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Features of the modern pedagogical process of forming the national identity of students

The article discusses current issues of the formation of national identity in higher education. At the same time, the pedagogical problems of national identity in a multi-ethnic social environment will be affected. One of the pedagogical goals is the definition of a multilingual environment, the definition of real historical and sociocultural conditions, places and prospects in society, as well as a description of the various ways of its further development. The analysis of work abroad with the developed multicultural environment is carried out, their possibilities are considered. Also, analyzing the work of teachers-innovators, it turned out that due to the unity of the family and society at the intersection of multinational culture, the development of multicultural education was given an impetus. In this regard, mainly studied the social situation and life of various ethnic groups surrounding students. The results of the work were transferred to higher education institutions, then introduced into the educational process of colleges. In turn, it is said that the student can influence the increase of the concepts of multiculturalism, as well as positively influence the change of existing extremist views.

Keywords: Pedagogy, identity, student, ethnos, culture, multilingualism, social environment, education, inter-cultural education.

Introduction

Considering the process of formation of national identity in a multicultural Kazakhstani society, it is necessary to determine the signs according to which we can call a particular society multicultural and distinguish between the specifics of the formation of national identity in a monocultural (or homogeneous) and multicultural (or heterogeneous) environment.

There is an opinion that in order to determine the subjects of education in a multinational society, it is first necessary to take into account ethnicity, since the essence of the pedagogical problem of a multicultural society is to comprehend the cultural, ethnic and linguistic diversity of the environment [1].

However, a number of foreign scholars (Davis H., Hoy A., Fullerton J., Futrell Mary H., Papay J., Shrestha L. B., Westa M.) interpret multiculturalism in relation to a wider range of groups and subcultures, including indigenous people and visitors; women, children, adolescents, the elderly; representatives of different social strata of society, various religious movements and political points of view; participants in military conflicts and war veterans; people with different physical and mental capabilities [2].

This classification is based on regulatory documents adopted in the USA — Civil Rights Act of 1964, Equal Pay Act of 1963, provisions on age discrimination in the Employment Act of 1967, Act of Persons with Disabilities 1990, and Rehabilitation Act 1973 [3].

The signs of multiculturalism are divided into explicit (race, ethnicity, language, gender) and implicit (for example, health characteristics, religious beliefs) and value (classifying oneself as a group, worldview) [4].

We cannot but agree with the opinion of scientists who believe that the excessive expansion of the signs of multiculturalism takes away from the main pedagogical tasks, and at the same time we believe that the educational process needs to take into account both explicit (ethnicity, language, gender, age), so and implicit personality characteristics (e.g., particulars of health, family upbringing, value orientations, consequences of injuries), because without taking into account these implicit characteristics, it is difficult for a teacher to find a common language with students and include them in a full percentage of learning.

Main part

On the one hand, due to the presence of various ethno cultural values and ideas of the participants (for example, the synergy of Eastern and Western styles of solving problem situations), their personal life experiences, a multicultural society contains significant educational potential. On the other hand, it presents additional difficulties for the teacher, because on the basis of ethno cultural and sociocultural differences a conflict of identities is possible, the transfer of negative attitudes from one representative to the entire ethnocultural community, disappointment in oneself and others, loss of desire to learn. Since a multicultural society does not in itself serve to form a tolerant attitude towards representatives of other cultures or the ability to participate in intercultural dialogue, it is necessary to build a multicultural educational environment in it.

A multicultural environment is distinguished from an uncontrolled heterogeneous society by the presence of pedagogical goals, in the process of achieving which there is a unification of the subjects of society through the targeted application of the principles, methods and technologies of multicultural education. We believe that the main characteristic of a purposefully created multicultural environment is its ability to transform a heterogeneous society into a resource for achieving academic results and personal development of students.

The pedagogical goals of a multicultural environment are determined depending on the specific historical and sociocultural situation, the state of society and the prospects for its further development.

An analysis of the work on the range of issues of interest allows us to conclude that multicultural pedagogy in the countries of Australia, Canada and the USA in the 21st century has the following educational goals:

- providing equal prerequisites for obtaining a quality education by all students regardless of their racial, ethnic, religious affiliation, language, gender, social status, physical and intellectual characteristics;
- the formation of a civic identity uniting an ethnically diverse society into a cohesive nation;
- education of interest in life, cultures, as well as the problems of other nations; the formation of intercultural competence as the ability to successfully live and interact with people in a culturally heterogeneous society.

The above goals are realized in accordance with general democratic principles, namely:

- orientation to the well-being of all representatives of society, the development of a sense of duty towards members of their social group, responsibility in making decisions, respect for everyone's personality, regardless of their origin, social status or natural data, providing opportunities and conditions for the development of the natural inclinations of the person, equality appeals from those with authority, ensuring freedom of access to information, the right to independent judgment, freedom of speech and press, constructive criticism and making proposals for the betterment of society, respect for minority rights, subject to the rules adopted by the company [5].

We believe that with the purposeful organization of the upbringing of Russian students in a multicultural society, one can focus on the generally accepted ideals of democracy, but they require interpretation in relation to Russian conditions as follows: taking into account the interests of all participants in multicultural education, fostering a sense of duty and responsibility towards one's group (student group, university environment, region of the country, national community), the formation of active interaction with the teacher in the process of multicultural education and willingness to sacrifice psychological comfort for the common good, responsibility for one's words and deeds to the group and teacher, development of ethnocultural, social and personal characteristics of each for the development of the group as a whole, encouraging students' initiatives in the educational process, the right to receive objective information, the right all members of multicultural groups for constructive criticism and in making proposals to improve the educational process,

following the ideals of honesty, justice, and science. In order to identify how the multicultural education systems of Australia, Canada and the United States respond to global challenges of our time, we will consider them from the point of view of historical retrospective and current status.

For the first time, such innovative teachers as H. Taba, R. Dubois, J. Granrud, L. Covelli started talking about the need to transform society by changing educational policies in the USA in the 1920s [6].

The activity of L. Covelli, an Italian by origin, is one of the striking examples of pedagogical asceticism. In 1934, L. Covelli was appointed director of the B. Franklin School in South Harlem, New York, where mostly immigrant children from low-income and disadvantaged families studied.

In 1920–1940, the population of East Harlem was extremely heterogeneous: Italians, African-Americans, Jews, Irish, British, Slavs, Scandinavians, Greeks and white Americans. More and more new immigrants who did not understand each other's language, were hostile to other ethnic groups, did not speak English well and were not competitive in the local labor market, populated a huge area. They were doomed to low-paying jobs, low social status and minimal inculturation in American society. L. Covelli understood that if the children of these immigrants were not encouraged to adapt to the new society, then soon they would join the ranks of the unemployed or criminal groups.

On the basis of the secondary school, free English language courses and discussion clubs were organized where it was possible to speak both native and English. The multicultural content of the educational program was compiled, which became the prototype of courses and training modules in schools and universities in Australia, Canada, and the USA in the 1970–80s. It included such subjects as «The Contribution of Italian Scientists to Chemistry and Physics», «German Scientists and the Development of Science», «Jewish Conductors in American Art», «Poles and Their Contribution to American Agriculture», «Japanese Art of Ikebans». The new content of academic disciplines took into account the ethnocultural heterogeneity of the nation, considering the contribution to its development as a single community of each of the ethnic groups represented. Ahead of the formation of theoretical knowledge about the structure of personality, its cognitive, affective and socio-behavioral components, L. Covelli instructed teachers on the need to educate students at three levels: intellectual, emotional and situational (activity).

The intellectual level of development involved reading and discussion by students of materials about their own and other cultures, their role in world civilization. The emotional level included meetings with invited lecturers — prominent representatives of other cultures, round tables and discussions. At a situational level, meetings were organized in an informal setting with student communities outside the school, and important problems were discussed for them.

For school teachers, courses were organized to study the languages of migrants, their history, culture and traditions for more successful work with children and their families. The school has become the center of a large community, providing students with free lunches, money to travel from home to school, clothes, shoes and other necessary things. L. Covelli and his supporters used the financial support of the government, private sponsors and philanthropists, however, in the 1920–1940s, the ideas of nativism prevailed in the society, replaced by the ideas of assimilation, and multicultural education began to meet resistance from both the city authorities and ordinary citizens.

Teachers turned to religious and public youth organizations with proposals for cooperation and assistance in the social life of migrants. Together, they opposed the influence of fascism, which was gaining popularity in Europe and North America, racism and the activities of racist organizations, which received the tacit approval of the majority of Americans (Ku Klux Klan), and opposed interethnic tension, complicated by political decisions of the country's leadership (e.g., the placement of all Japanese in concentration camps) and the growing disunity of the nation.

Teachers and public figures had to act as psychologists and social workers, visit families, convince parents the need to learn English and American culture, and attend additional classes for their children. They also solved the problems of discipline of adolescents and other important issues. However, not all parents welcomed the intervention of teachers in the social life of families. Stereotypes and prejudices of older generations of migrants were reflected in the upbringing of children and youth. Enlightened work with migrant families was required. To this end, free classes were organized in evening schools, where adults were taught English, labor training (cooking, sewing) the basics of civic education, social disciplines (American history, cultural studies, etc.) [7].

One of the goals of the evening school was to bring together representatives of different ethnic groups in the process of working in joint projects so that they could revise their stereotypes and prejudices. Communication in everyday life between the diasporas of migrants at that time was not accepted and the school

served as the only place for people to unite. There weren't enough teachers and especially school teachers had to work from eight in the morning until late in the evening, when evening courses for adults ended.

Gradually, the scope of multicultural education expanded, which was facilitated by the activities of the New York City Intercultural Service Bureau, the City Center for Intercultural Education, and municipal education committees, whose role was to issue educational and educational literature, and to organize seminars and courses for teachers nationwide. The first national seminar on the preparation of «multicultural» teachers was held in 1951, twenty-four colleges and universities from all over the country attended. In the direction of large-scale retraining and training of teachers, R. Benedict, D. Dubois and others worked. The ascetics of multicultural education took tens of years for its mass dissemination, ideological substantiation and methodological support. The experience gained by the school. B. Franklin, laid the foundation for the further development of multicultural education in the form in which it now exists.

Analyzing the innovative work of American educators of the 1920–1950s on uniting a diverse contingent of students and their families into a single society, we can note the key points of multicultural education that served as the foundation for its further development. Fundamentally, the importance of working with the social environment of students of different ethnic groups, primarily the family, was emphasized: studying their native language, and therefore, increasing its status and strengthening the authority of parents; studying the history of the family's origin, its historical and cultural background and the family tree, using family autobiographies as a «living illustration» of history and culture. Subsequently, these methods of work were transferred to higher education: colleges and universities established contacts with public organizations, where young people were involved in order to counter the influence of extremist movements.

In the modern concept of the formation of students' NI, these principles resulted in the fact that all changes in the personality of students that occurred in the educational process are considered as the result of the multicultural environment of the university and all educational and extracurricular activities conducted by the university, including international cooperation programs. The leading direction of education in a multicultural environment has been education in line with the social and personal approach, when the development of a person of any ethnicity is consistent with social and national goals and objectives, which is relevant today [7; 40].

Currently, foreign pedagogy is called upon to form not only cognitive, but also affective and socio-behavioral components in the personality structure, the importance of refracting educational knowledge through the emotional sphere of students and their personality-colored experience. As an analysis of the work of teachers interacting with a heterogeneous student contingent shows, the emotional component is not only not secondary in the formation of NI, but in some cases comes out on top, and its correct accounting can fundamentally change the situation in the lesson, in the group and in general in educational institution. By influencing the emotional component of the personality with the help of interactive technologies, it became possible to separate and level the experienced negative experience of intercultural interaction from the actual personal feeling of students. Subsequently, on this basis of above mentioned actions is formed a positive image of representatives of other cultures, the re-awareness and reappraisal of negative or false stereotypes.

In the 1940s and 1950s, multicultural educators in the United States first talked about the flexibility of the content of education, the need to change it depending on socio-political events in the country and the world, with a mandatory emphasis on humanistic universal values. This principle has found wide application in modern multicultural education in the form of programs and courses, the content of which may vary from year to year, which is officially stated in the university curriculum [8].

Today, the teacher is regarded as an independent resource of multicultural education, in the power of which to adjust the content of curricula that do not have time to reflect changes in socio-political realities or contain an outdated unipolar point of view on the events that are happening. The teacher is given the right to choose a strategy and tactics for the formation of a new student identity, as well as methods for assessing students' academic achievements, social and personal changes in their NI which are not always measurable using standardized tests. Special training was required for teachers in managing a heterogeneous class, creating an emotionally favorable climate, conducting discussions on acute social and personal issues, as well as regulating the relationship between students, parents and school administration.

In the 1980–2000s, the pedagogical arsenal of multicultural education was replenished with the so-called «multicultural essays» written by representatives of ethnic and cultural minorities, second and third generation migrants, white and color teachers working in a diversified environment and experienced discrimination on their own experience [9].

The content of these essays was confirmed by the assumptions put forward by the leaders of multicultural education in the 1930–1950s, namely:

- successful coexistence of a heterogeneous group on the principles of respect and openness, the ability to discuss any, the most painful and critical personal and social problems, subject to the rules of communication developed by the participants in this group;
- the need to take into account and include in the learning process the characteristics of the ethnic culture of students, their family history, origin, their positive and negative experience of intercultural interaction;
- transfer of emphasis from ethno-cultural differences to universal; from the concept of «I am a representative of my ethnic group» to the concept of «I am a person and I am in solidarity with the people of my country» for the successful formation of a national identity. Moreover, it is important to highlight the value of the contribution of representatives of different ethnic groups to the general world culture;
- strengthening the key role of the teacher in multicultural education, which requires him to recognize his own position in relation to representatives of other ethnic groups and cultures, reevaluate his intercultural experience and stereotypes, regardless of pedagogical experience.

These principles, methods and techniques served as the basis for the development of civic and intercultural areas of educational activities in higher education in the United States, Canada and Australia. Civic education. Educational institutions in the concept of multicultural education are a model of society in miniature, so they serve as an ideal place where young people can learn to «be citizens» and influence other social institutions. This is possible provided that the institution respects the principles of respect between representatives of all diverse cultural and social groups, there is equality of opportunity, faith is shown in the success of each student, training methods are used that shape decision-making skills, for example, the project method, situational role-playing games, training teaching methods, self-management methods in extracurricular activities of the university.

According to the concept of social identity of G. Tajfel⁸⁶ intercultural education is common for an individual to positively evaluate the ethnic group to which he belongs, and this positive cognitive bias in favor of his group is called «ingroup favoritism» [10].

The reverse side of ingroup favoritism is considered to be a phenomenon such as «outgroup hostility» or a negative assessment of other ethnic groups external to their own, which can occur without a pronounced interethnic confrontation or conflict, being a cognitive consequence of the division of humanity into groups, or categorization [11].

The essence of the concept of social identity of G. Tajfel was that people perceive and evaluate other people's customs, traditions and behavior through the prism of their own customs and traditions in which they were brought up and which are closer to them than «strangers». This creates potential tension in interethnic and intercultural relations. Prevention of a negative assessment of representatives of other ethno-cultural groups and aggressive behavior towards «others» in the educational multicultural environment is the pedagogical approach, which emphasizes the value and significance of cultures of all participants in the educational environment. To implement this approach, it is necessary to prevent the emergence of negative stereotypes among students from other cultures in the educational process. Therefore, to understand and overcome the causes of ethnic and interethnic stereotypes, the following is necessary:

- knowledge of the mechanisms of formation of stereotypes, prejudices and prejudices;
- the ability to overcome the impact of socio-psychological phenomena on the formation of the personality of students, their national identity and consciousness;
- the ability to convince students that in all cultures of a multi-ethnic nation there are common, national and universal features; the ability to teach them to see and appreciate these traits.

We believe that the relationship between the socio-behavioral level of assessment of behaviors that seem strange, exotic, or even unacceptable, cognitive levels (analysis — what is behind these behaviors, which was specific in the life of this person, in his culture, should be reflexed which caused such behavior) and affective (a more tolerant attitude to behavior that we don't like, the transition from critical evaluation of other people to understanding, and further to empathy, the ability to put oneself in the place of another). Technologies, techniques and methods of forming these qualities, in particular, are presented in the model of intercultural professional communicative competence I.L. Pluzhnik [12].

