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ҚАЗАҚСТАН РЕСПУБЛИКАСЫ  
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# Х А Б А Р Ш Ы С Ы

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**ВЕСТНИК**

НАЦИОНАЛЬНОЙ АКАДЕМИИ НАУК  
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*NAS RK is pleased to announce that Bulletin of NAS RK scientific journal has been accepted for indexing in the Emerging Sources Citation Index, a new edition of Web of Science. Content in this index is under consideration by Clarivate Analytics to be accepted in the Science Citation Index Expanded, the Social Sciences Citation Index, and the Arts & Humanities Citation Index. The quality and depth of content Web of Science offers to researchers, authors, publishers, and institutions sets it apart from other research databases. The inclusion of Bulletin of NAS RK in the Emerging Sources Citation Index demonstrates our dedication to providing the most relevant and influential multidiscipline content to our community.*

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### **USING GAME TECHNOLOGIES ON THE LESSONS OF PHYSICAL CULTURE OF PRIMARY SCHOOLCHILDREN**

**Abstract.** The article substantiates the necessity and expediency of using game technologies on the lessons of physical culture of primary schoolchildren. It is confirmed that the game activities of schoolchildren on the lessons of physical culture in primary school with the using of Animal Aerobics and Game fitness contributed to the creation of a heuristic environment that constantly stimulates the cognitive and creative activity of primary schoolchildren.

The results of the implementation of the authors' program of using game technologies on the lessons of physical culture of primary schoolchildren, which provided the implementation of Animal Aerobics and Game Fitness, are presented. According to the authors' program the preparatory part of the lesson consisted of a set of Animal Aerobics exercises, in the main part of the physical culture lesson children performed Game Fitness exercises, and the final part included soothing Game Stretching exercises as a kind of Game Fitness to restore the breathing. The influences of the authors' program (conducting physical culture lessons in primary school with the using of Animal Aerobics and Game Fitness) on the level of physical development (assessment by the Kettle Index on five levels: low, below average, average, above average and high) are determined. The analysis of changes in the functioning of the cardio-respiratory system (sitting heart rate, standing heart rate, pulse difference, Stange Test and Genchi test) of primary schoolchildren due to the using of Animal Aerobics and Game Fitness during the lessons of physical culture. The positive effects of Animal Aerobics and Game Fitness on the level of development of physical qualities are confirmed and a comparative assessment of the dynamics of changes in physical preparation of primary schoolchildren is presented.

**Key words:** game technologies, game activities, Animal Aerobics, Game Fitness, primary schoolchildren, lessons of physical culture, physical development, physical preparation.

**Introduction.** The current stage of development of education in Ukraine is characterized by the implementation of the key reform of the Ministry of Education and Science of Ukraine "The New Ukrainian School". The main goal of this reform is to create a school in which it will be pleasant to study and which will give to pupils not only knowledge (as it is for now), but also will give the ability to apply these knowledge in everyday life. Regarding the implementation of this reform on the lessons of physical culture in the primary school, it is, first of all, the receiving physical pleasure by pupils from the using of forms, methods and means of physical culture. These are physical culture lessons, on which schoolchildren want to go, where the teachers listen to their thoughts and wishes. Physical culture as an organizational and integral part of general culture has its own spiritual aspect, performs spiritual and moral functions in the society, and is typical for all age groups, from the birth to deep old age. Particular attention to the formation of physical culture is paid to the period of study, namely, in primary school. Primary school age is a period when the choice of technologies for organizing physical culture lessons plays a key role in the process of forming children's interest to the physical exercises. The right choice of forms and methods of organizing the lessons allows not only to interest children in physical activities, but also to improve their cognitive activity.

