

# opción

Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,  
Lingüística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

Año 34, abril 2018 N°

# 85

Revista de Ciencias Humanas y Sociales

ISSN 1012-1587/ ISSNe: 2477-9385

Depósito Legal pp 198402ZU45



Universidad del Zulia  
Facultad Experimental de Ciencias  
Departamento de Ciencias Humanas  
Maracaibo - Venezuela

## **Problems of development of aesthetic culture at teenagers by means of the Kazakh decorative and applied arts**

**Barshagul Kassimbekova**

Regional Social Innovative University,  
Shymkent, Kazakhstan  
[Kasimbekova-b@mail.ru](mailto:Kasimbekova-b@mail.ru)

**Gulmira Tulekova**

S. Toraighyrov Pavlodar State University,  
Pavlodar, Kazakhstan  
[Cessen@mail.ru](mailto:Cessen@mail.ru)

**Valeriy Korvyakov**

Almaty Academy of Economics and Statistics,  
Almaty, Kazakhstan  
[v.korvyakov@rambler.ru](mailto:v.korvyakov@rambler.ru)

### **Abstract**

Now, special attention is paid to a problem of increase in level of national culture for realization of strategy for inclusion of kazakhstan among the world's developed and competitive countries. An article is taken up questions of formation of esthetic culture at teenagers by means of their involvement to creative activity on the basis of folk traditional art. An important factor of esthetic development for the personality, its aspiration to universal ideals and also participation in creation of cultural and historical achievements is folk art, in particular, decorative and applied arts.

**Keywords:** esthetic culture, decorative and applied arts, folk art, creative activity.

## Problemas del desarrollo de la cultura estética en adolescentes mediante las artes decorativas y aplicadas de Kazaj

### Resumen

Actualmente se presta especial atención a un problema de aumento en el nivel de cultura nacional, para la realización de la estrategia de inclusión de Kazajistán entre los países desarrollados y competitivos del mundo. En el artículo se abordan las cuestiones de la formación de la cultura estética en adolescentes por medio de su participación a la actividad creadora, sobre la base del arte popular tradicional. Un factor importante de desarrollo estético para la personalidad, su aspiración a los ideales universales y también la participación en la creación de logros culturales e históricos, es el arte popular, en particular, las artes decorativas y aplicadas.

**Palabras clave:** cultura estética, artes decorativas y aplicadas, arte popular, actividad creativa.

### 1. INTRODUCTION

Indigenous knowledge refers to knowledge that has evolved over time and has been transmitted from generation to generation by inheritance. The combination of native knowledge with the knowledge of the day leads to the development of a native sustainable development. In this regard, the recognition of indigenous knowledge and traditional methods of production and knowledge of day-to-day knowledge will play a key role in achieving sustainable development indicators. In recent years, the use of advanced technology has caused environmental problems

and high costs in the production process. Now, the need of comprehensive education of youth is increased when the country seeks to take the worthy place among competitive civilized countries (HUTCHINSON, 2001). One of ways for realization of youth education is formation of their culture. Formation of the personality is a process of formation and development of the individual under the influence of the social environment, education, training; development of the personality qualities in one direction under the influence of purposeful education; process of the person development from the point of view the subject and an object of the public relations. The research of the concept “culture” shows that it is multicomponent on the structure, has many types, ways and qualities, which is shown in different forms: science, art, technique, religion, morals, etc (AUELBEKOV, ET AL., 2014). Means of dissemination of culture are: political, legal institutes, medicine, education system, mass media, etc. It is characterized by the different forms of management, service, and communication. But the most important in culture is its unity in this life, freedom of its existence and concrete forms of development, historical and functional concreteness of its existence. From this point of view in modern researches the culture is considered as the united system, consisting of compound material and spiritual components, because the person, creating a material benefit, comprehends spiritual culture (AMIROVA, ET AL., 2015). The culture of production and work belongs to number of material culture, so the moral, political and esthetic culture belongs to the spiritual culture. So, in culture, on the one hand, results of creative activity of the person are accumulated, on the other hand, developing the spiritual and practical strength of the personality, forms him as the creative person. Cultural development is closely connected with development of the personality in a concrete historical formation.

The scientific research analysis shows complexity and versatility of a problem on development of esthetic culture for the individual personality, taking into account age features, insufficiency of researches in this area, including researches of a problem on development of esthetic culture at teenagers by means of folk art.