One of the technologies in the concept of multicultural education in the countries of Australia, Canada and the USA is the creation of «maps of opposite perspectives», which cross-analyze the opinions on the

problem under discussion and perception of each other's behavior within this problem by representatives of different cultures (this technology is presented in more detail in the second chapter of this work).

The application of the principles of multicultural education requires the teacher to take a balanced approach to the use of ethnopsychological and ethnocultural knowledge, to improve his own intercultural competence. So, in the process of working with multicultural students at universities in the USA and Australia, situations arose where the passivity of students from the Asian region was attributed to their cultural characteristics (respect for elders, the habit of not interrupting, politeness, avoiding visual contact when talking with elders). In fact, the inadequate knowledge of these students in English and the teacher's incomprehensible emphasis were an obstacle to the active participation of these students in the learning process.

Conclusion

According to the traditional humanistic guidelines for the development of personality, the result of the formation of NI students involves the following changes:

- at the level of national consciousness — students' self-awareness as citizens of a multi-ethnic and multicultural country, maintaining and increasing interest in the cultural and historical heritage of their country and all its people, increasing interest in the history of their family and their region, strengthening civic solidarity, collective responsibility, re-awareness of ethnic stereotypes;

- at the level of national feelings — increasing feelings of emotional attachment to the country and its citizens, feelings of national pride, patriotic feelings of love for their region, republic, country, a more positive assessment of fellow citizens, the nation as a whole and its leader, respect for other languages and cultures, the formation of dialogue, tolerance, empathy for others;

- at the level of national behavioral strategies — the observance and implementation of national cultural norms and humanistic traditions, the desire and desire to interact with fellow citizens for the good of the country, willingness to participate in common activities, support the right of your country to independent decisions, focus on improving social relations, including intercultural interaction within the country and beyond, in compliance with human, national and racial dignity and universal norms of behavior [12; 171].

To measure changes in the socio-personal characteristics of students abroad, quality assessment methods are widely used, including interviews with individual students and groups, writing essays by students and teachers that reflect their ideas about themselves and their multicultural country, keeping diaries in which the process of change is recorded sociocultural attitudes, as well as analysis of situations of interaction with representatives of other cultures, a description of internships, participation in academic and cultural exchange programs between the countries with the subsequent conclusions of the personality changes.

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С.К. Абильдина, А.Н. Иманбетов, Н.И. Сабанбаев, Я. Данек

Студенттерде ұлттық бірегейлікті қалыптастырудағы қазіргі заманғы педагогикалық процестің ерекшеліктері

Мақалада жоғары оқу орындарындағы ұлттық бірегейлікті қалыптастырудың маңызды мәселелері қарастырылған. Сонымен көп ұлтты әлеуметтік ортадағы ұлттық бірегейліктің педагогикалық мәселелері көтерілген. Педагогикалық мақсаттың бірі көптілді ортаның байланыстарын анықтау, нақты тарихи және әлеуметтік-мәдени жағдайдың жай-күйі, қоғамдағы орны мен болашағын анықтау болып табылады, сонымен қатар, одан әрі дамытудың түрлі тәсілдері айтылған. Көпмәдениетті ортаның дамыған шет елдердегі жүргізіліп жатқан жұмыстарына талдау жасалып, олардың мүмкіндіктері қарастырылған. Сондай-ақ жаңашыл педагогтардың жұмыстарына талдау жасай отырып, көпұлтты мәдениеттің тоғысқан жеріндегі қоғам мен жанұяның біркелкілігінің арқасында көпмәдениетті білім берудің дамуына серпіліс берілгендігі анықталды. Бұл орайда негізінен оқушыны қоршаған түрлі этностардың әлеуметтік жағдайы мен тұрмыс тіршілігі зерттелді. Жасалған жұмыстардың нәтижесі жоғары оқу орындарына беріліп, кейін колледждердің оқу үрдісіне енгізілді. Ол өз кезегінде студенттің көпмәдениеттілік ұғымының артуына себебін тигізіп, экстремистік ағымдағы көзқарастарын өзгертуге оң септігін тигізгендігі баяндалған.

Кілт сөздер: педагогика, бірегейлік, студент, этнос, мәдениет, көптілділік, әлеуметтік орта, тәрбие, мәдениетаралық тәрбие.

С.К. Абильдина, А.Н. Иманбетов, Н.И. Сабанбаев, Я. Данек

Особенности современного педагогического процесса формирования национальной идентичности студентов

В статье рассмотрены актуальные вопросы формирования национальной идентичности в высших учебных заведениях. В то же время будут затронуты педагогические проблемы национальной идентичности в многоэтнической социальной среде. Одной из педагогических целей является определение многоязычной среды, реальных исторических и социокультурных условий, мест и перспектив в обществе, а также описание различных путей его дальнейшего развития. Проведен анализ работы за рубежом с развитой поликультурной средой, рассмотрены их возможности. Также, после анализа работы педагогов-новаторов, выяснилось, что, благодаря единству семьи и общества на стыке многонациональной культуры, развитию поликультурного образования был дан новый импульс. В этой связи изучены социальное положение и быт различных этносов, окружающих школьников. Результаты проведенной работы были переданы в высшие учебные заведения, затем внедрены в учебный процесс колледжей. Что, в свою очередь, свидетельствует о том, что студент может положительно повлиять на повышение понятий поликультурности, а также на изменение существующих экстремистских взглядов.

Ключевые слова: педагогика, идентичность, студент, этнос, культура, многоязычие, социальная среда, воспитание, межкультурное воспитание.

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Features of the professional development of students with special educational needs under the condition of an inclusive college

The article presents the results of a comparative study of the professional development of two professional-technical inclusive colleges students in the East Kazakhstan oblast. The study engaged 50 students with special educational needs (hereinafter, SEN). The methodological basis of the study was the author's psychodiagnostical development of career-oriented websites of Kazakhstan scientists, presented on the career-oriented website Bagdar.kz. Based on the data analysis, conclusions are drawn about the discrepancy between the inclinations and interests of students to the real choice of studying in the specialty. The results of the selection of students with SEN in 12 professional sectors and 36 specialties were considered. The leading motives and needs in the choice of professional orientation are determined, which are correlated with the choice of specialty of students with SEN from VET. The attractive types of activities, objects of labor and preferred means of labor for students with SEN of inclusive colleges are identified. The practical implication of the study lies in a detailed examination of the professional intentions and interests of students with special educational needs at the stage of professional development under conditions of a college. The practical value of the study is determined by the fact that it is focused on solving problems associated with the individualization of vocational training and providing assistance to every student with SEN who needs it and experiences difficulties in the course of professionalization.

Keywords: inclusive training, people with disabilities, inclusion, inclusive education, college.

Introduction

Changing the socio-political structure of the Republic of Kazakhstan, carrying out activities aimed at democratization of society in accordance with international legal documents of the United Nations has contributed to the formation of a new position on the attitude of the state and society towards persons with disabilities, including the education of children.

Nowadays the principle of priority of the interests of the individual over the interests of society through guaranteed observance of the rights and freedoms of everyone is proclaimed in Kazakhstan. The attitude to persons with disabilities is based on the idea of social rehabilitation, which involves the achievement of maximum self-sufficiency and independence in society by persons with disabilities.

The right to education is the right of everyone. And the education of children is the main and indispensable condition for their socialization, full participation in society. That is why, within the framework of the education development program for 2011–2020, the gradual development of inclusive education is provided in Kazakhstan, so that children with disabilities really had the opportunity to study fully and receive knowledge on the same basis as the others [1]. Serious attention has been paid to this in the next State program for the development of education for 2016–2019 [2]. Social adaptation is one of the priority areas of inclusive education in Kazakhstan. Under the conditions of modernization of Kazakhstan education, the development of adaptive strategies mechanisms for children with special educational needs is a logical step related to the rethinking by society and the state of their attitude towards people with special educational needs.

Immediacy of the problems of inclusive education is increasing due to an increase in the number of children with special educational needs and in connection with the humanization of education, which dictates the need for providing conditions for improving the quality of life of people with disabilities, increasing their viability as a product of social interaction, and involvement of a person in social networks.

Our society is not yet ready for the mass introduction of inclusive education in the system of general, technical and professional higher education, since both the regulatory and substantive aspects of special children teaching are not well developed, their rights to receive qualification education are not defined.

The works of H.S. Eralieva, D.D. Eshpanova, D.S. Zhakupova, A.K. Zhalmukhamedova, Z.A. Movkebayeva, I.A. Oralkanova, Zh.I., Sardarova, N.S. Zhumasheva and others are devoted to the issues of inclusive education of students with disabilities in the Republic of Kazakhstan [3, 4].

Readiness of teachers for professional activity in the conditions of inclusive education in Kazakhstan, as well as the attitude of teachers to the introduction of inclusive education in general academic schools of Kazakhstan were the subject of study of researchers A.N. Sakaeva, Z.Ya. Oleksyuk, L.A. Shkutina, Ya. Danek, A.R. Rymkhanova and others [5, 6].

In scientific terms, the need to address this problem is caused due to the lack of an established system of views on understanding the laws of professional formation in psychology, the inconsistency of certain provisions in existing approaches to this problem, the need for generalization and systematization of numerous facts accumulated in various branches of psychological science, the need for further development of General psychological theory of personality.

The analysis has allowed determining that in modern society the role of the individual as a participant in the production and the organizer of his own professional life increases significantly, the price of human failings and the demand for his creative abilities increases. All this significantly increases the requirements for the personality of a professional and leads to the need for improvement of the system of continuous professional education and support of specialists at various stages of the work path.

At the same time, it should be admitted that insufficient attention is paid to the dynamics of the formation of various personality substructures at the stages of the professional path. The criteria of professionalization, indicators of the level of formation of a professional are not clearly defined, their relationship with each other and with individual substructures of personality is not studied. The professional becoming of students in the system of college and inclusive college has not been practically studied. There are no clear grounds for the periodization of professional becoming of students with special educational needs.

We have used tests in our study, that are the product of Kazakhstan developers and the authorship of which is recorded as intellectual property. The tests are presented on the portal bagdar.kz [7]. The complex of career guidance tests consisted of the following substantive tests.

1) Self-assessment of interests, inclinations and abilities in various professional spheres test. The questionnaire shows an assessment of 36 majors distributed across 12 professional branches.

2) «Dominant needs and motives in the choice of professional activity» test. It allows to determine the leading motives and needs from the following list: the need for power/control of others; search for new experiences/need for extreme activities; the need for a career/career elevation; high social involvement and the possibility of intensive communication in the work process; the need for favorable conditions of work/comfort; the need for creative and interesting work, creative self-actualization; the need to perform individual/self-guided work; the need for low tension/lack of stressors in the work; high work intensity, activity, lack of monotony and routinism; the need to educate others; the need for well regulated activities; the need for manual labor (do something with your hands).

3) «Defining a profession by type of activity» test is meant to assess the most preferred types of professional activity. Specific professional activity is characterized by the specifics of the subject, conditions, work content and requirements for it.

4) «Instruments of labor in professional activity» test is intended to assess the preferred instrument of labor in professional activity: manual instruments of labor, mechanic instruments of labor, automated instruments of labor, information technologies and instruments of computer technology, personal function capabilities of a person.

5) «Defining a profession by an object of labor» test is intended to assess the most preferred objects of labor in professional activity: person, information, finances, engineering, art, animals, plants, food products, wares, natural resources.

The research was based on two colleges — «East Kazakhstan College of Technology» Municipal State-Owned Public Enterprise of the Semey city and «Ust-Kamenogorsk College of services sector» Municipal Public Institution of East Kazakhstan Education Department.

The selection consisted of 50 students with SEN (22 students at the College in Ust-Kamenogorsk city and 28 students in Semey city).

22 students with SEN of 33 from the college of the Ust-Kamenogorsk city took part in the study, which is 67 % of this selection of students with SEN. The study involved students in the following specialties:

- 11 students (50 %) study Computer Engineering and Software qualifying in «Computer service-man»;
- 3 students (13.6 %) study Hairdressing and decorative cosmetics qualifying in «Hair stylist»;
- 1 student (4.5 %) studies Apparel production and apparel design qualifying in «Designer-Apparel cutter»;
- 6 people (27.2 %) study Furniture production (by type) qualifying in «Master of joiner and cabinet making»;
- 1 person (4.5 %) studies Tourism qualifying in «Touristic agent».

There are following data for the disablement group: 5 people of group II (22.7 %) and 17 people of group of disablement III (77.2 %).

The following data according to the specifics of the diagnosis in this group:

- with ICP diagnosis — 6 people (27.2 %),
- hearing disorder, deafness — 11 people (50 %),
- epilepsy — 1 person (4.5 %),
- diabetes mellitus — 1 person (4.5 %),
- chest distortion — 1 person (4.5 %),
- legcoarthrosis — 1 person (4.5 %),
- posttraumatic encephalopathy — 1 person (4.5 %).

The study has involved 28 SEN students of the college of the Semey city from 59 SEN students, which is 47 % of this selection. Thus:

- 15 people (53,5 %) study Computer Engineering and Software qualifying in «Computer service-man»;
- 7 people (25 %) study Apparel production and apparel design qualifying in «Designer-Apparel cutter»;
- 6 people (21.4 %) study «Catering service».

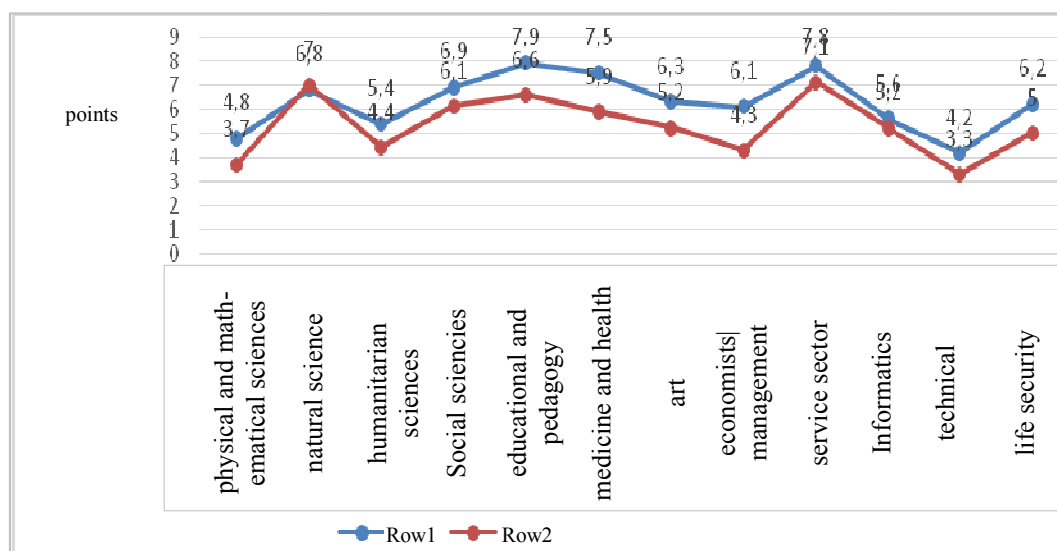
For the disablement group there are the following data: 5 people (17.8 %) are without disability, 1 person (3,5 %) is with a disability of group I, 3 people (10,7 %) have group II and 18 people (64,2 %) have group III of disablement.

According to the specifics of the diagnosis in this group the following data are observed:

- ICP — 3 people (10,7 %);
- sensorineural hearing loss — 17 people (60,7 %);
- fibrillary-protoplasmatic astrocytoma — 1 person (3,5 %);
- organresidual encephalopathy (cerebrosthenic syndrome) — 1 person (3,5 %);
- residual organic encephalopathy — 1 person (3,5 %);
- idiopathic epilepsy — 1 person (3,5 %);
- scoliosis of thoracic spine — 1 person (3,5 %);
- concomitant strabismus, exotropia — 1 person (3,5 %);
- chronic rheumatic heart disease. Complex heart defect. Mitral valve incompetence — 1 person (3,5 %),

Results description

Figure 1 presents the results of the self-esteem of interests, inclinations and abilities in various professional spheres determination test.



Row 1 — students with SEN from the College of Ust-Kamenogorsk city
 Row 2 — students with SEN from the College of Semey city

Figure 1. The results of average values for the self-esteem of interests, inclinations and abilities in various professional spheres determination test of students with SEN of two colleges.