The system of physical culture education of primary schoolchildren has its own nature and content, therefore, a scientific substantiation and creation of the new mechanisms of formation children's interest to the physical exercises will help to respond in a timely manner to the problems and difficulties arising in the educational environment and to make a deep analysis of all organizational processes for its improvement. The processes that take place on the physical culture lessons in primary school for sure serve as the practical pedagogical influences for the formation of motor culture of children of this age period. In this context, game

technologies for conducting lessons serve as a basis for the formation of children's motivation, own interest and the interest for using of physical culture even outside school.

According to well-known scientists T. Krutsevich M. Vorobiov & H. Bezverkhnia [1], I. Bodnar & A. Kukharchuk [2], O. Humenna [3] and others, the foundations of health, comprehensive motor training and harmonious physical development are laid exactly in primary school age. The effectiveness of physical culture lessons to strengthen the health of primary schoolchildren is evidenced by the scientific works of Ye. Prystupa, A. Vovkanych & Yu. Petryshyn [4], O. Dubogai [5, 6], A. Kindzera & I. Bodnar [7] and others. O. Kachan [8], N. Moskalenko [9], D. Chaika [10] and others point out the neediness to apply innovative technologies during physical culture education and sports activities of educational institutions. The influences of health and Game Fitness on the development of physical qualities, the level of functionality and health of schoolchildren were studied by A. Boiko & O. Dubynska [11], A. Starchenko [12], Yu. Belyak, I. Hrybovska, F. Muzyka, V. Ivanochko & L. Chekhovska [13], E. Saykina [14], J. Evans [15], G. Stidder & S. Hayes [16] and others. It should be noted that using of game technologies on the physical culture lessons of primary schoolchildren requires teachers to use innovative approaches to the organization of the educational process. D. Babaev, M. Gussenova & A. Sapargaliyeva [17] are studied comprehensive approaches on the specifics of the creative activity of a teacher-psychologist in the context of integrated learning.

The urgency of studying the outlined problem is enhanced by the need to overcome the existing contradiction in primary school between the objective neediness of forming the interest to the physical exercises (due to the insufficient physical health of primary schoolchildren) and insufficiently studied technologies and methods of organizing physical culture lessons, those would interest and motivate children to proper motor activity.

The aim of this work is to substantiate the effectiveness of the authors' program of using game technologies (Animal Aerobics and Game Fitness) on the lessons of physical culture of primary schoolchildren.

**Materials and methods.** The following research methods were used to achieving the aim: theoretical analysis and synthesis of philosophical, psychological-pedagogical, educational-methodical, professional scientific literature, normative-legal documents in the field of education, Internet resources; pedagogical methods (pedagogical observation, pedagogical experiment); medical and biological methods (anthropometry, Ruffier Test, Kettle Index); control tests; methods of mathematical statistics.

The research was conducted during 2018–2019 years in four stages:

– Stage 1 (August – September 2018): analysis and generalization of literature sources on the problems of improving the structure and content of physical culture education in the school. The search and development of effective forms, methods and techniques that provide the high interest to physical culture lessons was carried out;

– Stage 2 (October 2018 – May 2019): determining the level of physical development and physical preparation of schoolchildren of 3<sup>rd</sup> and 4<sup>th</sup> grade (8–9 years old) of Secondary School №66 of Lviv city (Ukraine). Development and implementation of authors' fitness program for the schoolchildren;

– Stage 3 (June – August 2019): analysis of research results, mathematical processing of the obtained data;

– Stage 4 (September – December 2019): generalization of research results, formation of conclusions.

**Results.** The social significance of children's health-preserving, the need to optimize the modes of physical activities of primary schoolchildren served as the impetus for the creation and implementation of a program for the organization of game activities during physical culture lessons. In terms of content, this program provides the formation of children's interest to the physical exercises through the using of Animal Aerobics and Game Fitness as special forms of lessons. Children's game activities on the lessons physical culture in primary school with the using of Animal Aerobics and Game Fitness contributed to the creation of a heuristic environment that constantly stimulates the cognitive and creative activity of schoolchildren.