## **2. METHODOLOGY**

One of types of culture is traditional national culture. The concept “folk art” includes all art forms of the working people, more precisely, music, folklore, decorative and applied arts and architecture. All of them serve the people in life and in work. National fairy tales, songs, dances, decorative and applied arts and architecture, revealing the features peculiar to each people, have cognitive and art interest and also they prove that material and spiritual culture is created by the people. Now each pedagogue has to be able to use purposefully cultural and historical heritage in art and esthetic education of pupils. The teenager understands decorative and applied arts from a position of form and content, has development force of feeling the beauty. It influences development by pupils of native national culture and culture of other people, influences formation of ideals of beauty and esthetic requirements in continuous creative activity.

Culture – is an integral part of human action, function, creativity because in each aspect of culture concepts there is everywhere present the person. Culture is not set of values, is not data, technology, norms, provisions, knowledge, created once and which we are obliged to accept,

so it is the field of active actions in vital space. In this regard, culture is considered as set of cultural and material values which are created by human work and where the main thing are kindness and beauty (KOGAN, 1995); self-realization of the person and broad distribution of his force; it lives in close interrelation with society, and it is a method of being human, which has been mastered features of function, the creative force and abilities of society development (GALT and SCHOONOVER, 2010). Such opinion on culture was expressed by ancient philosophers as “cicero (45 bc) explained a concept culture as improvement of soul” (MITHEN, 1996), and the german philosopher i. Kant (1724-1804) considered a concept of culture from the moral point of view (KANT, 2009). He called culture the special ability, given to people from god, by means of which it is possible to distinguish people from animals, and he allocated the special place for such qualities of people as kindness and good breeding. According to him “culture” – is a way to the kingdom of freedom from nature, therefore kant’s doctrine is considerable the fact that he considers “culture” from the humanistic point of view. The english philosopher e.b. Taylor, thinking that “science about culture – is a science about reforms”, said that culture was constantly in development process (HAUSER, 1958). He considered a culture as result of consciousness and work of the person or as spiritual wealth. F.w. Schelling (1775-1845) suggested: “culture to consider and master it from the esthetic point of view”, and he declared that the main content of culture is an art function of people (GELL, 1998).

From this point of view in modern researches culture is considered as the united system, consisting of compound material and spiritual components because the personality, creating a material benefit,

comprehends spiritual culture. The culture of production and work belongs to number of material culture, so the moral, political and esthetic culture belongs to the spiritual culture. The literature analysis shown that a concept of culture designates the system of values and the life purposes of the certain person, his relations with people around, used for the characteristic of spiritual and material level of the people and nations, concrete societies in a certain historical formation. So, in culture, on the one hand, results of creative activity of the person are accumulated, on the other hand, developing the spiritual and practical strength of the personality, forms him as the creative person. Cultural development is closely connected with development of the personality in a concrete historical formation. We did not disregard a problem of culture development at students by means of the Kazakh decorative and applied arts. L.v. Kotenko studied formation of elements the esthetic culture at pupils of boarding school through art and applied activity (ROSENBERG, 1983). ROSENBERG (1983) studied formation of esthetic culture at students by means of decorative and applied arts (on the basis of materials of vocational education), g.k. Shyrynbayeva considered formation of esthetic culture at pupils of the upper school, a.d. Rayymkulova investigated and proved a problem of formation of technological culture at pupils for 5-9 classes .The above-stated researches are works which need for the practice of educational institutions and have huge scientific and pedagogical value. But the problem of development of esthetic culture at teenagers by means of the kazakh decorative and applied arts in the theory and practice of the secondary school is not investigated at the sufficient level yet.

So, there is obviously noticeable contradiction between the need for society of teenager education by means of kazakh decorative and applied arts and its non systematic research; between the need of formation of esthetic culture at teenagers for teaching and educational process and lack of educational and methodological course for its realization; between the width of range of opportunities on the kazakh decorative and applied arts in esthetic education and absence of learning system for formation of esthetic culture at teenagers. The need of solution of these contradictions caused a problem of development of esthetic culture at teenagers by means of the Kazakh decorative and applied arts in the theory and practice of the secondary school, and it is not investigated at the sufficient level yet. The research objective consists in the scientific and pedagogical analysis of pedagogical conditions, contents, methods, means of formation of esthetic culture at teenagers by means of decorative and applied arts and also their approbation by experiment and development of a methodology for use in practice.