The results of this test of 10–12 points, either in one of 36 specialties, or in the branch may be an indicator of readiness to master it and move in this direction. However, such assessments were not found in any branch or in any specialty. This may indicate that these students at the stage of training still have not formed a stable professional intention, which would characterize the presence of knowledge in this area, emotional relations and assessment of skills to perform these professional functions.

The results of 6–9 points can indicate only a pronounced tendency in the development of this specialty. In this case, the services sectors are pronounced (7.8 average score for college students in Ust-Kamenogorsk and 7.1 points for college students in Semey). Next are the branches related to natural sciences (6.8 and 7 points), education and educational science (7.9 and 6.6 points) and social sciences (6.9 and 6.1). In addition, students from the Ust-Kamenogorsk College have shown interest in the field of medicine and health (7.1), art (6.3), economics/management (6.1) and life safety (6.2).

If we consider the predominant choice of the desired specialties, students with an SEN from a Ust-Kamenogorsk college it will be: defectology (8.3), sociology and social work (7.9), ecology, environmental engineering and safety (7.8), service, tourism and hotel business (7.8),

Choice of desired specialties for students with SEN from Semey College turns to agriculture, forestry and fisheries (8), ecology, environmental engineering and safety (7.5), sociology and social work (7.2). The smallest values were in the specialties of technical and technological sciences (4.2 and 3.3), physical and mathematical sciences (4.8 and 3.7), and humanities (5.4 and 4.4).

Thus, we see that expressed interests and evaluations of own inclinations of students with SEN from colleges were not found. At the same time, there is a tendency in the professional orientation in the following specialties in both colleges -agriculture, forestry and fisheries, ecology, environmental engineering and safety, sociology and social work. In addition, college students from the Ust-Kamenogorsk city have a predominance of interest in the professions of the social services. We also found that, although half the selections of students, both in the college of Ust-Kamenogorsk and of the Semey, are students of the specialty computer science, however, the test results indicate unexpressed inclinations and interest in this professional area. Professions and specialties related to the exact sciences or technologies, as well as those involving philological education, are not relevant in the choice of students, which most likely indicates an objective self-assessment of these test persons.

Next, we consider the results associated with the prevailing motives and needs in the choice of specialty (Table 1).

Table 1

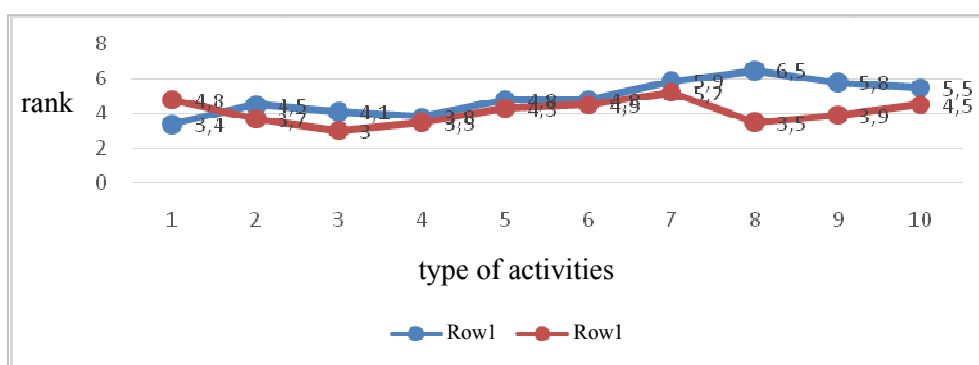
The results of the average values for «Dominant needs and motives in the choice of professional activity» test among students with SEN of two colleges

No.	Scales	College of Ust-Kamenogorsk	College of Semey
1	The need for power/control of others	0,6	0,2
2	Search for new experiences/need for extreme activities	0,2	0,1
3	The need for a career/career elevation	0,5	0,3
4	High social involvement and the possibility of intensive communication in the work process	0,6	1
5	The need for favorable conditions of work/comfort	0,5	0,6
6	The need for creative and interesting work, creative self-actualization	-0,2	-0,5
7	The need to perform individual/self-guided work	-0,2	-0,6
8	The need for low tension/lack of stressors in the work	-0,5	0,07
9	High work intensity, activity, lack of monotony and routinism	-0,2	0,5
10	The need to educate others	2,3	2,2
11	The need for well regulated activities	0,09	0,2
12	The need for manual labor (do something with your hands)	0,4	0,6

It should be noted that this test also did not show high rates in the average scores for groups, which would indicate the prevailing need for choosing a profession. At the same time, there is a slight tendency for students with SEN from two colleges to have a profession associated with the teaching of others (2.3 and 2.2 points). At the same time, for such students, the need for creative and interesting work, in creative self-realization is not the main one (0.2 and -0.5). To individually and independently carry out work for students with SEN is also not a motive of a professional orientation (-0.2 and -0.6).

Thus, we can say that the motivation of a professional orientation is not clearly expressed. There is some tendency to connect your profession with the service, education and teaching of others, but this also requires own development. The need to perform work in a group and a team is more significant than the choice of professions associated with the independent performance of the functional. Professions related to inventing, creating something new, non-standard approach are also not predominant in choice, in contrast to the desire to perform more accurate and typical work on a specific cliché.

Further we consider the professional orientation depending on the choice of the type of professional activity (Fig. 2).



OX: type of activities: 1) management, 2) services, 3) education, 4) health improvement, 5) art, 6) production, 7) design, 8) research, 9) protection, 10) control

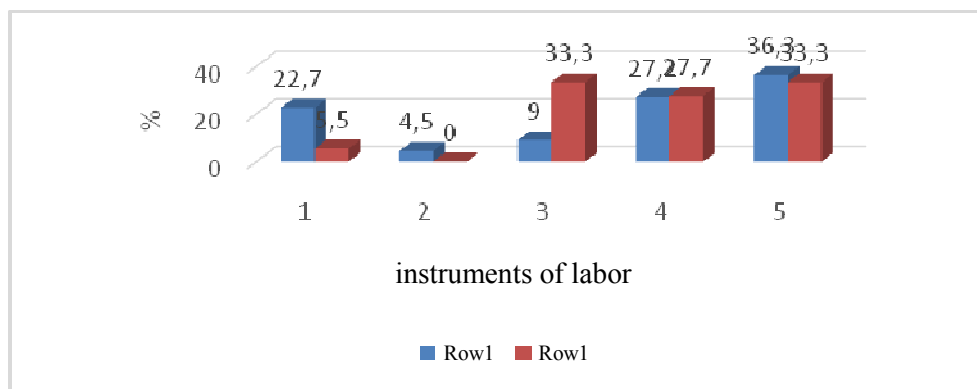
OY: rank

Row 1 — students with SEN from the College of Ust-Kamenogorsk city

Row 2 — students with SEN from the College of Semey city

Figure 2. The average value of ranks on «Definition of profession by type of activity» test of students with SEN from two colleges

Figure 2 shows that most students with SEN from the College in Ust-Kamenogorsk are attracted to activities related to the management of other people, their organization and control (3,4 %).



OX: instruments of labor: 1) manual instruments of labor, 2) mechanic instruments of labor, 3) automated instruments of labor, 4) information technologies and instruments of computer technology, 5) personal function capabilities of a person,
OY: %

Ряд 1 — students with SEN from the College of Ust-Kamenogorsk city

Ряд 2 — students with SEN from the College of Semey

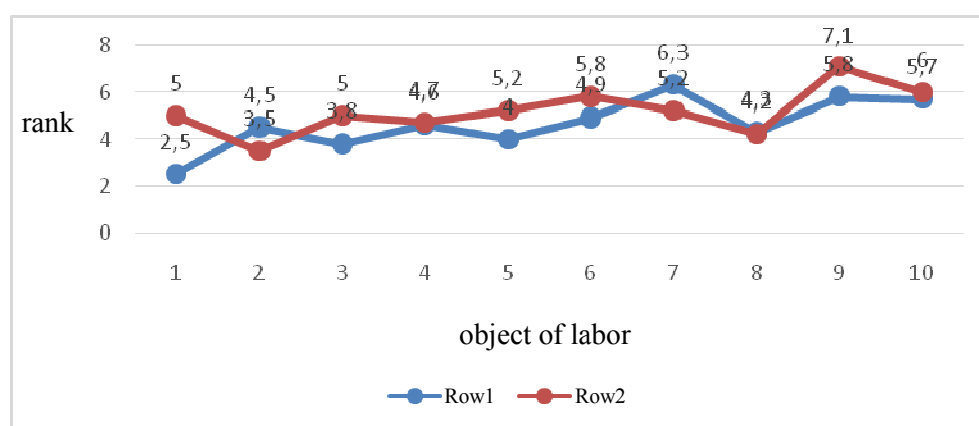
Figure 3. Average value of ranks on «Instruments of labor in professional activity» test of students with SEN from two colleges

For students with a SEN from a College in Semey in selection of the type of desired activity, it is important that it is associated with education, it is interesting for them to teach, educate and engage in the development of children in various social institutions (rank 3). In two groups of test persons, types of activities related to construction were found that are not desirable in mastering the profession (5.9 and 5.2 rank).

In this regard, the design, construction of parts and objects, their testing is not an attractive activity. For students from a college of Ust-Kamenogorsk, professions related to research (6.5 ranks) and protection (5.8 ranks) are also not interesting. In this regard, to analyze, research, scientifically study anything does not attract them, as well as to protect or defend people from negative external influences associated with insecurity for citizens.

According to figure 3 it is possible to consider attractive means of work at a choice of professional activity. us, we see that for the majority of students with SEN in two colleges, the preferred instruments of work are the personal capabilities of the person (36.3 % and 33.3 %). For such testees, the use of their personal capabilities, such as thinking, behavior, speech, using little and resorting to additional means and devices, is a more attractive instrument of labor. An interesting fact is that for students with SEN from the Semey city, the instruments of labor associated with automated equipment, automatic production lines of any products is also an attractive instruments of labor (33.3 %), while for students of the other group it is represented at a low level. The use of information technology is presented as a instruments of labor in about 27 % of students with SEN.

Another type of analysis will be the consideration of preferred objects of work for students with SEN from colleges (Fig. 4).



OX: objectoflabor: 1) person, 2) information, 3) finances, 4) engineering, 5) art, 6) animals, 7) plants, 8) food products, 9) wares, 10) natural resources

OY: rank

Row 1 — students with SEN from the College of Ust-Kamenogorsk city; Row 2 — students with SEN from the College of Semey city

Figure 4. The average value of the ranks on «Definition a profession by the object of labor» test of students with SEN from two colleges

An analysis of preferred objects of labor allows us to state that for students with SEN from a college in Ust-Kamenogorsk the preferred object is a person (2.5 rank). The professions that are related to teaching, the upbringing of children, with trade or public services may be interesting for them.

Students from a college in the city of Semey have a greater degree of interest in working with information (3.5 rank). With a professional orientation, they need to focus on professions related to text, formulas, symbols.

Summaries

Generalized results on the professional orientation of college students with SEN allow us to state the following.

1) Students did not show expressed interests, inclinations and assessment of abilities, which would characterize the predominance of orientation in the professional branch or specialty.

2) There is a tendency in interest in the following specialties in both colleges — agriculture, forestry and fisheries, ecology, environmental engineering and safety, sociology and social work. In addition, college students from Ust-Kamenogorsk city have a predominance of interest in the services sector professions. We also found that, although half the selections of students, both in the college of Ust-Kamenogorsk and of the Semey, are students of the computer science specialty, however, the test results indicate unexpressed inclinations and interest in this professional area. Professions and specialties related to the exact sciences or technologies, as well as those involving philological education, are not relevant in the choice of students, which most likely indicates an objective self-assessment of these test persons.

3) Motivation of professional orientation is not clearly expressed in students with SEN in both colleges. There is some tendency to connect your profession with the service, education and teaching of others, but this also requires own development. The need to perform work in a group and a team is more signify than the choice of professions associated with the independent performance of the functional. Professions related to inventing, creating something new, non-standard approach are also not predominate in choice, in contrast to the desire to perform more accurate and typical work on a specific cliché.

4) Students with SEN from the College in Ust-Kamenogorsk are attracted to activities related to the management of other people, their organization and control. For students with a SEN from a College in Semey in selection of the type of desired activity, it is important that it is associated with education, it is interesting for them to teach, educate and engage in the development of children in various social institutions. In two groups of testees, types of activities related to construction were found that are not desirable in mastering the profession. For students from a college of Ust-Kamenogorsk, professions related to research and protection are also not interesting.

5) For the majority of students with SEN in two colleges, the preferred instruments of work are the personal capabilities of the person. For students with SEN from the Semey city, the instruments of labor associated with automated equipment, automatic production lines of any products is also an attractive instruments of labor.

6) For students with SEN from a college in Ust-Kamenogorsk the preferred object is a person. Students from a college in the city of Semey have a greater degree of interest in working with information.

The practical value of the study is determined by the fact that it is focused on solving problems associated with the individualization of vocational training and providing assistance to every student with SEN who needs it and experiences difficulties in the course of professionalization. In addition, the results make it possible to determine that early diagnosis of the professional choice of students with SEN can help make a more correct choice of their further professional formation, and will not be limited only to the opportunity to study at only two or three colleges in the oblast that really imply inclusive education, but will provide an opportunity to choose specialties of technical and professional education in accordance with their desires and capabilities.

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Е.И. Барабанова, Ғ.З. Әділғазин, А.Т. Жакупов

Инклюзивті колледждегі ерекше білім алу қажеттіліктері бар студенттердің кәсіби даму ерекшеліктері

Мақалада Шығыс Қазақстан облысындағы екі кәсіптік-техникалық инклюзивті колледж студенттерінің біліктілігін арттырудың салыстырмалы зерттеу нәтижелері келтірілген. Зерттеуге арнайы білімге мұқтаж 50 студент қатысты. Зерттеудің әдіснамалық негізі кәсіптік бағдарлау Бағдар.kz сайтында ұсынылған қазақстандық ғалымдардың кәсіби-бағытталған веб-сайттарының авторлық психодиагностикалық туындылары болды. Мәліметтерді талдау негізінде студенттердің бейімділігі мен қызығушылығы мамандық бойынша оқытудың нақты таңдау мен сәйкес келмейтіндігі туралы қорытынды жасалынды. 12 кәсіби бағыт және 36 мамандық бойынша ЕБАК бар студенттерді іріктеу нәтижелері қарастырылды. Кәсіби бағдар таңдаудағы жетекші мотивтер мен қажеттіліктер анықталды, олар ЕБАК бар ТКББ студенттердің мамандықтарын таңдаумен байланысты. ЕБАК бар инклюзивті колледждерінің студенттері үшін жұмыстың тартымды түрлері, еңбек нысандары және еңбек құралдары белгіленді. Зерттеудің практикалық маңыздылығы колледжде кәсіби даму кезеңінде ерекше білім алу қажеттіліктері бар студенттердің кәсіби ниеттері мен мүдделерін егжей-тегжейлі зерделеуден тұрады. Зерттеудің практикалық құндылығы оның кәсіптік білім беруді дараландырумен

байланысты мәселелерді шешуге және ЕБАК бар әр студентке кәсіби шеберлігін шындауда қиындықтарға тап болған кезінде көмек беруге бағытталғандығымен анықталады.

Кілт сөздер: инклюзивті білім беру, мүмкіндігі шектеулі адамдар, инклюзия, инклюзивті оқыту, колледж.

Е.И. Барабанова, Г.З. Адилгазинов, А.Т. Жакупов

Особенности профессионального становления студентов с особыми образовательными потребностями в условиях инклюзивного колледжа

В статье представлены результаты проведенного сравнительного исследования профессионального становления студентов двух профессионально-технических инклюзивных колледжей Восточно-Казахстанской области. В исследовании приняли участие 50 студентов с особыми образовательными потребностями (далее ООП). Методическую основу исследования составили авторские психодиагностические разработки профориентационных сайтов казахстанских ученых, представленные на профориентационном сайте Bagdar.kz. На основе анализа данных сделаны выводы о несоответствии склонностей и интересов студентов реальному выбору обучения по специальности. Были рассмотрены результаты выбора студентов с ООП по 12 профессиональным отраслям и 36 специальностям. Определены ведущие мотивы и потребности в выборе профессиональной направленности, которые соотносены с выбором специальности студентов с ООП из ТиПО. Выделены привлекательные виды деятельности, объекты труда и предпочитаемые средства труда у студентов с ООП инклюзивных колледжей. Практическая значимость исследования заключалась в детальном рассмотрении профессиональных намерений и интересов студентов с особыми образовательными потребностями на этапе профессионального становления в условиях колледжа. Практическая ценность исследования определена тем, что оно ориентировано на решение проблем, связанных с индивидуализацией профессиональной подготовки и оказанием помощи каждому студенту с ООП, который нуждается в ней и испытывает трудности в ходе профессионализации.

