54.2%).

The history teachers also indicated that students had learned values such as love of nature (51.8%), healthy lifestyle (50.6%), justice and equality (48.2%), respect for the feelings and thoughts of other people (44.6%), honesty and loyalty (48.2%).

Some teachers did not return an answer about learning certain values by the students. Thus, 50.6% of the teachers were not able to indicate whether it was important for the students to be honest and fair in working; 55.4% of teachers were not able to indicate whether the students' activities complied with scientific principles; 44.6% of the teachers found it difficult to indicate whether the students were ready to create peer relationships with others in a multicultural and multi-confessional society; 43.4% of the teachers were not able to indicate whether the students had aesthetic perception and self-confidence; 51.8% of the teachers could not answer whether the students were actively adapting to the labor market, and 59% of them did not return an answer whether the students had respect to the historic heritage.

18.1% of the teachers indicated that students were dishonest in their studies; 25.3% of the teachers pointed out that students were not guided by scientific principles and were very lazy; 28.8% of the teachers said that students did not perceive the socio-economic development in the country and the world; 19.3% of the teachers said that students did not have the aesthetic perception and lacked confidence in themselves; 22.9% of the teachers indicated that students did not show proper respect for the cultural heritage, and 25.3% of them stated that students did not have the sense of responsibility.

Thus, it was found that, according to the opinion of the history teachers, some of the values listed in Table 2 had not been learned by the senior school students sufficiently, despite the fact that they must learn them. In addition, the students pay insufficient attention to nature, cultural and social development, they lack firm self-confidence and the sense of responsibility, and do not rely upon scientific principles in their work. At the same time, more attention is paid to the national values, including patriotism and respect for the state symbols.

Qualitative Results Concerning the Teachers' Views on Values Education

This section analyzes the views of teachers on values education determined with the use of three peripheral questions (see Table 5).

a) Conclusion concerning the views of the teachers on the values to be learned by students in the courses of 'World History' and 'Man and Society'.

It was found that teachers wanted to see their students' understanding of and respect for 55 values. Table 5 shows the values referred to more than 10 times.

Table 5. Information about the values that teachers would like to cultivate in students

<i>Values</i>	<i>f</i>	<i>%</i>
Love for the Motherland and the people	30	36
Presence of historical consciousness	27	33
Respect for the historic and cultural heritage	19	23
Learning the national and spiritual heritage	15	18
Unity	12	15
Respect and credibility	11	13
Independence	11	13
Honoring the state symbols	10	12
Industry	10	12

The most frequently mentioned values are the national ones. This situation has arisen largely due to the curriculum on the subjects 'World History' and

'Man and Society' and the influence exerted by the knowledge gained on this subject. At the same time, some of the values that are not included in the table due to the fact that they were rather seldom mentioned or are included in the table, but almost ignored by the teachers arouse great interest.

b) Conclusion concerning the work of the history teachers aimed at learning values by students

It was noticed that at history lessons teachers used different methods of values education. According to information obtained from interviews, to achieve this goal, the teachers apply 22 different methods. The educational and methodical principles and methods used in values education with a frequency of 10 times or more are presented in Table 6.

The teachers who use the methods of active learning, understanding and analysis of the importance of the values, which are included in the methodology of values education, pointed out that in addition to the above methods, they used approaches such as vesting responsibility, visiting hospitals and other similar establishments, planting trees, providing charity, etc.

Table 6. Information about the methods used by the teachers at history lessons for learning different values

<i>Method of learning values</i>	<i>f</i>	<i>%</i>
Drawing attention of all in attendance to defining the importance of a value	39	47
Narrative of an event or reading a book that provides a role model	35	42
Exhibition of films or documents	22	27
Visiting historical sites and museums	20	24
Working with biographies of great men	13	16
Carrying out research work	12	15
Being an example and role model	10	12

c) Conclusions made in accordance with the opinions of teachers about the necessity of teaching values in the context of values education

Of all the teachers involved in the survey, four did not answer the question, and the answers given by six teachers were not related to the questions raised, so they were excluded from the analysis. The teachers' opinions concerning deficiencies in values education are given in Table 7. The history teachers indicated that they were willing to take the initiative to participate in the courses aimed at enhancement of knowledge and skills relating to work on the development of values education in order to avoid the above mentioned deficiencies. A large part of the teachers expressed a desire to gain knowledge in the field of values education, to learn the importance of values for further teaching (this concerned 45 basic values). The next most important shortcoming to which the teachers drew the attention was insufficient development of the methods of teaching values. Modern progress has led to changes in the perception of certain values, which has increased the importance of values education. This creates the urgency of carrying out highly informative work for the dissemination of values education oriented to school history teachers.