At the present stage of development of game technologies, children's fitness is considered as an innovation in the field of preschool education, as one of the effective means of improving the health and physical culture education of children [10, 11, 12]. Animal Aerobics is not just a monotonous repetition of exercises accompanied by songs, but a real performance with the using of drawings. These are general developmental exercises with imitation of animal movements, as well as performance of exercises, moving games with simultaneous pronunciation of sounds and recitation of poems, performance of songs. Animal Aerobics is a fairly new and interesting type of game technologies that promotes the development and improvement of basic motor skills and abilities of primary schoolchildren.

Game Fitness is a type of children's fitness, which uses exercises that are based on moving, musical, educational games and relays with a game and competitive method. The basis of Game Fitness is: moving games, elements of sports games, relay races, story lessons, games with musical accompaniment, Game Stretching.

During the learning and consolidating physical exercises aimed to the developing of basic motor actions, we used the leading teaching methods: visual, verbal, practical, as well as game and competitive. The preparatory part of the lesson consisted of a set of Animal Aerobics exercises, in the main part of the physical culture lesson children performed Game Fitness exercises, and the final part consisted of soothing Game Stretching exercises as a kind of Game Fitness to restore breathing. Authors' program was applied during eight months (October, 2018 – May, 2019). The experiment involved 40 pupils, including 22 boys and 18 girls. All schoolchildren were divided into control (CG) and experimental (EG) groups. Classes in these groups were held in the same conditions and with the same number of hours. Both groups (CG and EG) numbered 20 children. In the CG the lessons of physical culture were conducted according to the generally accepted curriculum, and in the EG – according to the authors' program, which provided for the using Animal Aerobics and Game Fitness.

The authors' program of conducting a physical culture lesson for the primary schoolchildren provided the implementation of the following components: in the preparatory part the Animal Aerobics complexes were used, in the main part – Game Fitness exercises; in the final part – Game Stretching as a kind of Game Fitness. The preparatory part of the physical culture lesson consisted of: sets of animal imitation exercises (exercise “Bunny”, “Squirrel”, “Cat”, “Crocodile”); sets of exercises with the using of staging (role play); sets of exercises accompanied by songs, in the form of warm-up to improve the technique of walking, running, jumping, prevention of flatfoot, posture, harmonious development and interest to the classes. The using of these complexes was applied alternately, for each lesson children were offered a different set of exercises. The main part of the lesson included: moving games (“Dwarfs and Giants”, “Cat and Mouse”, “Hare without a Lair”, “Butterflies”); elements of sports games (game with elements of basketball, volleyball, football); relay races (with balls, objects, toys); games with musical accompaniment; story lessons. The final part included Game Stretching as a type of Game Fitness, the purpose of which was to stretch, relax tense muscles, restore and normalize functional indicators. The complex of exercises lasted from 3 to 5 minutes; the exercises were performed at a slow pace with musical accompaniment. The complexes consisted of both: ordinary general developmental exercises and in the form of a fairytale.

For the development and improvement of physical qualities of primary schoolchildren, complexes of Animal Aerobics and Game Fitness exercises were constantly changed and used in different variants.

Checking the effectiveness of the authors' program, which provided the implementation of game technologies during physical culture lessons, was conducted with using statistical and probabilistic analysis of the data in the following areas:

- the influences of the authors' program (conducting physical culture lessons in the primary school with using of Animal Aerobics and Game Fitness) on the level of physical development (assessment by Kettle Index at five levels: low – L, below average – BA, average – A, above average – AA and high – H) were determined;
- the analysis of changes in the functioning of the cardio-respiratory system (sitting heart rate, standing heart rate, pulse, Stange Test and Genchi Test) in connection with the using of Animal Aerobics and Game Fitness on the lessons of physical culture of primary schoolchildren;
- the effects of Animal Aerobics and Game Fitness on the level of development of physical qualities were monitored and a comparative assessment of the dynamics of physical preparation of primary schoolchildren was carried out.