Ключевые слова: инклюзивное образование, люди с ограниченными возможностями, инклюзия, инклюзивное обучение, колледж.

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Currently topical problems of teaching mathematics at the Technical University

This article considers the issue of higher professional education improvement in Kazakhstan, on the example of «Mathematics» discipline teaching for university students enrolled in «Biotechnology» and «Chemical technology of organic substances» specialties. Through mathematics course professional orientation to students future professional activities, to increase students' level of academic performance and to arouse interest in mathematics study, laying the foundation for scientific activity of applying mathematical methods in biotechnology. In the article there was conducted the analysis to identify the differences in volume of mathematical disciplines studied in the Republic of Kazakhstan, 4 universities were considered; 10 universities in the Russian Federation; 2 universities in the Republic of Belarus. The authors analyzed the content of textbooks, manuals and topics for compliance with the standard curriculum for considered specialties. The article presents ways to solve the problem for «Improving mathematical training quality». There are presented the results of students' training on the professionally-oriented program designed by the authors, which allowed to increase mathematical knowledge level. The authors consider the issue of the discrepancy between the number of allocated hours for mathematical disciplines study in the Republic of Kazakhstan and other countries of near and far abroad, which results in the problems of two diploma educations.

Key words: mathematics, teaching, mathematical methods, mathematical preparation, vocational guidance, interest, cognitive interest, vocational education, specialty, quality improvement.

Introduction

On 23 January 2019 at the opening ceremony of the Year of Youth N.A. Nazarbayev said: «Investments in human capital are the most profitable country's investments. In the Young Literacy Index, Kazakhstan ranks 15th place among 155 countries of the world. In terms of youth education, our country takes 9-th place, ahead of Switzerland, the USA, Norway and Finland.

Kazakhstan can become a «new intellectual empire».

Taking into consideration that our country is preparing for a more advanced technological and digital future, it is extremely important to keep up with the latest trends in the field of education.

Kazakhstan should provide the youth with required knowledge and skills that will ensure success and prosperity for everybody [1; 2].

On 5 September 2012 in the lecture given to the students of Nazarbayev University, N.A. Nazarbayev mentioned that Kazakhstan is moving towards a post-industrial world where the triad rules «education — science — innovations» [2; 1]. In this regard, one of the most important factors is to increase the level of today's youth education, who in near future will have to develop Kazakhstani science, and the sooner we start to introduce elements of professional orientation into the educational process, the more deeply students will be able to understand the role of each science in their future professional activities.

Mathematics teaching in higher education has always faced with great problems: low level of pre-university training and no desire to study mathematics, but at the root of all these problems there lies the fact that students have no desire to study mathematics, since they do not understand and do not know its place in their future professional activity. Therefore, by professional orientation of the mathematics course on Biotechnology, we can achieve the following:

- improve students' academic performance;
- teach students to use mathematical methods in Biotechnology;
- teach students to work with modern technologies, since they are all based mainly on the mathematical methods application;
- carry out scientific works at the intersection of sciences such as Biotechnology-Mathematics [3; 93891].

Main part

As practice shows, the role of mathematics in future biotechnology specialist training at university is unremarkable, since in all cases biological and chemical disciplines have top priority, and theoretical ones, including Mathematics, are sidelined. This is due to the fact that the university's educational process does not take into account the rapid biotechnology mathematization based on the fact that new technologies and methods based on mathematical achievements in Biotechnology are being introduced [4; 12]. It results in misunderstanding and careless attitude to mathematics study by students. Thus, students underestimate the role of Mathematics in their future professional activities.

Vast experience has been accumulated in various fields of pedagogical science in Kazakhstan on problem of vocational education improvement: works devoted to technical education: B.A. Abdikarimov, A.M. Abdirrov, T.T. Galiev; works devoted to vocational education improvement in higher education schools: G.Z. Abilgazinov, V.V. Egorov, G.D. Zhangizina, N.A. Zavalko, G.K. Nurtaeva. Nevertheless, the problem of Biotechnological vocational education and its psychological and pedagogical aspects are not sufficiently developed and are not given due attention.

Students' negative attitude to Mathematics study is aggravated by low initial level of school knowledge. The carried out analysis made it possible to identify the level of students' pre-university mathematical knowledge enrolled in a higher education institution, that is, the average unified national test (UNT) score is 13.1 out of 25 possible, which is 52.4 %, which certainly affects mathematics future study in high school.

In the modern world, mathematics is increasingly being introduced into chemical practice — mathematical analysis is becoming an essential tool of chemical science and technology. Advanced mathematics use to solve chemical and chemical-technological tasks leads to valuable results, the obtaining of which in other ways can be difficult or impossible. At all stages of design and management of chemical-technological processes, mathematical models are used, adequacy and informativeness of which depends on research depth of physicochemical regularities processes and functional relationships among their parameters [5; 52].

So, let us consider mathematical methods used in Chemistry and Chemical technology, in particular:

1. Theory of graphs. This use makes it possible to predict chemical transformations, explain essence and systematize some basic concepts of Chemistry: structure, configuration, conformations, quantum-mechanical and statistical-mechanical interaction of molecules, isomerism.
2. Topology is used in stereochemistry and it allows to explore potential energy surfaces properties.
3. Knot theory. Knots formed by polymer chains are studied.
4. Combinatorics is used to study spiral relationship and interdependence in periodic table of chemical elements.
5. Groups theory is used to classify crystal lattices and molecules symmetries.
6. Fractal geometry helps to study fractal systems in Chemistry, dendrimers are a prime example.
7. Differential equations are widely used in Chemical kinetics.
8. Dynamic systems theory is used to study dynamic systems in Chemistry.
9. Catastrophes and bifurcations theory is used to describe molecules structural changes.
10. Operator algebra is used in quantum mechanics.
11. Mathematical logic is used to study chemical transformations and molecular logic.
12. Information theory and artificial intelligence methods are used in Chemoinformatics
13. Integral differential equations theory helps to study processes on non-uniform surfaces.

The upcoming trend of Modern chemistry is mathematical planning of experiment, which can be considered as one of the sections of mathematical modeling. For Bioorganic and Pharmaceutical Chemistry, study of physiological activity dependence on structure, is a very important problem. The mathematical calculations use can significantly improve chemist-synthetic's performance.

From all discussed above it follows that Chemistry development is impossible without the mathematical methods use in it.

Thus, mathematical methods use in Biotechnology is quite wide and when giving lectures and conducting practical exercises, we demonstrate to students the importance of a separate topic in their future professional activity. This implementation made it possible to arouse interest in Mathematics study, since we put the following into the basis of Mathematics teaching: Mathematics is necessary for technical students as a tool for deeper and more complete mastering of special disciplines, which in turn will allow to become a highly qualified specialist in their field in the future (Fig. 1.) [6; 104].

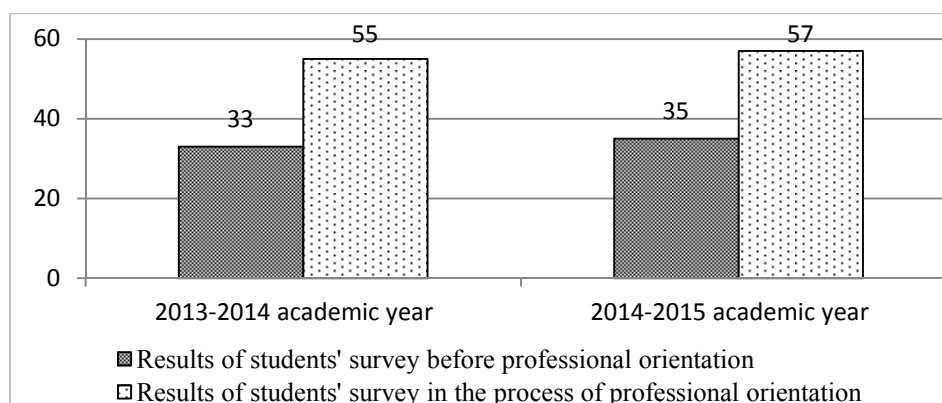


Figure 1. Results of students' survey

Models are objects of study in Mathematics. In these models, Mathematics studies correlations between elements, quantitative and qualitative, links between them, and their forms. The same mathematical model can describe properties of very distant from each other by their specific content real phenomena with a certain approximation. Mathematics abstraction gives it power, universalism and community. Mathematics provides powerful methods for world understanding, as well as for studying its laws. Mathematical models allow to analyze the results of practical activity with a sufficient degree of reliability. The history of the natural science development convincingly testifies to high efficiency of natural sciences mathematization [7; 25]. A quantitative mathematical description raises science to a higher level, deepens processes understanding, and sometimes is the only way to link into a single, coherent picture the effect of numerous interrelated and sometimes quite diverse factors peculiar to the phenomena under consideration. Therefore, it is necessary for us, mathematical disciplines teachers at university, to arouse students' interest in studying advanced mathematics course by demonstrating them the field of mathematical knowledge application in their future professional activity. But in educational process we have to deal with negative attitude bordering on rejection, and the reason is due to the low level of basic knowledge, students are afraid of this science and cannot realize its importance in their future professional activity. The teacher's task is not only to arouse interest in Mathematics studying by various pedagogical methods, but also to teach students to use mathematical apparatus as a tool to become a highly qualified specialist in their field [8; 7].

To achieve this goal, we introduced the following into educational process of Karaganda State Technical University for «Biotechnology» specialty:

- course of lectures for specific purposes;
- at practical classes we solve not only mathematical tasks, but also, for example, problems of the following content we solve not only purely mathematical problems, but also, for example, tasks of the following content:

Task 1. Consider a differential population model that is connected with reproduction or extinction. Let $x(t)$ — is the number of individuals in population at moment t . Then if A is a number of individuals in population born per a unit of time, and B is a number of dying individuals per a unit of time, then with good reason it can be argued that the rate of change x with time is determined by the formula

$$\frac{dx}{dt} = A - B. \quad (1)$$

The task is to describe the correspondence of A and B from x . Let analyze the situation when

$$A = ax, \quad B = bx, \quad (2)$$

where a and b are indexes of individuals' birth and death per a unit of time respectively. Taking into account equality (2) differential equation (1) will be presented as following

$$\frac{dx}{dt} = (a - b)x. \quad (3)$$

Considering that at the moment in time $t = t_0$ is a number of individuals in population is $x = x_0$ from the equation (3) we define

$$x(t) = x_0 e^{(a-b)(t-t_0)}.$$

From the equality it follows that if $a > b$, so when $t \rightarrow \infty$ number of individuals $x \rightarrow \infty$. On the other hand, if $a < b$, so $x \rightarrow 0$ when $t \rightarrow \infty$ and population is becoming extinct[9; 47].

Task 2. The rate of bacteria reproduction is proportional to their number. At the initial moment of time $t = 0$ there were 100 bacteria, and within 3 hours their number doubled. To calculate proportion of bacteria number to time. How many times will increase the bacteria number during 9 hours?

Let assume that x is a number of bacteria at the moment. Then, according to the task, differential equation of the task takes is the following:

$$\frac{dx}{dt} = kx,$$

where k — proportionality coefficient. Let separate variables and integrate, as a result we get:

$$x = Ce^{kt}.$$

To determine C we use initial condition: where $t = 0$ $x = 100$.

We have:

$$C = 100,$$

and so

$$x = 100e^{kt}.$$

Proportionality coefficient k we determine from additional condition: where $t = 3$ $x = 200$.

We have:

$$200 = 100e^{3k} \text{ or } 2 = e^{3k},$$

and, therefore,

$$e^k = 2^{\frac{1}{3}}.$$

So the required function is

$$x = 100 \cdot 2^{\frac{t}{3}},$$

it follows that when $t = 9$

$$x = 800.$$

It follows that, for 9 hours the number of bacteria increases 8 times.

– for students' independent work we select tasks with professional orientation, for example:

Task 1. Find the growth rate of bacteria population, if the growth of bacteria number of a certain population obeys the law: $f(t) = \frac{1000e^t}{1 + 0,1(e^t - 1)}$.

Task 2. Under favorable conditions, an increase in bacteria number over time occurs according to exponential law, mathematical model of this law is: $n(t) = Ce^{kt}$, where t — time, k — proportionality coefficient. Determine the rate of bacteria number over time.

Task 3. The decomposition of chemical proceeds according to the equation: $m = m_0 e^{-kt}$, where m — substance amount at the moment of time t , k — positive constant. Determine decomposition rate of the substance and express it as a function of m .

Task 4. Proportion of substance amount Q , obtained in chemical reaction from time t is determined by formula: $Q = a(1 + be^{-kt})$. Determine speed reaction v and express it as a function of Q .

– at final examination, examination cards contain tasks and question of specific purposes.

Of course, such a professionally-oriented activity requires teacher's high qualification not only as a mathematician, but as a teacher, because training is time consuming, and it requires revision of all students' learning material for vocational guidance purposes.

The similar situation is among students of «Chemical technology of organic substances» specialty, mathematics is studied in the amount of 3 credits, which is not enough for students of this profile. In order to identify the problem of non-compliance of mathematical disciplines hours, an analysis of educational programs for the designated specialties was conducted in various universities of the Republic of Kazakhstan, the Russian Federation and the Republic of Belarus (Table 1).

Table 1

**Summary table of mathematical disciplines hours for «Biotechnology» and
«Chemical technology of organic substances» disciplines**

№	Country	Name of university	Total volume of studied mathematical disciplines	
			Biotechnology	Chemical technology of organic substances
1	The Republic of Kazakhstan	Sh. Ualikhanov Kokshetau state university	135	-
2		Karaganda state technical university	135	180
3		M.H. Dulati Taraz state university	135	180
4		S. Seifullin Kazakh AgroTechnical university	135	-
5	The Russian Federation	Moscow state university of food production	108	-
6		Ivanovo state university of chemistry and technology	578	578
7		Ufa state oil technical university	-	432
8		Vyatsk state university	108	324
9		N.G. Chernishevskiy National research Saratov state university	-	288
10		Russian state university of oil and gas	216	432
11		Tomsk polytechnic university	108	432
12		Kaliningrad state technical university	273	-
13		Tyumen oil-gas state university	-	578
14		Novosibirsk state technical university	468	-
15	The Republic of Mordovia (part of the Russian Federation)	Ogarev National research Mordovia state university	180	-
16	The Republic of Belarus	Belarus state university	234	658
17		Brest state university	234	658

From the above data it is clear that there is rather large difference in the volume of hours in these specialties. Therefore, it is rather difficult for students of these specialties to study in two-degree programs in other countries. In universities of far abroad-countries, hours spent on studying mathematical disciplines are much more than in universities of the Republic of Kazakhstan, Russia, and the Republic of Belarus. Mathematical disciplines studying in all universities presented in the analysis is a compulsory basic component, and abroad, these are optional disciplines, as students of these specialties understand that they need to master their basic mathematical apparatus for further successful professional activity.

In universities of the Republic of Kazakhstan, it is necessary to develop students' interest in mathematical disciplines study, and then students will be able to understand why they need to study mathematics and will choose math courses among «optional» disciplines, which in its turn will lead to their being more mobile in school, process of two-degree program education. And the development of students' interest in mathematics study, we see through — professional-oriented learning. We also analyzed the content of textbooks, manuals and topics corresponding to the standard curriculum, thus we came to the following conclusion: none of the existing textbooks and manuals meets the modern requirements of the SES RK and standard curriculum. The absence of such a textbook or manual creates certain difficulties in teaching mathematics and affects the quality of its study. Mathematical education issues of technical university students need to be solved as rapidly as possible, since mathematical training is a component of basic general higher education, the purpose of which is students' intellectual education, thinking development, cognitive abilities development.