The complex of scientific and pedagogical methods was used for achievement of the goal: the theoretical analysis of scientific, psychology and pedagogical literature, pedagogical observation, conversations, testing, a pedagogical experiment, methods of mathematical and statistical processing of the received research results. They were developed and introduced for formation of esthetic culture at teenagers by means of the Kazakh decorative and applied identification of the level: the program of a special course for teachers and pupils, the program of circles and elective classes; and also it was developed the questionnaire for receiving experimental data. This experiment was conducted in the secondary schools no. 17, no. 64, no. 79 (shymkent city). Selection of a research was

made 73 pupils. Thus, in the course of assimilation of theoretical knowledge the pupils learn to choose necessary materials for actions, they are taught the skills of creative search, improvement of pedagogical skill of the teacher.

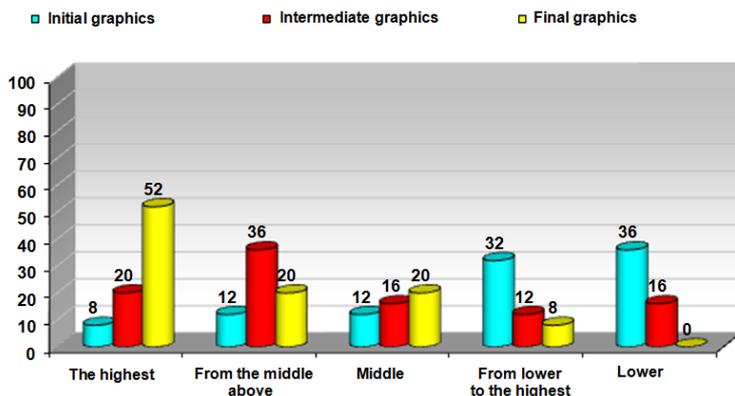


Figure 1. Dynamics of pupils' awareness level about the kazakh decorative and applied arts

The analysis of the lessons, conducted in the course of the forming experiment among effective video lessons and lessons of “master classes”, give the chance to analyze activity of the master, his creative works, process of art processing of material and its technology. Videos gave the opportunity to get acquainted closer with creativity of national masters. According to analysts' point of views, one of the effective forms in improvement of the practical skills is “master class”. Pupils have a possibility of free communication with the master. The master gives full information about his handicraft, shows ways of making of handicrafts from different material. Such activities increase the interest of pupils in the works of art, increase esthetic activity, motivate to independent

education. The results of formation of practical skills on types of the techniques of the kazakh decorative and applied arts of wood handicrafts, knitting, embroidery, knowledge which was mastered during the master classes, shown increase in level of knowledge. So, the following additions to contents of programs for disciplines have undergone experimental testing in the course of the forming experiment: the fine arts, technology, literature, history of kazakhstan, elective class “the kazakh decorative and applied arts”, the circle “mastery secrets” and a special course for teachers “educational opportunities of the kazakh decorative and applied arts”. During 2015, 2016, 2017 in the course of the forming experiment three control tests were received. These results were analyzed respectively by components – motivational, information, emotional and estimated, effective and productive, developed esthetic culture. The following changes were observed during the forming experiment at the studying experimental groups in the course of formation of esthetic culture.

Table 1. Level of development of esthetic culture at teenagers of experimental groups (%)

<b>№</b>	<b>Criterion</b>	<b>Levels</b>	<b>2016-2017 academical year</b>
1.	Motivational criterion	High	64
		Average	32
		Low	4
2.	Information criterion	High	52
		Average	48
		Low	0
3.	Emotional and estimated criterion	High	60
		Average	40
		Low	0
4.	Effective and productive criterion	High	78
		Average	18
		Low	4

*Motivational* criterion. Interest of the studying experimental groups in the field of the Kazakh decorative and applied arts.

It was risen from 72% in 2015 to 96% in 2017, from them persons who were interested in making of the different types handicrafts from 68% to 92%, persons interested in the work independently from 16% to 54%; the number of works on decorative and applied arts increased. There was a positive change of dynamics on the indicators of motivational criteria according to formation of esthetic culture: the lower level at the beginning of the experiment was 28%, at the end was risen to 40%; average level from 36% was decreased to 32% and the highest level from 36% was risen up to 64%.

*Information*. For years of a skilled experiment there was a positive change of dynamics on the indicators of information criteria on formation of esthetic culture: the lower level was decreased from 36% at the end to 0%, the average level from 56% was decreased to 48% and the highest level from 8% was risen up to 52%.