In all areas of research of primary schoolchildren, the indicators were included in the consolidated protocols. After the experiment, there is an improvement in the physical development of children according to the Kettle Index in the CG and EG, which is natural, because all children attended physical culture classes (Table 1). However, in the EG there is a significant improvement in the results of physical development before and after the experiment. Thus, the indicators of the high level increased in three times from 13,1% to 42,8%, the indicators above average level – twice – from 8,5% to 15%, below the average – in ten times, and the low level – in seven times. In contrast, children in the CG didn't show such significant changes.

Table 1 – The indicators of physical development of primary schoolchildren of EG and CG, %

Indicators	Levels	Before the experiment		After the experiment	
		KG	EG	CG	EG
Indicators of physical development of schoolchildren according to the Kettle Index, %	L	4,6	10,8	6,2	1,5
	BA	22,1	31	13	3,1
	A	41,2	36,4	30	37,3
	AA	14,5	8,5	13,8	15
	H	17,6	13,1	36,9	42,8



In addition to the above, the analysis of consolidated protocols of EG and CG, comparison of primary results (in the beginning of study, October, 2018) with the results we received in the end of the school year (May, 2019) showed the following: 18% of schoolchildren of EG improved their physical development by one level; 18% of schoolchildren of EG – by two levels; 12% of schoolchildren of EG – by three levels according to the indicators determined by the Kettle Index. No changes were found in 7% of schoolchildren of EG according to the Kettle Index. Negative dynamics in the indicators of the Kettle Index of schoolchildren of EG was not detected.

A high level of statistical probability ( $P \leq 0,05$ ) is characterized the changes in the functioning of the cardio-respiratory system (Table 2).

Table 2 – The indicators of functioning of the cardio-respiratory system of primary school children of EG and CG

№	Показники	Before the experiment		After the experiment		P
		CG	EG	CG	EG	
1.	Sitting heart rate (beats/min)	88,8	88,1	86,6	84,0	$P \leq 0,05$
2.	Standing heart rate (beats/min)	103,6	103,3	99,7	96,8	$P \leq 0,05$
3.	Pulse difference (beats/min)	14,8	15,2	13,1	12,8	$P \geq 0,05$
4.	Stange Test (seconds)	20,5	20,2	23,1	26,2	$P \leq 0,05$
5.	Genchi Test (seconds)	10,1	9,8	11,5	13,3	$P \leq 0,05$

Analyzing the data of Table 2, it should be noted that all indicators of the functioning of the cardio-respiratory system both EG and CG of schoolchildren are improved, that is due to the biological development of the child's body. Only the difference between standing and sitting heart rate improved not reliable according to the Student's *t*-test ( $P \geq 0,05$ ), which corresponds to the natural features of 8 – 9 years children. All other indicators have significant improvements in the result in the EG ( $P \leq 0,05$ ). Thus, sitting heart rate improved in the EG on 4,1 beats/min, and in the CG on 2,2 beats/min; standing heart rate – on 6,5 beats/min and 3,9 beats/min respectively. Significant improvement of heart rate of schoolchildren of EG is due not only to the physiological development of the child's body, but also to additional playful, breathing and physical exercises of dosed volume and intensity, which they received during classes and after school.

Significant improvement of the results in the EG with their significant difference with the CG ( $P \leq 0,05$ ) is observed in the Stange Test and Genchi Test. Performing breathing exercises during the beginning of each lesson, games during the lesson, on long breaks and after school, homework – all these have led to positive changes. The result of EG in the Stange Test increased by 6 seconds, and in the Genchi Test by 3,5 seconds, while in the CG such an improvement is only 2,6 and 1,4 seconds respectively.