In order to successfully apply mathematical methods in specialist's further professional activity, to simulate various chemical and biological processes and technologies, first of all, you need to have necessary knowledge and be able to properly handle mathematical apparatus, know Geometry — for geometric analysis of living forms; lines, planes and surfaces — to describe forms of molecular bonds, spatial models of DNA, membrane structures; rate of enzymatic reactions in tissues and biological fluids is linear, it can natu-

rally be described by linear algebraic expressions. To record research conducted and results obtained, there is used language of numbers, various mathematical symbols, formulas and logical descriptions. All this must be learned by students in their first year as a result of mathematics discipline studying.

Conclusions

Thus, despite all the difficulties, this technology of vocational-oriented learning has been introduced in KSTU since 2015. As a result, we can ascertain at this stage the annual increase in student performance, an average of 9 %.

The students' interest can also be characterized by the following, at annual student scientific conferences held by Karaganda State Technical University in 2015–2019 on the topic «The contribution of youth science in implementation of Strategy» Kazakhstan-2050», the largest number of participating students was in the section of «Applied Mathematics», of specialties «Biotechnology» and «Chemical Technology of Organic Substances». They are interested in doing scientific research at junction of mathematics and biotechnology and chemical technology. And we are confident that it is these students starting from the first year, are engaged in scientific activities to the best of their abilities, in future will be able to put into practice the words of our President «education — science — innovation».

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Н.Ф. Абаева, И.И. Ерахтина, Л.М. Мұстафина, С.Г. Курымбаев

Техникалық жоғарғы оқу орнында математиканы оқытудың өзекті мәселелері

Мақалада «Органикалық заттардың химиялық технологиясы» және «Биотехнология» мамандығында оқитын жоо студенттеріне «Математика» пәнін оқыту мысалында жоғары кәсіби білім беруді жетілдірудің сұрақтары қарастырылған. Авторлар математика курсын студенттердің болашақ іс-әрекетіне кәсіби бағдарлай отырып, биотехнологияда математикалық әдістерді қолданудың ғылыми іс-әрекетінің негізін қалап, студенттердің жетістік деңгейлерін арыттыруға және математиканы оқуға деген қызығушылықты оятуға болады деп санайды. Қазақстан Республикасында оқытылатын математикалық пәндер көлеміндегі айырмашылықтарды анықтау үшін талдау жүргізілді. Ресей Федерациясының — 10, Беларусь Республикасының — 2, Қазақстан Республикасының — 4 жоғары оқу орны қарастырылды. Ұсынылған мамандықтар бойынша типтік бағдарламаның оқу бағдарламасына сәйкестігі үшін оқулықтардың, оқу-әдістемелік құралдардың және тақырыптардың мазмұны талданды. Мақалада «Математикалық оқытудың сапасын арттыру» мәселесін шешу жолдары баяндалған. Математикалық білім деңгейін көтеруге мүмкіндік беретін авторлар әзірлеген

кәсіптік-бағдарланған бағдарлама бойынша студенттерді оқыту нәтижелері ұсынылды. Мақала авторлары Қазақстан Республикасында және жақын және алыс шетелдерде математикалық пәндерді оқуға бөлінген сағаттар санының сәйкес келмеуін салыстырды және анықтады; бұл өз кезегінде қос дипломды білім беру мәселелеріне әкеледі.

Кілт сөздер: математика, оқыту, математикалық әдістер, математикалық даярлық, кәсіби бағдар беру, қызығушылық, танымдық қызығушылық, кәсіптік білім беру, мамандық, біліктілікті арттыру.

Н.Ф. Абаева, И.И. Ерахтина, Л.М. Мустафина, С.Г. Курымбаев

Актуальные проблемы преподавания математики в техническом вузе

В статье рассмотрен вопрос о совершенствовании высшего профессионального образования в Казахстане, на примере преподавания дисциплины «Математика» у студентов вуза, обучающихся на специальности «Биотехнология» и «Химическая технология органических веществ». Авторы считают, что путем профессиональной ориентации курса математики на будущую деятельность студентов можно повысить уровень успеваемости студентов и возбудить интерес к изучению математики, заложив основы научной деятельности применения математических методов в биотехнологии. Проведен анализ на выявление разницы в объеме изучаемых математических дисциплин в Республике Казахстан. Рассмотрено 4 вуза в Республике Казахстан, в Российской Федерации — 10, в Республике Беларусь — 2 вуза. Проанализированы содержания учебников, учебных пособий и тем на соответствие учебной типовой программе для представленных специальностей. Авторами приведены конкретные пути решения проблемы «Повышение качества математической подготовки». Представлены результаты обучения студентов по разработанной профессионально-ориентированной программе, которая позволила повысить уровень математических знаний. Авторы статьи сравнили и выявили несоответствие количества выделяемых часов на изучение математических дисциплин в Республике Казахстан и других странах ближнего и дальнего зарубежья, что, в свою очередь, приводит к проблемам двухдипломного образования.

Ключевые слова: математика, преподавание, математические методы, математическая подготовка, профессиональная ориентация, интерес, познавательный интерес, профессиональное образование, специальность, повышение качества.

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The formation of children's healthy lifestyle in the educational process is the main issue

The article is devoted to actual issues of schoolchildrens' health, optimization of the educational process, the formation of the value of health and a healthy lifestyle. In addition, the article discusses the issues of healthy lifestyles and the problems of mainstream health care in modern educational institutions. Currently, during the reform of secondary schools of the Republic of Kazakhstan there are many issues related to the health problems of students associated with the transition to twelve-year education. In this regard, in the modern education system, new, innovative methods of teaching and educating younger students on the formation of a healthy lifestyle were considered, ways of forming a healthy lifestyle were proposed. Particular attention was paid to the formation and organization of healthy lifestyle, and practical recommendations were given. Optimal conditions for healthy lifestyles are formulated. One of the areas of educational work at school is cognitive activity, which contributes to the formation of an active life position of the schoolchildren. It is a means of creating a healthy lifestyle. The methods and techniques of forming a healthy lifestyle were analyzed, the effectiveness of forming a healthy lifestyle of younger students was proved.

Keywords: healthy lifestyle, well-being, education, modern teacher, health, preservation and strengthening of schoolchildrens' health, primary school, upbringing of the younger generation, body health, health of the nation.

The well-being of society and people is a social one for the entire civilized world. The man today can not think of himself as an educated person without mastering a healthy lifestyle and health culture. The health of each of us is not just personal wealth, it is also a necessary condition for joining to the thirty developed countries. That is, people's health is one of the important factors that reflect the civilization of the country.

Health is an important part of the happy life of every person. And the main condition for health is cultural environment, healthy lifestyle. A healthy nation, a happy citizen, is a guarantee of the prosperity of the state, especially if the future of our country is related to children's health. The problem of health of the pupils and the formation of a healthy lifestyle is very relevant in the modern world. Therefore, Nursultan Nazarbayev emphasized that in the strategic program «Kazakhstan-2030» a healthy lifestyle is aimed at physical training of each of us, proper nutrition, purity and well-being [1].

Thus, the message of the President of Kazakhstan is the strengthening of health of the citizens of Kazakhstan and the promotion of a healthy lifestyle, which is a golden path to the future of young people.

One of the most important issues that requires the direct involvement of all state structures is a healthy lifestyle. Nowadays, the main problem of society is the formation of a healthy lifestyle, which in turn promotes not only the good feeling of the person, but also the nation's healing.

It is a work that people can handle on their own. Thus, every human being is responsible for his own health, and strengthens it and gives the right gestures. It is necessary to develop consciousness and differentiation to feel the joy of life and to achieve the goals. How do we want to see the future of ourselves and our children in the new XXI century? It's time to figure this out.

The leader of the nation, N.Nazarbayev, emphasized that the only power with what Kazakhstan can take on the status of civilized countries is the educated generation, and noted that XXI century belongs to well-educated, competitive youth [2]. Our competitors will come to this competition. The idea of raising such a competitive, versatile educated, conscious personality, the protection and love the place of birth, the nature in our mind are built from the school walls.

A healthy lifestyle should be the norm of human behavior to serve the future of the generation. It is important for a healthy lifestyle to have a specific focus on learning, acting, and skills. These trends are reflected in the state policy on modern education and upbringing, as well as on youth policy [3].

Adolescents' healthy lifestyle is the only way to get involved to the life. The wise way of life of a society is directly related to the behavior of a person, his actions. It is particularly important to act in accordance with human standards. On the basis of this, the man will be happy, healthier, handsome and awake. Hence, health and healthy lifestyles are closely linked. So, at present the health and strengthening of the health of the population is the main and socially significant time requirement of the government.

In this regard, in 1997 the Law of the Republic of Kazakhstan on the protection of health of citizens of the Republic of Kazakhstan was adopted.

The health care team around the world organizes large-scale events for healthy lifestyles, which is explained by three factors:

- physical health — genetics;
- mental (mood, spiritual issues);
- social.

These three issues, society — human — health are not separated from each other [4].

Article 35 of the Law on Education of the Republic of Kazakhstan provides the Department of Healthcare of the schoolchildrens: «The educational process in educational institutions is carried out taking into account the health of the pupils. They will be provided with the necessary measures to prevent their illness, improve their health, improve physical condition and promote healthy lifestyles».

Therefore, the principles of national and public education deriving from the theoretical and practical concepts of education and upbringing to present-day generations should clearly define the government's educational policy and public policy. In this regard, the 1999 Concept of the State Youth Policy of the Republic of Kazakhstan states: «The physical and mental health of adolescents is a strategic asset of the country and a key factor in its modern development. Youth should be encouraged to develop good spiritual values — promoting world, national, cultural values and age» [5].

The purpose of the State Program of Education and Science Development in the Republic of Kazakhstan for 2016–2019 is to strengthen the spiritual and moral values of the national patriotic idea «Mangilik Yel» and to promote a healthy lifestyle culture [6].

That's why today a healthy lifestyle should be a national idea. There are many works in the Kazakh people that will be the basis for this idea. The educational heritage of Kurtka Sultankhodzhauly, the laws like «Kasym Khannyn Kaska Zholy» which for the genetic purity of the nation prohibited the marriage of up to seven grandchildren, «Esim Khannyn Eski Zholy» and the «Zheti Zhargy» of Tauke Khan, «Shipagerlik bayany» by the well-known thinker Oteiboydak Tleukabyluly, who lived in the Kazak Khanate — all of these are works that can be obtained from national psychology about the well-being and the moral values of the future.

Recall the development of the national heritage of the Kazakh nation on healthy, rational, spiritual, moral and educational side, works of Ibn Sina, scholar Al-Farabi, Omar Khayyam's Rubai have left an eternal spiritual heritage to all Turkic peoples; the works of Zhusip Balasaguni, Mahmoud Kashqari, Ahmet Yassau, Haidar Dulati are treasure of our nation [7].

The works of Shokan, Ybyray, Abai have a great place in the upbringing of generations. The great Abai, a teacher of the whole nation, concludes that purity of soul and body, the moral qualities, and the results of healthy person's actions will turn for the good of society. [8] The works of Sh.Kudayberdiyev, A.Baytursynov, H.Dosmukhameduly, M.Zhumabayev, Zh.Aymauly, M.Dulatov, and others left a mark on the use of teaching ideas for using today's pupils to build up their well-being, collecting of heritage from generation to generation, works devoted to health issues have a special place. [9].

A. Baitursynuly said that healthy body — healthy mind, first of all, «we should know the value of purity. The roots of the health of the person — the purity, the roots of the health of the soul is in good health,»- says an important way to save health. Because health is the purity of body and conscience. This is the foundation of health.

For example, M. Zhumabayev in his «Pedagogy» textbook distinguishes upbringing into four categories: physical, mental, esthetic and behavioral education. If these four are given to the human being, they will have a close relationship within — the body and the soul will support each other, that is our mind will be clear, our character will be in a right way, we will be stronger. The person's soul can be seen by his views and actions. It reveals the importance of physical and mental health in a person's life. Indeed, a person who is physically and spiritually healthy can live in a healthy way [10].

The fate of the nation is in the hands of the descendants, that is why our ancestors put the question of educating the younger generation in the first place, trying to instill in them a love of work, spiritual and

moral qualities. Therefore, teachers should know how to educate their pupils how to be healthy. All school subjects should participate in this, not just physical education.

The health of the nation is the main indicator of the social and economic development of society. Building health, maintaining a healthy lifestyle is the basis for building a future generation. Building a healthy lifestyle among pupils and strengthening health is an important area in modern schools. Therefore, one of the most important tasks of the education system is to provide all the conditions for maintaining and strengthening health, as well as to cultivate a view of health as a human value. In order for the future generation to be healthy, it is necessary to give the correct concept of health, a healthy lifestyle, and the principles of maintaining a healthy lifestyle from primary school.

Well-being is not an innate quality; it is formed in the presence of the surrounding society, the right traditions, knowledge and skills. A healthy lifestyle is passed down from generation to generation and must be continuously passed on to the next generation.

The moral and social experience gained by the older generation must be effectively used to raise children in welfare. If the connection between time and generation is broken, the national identity of the nation and its culture will be destroyed. The meaning of the word «salauat» in the explanatory word of the Kazakh language means rationality, calmness. Rationality means that people have worldly knowledge, intellect, consciousness, and the word «calmness» is stability. Thus, the word «salauat» in the broad sense refers to our national concept, not only because of human health, but also because of his upbringing, human nature and human qualities, that is, to be healthy, you need to be smart, reasonable, calm and stable.

Based on the above, that is, on the meaning of the words «lifestyle» and «well-being», «healthy lifestyle is personal behavioral norms and lifestyle that reflect the mind, intellect, rationality, sincerity, calmness and self-awareness of the actions that are necessary for the life» [11].

To build a healthy lifestyle, a person must understand its necessity and purpose at a subconscious level. According to Professor K. Zharykbaev, necessity is a need that a person feels in certain life situations and in development. Necessities describe the constant conditions of the internal world of an organism or situations of external life. Once they are recognized and identified, they can be seen in the form of characteristic motifs. For example, after the introduction of a healthy lifestyle, this should become a constant norm of a person's character. For this, when building a healthy lifestyle, it is important that there is a certain direction in the development of knowledge, actions and skills about welfare.

Kazakhstan scientists B.A. Abdikarimov, K.M. Kertaeva G.S. Syzdykova and others believe that the issues of educational work in schools in accordance with modern conditions, the preservation and strengthening of pupils' health should be solved by the coordinated work of medical workers and teachers.

From early childhood, the acquisition of knowledge, skills and attitudes in health care becomes an important part of human culture and contributes to the formation of a healthy lifestyle in society.

In general, the formation pupils of primary school with a healthy lifestyle will be considered as social, theoretical and practical features. The social features of teaching pupils to a healthy lifestyle is noticeable from an understanding of social meaning and its necessity, and the theoretical features is noticeable from the transfer of the necessary theoretical knowledge and experience of the older generation about a healthy lifestyle. The content, methodology of the work necessary for a healthy lifestyle, ways to implement it shows its practical features.

Healthy lifestyle training is a purposeful, systematic and organizational process. This type of organization of training promotes understanding of health in children. It teaches pupils how to distinguish healthy life from harmful life and helps them to maintain their health and someone else's health in the future.

There are three main goals for the formation of healthy lifestyle:

- a) global — ensure physical and mental health of the rising generation;
- b) didactic — Promote health, ability to work and survive by educating skills, abilities and habits that enable them to equip them with the knowledge needed to prevent traumatism in the health sector;
- c) methodical — to provide pupils with knowledge about the physiological basis of the existence process, compliance with personal hygiene rules, the prevention of somatic diseases, psychological deviations, sexually transmitted infections, as well as harm to the body of psychotropic substances [12].

The establishment of healthy lifestyle levels is determined using control methods, personal and collective interviews with pupils and their parents, surveys, results of medical examinations, methods for assessing knowledge about improving health, as well as skills of pupils in the learning process.

Educating teachers about good traditions and habits, learning a healthy lifestyle and how to do it is important for children to be healthy.

The reason is that there is a need to educate pupils about a healthy lifestyle, with the help of special methods. The primary objectives of schoolchildren to promote healthy lifestyles include:

- formation of a concept of «healthy lifestyle»;
- use of elements of folk pedagogy (oral folklore, traditions, customs, national games, etc.);
- application of effective psychological and pedagogical conditions in the formation of a healthy lifestyle among schoolchildren;
- encourage schoolchildren about healthy lifestyle;
- assistance to self-education of pupils;
- formation of responsibility in health care, healthy lifestyles;
- forming healthy lifestyles through special health care technology [13].