*Emotional and estimated* criterion. In the course of carrying out the experiment pupils in sufficient level were armed with the emotional and estimated characteristic of decorative and applied arts. By the end of an experiment the level of their esthetically estimated formation was made: the average level – 40%, the highest level – 60%.

*Effective and productive* criterion. The actions, held in the course of the forming experiment, promoted increase in esthetic activity of pupils. From them 92% participated in an exhibition on folk art, in the research work, in all-school actions. In 2017 pupils of experimental group (20%) participated actively in a regional competition of applied creativity of children and youth. The final control test determined the changes of levels of esthetic activity:

lower from 36% was decreased to 4%, average from 52% to 18%, the highest level from 12% was risen up to 78%.

The figures 2 and 3 show dynamics of formation of esthetic culture at teenagers in the field of the Kazakh decorative and applied arts.

*Beginning control test:* the lower level – 36% (from 25 to 9 people), the average level of 56% (14 people), the highest level – 8% (2 people).

*Intermediate control test:* the lower level – 16% (4 people), the average level – 64% (16 people), the highest level – 20% (7 people).

*Final control test:* the lower level – 0%, the average level - 36% (9 people), the highest level – 64% (16 people).

Table 2. Final indicators of level of development on esthetic culture at teenagers by means of the Kazakh decorative applied art (%)

<b>Components</b>	<b>Levels</b>	<b>Experimental group</b>	<b>Control group</b>
Motivational	High	36	36
	Average	36	34
	Low	28	30
Information	High	8	9
	Average	56	56
	Low	36	35
Emotional and estimated	High	8	8
	Average	52	54
	Low	40	38
Effective and productive	High	12	12
	Average	52	51
	Low	36	37

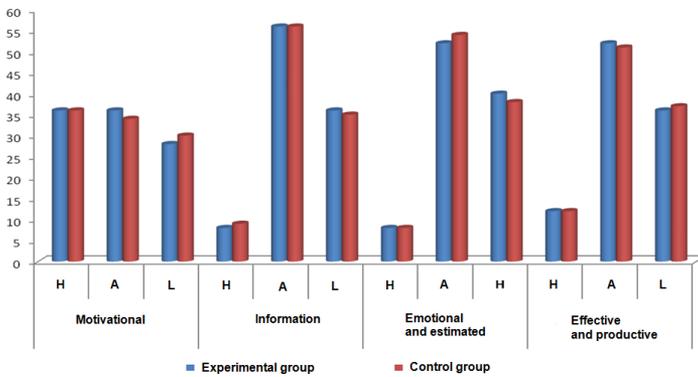


Figure 2. Dynamics of formation of esthetic culture at teenagers by means of the Kazakh decorative and applied arts (at the beginning of the experiment)

Table 3. Final indicators of level of formation on esthetic culture at teenagers by means of the Kazakh decorative and applied arts (%)

Components	Levels	Experimental group	Control group
Motivational	High	64	38
	Average	32	34
	Low	4	32
Information	High	52	9
	Average	48	58
	Low	0	33
Emotional and estimated	High	60	10
	Average	40	52
	Low	0	38
Effective and productive	High	78	12
	Average	18	52
	Low	4	36

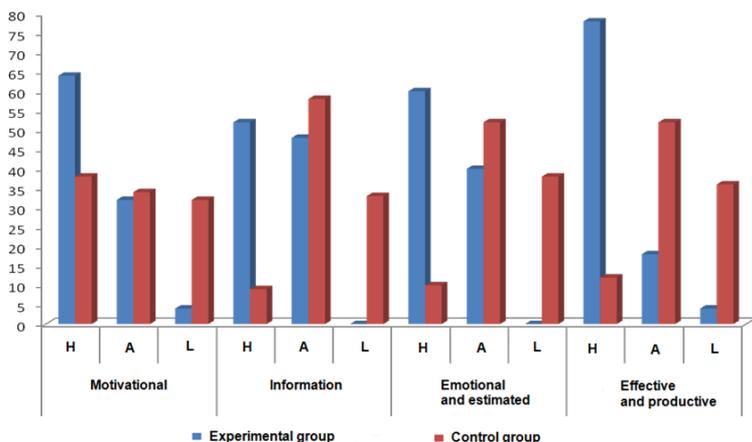


Figure 3. Dynamics of formation on esthetic culture at teenagers by means of the Kazakh decorative and applied arts (at the end of the experiment)

The purpose of skilled and experimental work – is confirmation of the model and experimental check of efficiency of formation on esthetic culture at pupils in the course of mastering on the Kazakh decorative and applied arts. We were designated the tasks of skilled and experimental work: drawing up a program of skilled and experimental work, the organization of pedagogical control in formation and the art culture of pupils; creation of means of social and pedagogical researches; determination of the level of development on esthetic culture at pupils; efficiency of forms and methods; processing of the received results by method of mathematical statistics, carrying out the forming experiment; coordination of the model of formation of esthetic culture at pupils in the

course of mastering on the Kazakh decorative and applied arts, created in the course of the research.