It should be noted that in the EG, the average scores of these tests improved not only due to the high results of some strong schoolchildren, but also due to a decrease in the number of schoolchildren who had very low scores. That is, schoolchildren were interested in performing a variety of games that contributed to the development of the respiratory system, and during the school year honestly performed them on the lessons and at home. This fact of improving the results of the Stange and Genchi Tests led to a decrease in the incidence of schoolchildren of EG with acute respiratory infections.

Changes in the planning of educational workload during the lessons and an additional classes (during morning gymnastics before the lessons, on general school lessons, long breaks and after school) occurred in the direction of increasing attention to the using of motor-cognitive games, relay races, moving and sports games for the primary schoolchildren. But such a construction of classes not only didn't interfere with the solution of the educational goal, but, conversely – helped and deepened the knowledge and skills of primary schoolchildren, improved their physical preparation.

Comparative analysis of the dynamics of physical preparation of primary schoolchildren of the EG and CG, allowed to determine a high level of statistical probability of improvement the results ( $0,01 \leq P \leq 0,05$ ) depending on the test exercise (Table 3).

Table 3 – Comparative analysis of the dynamics of physical preparation of schoolchildren of EG and CG

№	Indicators	Before the experiment		After the experiment		P
		CG	EG	CG	EG	
1.	Running 30 m. (seconds)	6,51	6,48	6,34	6,10	$P \leq 0,05$

2.	Long jump from a place (cm.)	98,1	96,7	113,0	117,5	$P \leq 0,05$
3.	Lifting the torso from the starting position lying down on the back (times)	13,6	13,7	19,0	25,4	$P \leq 0,01$
4.	Flexion – extension of the arms in the lying position (push-ups) (times)	1,7	1,8	6,7	8,9	$P \leq 0,05$
5.	Shuttle running 4 x 9 m. (seconds)	12,13	12,18	11,94	11,63	$P \leq 0,05$
6.	Running 1000 m. (min.)	7,05	7,09	6,75	6,23	$P \leq 0,01$

Analyzing the data of Table 3, it can be noted that the largest increase in the results occurred in the development of dexterity, characterized by a test exercise – shuttle running 4 x 9 m., and speed – running 30 m.

The schoolchildren of the EG and CG achieved a significant increase in the development of muscles of torso and upper extremities, which was characterized by test exercises – lifting the torso from the starting position lying down on the back and flexion – extension of the arms in the lying position. This fact, in our opinion, is conditioned to the reason that these exercises are included in the school curriculum of physical culture education as mandatory tasks, and primary schoolteachers pay attention to them during physical culture lessons and homework.

However, the schoolchildren of EG not only enjoyed the introduction of the game method, but also the development of their physical qualities was more intense, which confirms the reliability of the discrepancy between the results of CG and EG by Student's t-test ( $P \leq 0,05$ ).

Thus, the development of endurance in the CG carried out by slow running in the circle at the distances of 500 – 800 m. Meanwhile, in the EG introduced a variety of mobile and sports games in all forms of educational process, which contributed to the accelerated development of endurance and reflected in the test exercise.

Also it should be noted that the number of push-ups from the floor in the CG increased on 5,0 repetitions, and in the EG – on 7,1 repetitions and become as 6,7 and 8,9 times respectively in the end of the school year. The number of the torso lifts from the starting position lying down on the back also increased the CG on 5,4 repetitions and in the EG – on 11,7 repetitions and become as 19,0 and 25,4 times respectively in the end of the experiment.

Such improvement of results had a positive effect on the development of the muscle groups involved in the exercises, which helped to improve the posture of schoolchildren of EG, increased children's self-confidence, helped to overcome difficulties in various life situations that required the manifestation of strength.

The results also increased in long jumps from the place. During the experiment, the difference between the result of the long jump from the place of CG and EG was 4,5 cm, and the increase in results in the end of the school year was 14,9 and 20,8 cm. respectively.