The purpose of health technology in education is to help the pupil to maintain his / her health in school, to develop the skills required to develop a healthy lifestyle. Modern schools have their own goals, and in fulfilling them, one should not forget about health care and strengthening, the teacher should not adhere to exact factors in the school and in the pupil's life that can harm the health of the child, but should change and consider situations with a successful outcome for the child. The most important of pedagogical factors is the method of pedagogical impact shock. Modern child always feels stress due to the following reasons: time limitations on and out of lessons, responses, behaviors, dissatisfaction of teachers and parents, because of the quality of education or the pace of the child's education and so on.

First of all, formation of a healthy lifestyle of pupils is carried out in the learning process. In modern pedagogy, the learning process is considered like teaching the pupil the appropriate skills in conjunction with the teacher. The learning process is based on a variety of pedagogical technologies, based on a combination of methods and techniques for the effort, time, and health of the pupil and teacher who make this process more effective and productive.

The main factors that influence healthy lifestyles are:

- a proper attitude toward work;
- efficient use of leisure;
- to be able to eat correctly;
- the problem of increasing knowledge;
- physical exercises, sports;
- ability to avoid unwanted behavior;
- hygiene, regime maintenance and so on [14].

«Healthy body — healthy spirit». When a person is healthy, he is friendly with people, intelligent, pondering, very emotional, restrained, aware of a place in society, responsible, quickly enters into a conversation with people, loves nature, aware of the environment, knows what happiness is [15].

In organizing the learning process, teachers need to be able to work with pupils to make learning activities more effective. All tasks and questions are aimed at the development of thinking (comparison, research, control, analysis, collection, etc.), imagination, creativity, attention, memory.

Taking into account the requirements of the state standard of primary education, besides ensuring the health literacy, it is necessary to develop a motivation for a healthy lifestyle and to educate the responsibility for their health and the health of the people. This is not just about the ways of health care and strengthening, but also the creation of new conscious types of behavior useful for health.

If we take, for example, some lessons and activities aimed at introducing students to modern views on a healthy lifestyle and life skills, first you need to explain to children what a healthy lifestyle is, by offering short stories. Then it is recommended to paint children, but not objects that they want, but objects that describe the spiritual, physical, social, intellectual and emotional aspects of human well-being (sun, heart, laugh, etc.). Then they talk about how they painted the picture and why they painted it. You can provide a brainstorming. Ask one question for children and discuss it with them. For example, you can discuss this question: «What is needed for a good plant growth?» Children can write answers to the board. Underlining: care for plants, removal of weeds; watering for good growth; treat from pests and diseases. You can also make the following conclusions with our children: Do we have to keep our health (what do we do for it?); development, strengthening (what do we do for it?); restore if necessary (what does this mean?). At the end of the lesson you can write a healthy lifestyle formula on the board after talking with children: «Save, develop, restore».

Improving the importance of improving the quality of education, it is beneficial to keep up-to-date on the health of pupils during the classroom and to share their psychological trainings on a daily basis, as students are not too tired on the lesson and start learning relaxing after the refreshing moments [16]. Trainings, refreshing moments help the student to forget the tiredness of the respiratory tract and the nervous system, by keeping himself free and trusting the other. Nowadays, children's health deteriorates. One of the issues we all think about is the environmental ecological disorder, the effects of some technologies on the health of the child, and the consequences of such effects can lead to human physiological, psychological and moral damage. In most cases, it is possible for a person to behave incorrectly. The most important issue for the pupil's health is to have a healthy lifestyle and to learn how to keep and strengthen it [17].

The pupil is aware of the growth and development of the body, biological and social development, his attitude to life, his readiness for creative and productive activities.

Formation of a healthy lifestyle is a long process, but it is one of the ways to preserve and strengthen real health. That is why today we call all means that we have accumulated in this concept folk pedagogy [18].

In connection with the improvement of spiritual and social situations with the help of the values of folk pedagogy, according to the conditions of modern society, events are held that tell about the spiritual values of our people, on such topics as «Effective use of time is a sign of prosperity», «Purity is the basis of health, health is the basis of well-being», «Nutrition is also well-being», «Avoid bad habits!», «Smoking — harm yourself», etc.

Taking into account a number of anomalies and barriers to the formation of a healthy lifestyle with family, social, material and environmental factors, we would like to offer primary school pupils the opportunities to build a healthy lifestyle:

- increase the attitude of the pupil to the lifestyle and health from the primary school;
- enhancing and strengthening physical and psychological health of children;
- to keep track of bad habits out of school.

Schools in our country today are called upon to educate the young generation smart, healthy, intelligent with the help of quality education, monitoring the health of children, preserving the national heritage in education, honoring traditions and customs. The teacher's duty is to teach the student in the educational process to care their health, without causing harm, to be responsible for their health. We must not forget that the future of an independent country is in the hands of growing youth, and only a healthy generation with a pure soul will have ideas that will be implemented for the prosperity of our country [19].

It is known that the core of any national culture, the basis of the national spirit is the tradition. And traditions are transmitted through generations. Indeed, the education of young people on the basis of national traditions creates the necessary conditions for the cultural and social development of our independent country. Thus, the role of national education in shaping the future generation as a multifaceted personality and building wealth will be significant.

That is why the President pays special attention to stimulating a healthy lifestyle. In other words, the President's Message emphasizes the basic principles of our country's prosperity and development, determines its direction and implements its goals.

As it is stated in the message, «If we can not guarantee the national security of citizens, society and the state, which promotes the Declaration of State's Independence, then our economic and political planning will remain for the history and for our descendants a small wave above water».

The main wealth of man is health. The health of our offspring is more than wealth. Building a healthy lifestyle is important for children's health. Without a doubt, the young generation, which will support our independent state, will be able to reach the highest peaks and serve people only if they are healthy.

Thus, the main activity of teachers in the formation of a healthy lifestyle of students should be focused on the creation of psychological and pedagogical conditions, conscious attitude to their health and the health of others, strengthening the culture of behavior and health-saving activities.

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Оқу-тәрбие процесінде балалардың салауатты өмір сүру дағдыларын қалыптастыру

Мақала білім алушылардың денсаулығын сақтаудың өзекті мәселесіне, оқу процесін оңтайландыруға, денсаулық пен салауатты өмір салты құндылығын қалыптастыруға арналған. Қазіргі уақытта Қазақстан Республикасының жалпы орта білім беретін мектебін реформалау кезеңінде он екі жылдық оқытуға көшуге байланысты оқушылардың денсаулық мәселелеріне байланысты көптеген сұрақтар туындайды. Осыған орай, қазіргі білім беру жүйесінде бастауыш сынып оқушыларының салауатты өмір салтын қалыптастыру бойынша оқыту мен тәрбиелеудің жаңа, инновациялық әдістері қарастырылып, салауатты өмір салтын қалыптастыру жолдары ұсынылған. Оқушылардың салауатты өмір салтын қалыптастыру мен ұйымдастыруға ерекше назар аударылып, практикалық ұсыныстар берілген. Салауатты өмір салтын ұйымдастырудың оңтайлы шарттары тұжырымдалған. Мектептегі оқу-тәрбие жұмысының бағыттарының бірі танымдық іс-әрекет болып табылады, ол оқушының белсенді өмірлік ұстанымын қалыптастыруға ықпал етеді және салауатты өмір салтын қалыптастыру құралы болып табылады. Салауатты өмір салтын қалыптастыруда қолданылатын әдістер мен тәсілдер талданды, бастауыш сынып оқушыларының салауатты өмір салтын қалыптастырудағы тиімділігі дәлелденді.

Кілт сөздер: салауатты өмір салты, салауаттылық, білім беру, заманауи педагог, денсаулық, оқушылардың денсаулығын сақтау және нығайту, бастауыш сынып, тәлім-тәрбие, ұрпақ тәрбиесі, тән саулығы, ұлт денсаулығы.

Р. Жапанова, Л. Мардахаев, К. Кертаева, П. Ишанов

Формирование у детей навыков здорового образа жизни в учебно-воспитательном процессе

Статья посвящена актуальным проблемам здоровья обучающихся, оптимизации учебного процесса, формированию ценности здоровья и здорового образа жизни. В настоящее время в ходе реформирования общеобразовательных школ Республики Казахстан возникает множество вопросов, связанных с проблемами здоровья учащихся, с переходом на двенадцатилетнее образование. В этой связи в современной системе образования рассмотрены новые, инновационные методы обучения и воспитания младших школьников, пути формирования здорового образа жизни. Особое внимание было уделено организации здорового образа жизни учащихся, даны практические рекомендации. Сформулированы оптимальные условия организации здорового образа жизни. Одним из направлений учебно-воспитательной работы в школе является познавательная деятельность, которая способствует формированию активной жизненной позиции учащегося и является средством формирования здорового образа жизни. Проанализированы методы и приемы формирования здорового образа жизни, доказана эффективность формирования здорового образа жизни младших школьников.

Ключевые слова: здоровый образ жизни, благополучие, образование, современный педагог, здоровье, сохранение и укрепление здоровья учащихся, начальный класс, воспитание подрастающего поколения, здоровье тела, здоровье нации.

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The study of Chokan Valikhanov's ethnic and artistic heritage at the lessons of History of Kazakh Art

The scientific study is dedicated to the 185th birthday of Chokan Valikhanov (1835–1865), the historian, ethnographer, folklorist, traveler, educator, whom all progressive people will honor in 2020. The aim of this article is to study Ch. Valikhanov's large and diverse ethnic and artistic heritage which is of interest to art historians, cultural researchers, and specialists in art education. Portraits, drawings, sketches, as well as schemes and plans of Ch. Valikhanov, made in different periods of life, reflect the history and Ethnography of the Kazakhs, Kirghiz, Uighurs and other peoples of Central Asia, reproduce the nature of his native land. To some extent, Chokan Valikhanov lays the foundations for future professional painting – portrait, landscape and household genres. An analysis of the material showed that Ch. Valikhanov's artistic heritage is of great importance as one of the foundations of the realistic direction of Kazakh fine art. In addition, it has the great humanistic potential for moral and aesthetic education and enlightenment.

Keywords: modernization of the public consciousness, national cultural code, translation in art, ethnic and artistic heritage.

In the article «Bolashakka Bagdar: Rukhani Jangyru» – «Looking into the Future: Modernization of Public Consciousness» the first President of the Republic of Kazakhstan N.A. Nazarbayev, the Leader of the Nation emphasizes that «even substantially modernized societies contain cultural codes, the origins of which date back to the past... The first condition for a new type of modernization is the preservation of the culture, the preservation of the own national code ... A new modernization should not arrogantly reject historical experience and traditions. On the contrary, the best traditions should become a prerequisite, an important condition for the success of modernization ... This means that history and national traditions should be taken into account. This is a platform that connects the horizons of the past, present, and future of the population» [1].

The national cultural code is preserved in time and space by its translation in certain forms in the national language, literature, art, and social practices. It manifests itself in any of the areas of the social and spiritual life of the people.

In this context, the significance of the personality of Chokan Valikhanov and his unique ethnic and heritage increases. An initial study of this issue is provided in the educational publication «History of Kazakh Art» [2; 98] and in the short opinion piece «Ethnic and artistic heritage of Chokan Valikhanov» [3]. The article by A.Kh. Margulan was of critical importance to the study of Ch. Valikhanov's artistic heritage [5].

Chokan Valikhanov's personality. Ch. Valikhanov and G. Potanin

Chokan Chingisovich Valikhanov (1835–1865), a scientist, an educator, a descendant of the Great Abylay Khan is a phenomenon in the establishment of Kazakh culture. He was a Eurasian by conviction and he led his people towards the way of Russia and other civilized countries by the acquisition of knowledge. His worldview was developed during his studies in the Omsk Cadet Corps, where he studied History of Kazakhstan, Central Asia, and Russia, the works of classics of Russian literature. Chokan Valikhanov continued his education in the 1860s in St. Petersburg.

According to Professor Nikolay Ivanovich Veselovskiy, they expected great and important revelations about the fate of the Turkic peoples from the descendant of the Kazakh khans and sultans and the Russian officer. But Chokan's early death took away these hopes. Not only the scientific and literary heritage of Chokan Valikhanov but also his artistic heritage are very valuable.

The ethnic and artistic heritage of Chokan Valikhanov is large and diverse and is of interest to art historians, cultural researchers, and specialists in art education. The main artworks of Ch. Valikhanov are kept in the archives of the St. Petersburg Institute of Oriental Studies, the Geographical Society and the State Library named after Saltykov-Shchedrin; some of the drawings are kept in the Tomsk archive of G.N. Potanin.

Ch. Valikhanov got acquainted with G. Potanin during his studies in the Omsk Cadet Corps in the 50s of the 19th century, and they remained friends for life. At the beginning of his studies in Omsk, Chokan did not speak the Russian language, and at first, he was helped by Gregory, who later became his faithful companion.

In his memoirs, Potanin noted that when Valikhanov was 14–15 years old, the leadership of the Cadet Corps already predicted that he would become a major researcher and even a scientist in the future. Grigoriy Nikolayevich Potanin graduated from the Cadet Corps in 1852, and he went to work in Semipalatinsk, from where he later went on a campaign. Chokan Valikhanov graduated from the Cadet Corps at the rank of cornet and was assigned to the 6th regiment of the Siberian Cossack Troops.

By fate the friends had different life paths: G. Potanin lived a long life, C. Valikhanov died in the prime of his life, but their creative and spiritual contact was eternal. In 2012, a monument to two world-renowned scientists was erected in Pavlodar. The monument became the embodiment of «friendship for life».



M.Mansurov. A monument to Ch. Valikhanov and G. Potanin.
Pavlodar. 2012

Ethnic and artistic heritage

One should outline the main directions of Ch. Valikhanov's ethnic and artistic heritage. Portraits, drawings, sketches, as well as schemes and plans made by Ch. Valikhanov in different periods of his life, reflect the history and ethnography of Kazakhs, Kyrgyz, Uyghurs and other peoples of Central Asia, and also represent the nature of their native land. To a certain extent, Chokan Valikhanov laid the foundation for future professional painting, such as portrait, landscape and genre art. [4].

There were elements of romanticism in the worldview of young Chokan Valikhanov, which manifested themselves in his love for folk tales; he enthusiastically wrote down the stories and songs of the steppe, versions of the poem «Kozy Korpesh and Bayan Sulu». His drawings were simple and realistic.

According to the memoirs of G.N. Potanin, Ch. Valikhanov loved to draw since childhood. Unfortunately, the drawings of young Ch. Valikhanov did not survive to us. He could have acquired some artistic skills in the Kushmurun Kazakh school, organized by his father when Chokan was seven years old, in 1842. The school program included such subjects as history, geography, mathematics, oriental languages.

In 1847 Chokan entered the Omsk Cadet Corps [4; 155]. During the studies in the Cadet Corps, he showed particular diligence in drawing; and with his abilities, he managed to acquire quite thorough knowledge of humanities, natural and applied sciences, architecture, and topographic drawing. In the Cadet Corps, a special course «On the importance of architecture and its constituent elements» was taught. Cadets received the training, took part in topographic expeditions every year and conducted geodetic survey. In 1850 Chokan conducted a field survey of Turgay and Ishim steppes (topographic drawings, drawings, survey images are kept in the archive of the Russian Academy of Sciences).

In the Cadet Corps, topographic drawing and drawing were taught by experienced professionals, such as the artist A. Pomerantsev, the geographer Ye.I. Starkov and the scientist-geodesist Borodin. They carried out interesting research on the history and geography of Kazakhstan in the middle of the 19th century.

The communication of Chokan with the artist A. Pomerantsev, who taught topographic drawing and drawing in the Cadet Corps determined the development of Chokan's graphic abilities. Chokan was interested in both painting and drawing.

Most of Ch. Valikhanov's drawings are made in lead pencil, pen and ink; there are works made in watercolors, oil.

Ch. Valikhanov's drawings can be systematized in line with the time of education:

- child's experiments in Kushmurun (1842–1847);
- watercolor drawings and drawings during the studies in the Omsk Cadet Corps (1847–1853);
- sketches during the first travels in Kazakhstan (1852–1853);
- field sketches during the Issyk-Kul expedition (1856);
- watercolor drawings and drawings during the trip to Gulja (1856);
- portraits and drawings made in Kashgar (1858–1859);
- portraits painted in St. Petersburg (1860–1861);
- portraits of people and ethnographic sketches made in the native village (1862–1865).