Due to the purpose, tasks, conditions, we chose a linear type of an experiment. The forming experiment had been made for 3 years. The basis of formation of esthetic culture at pupils is the model, covering components of the purpose, maintenance, organizing activity, estimates in which concrete forms of formation of esthetic culture are used. In the course of the forming experiment the programs of additions to the content of disciplines “fine arts”, “technology”, “literature”, “history of Kazakhstan” at 5-9 classes, elective class “the Kazakh decorative and applied arts”, the circle “mastery secrets” and a special course for teachers “educational opportunities of the Kazakh decorative and applied arts” were created. These types of disciplines, devoted to continuous development of the Kazakh decorative and applied arts, based by the principle: sequences, systemic and availability. As a basis of results of an experiment there were taken the theoretical discussions which allowed to define pedagogical opportunities of the Kazakh decorative and applied arts; to introduce theoretical knowledge in the content of esthetic and humanitarian disciplines of decorative and applied arts; to create the program of elective classes and work of circles for increase in knowledge and practical abilities of teenagers in the field of given art; to use the systems of individual and group forms of decorative and applied arts in the course of training and extra-curricular activities. The made analysis of training programs shows from 5% to 100% of deviations about introduction of knowledge of decorative and applied arts in the program of aesthetics-humanitarian disciplines. According to a number of scientists from requirement of introduction of theoretical knowledge of this art form

So, skilled and experimental work were proved efficiency of methodology of formation on esthetic culture, correctness of the model for formation of esthetic culture at teenagers by means of the Kazakh decorative and applied arts, measurement of levels of indicators. The recommended methodology is necessary to apply in formation of esthetic culture at teenagers by means of the Kazakh decorative and applied arts in teaching and educational process.

### **3. CONCLUSION**

Because Kazakh nomadic handicrafts are a type of applied handicrafts, what today is considered to be a serious threat to this type of traditional arts is their lack of proper use in everyday life. One of the ways in which it can be helped to preserve and revive many of these arts is cultural entrepreneurship. Therefore, the present study was conducted to identify environmental factors affecting cultural entrepreneurship in nomadic handicrafts in Kazakh. The present study was conducted with a completely qualitative approach. For data collection, direct observation, interview, participatory observation and library study were used. Research findings show that indigenous knowledge of nomads through management practices leads to the sustainability of pasture plants, which will result in environmental conservation and ultimately lead to sustainable development. Native indigenous knowledge has also been effective in lowering costs, increasing income and improving the economic status of nomads through traditional methods of health and disease control, maintenance, selection and livestock farming.

Features and content of classification of functions of the Kazakh decorative and applied arts promotes systematic mastering of theoretical knowledge by pupils of this branch. It is recommended to put it in the methodical program of the institutions of teacher professional development. Pedagogical classification and possibilities of the Kazakh decorative and applied arts need to be used in teaching and educational process for formation of esthetic culture at pupils. Formation of esthetic culture at teenagers by means of the Kazakh decorative and applied arts, addition to the program of discipline, the programs for elective classes, work of skill studio are necessary to carry out according to the plan of extra-curricular activities. In teaching and educational process of the secondary schools during thematic activities, it is necessary to take as a basis the methodical instructions on use of variations of the Kazakh decorative and applied arts. For purposes of formation of esthetic culture at teenagers by means of the Kazakh decorative and applied arts, it is necessary to create at the schools the studios and the art museums, and also to appropriate organize competitions, exhibitions, expeditions and excursions. Due to the complexity of the research problem there cannot be said that it found its solution. From this the need of a further creative research follows: formation of a basis of art knowledge at teenagers by means of the Kazakh decorative and applied arts; formation of esthetic culture at teenagers by means of the Kazakh decorative and applied arts; development of esthetic activity; search of other interactive methods of formation of esthetic culture at teenagers.

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# **opción**

Revista de Ciencias Humanas y Sociales

Año 34, N° 85, 2018

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.

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