**Discussion.** The research data contributed to the expansion of the existing information [5, 6, 10, 11] about the fact that game activities of schoolchildren on the lessons of physical culture in primary school contributes to the creation of the health-oriented environment, stimulates cognitive and creative activity of the children. The facts [2, 3, 4, 8] that the choice of social forms of conducting physical culture lessons for the primary schoolchildren contributes to the optimization of the process of their physical development have further developed.

The analysis of the obtained research results allowed to establish that the change of indicators of coordination and speed abilities of schoolchildren of EG, in relation to the schoolchildren of CG, is characterized by a high level of statistical probability ( $P \leq 0,05$ ), which confirms previous research [1, 2, 14, 15] on the sensitive period of development of these qualities of the children of primary school age and necessitates additional efforts to the develop of important, vital motor qualities of primary schoolchildren.

**Conclusions.** The using of the developed program with elements of children's fitness, namely Animal Aerobics and Game Fitness helped to increase schoolchildren's interest to the physical exercises classes and optimize the process of physical culture education of primary schoolchildren. Animal Aerobics included sets of animal imitation exercises, sets of exercises using staging (role play) and exercises with musical accompaniment. Game Fitness included moving games, elements of sports games, relay races, story lessons, games, Game Stretching.

These types of Game Fitness were used in the preparatory part of the lesson (in the form of warm-up), in the main part (development of physical qualities, improvement of physical preparation) and the final part (game stretching). Additional motivation was facilitated by the constant change of exercise complexes.

The positive impact of the authors' program is evidenced by the improvement of physical development indicators (Kettle Index) of schoolchildren of EG. The number of children with low physical development decreased and the indicators of medium and high levels of physical development increased accordingly. A high level of statistical probability ( $0,01 \leq P \leq 0,05$ ) is characterized by changes in the functioning of the cardio-respiratory system of schoolchildren of EG. There was a significant improvement in the results in the EG with their significant discrepancy with the CG ( $P \leq 0,05$ ) in the Stange and Genchi Tests. It is also worth noting the more positive dynamics of changes in physical preparation of primary schoolchildren of EG after the experiment.

Summarizing, it can be stated that game technologies, namely Animal Aerobics and Game Fitness, are effective forms of organization of physical culture lessons for primary schoolchildren.

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### **БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ДЕНЕ ШЫНЫҚТЫРУ САБАҚТАРЫНДА ОЙЫН ТЕХНОЛОГИЯЛАРЫН ҚОЛДАНУ**

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### **ИСПОЛЬЗОВАНИЕ ИГРОВЫХ ТЕХНОЛОГИЙ НА УРОКАХ ФИЗИЧЕСКОЙ КУЛЬТУРЫ МЛАДШИХ ШКОЛЬНИКОВ**

**Аннотация.** В статье обоснована необходимость и целесообразность использования игровых технологий на уроках физической культуры младших школьников. Подтверждено, что игровая деятельность учеников на уроках физической культуры в начальной школе с использованием звереаэробики и игрофитнеса способствовала созданию эвристической среды, постоянно стимулирующей познавательной и творческой активности детей младшего школьного возраста.

Представлены результаты внедрения авторской программы использования игровых технологий на уроках физической культуры младших школьников, которая предусматривала реализацию звереаэробики и игрофитнеса. Согласно авторской программе, подготовительная часть урока состояла с комплекса упражнений звереаэробики, в основной части урока физической культуры дети выполняли упражнения с игрофитнеса, а заключительная часть включала успокоительные упражнения игрового стрейчинга как разновидности игрофитнеса для восстановления дыхания. Определено воздействие авторской программы (проведение уроков физической культуры в начальной школе с использованием звереаэробики и игрофитнеса) на уровень физического развития (оценка за индексом Кетле за пятью уровнями: низкий, ниже среднего, средний, выше среднего и высокий). Осуществлен анализ изменения показателей функционирования кардио-респираторной системы (пульс сидя, пульс стоя, разница пульса, показатели пробы Штанге и пробы Генчи) в связи с использованием звереаэробики и игрофитнеса на уроках физической культуры младших школьников. Подтверждено положительное влияние звереаэробики и игрофитнеса на уровень развития физических качеств и представлено сравнительную оценку динамики изменений физической подготовленности младших школьников.