Among the early artworks of Ch. Valikhanov, two watercolor drawings «Akshomchi» and «Jatak» attract special attention. In these early watercolor drawings, it is possible to notice the features of the future artist Ch. Valikhanov, such as a close interest in the surrounding everyday details, a desire to create an expressive and lively episode from the life of ordinary people even in a small sketch and at the same time to link the real genre scene with the poetic image of the native nature.

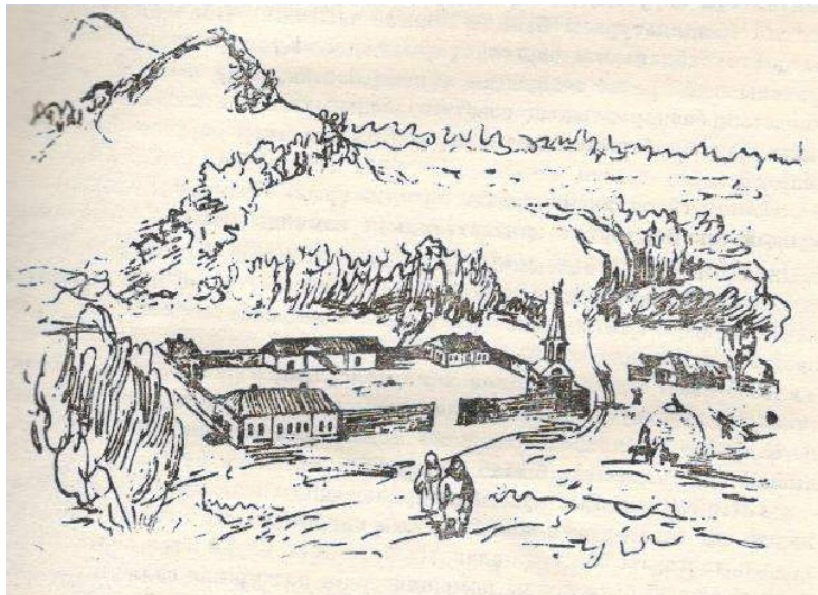
Topographic landscapes, schemes, and maps

Topographic landscapes of his native places, schemes, and maps of Ubagan and Syrymbet districts, and the views of his native estate constitute the majority of watercolor drawings and drawings of young Chokan. The estate of Syrymbet (the estate of Chingis Valikhanov) was the family estate of the Valikhanovs, who were direct descendants of the Kazakh khan Abylay. The estate was located in the territory of the current village of Syrymbet, Ayyrtau district of North Kazakhstan region of Kazakhstan.

Ch. Valikhanov spent his childhood and youth in the estate; he came there on vacation from the Cadet Corps and lived there in 1862–1864. The estate played an important role in the dissemination of educational ideas and culture in the Kazakh steppe. Sergey Durov, a poet from the Petrashevsky Circle, who influenced the development of the opinions of Ch. Valikhanov, came there in the summer of 1856; Grigory Potanin came in the summer of 1895. Aytys of singers and musicians took place in the estate; famous composers Birzhan-sal Kozhagulov and Akhan-sere Koramsin, a kobyzy player Kurumbay Kangozhin, a singer Koke Aldzhanov, a poetess Azhar performed there.

Among the graphic works devoted to the topography of Syrymbet, the sketches of the estate of grandmother Ayganym made in the form of plans and perspective drawings are of great historical interest. The general view of the estate with its landscape against Syrymbet Mountain is the most interesting of them. The estate was located at the northern foot of the mountain, in a clearing in the woods. A wooden fence enclosed five wooden structures: a large house of the khan's wife Ayganym, a bathhouse, a spacious storage room, a madrasah, and a mosque.

In the drawing, there are two figures close to the gates: a man and a woman in national clothes. North-east of the estate, there are other wooden buildings belonging to Chingis, the father of Ch. Valikhanov. Next to them, there is a silhouette of a summer yurt; another larger yurt is not far from the estate. It was typical for the population of Kazakhstan to use settled and nomadic dwellings. In the drawing of Ch. Valikhanov, the yurt is of ancient form. Between the yurts, there is a platform – scaffolds made of boards for having some rest, conversation and listening to the performance of folk akyns.



The aul of Syrymbet. Ayganym's estate. 1852

All the drawings made at this time are collected in one notebook and are called «Sketches made during the holidays in the village».

The pictorial schemes of Kazakh kystau and jailau, where the area of Lake Ubagan, the favorite place of Chokan, is depicted are of great historical interest. He spent his childhood there. It is natural that he devoted a lot of works to depicting his native area. Ch. Valikhanov's cartographic works are original works of art executed with professional skills and elegant graphic design.

A drawing of the estate of Syrymbet made by Chokan in the same year of 1852 can be considered as an example of a topographic landscape.

The data of Chokan Valikhanov's maps related to the topography of Syrymbet are of exceptional importance to study Valikhanov's biography. Syrymbet was a favorite place of residence for Ch. Valikhanov. When he was tired of working in the city or he was ill, he always returned to his native places to rest and improve his health and to acquire new strength. Therefore, it is understandable why he addressed to Syrymbet in his work more than once (the topographic map of Syrymbet No. 1). The topographic map of Syrymbet No. 2 is particularly interesting. Besides the points known from the first map, the grave of the khan's wife Ayganym is marked on the map. Apparently, this map was made shortly after the death of his grandmother. It is important to note that each map made by Ch. Valikhanov is not only of geographical significance but also of historical and cultural significance.

The layout schemes of winter and summer sites of the auls of Aman-Karagay and Kokchetav districts, postal pickets, general maps of Turgay and Ishim steppes and others also refer to topography. Watercolor drawings and schemes may have been made by Chokan as practical exercises in the field. He could have performed this work during the holidays when he came to the aul for summer.

In 1856 Ch. Valikhanov conducted the first scientific research on the life of the Kazakhs of the Great Horde and the Kyrgyz. This research expanded not only the scientific range but also the thematic range of his artistic work. Sketches of Ch. Valikhanov are distinguished by strict documentary and are closely related to his studies on ethnography and folklore, ancient beliefs; they clearly illustrate his research. This is how landscape and genre art became close in Ch. Valikhanov's art.

His watercolor drawings depicting the peaks and glaciers of Kungey and Terskey, reliefs of the Dzungarian and Ile Alatau, Khan Tengri syrts, panoramic views of the Ili River with the views of the surrounding Alatau, Buguty, Toraygyr mountains are distinguished by true monumentality.

Portraits

The portrait painting features prominently in the heritage of Ch. Valikhanov, for example, portraits of historical persons and ordinary people depicting the type of people of Central Asia and Kazakhstan: «Buranbay», «Sartay bi», «Mamyrkhan», «Senior Tezek Sultan»; «A Kyrgyz in a colorful robe»; portraits of the relatives and friends: «Portrait of Chokan's Uncle Kangozha»; a group portrait of brothers, friends and

companions on expeditions. Among the portraits, the portrait of Tezek Sultan stands out. The sultan is painted in a half-sitting position with hands folded; his proud face with an aquiline nose and sharp eyes are well-depicted. He is dressed in an old caftan; there is a large round hat on his head which is decorated with a feather of a heron. He is a famous sultan of the Senior Zhuz, who had a poetic talent and more than once performed in competitions with prominent akyns of Semirechye.

One of the remarkable works of Ch. Valikhanov is the portrait of a Kyrgyz man, executed in watercolor. The appearance of the Kyrgyz man is expressive; he has a round head, wide forehead, black eyebrows, slightly protruding ears, and a small flat nose. The Kyrgyz man is in a humble kneeling position. There is a skullcap of a conical shape on his head; he is dressed in a colorful robe, typical for the southern Kyrgyz. The texture of the silk robe is masterfully conveyed. You can see a wide cloth belt under the edges of the robe with which is used to wrap the waist. Painting portraits of the Alatau Kyrgyz from Alatau region, Ch. Valikhanov accurately captured the ethnic type of the Kyrgyz, their character, everyday life details, and ethnographic features.

The sultan of the Senior Zhuz Mamyrkhan Rustemov is also depicted with great skill. The dry face of the sultan, his cold eyes, arrogance, frozen posture are clearly conveyed.

The portrait of Sultan Buranbay is depicted with a stingy but expressive touch; Ch. Valikhanov shaded his penetrating eyes, straight nose, curly whiskers, and mustache.

Creating a series of individual and group portraits, Ch. Valikhanov could not but depicted his relatives. A group portrait of the brothers executed in a quite restrained manner, but with a great sincere feeling, and is full of psychologism. Three boys huddled together; they are Chokan's younger brothers, painted during the migration of the Valikhanovs' aul. The background for the drawing is the wall of a yurt, hastily installed during the caravan's halt. Along the wall of the yurt, there are thick felts; the boys are sitting near them. Household items are scattered nearby: some bowls, a saucer, a tobacco grater, and others. In the drawing, Chokan conveys the atmosphere which was typical during migrations. Boys have different characters and psychological traits. It is known that several younger brothers of Chokan died when they were young. There is a sad, young man sitting on the left; he looks sick; he is rolled in a loose robe. In the center, there is a boy with delicate facial features that convey the appearance of Sakhib-Kerey or Kozyke. The face is dreamy, but at the same time it has a worried look. Subsequently, Kozyke became a famous poet and musician; he was the author of several wonderful Kazakh songs. On the right, there is a strong young man calmly looking forward; apparently, this is Makhmud. According to contemporaries, among all the children of Chingis Valikhanov, Zhakup and Makhmud were the most physically strong. Despite the difference in the characters of the boys, the artist unites them with the common sentiment, in which there are some anxiety and concern. This drawing is one of the examples of how Ch. Valikhanov, being stingy with the means and the strokes, was able to convey the inner world of a man.



A group portrait of the brothers. Paper, pencil, ink. 1855

In the other portrait, Ch. Valikhanov portrayed his uncle, the famous musician Kangozha, to whom he was extremely attached from an early age. He was one of the creators and virtuoso performers of Kazakh kyui; unfortunately, sheet music of the kyui was not written down. Kangozha is depicted full face, wearing a dark robe, wide open at the front. Under the robe you can see a checkered camisole and a white shirt with a

wide turn-down collar, typical for elderly Kazakhs, as well as for folk singers and musicians. The soft features of Kangozha's face, his wide forehead, thoughtful eyes, and whiskers are expressively depicted in the portrait. At the same time, Chokan depicted not only the external appearance of his uncle but also his inner world, restraint, and calm character. Thanks to this portrait, Ch. Valikhanov preserved for posterity the memory of a man who played a great role in the history of the musical art of the Kazakh people.



Sartay Bi.
Paper, pencil, watercolor. 1856



A portrait of uncle Kangozha.
Paper, pencil, ink. 1862

Portraits of St. Petersburg period

Ch. Valikhanov portrayed his close friends and companions on expeditions many times. In 1857 after a long separation, with great skill and in a soft manner, he portrayed his big friend G.N. Potanin, depicting the appearance of the famous scientist in a certain manner – his smart eyes, wavy hair, «Potanin's» mustache.

In St. Petersburg, Chokan sketched out a portrait of Yegor Petrovich Kovalevskiy, a famous traveler, diplomat, orientalist, Honorary Member of the St. Petersburg Academy of Sciences.



A portrait of Ye.P. Kovalevskiy.
Pen. 1860



A portrait of G.N. Potanin.
Pencil. 1857

A number of sketches are devoted to depicting the type of the Kazakhs of the Senior Zhuz.

The original pencil sketch «The Kazakhs of the Great Horde» attracts attention. It may be a sketch of a monumental canvas planned by the author. Fifteen figures of the Kazakhs are presented in one composition – this is a multi-figure composition where individual characters with individual psychological traits are depicted in a confident manner.

The travel sketches made by Valikhanov on the route from Ayaguz to Lake Issyk-Kul, when he participated in the Issyk-Kul expedition in 1856, are of great historical and cultural value. Among them, there are quite a lot of panoramic, landscape and genre sketches.

There are a lot of sketches of eastern women, such as «Kyrgyz women of the Issyk-Kul area», «A woman from Kashgar», «Kazakh women near the yurt». They are drawn from real life, and they accurately convey the characteristic features of the appearance of Kyrgyz women. By fixing the details of everyday life, clothes, the way of life of people, Ch. Valikhanov achieves expressive authenticity in his drawings.

A significant series of genre and landscape sketches were made by Chokan Valikhanov during his trip to Gulja (1856). This series includes sketches made with a pen, such as «Hunting in the Dzungarian Alatau» and «A Camp near the Ili River in Western China». In the last sketch, Ch. Valikhanov depicted the halt of the team on the upper Ili bank, in the area of Khorgos. Inside the camp, there is a camel and a horse kept on a leash. Near the horse, there are two men sitting under a tree, the third man is in a kneeling position – a sign of courtesy when meeting with strangers.

Among the series of Gulja sketches, a sketch, depicting the official meeting of Ch. Valikhanov and his companions (I. Zakharov and M. Peremyshlskiy) with local Chinese dignitaries is of a significant historical and artistic interest.

The sketch was made based on psychological observation of the character and manners of Chinese dignitaries. Drawing their portraits, Valikhanov simultaneously describes their appearance and inner world. Valikhanov wrote about this meeting in his diary: «Tugolday is a thin old man with weak narrow eyes, wearing huge glasses, with a hawk nose ... He is active beyond his years and is extremely talkative, dressed in a silk robe, girded with a black belt, on which a bag with tobacco and a fan are hanging» [5; 18]. Ch. Valikhanov accurately depicted the appearance of Tugolday described in the diary. Tugolday is sitting in a chair at the end of a long table, and, exchanging words, makes a meaningful and mannered hand gesture. Kogoldai, a man with a weighty body, a flat face, a short neck, and a peculiar bearing is depicted accurately. There are also other Chinese officials, as well as Russian representatives – Ch. Valikhanov himself, next to Kogolday; M. Peremyshlskiy on the left side of Valikhanov, and I. Zakharov, who is passing the letter to Tugolday.



A reception hosted by a Chinese dignitary in Gulja. Pencil. 1856

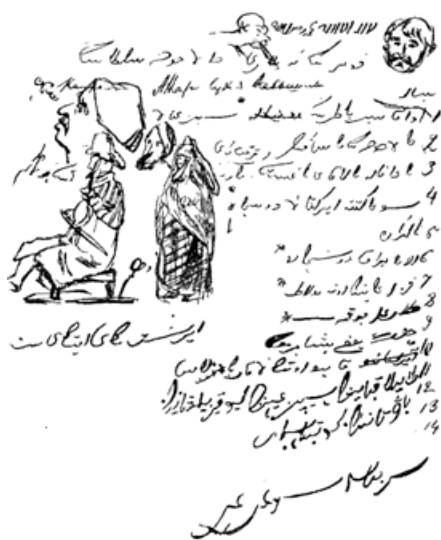
The drawing is not only an accurate illustration of the history of Russian-Chinese diplomatic relations but also an example of the graphic art of Ch. Valikhanov.

Music in drawings

Two drawings made by Ch. Valikhanov «Baksy» and «Kazakh musicians» are of particular value to the history of the spiritual culture of the Kazakhs. There is an ancient poet playing kobyzy in the drawing «Baksy». The drawing «Kazakh musicians» is a bit mysterious. Judging by the accompanying inscriptions in the Kazakh language, it is of significant interest to researchers of the history of Kazakh music. There are six Kazakh musicians who lived in the middle of the 19th century depicted in the drawing; among them, there

are Kangozha Valikhanov – a famous kobyz player who played a lot of kyuis to Chokan; an old singer, a celebrated musician Doszhan; a famous singer Zhanak; an unknown musician; a young woman who may have been the Kazakh poetess Azhar-akyn. There are several Kazakh kyuis, which these musicians must have performed.

This characterizes Valikhanov's observation, the features of his manner of drawing, which are swiftness, plasticity, laconic expressive means.