Table 7. The teachers' opinions on the subject of refresher courses in the field of values education

<i>Topics of refresher courses</i>	<i>f</i>	<i>%</i>
Importance of values (knowledge in the field of national, social and cultural values, authority and respect, acquirement of historical self-consciousness, patriotism, peaceful coexistence, unity, love of nature, sense of responsibility, etc.)	73	88
Methods of teaching values	14	17
Knowledge of the causes of the changes taking place with the values	5	6
Reasons for the need for values education	1	1
A value and methods of its learning in education	1	1
Importance of values education	1	1
Questions and problems encountered in values education	1	1

Discussions

Also, in the list of the values which, according to the teachers, should be learned by students at history lessons, we can see the values of national significance that are basic for everyone, i.e. patriotism, having historical consciousness, honoring the historical and cultural heritage, possession of historical and cultural heritage, unity, authority, independence, respect for the state symbols, and industry. Attention is drawn to the fact that industry occupies the first place among the values that are insufficiently learned by students. The answers concerning the values that should be learnt by students and were listed in the questionnaire as national values assimilated by the students are also of high importance. The research study, conducted by B.K. Abdygulova (2010), which dealt with the education of students on the basis of teaching history, also confirms our findings regarding the defining of patriotism and national unity as the most important values that students should learn at history lessons. Our research has shown that to teach values the history teachers use the techniques such as increased focus on an important idea and its summarizing, analysis of the events and books that are an example to follow, exhibition of documents and films, visiting historical sites and museums, work with biographies of great men, conducting research, explanation by example. This fact proves that teachers emphasize values education. 47% of the teachers prefer the method of concentrating on an important idea and its summarizing after comprehensive consideration. According to the hypothesis of Kazakh scientist G.K. Akhmetova (2010), who has examined the value orientation of educationalists, history teachers often find it difficult to determine the humanistic, ethical and professional values necessary for their teaching activities. S.I. Sannikova (2011) found that history teachers use the methods and approaches such as explanation, case studies, presentation and demonstration, question and answer, and work with biographies or life histories; G. Nurgalieva (2004) writes that in their research studies secondary school teachers use a variety of methods, including a personal example, selection of effective words and phrases in the description of the studied values, conversation as a means of giving a lesson, posing questions that promote the explanation of a value importance to students, using values as the basis for describing the regulations and rules that are necessary to be followed in class, drawing attention to the importance and

essence of a value, if necessary - consulting or providing various examples of life. The use of all these methods only expands the evidence base of our research and our conclusions. This finding suggests that teachers use the methods of teaching values that are common for everybody and wish to expand their knowledge in this area.

Conclusion

According to the history teachers who took part in the research study, it was found that the students learn the 29 values that are necessary to be mastered under the curriculum on the subjects 'Man and Society' and 'World History' taught in grades from 7 to 11 of the secondary school. In the future, however, it is necessary to consider more closely the values that the students were to learn, but the teachers left unanswered in the research study. After all, students are to fulfill the learning tasks set by the specified curriculum to the full extent. Unless the curriculum is implemented, the students will not be able to fully cope with the tasks set in the next grade. In their research, Turkish educationalists Shirin and Otrar found that such value as the sense of responsibility is learnt as early as in childhood (Akbash, 2004). This heightens the importance of the results obtained through our research study, since if children have a great responsibility, they will be able to develop and preserve the importance of each new assimilated value in the future. Based on the findings of this study and according to the teachers' views, such values as cleanliness and hygiene, healthy lifestyle, hospitality, care, love of nature, charity, scientific activity and aesthetic perception give good results in the process of their teaching in 7 and 8 Grades. While teaching the respect for the historical heritage, industry, academic honesty, taking care of the environment has demonstrated some differences in results among students in grades 7 and 8, and from 9 to 11. Summarizing the above, we can say that learning values is greatly affected by the age factor. However, according to the teachers, the values such as academic honesty, learnedness, industry, protection of the environment, aesthetic perception, active adaptation to the labor market, creating peer relationships with others in a multicultural and multi-religious society, respect for the cultural heritage, honoring the historic heritage, self-confidence and sense of responsibility are not learned by students to the full extent. It should be noted that these values have an impact on academic performance and socialization of the students.

At the same time, more than 70% of the teachers said that students had a well-developed perception of national values, including respect for the national and world history and traditions, democratic principles of public life, respect for the state symbols – the flag, emblem and anthem, independence, hospitality, freedom, respect for elders, patriotism, taking care of others, and physical and spiritual purity. This suggests that the teachers attract students' attention to the values as early as at junior school. If we pay attention to a study conducted among the students of the 7th grade, we will notice that the national values are emphasized in this period (Iygittir & Ojal, 2009). With age, patriotism and love for the native country is becoming greater, expanding the list of studied and learned national values.

Thus, the history teachers pointed out that they would like to attend refresher courses to expand their knowledge in the field of the importance of values that need to instill in students. This means that they have a lack of information in the domain of what is a value. The refresher courses provide the methods for teaching values, explain the reasons for the replacement of old values, and issues related to the importance of values in education. It should be noted that values education covers both speculative and practical questions, so it raises the question of professional improvement of teachers in general and of history teachers in particular.

Based on the results obtained for learning the values represented in the curriculum on the subjects 'Man and Society' and 'World History', as well as for the assimilation of values education, it is recommended for history teachers to conduct the following work:

- As early as in junior school, teachers should pay attention to the values that received 'No' or 'No answer' responses in the questionnaire
- It is possible to organize classes for teachers to provide professional development in the field of values education
- It is necessary to investigate the causes of the students' insufficient familiarization with some or other values presented in the questionnaire
- Along with the lessons, it is necessary to organize conferences, seminars and other extra-curricular activities for students to help them learn values
- It is possible to carry out jointly telemediated working with Ministries and universities in the field of values education
- For the more in-depth learning of certain values, it is necessary to introduce them in textbooks, special books, etc.
- It is possible to carry out an in-depth qualitative study of values education by examining the views of teachers and students united in the experimental group.
- To examine the level of assimilation of the values represented in the curriculum on the subjects 'Man and Society' and 'World History', the opinions and views of teachers on other subjects should be collected and studied.

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