**Ключевые слова:** игровые технологии, игровая деятельность, звереаэробика, игрофитнес, младшие школьники, уроки физической культуры, физическое развитие, физическая подготовленность.

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## ҚР ҰҒА АКАДЕМИКТЕРІНІҢ ЖЕТІСТІКТЕРІ

*Юбилей-70 лет*



# КОРИФЕЙ ФИЛОСОФСКОЙ НАУКИ

У казахского народа много достойных сынов и дочерей, которыми по праву можно гордиться. И один из них корифей философской науки, академик НАН РК Нур Серикович Кирабаев. В эти дни вся философская общественность Казахстана, России отмечает 70-летний юбилей выдающегося учёного и мыслителя, крупнейшего представителя евразийской философской мысли и общественно- педагогического деятеля Н.С. Кирабаева.

Я давно знаю и знаком с научными работами академика НАН РК, доктора философских наук, профессора Кирабаева Нура Сериковича. Он видный учёный, гордость философской науки. Он окончил философский факультет МГУ им. Ломоносова (1974). Трудовую деятельность начинал в качестве младшего научного сотрудника Института философии и права АН Казахская ССР. Окончил аспирантуру по кафедре истории зарубежной философии МГУ (1978). Работает в системе высшего образования около 40 лет (Российский университет дружбы народов РУДН). Начиная с 1979 г.: ассистентом (1979-1981), старшим преподавателем (1981-1982), доцентом (1982-1988), зав. кафедрой философии (1988 -1992), зав. кафедрой истории философии (1992-1993), с апреля по август 1993 года зав. отделением философии, с 1993 по 1994- зам. начальника управление Ближнего и Среднего Востока МИД Республики Казахстан, 1994 и по настоящее время зав. кафедрой история философии, с 1996 г. декан факультета гуманитарных и социальных наук, с 2006 г.- проректор РУДН по научной работе.

Профессор Кирабаев Н.С.- известный, признанный специалист в мире по истории арабо-мусульманской философии. В области арабо-мусульманской философии он провел первое в российской, казахстанское и мировой историко-философской литературе комплексное исследование социальной философии мусульманского Средневековья, показав взаимосвязь философии и мусульманского права, раскрыв ключевую роль последнего в мусульманской идеологии. Мусульманское право при этом рассматривается как одна из первых форм теоретического знания, в рамках которого были сформулированы основные проблемы и методы гуманитарных наук на мусульманском Востоке. Большое внимание в своих научно-исследовательских работах он уделяет реконструкции парадигмы классической арабо-мусульманской философии, анализу формирования и функционирования политико-правовой культуры ислама, рассматривая мусульманское право как концепцию "сокральной" легитимности государства, показывая влияние политических доктрин на практику развития Арабского Халифата. В его работах дан развернутый и целостный научный анализ формирования и развития социальной философии восточного перипатетизма от учения о добродетельном городе аль-Фараби до концепции идеального государства Ибн-Рушда в духе идей "естественного права". Особое внимание при этом уделяется философии истории Ибн-Хальдуна и особенностям гуманистических традиций классической арабо-мусульманской философии. За последние годы им опубликованы работы по проблемам кросскультурного взаимодействия западных и восточных цивилизаций, в которых раскрываются проблемы открытости цивилизация к диалогу, вопросы устойчивости межкультурного диалога в процессе развития философского знания, а также по вопросам модернизации высшего образования в России, Евразии в контексте Болонского процесса.

Профессор Кирабаев Н.С. является одним из новаторов, пионеров, основоположников развития такого важного философского направления как философская компаративистика. В 1991 году на базе Российского университета дружбы народов, им был открыт Межвузовский центр по изучению

философии и культуры Востока, который в 2004 году был переименован Межвузовский центр гуманитарного образования по философской корпоративистике. В рамках этого центра было подготовлено более 30 кандидатов и докторов наук, около 50 монографий и сборников научных трудов и на его базе международных философских симпозиумах и методологических семинарах "Сагадиевские чтения" обсуждались проблемы философской компаративистики учёными более чем из 30 стран арабского Востока, Индии, ЮАР, стран Центральной Азии, Франции, Германии, США, Канады, Казахстана и ряда стран СНГ. Важное значение имеет его международная программа "Диалог цивилизации: Восток-Запад" в рамках которой проходят ежегодные конференции учёных России и Египта. За годы работы указанного центра по его инициативе и при личном участии было проведено 12 международных философских симпозиумов «Диалог цивилизации: Восток-Запад».

Профессор Кирабаев Н.С. опубликовал более 200 научных и учебно-методических работ, включая 10 монографии, 10 учебных пособий и разделов в учебниках. Его научные труды получали высокую оценку среди научной общественности в мире. Он подготовил 17 кандидатов и 3 докторов философских наук.

Профессор Кирабаев Н.С. внёс большой вклад в создание творческого, дисциплинированного, дружного коллектива отделения философии и факультета гуманитарных и социальных наук. При его непосредственном и активном участии была проведена большая работа по открытию новых специальностей "Социология", "Международные отношения", "Политология", "Государственное и муниципальное управление", "Искусство и гуманитарные науки" в РУДН. По инициативе его и при непосредственном его участии реализуются совместные магистерские программы по гуманитарным и социальным наукам с ведущими университетами Франции, Великобритании, Германии, Китая.

Большую работу профессор Кирабаев Н.С. ведёт как проректор по научной работе. Не случайно Российский Университет дружбы народов последние 10 лет занимает 3-4 места в рейтингах среди вузов и университетов РФ, а также достойно представлен в международных рейтингах. Уделяя большое внимание международному научному сотрудничеству, подготовке кадров высшей квалификации, особое внимание им уделяется повышению научного авторитета РУДН. Учёные РУДН активно сотрудничают с ведущими вузами Казахстана в научно-образовательной деятельности.

Академик Н.С. Кирабаев является главным редактором журнала "Вестник РУДН. Серия философия", председателем докторского Совета по философии, членом экспортного совета по философии, социологии и культурологии ВАК РФ и т.д. Надо подчеркнуть, что он внёс выдающийся вклад в развитии философской науки.

За активную научную и общественно-педагогическую деятельность он награждён 4 орденом и медалью, нагрудными знаками СССР, России и Казахстана, почётный профессор Евразийского национального университета им. Л.Гумилева.

В день 70-летнего юбилея хочется пожелать уважаемому Нуру Сериковичу крепкого здоровья, благополучия, счастья, дальнейших творческих успехов и всего наилучшего.

**Раушанбек Абсаттаров,  
член-корреспондент НАН РК, доктор философских наук, профессор**

# ПОДАРОК УЧЕНОГО ЮБИЛЕЮ РОДИНЫ

Недавно в Институте социальной экономики и финансов (г.Алматы) впервые в мировой науке был открыт новый научный Закон «О сохранении и комплексном развитии этносов посредством спасительной Гармонии на истинно духовной основе». Автором Открытия является академик Национальной академии наук Республики Казахстан Ураз Баймуратов, который посвящает его 30-летию Независимости Республики Казахстан. Об этом им было заявлено на одной научно-практической конференции.

В свое время, в конце 80-х годов прошлого столетия, он был разработчиком политико-экономической триады о Независимости нашей страны и других республик Советского Союза, переходе к рыночным отношениям и о введении национальной валюты «тенге».

Современная действительность показывает успешность развития нашего суверенного государства.

**Координатор Института Г.Амирова**

**04.10.2021 г.**



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