Kazakh musicians. Paper, ink, pen. 1862



Baksy – a singer with a kobyz. Paper, pencil, pen. 1862

Architectural monuments

Many drawings depicting various architectural monuments have been preserved: the mausoleums of Zhuban-Ana and Aytbulat on the Sarysu River, of Butagay on the Nura River (the 13th – 14th centuries) and many others. The oldest of the mausoleums is Zhuban-Ana. This is a building with a dome in the center, made of burnt brick, built according to the corbel arch system – an architectural technique typical for the Kipchak architecture of the pre-Islamic period (the 8th – 10th centuries). Aytbulat mausoleum was built with a more complex construction technique; it is erected on spandrels. Ch. Valikhanov captured not only the general view of this monumental structure but also sketched its interior. Apparently, Valikhanov was impressed by the beauty and monumentality of this mausoleum.

Chokan Valikhanov showed particular interest in studying the monuments of his native country. Among these sketches, the reproduction of the sculptural composition «Kozy Korpesh and Bayan Sulu» is of great historical and cultural value; the sculptural composition located near an ancient architectural monument, known under the same name on the Ayaguz River. Chokan Valikhanov wrote: «I really love and admire the Ayaguz River, the possible reason for it may be the poetic legend about the love of the beautiful Bayan for the golden-haired Kozy Korpesh, which took place on this river ... We have studied the poem well and therefore we would certainly like to see their grave» [5; 22]. For this purpose, on the night of May 10, 1856, he made a long and tiring trip from the Ayaguz to Tansyk. He examined the monument after returning from the expedition to Issyk-Kul and to Gulja. He passed by the monument when he made his trips to the Alatau Kyrgyz (1857) and to Kashgar (1858 – 1859). During one of such trips, he may have drawn of the sculptural composition «Kozy Korpesh and Bayan Sulu». This drawing is made with pen and ink; it depicts sculptural images of three women and one man. According to the folk legend, one female statue depicts Bayan Sulu, the second one – her sister Aygyz, the third one – her aunt, a male statue depicts Kozy Korpesh. All the statues are holding sacred vessels in their hands; there are wedding headdresses (saukele) of a conical shape on the heads of two girls-brides, the third woman has a headdress of a young Kazakh woman (kimeshek), which still exists today. The head of a man's statue was beaten off, and Valikhanov had to draw the statue like it was.

Today, this sculptural composition is no longer there, so it is possible to learn about it only from the sketches of Ch. Valikhanov and an old photograph made by Ye. Baranov.

Rock carvings

Ch. Valikhanov showed considerable interest in rock carvings, which are often found in the mountains of Kazakhstan. The sketches of the painting known as Tamgalytas (Stone Writing) deserve special attention: «Images of three Buddhas on the rocks of Tamgalytas»: in the center, there is the many-faced and many-armed Buddha Chon-Rai-Chik (Zhang-Rai-Sik); on the left, there is Shaki-Muni; on the right, there is Tan La. This monument was made by real masters who knew Buddhist art well; the painting was done using high and delicate stone carving techniques; it is distinguished by the clarity of drawing and the plasticity of contour lines. All scientific data (D.A. Pozdneyev, G.F. Miller) indicate that Buddha images and Tibetan prayer inscriptions were made by the Dzungars during their rule in Dzungaria and East Turkestan.

Besides studying the monuments of ancient art, Ch. Valikhanov was also interested in samples of ancient writing, signs of family and patrimonial property (tamg), and coins. He studied the traditional astronomical representations of the Kazakhs, in particular, the Kazakh folk calendar. The result of this work was the sketch «Starry Sky» – an astronomical picture of the starry sky.

Summarizing the study of the ethnic and artistic heritage of Chokan Valikhanov, one should conclude that as an educated person of his time, a scientist and educator, he clearly understood the general purpose of art. It seems to us that he realized the important task of a realistic depiction of people's life in its various aspects.

At the same time, it is important to stipulate that the study of the artistic heritage of Ch. Valikhanov proves the different character and quality of his works. The analysis showed that among them there are professional works and amateur drawings. Most sketches made casually during the expeditions in which he participated are amateur.

This difference was possibly due to his attitude to his art, which he considered complementary to his main scientific activity.

Nevertheless, the ethnic and artistic heritage of Ch. Valikhanov is of great importance as one of the foundations of the realistic direction of Kazakh fine art.

Academician A. Margulan rightly notes that «the study of Valikhanov's great artistic heritage is the noblest task of our modern art history, because it is a basis for a study of the fine art of Kazakhstan» [5; 28].

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Қазақстанның өнер тарихы сабағында Шоқанның этнокөркемдік мұрасын зерттеу

Ғылыми зерттеулер 2020 жылы барлық прогрессивті адамзатқа құрмет көрсететін тарихшы, этнограф, фольклортанушы, саяхатшы, ағартушы Шоқан Уәлихановтың 185 жылдығына (1835–1865) арналған. Мақаланың мақсаты — өнертанушылар, мәдениеттанушылар мен көркем өнер саласындағы мамандарды қызықтыратын Ш. Уәлихановтың кең және әртүрлі этномәдени мұрасын зерттеу. Ш. Уәлихановтың өмірінің әртүрлі кезеңдерінде жасалған портреттер, суреттер, үлгілер, сонымен қатар, сызбалары мен жоспарлары қазақтардың, қырғыздардың, ұйғырлардың және Орталық Азияның басқа да халықтарының тарихы мен этнографиясын және туған өлке табиғатын көрсетеді. Шоқан Уәлиханов белгілі бір дәрежеде болашақ кәсіби кескіндеме-портреттік, пейзаждық және тұрмыстық жанрлардың негізін қалаған. Зерттелген материалды талдау Уәлихановтың көркемдік мұрасының

қазақ бейнелеу өнерінің реалистік бағытының негіздерінің бірі ретінде үлкен маңызға ие екендігін көрсетті. Сонымен қатар, онда адамгершілік-эстетикалық тәрбие мен ағартудағы үлкен гуманистік әлеует бар.

Кілт сөздер: қоғамдық сананы жаңғырту, ұлттық мәдени код, өнердегі трансляция, этно-көркем мұра.

Л.Р. Золотарева, Я.А. Золотарева

Исследование этнохудожественного наследия Чокана на занятиях истории искусств Казахстана

Научное изыскание посвящается 185-летию со дня рождения историка, этнографа, фольклориста, путешественника, просветителя Чокана Валиханова (1835–1865), которое будет чествовать все прогрессивное человечество в 2020 году. Целью настоящей статьи является исследование обширного и многообразного этнохудожественного наследия Ч. Валиханова, представляющего интерес для искусствоведов, культурологов, специалистов художественного образования. Портреты, рисунки, наброски, а также схемы и планы Ч. Валиханова, выполненные в разные периоды жизни, отражают историю и этнографию казахов, киргизов, уйгуров и других народов Центральной Азии, воспроизводят природу родного края. В какой-то мере Чокан Валиханов закладывает основы будущей профессиональной живописи – портретного, пейзажного и бытового жанров. Анализ исследуемого материала показал, что художественное наследие Валиханова имеет большую значимость как одна из основ реалистического направления казахского изобразительного творчества. Вместе с тем содержит большой гуманистический потенциал в нравственно-эстетическом воспитании и просвещении.

Ключевые слова: модернизация общественного сознания, национальный культурный код, трансляция в искусстве, этнохудожественное наследие.

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Functions of sport that increase its social significance

The article highlights information on the functions of sports in accordance with the broad sports movement, which are strengthened as a factor in the socialization of individuals, social integration, and international relations. Research objectives: due to the process of sports activities arise various interpersonal relationships, which are manifested in action: interpersonal, intergroup, intercollective and broader, which may have signs of solidarity, community, rivalry, competition. The scientific and practical significance of the work consist the fact that sports relations (interpersonal rivalry relations or between the community of individual athletes, between athletes and coaches) are somehow included in the system of social relations that go out beyond the sport. The totality of all these relations underlies the formative influence of sport on the individual, its assimilation of social experience in the realm of sports and, as a consequence, more general social experience. Sport is considered one of the serious means of human communication, developing the individual's social experience — the experience of inter-human communication and socially justified behavior. The result of the above relations that have developed in the practice of sports communication between a coach and a ward are outstanding achievements of famous athletes in major competitions like the Olympic Games, world, continental or country championships. In the education system, particularly in school sports, especially, through the system of social relations established a comprehensive relationship between the coach and the ward, which is the beginning of a professional attitude to sports.

Keywords: methods, functions, specificity and importance of sports, education system in sports.

Introduction

To increase the social significance of sports, recommended tools and methods that contribute to solving these problems of society, impacts that contribute to the upbringing of a new person and finally, impacts as solving specific sports problems. One of its characteristics of social impact on the personality of an athlete is the function of sports. Under the functions of sports understand the objectively inherent properties of it to influence a person and human relations, to satisfy and develop certain needs of the individual and society. Functions of sports can also be conditionally divided into specific (specific only to it as a special phenomenon of reality) and general. The first is a competitive reference and heuristic function of achievement. The second place is occupied by functions having social and social significance. Such — as a function of personality-oriented education; Training and development; recreational function; emotional and spectacular function; functions of social integration and socialization of the individual; communicative function and economic function [1].

Theoretical and practical significance of the work

The basis of the specifics of the sport and its function is that it arose, developed as a competitive activity, which is specially adapted to maximize the identification, unified comparison and objective assessment of certain human capabilities in the form of competition oriented to victory or, perhaps, the highest achievement in this very competitive activity. This implies, first of all, the importance of sports as a kind of standard for assessing a person's abilities, that is, a specific sports control functions of the sport [2].

Detected and recorded achievements in sports (in the form of quantitatively estimated records, fulfilled classification standards), gaining widespread recognition, serve as original gauges of individual and universal human opportunities realized in sports, and at the same time, clear, precise guidelines on how to realize these opportunities. Unlike other measurement standards, the «sports standard» of human capabilities historically does not remain unchanged, but progresses, thereby stimulating the athlete's mobilization of self-improvement efforts aimed at influencing the development of his abilities. Such functions are most pronounced, naturally, in the sport of the highest achievements, where sports achievements of a universal

scale are established and enhanced. But on the one or another hand they are characteristic of sports in general. They are inseparable from the essence of it as activities aimed at self-determination and self-assertion of an individual through humanely debugged forms of honest rivalry [3].

The purpose and object of research

In relation to sport, the concept of «function» means the objectively inherent properties of it to influence society and the individual. The nature of its impact is quite multifaceted and diverse. In this regard, in the sociology of sports, proposed a classification of the functions of sports which provides for the separation of social, general pedagogical and specifically pedagogical functions of sports depending on the level of their manifestation [4].

Relevance

The group of social functions of sport is designed to reflect the objective properties inherent in sport, to influence the solution of the general social problems of the state, general pedagogical — the problems of the system of education of a new person and especially pedagogical — problems of physical improvement of a person.

An analysis of the scientific and methodological literature and publications of the authors in a similar direction shows that the essence of the specific functions of sports characterize it, first of all, as a special type of activity that reveals human opportunities in specially created conditions and is steadily pushing the frontier of their apparent boundaries. This largely determines both the personal and social value of sports, its contribution to the culture of society, and its wider use for socially significant purposes. Besides, in addition to the above, according to the work of Russian colleagues in the research and partial solution of the optimal legal protection regime for sports training methods and ways as the results of creative activity. The patenting process for a training methodology involves one serious difficulty. The current legislation allows the patenting of the method, but the method means the impact of a material object on a material object. Revealed that patenting of methods and techniques of sports training complies with the law and is generally advisable; conditions for patenting training methods are identified. The mentioned features do not indicate that sports training methods cannot be protected by means of intellectual property law. These features only show that the question of the possibility of protecting the intellectual property law of training methods require research [5]. The social meaning of sport is reflected in 6 functions (Figure 1). These are: preparatory-labor, preparatory-defensive, reference, heuristic (search), cultural-spectacular and prestigious sports functions.

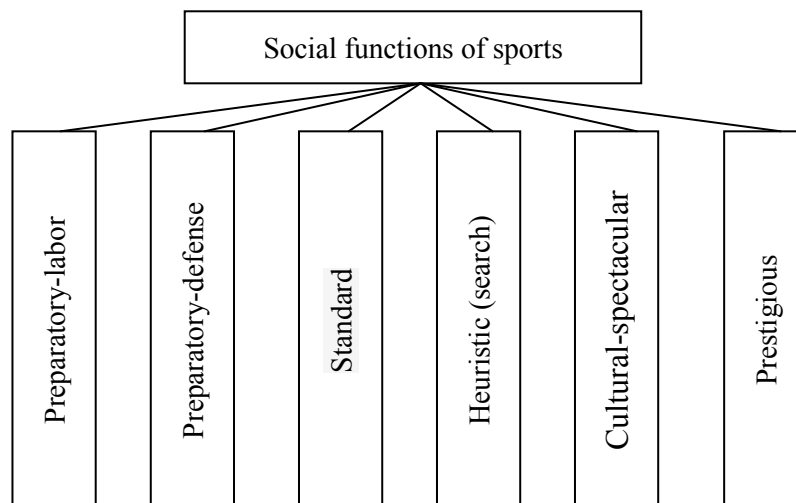


Figure 1. Social functions of sports

Methodology

In the process of starting sports, not only previously achieved results are reproduced, but also the possibilities of new achievements are realized, and increasingly effective factors for improving sports are sought and embodied in outstanding results. This heuristic function of achievement is in one way or another characteristic of sport in general, but it is most fully expressed in the field of sports of the highest achievements.

Indeed, on the way to them, one who claims to have a truly outstanding result must find new means, methods and conditions for the full mobilization and increase of the body's functional capabilities derived from nature, learn to use them most effectively to rise to the level of sports performance previously not achieved by anyone. The means and methods of a person transforming his natural qualities become a common cultural heritage when he penetrates into mass practice. It is also important that the cognitive data obtained on the way to sports achievements acquire quite serious scientific significance [6].

The preparatory labor functions of sports. Labor provides the basis for the life of any society. They are characterized by the level of power of the country. The indicated function in sporting activities is realized through the skillful development of all personality traits and qualities necessary for fruitful activity in all spheres and spheres of a person's life (economics, production, etc.).

The reference function of sport is closely related to its function of heuristic achievement, which is important both for the individual and for society. The social value of sports lies in the fact that this is a special type of heuristic activity, that is, creative search activity, including moments of opening, opening of a new one. Unlike other types of heuristic activity, sport is not focused on discovering something that is beyond the limits of the individual, but on the practical identification of our own achievable abilities, as well as on effective tools and methods for their implementation at an ever higher level, and these based on the abilities of the athlete himself. The social, first of all, includes the functions of personality-oriented education, training and development. Sport presents great opportunities not only for physical and sports improvement, but also for moral, aesthetic, intellectual and labor education. The attractive power of sports, high requirements for the manifestation of physical mental forces represent wide opportunities for personality-oriented education of spiritual traits and qualities of a person. It is significant, however, that the final result in achieving educational goals depends not only and not so much on the sport itself, but on the social orientation of the entire system of education and development. Thus, the educational opportunities of sports are not realized on their own, but through a system of educationally-oriented relations that take shape in the field of sports [7].

Recreational function is manifested in the positive impact of sports on the condition and functional capabilities of the human body. This is especially pronounced in children and youth sports, where the beneficial effects of sports on a developing and emerging organism are invaluable. Definitely at this age the foundations of health are laid, the skills of systematic physical exercises are inculcated and personal and public hygiene habits are formed. Sport is at the same time a source of positive emotions, it levels the mental state of children, allows you to relieve mental fatigue, and makes it possible to know «muscle joy». Especially great is its role in eliminating the negative phenomena of physical inactivity in children [8].

Mostly, sports are interesting as an exciting sight. The emotional and spectacular function of sports is associated with its main specific properties as a competitive activity, due to its aesthetic appeal and increases as the audience of its fans grows. Without fans, sports would not have become a universally significant social phenomenon. The audience of sports shows has expanded unusually in our time, which was facilitated by the progress of technical media, especially television. At the same time, the influence of sports on the emotional world of people has increased [9].

The attractiveness and effectiveness of sports in this regard is based on the objectively inherent aesthetic properties. The life-affirming beginning of sporting activity, reflected in its main features, demonstration in competitions of the highest and harmonious manifestations of the physical and spiritual qualities of a person, the true beauty of an honest, courageous and uncompromising struggle for victory, the perfection of forms of movements and much more in sport meet, in principle, the most stringent aesthetic criteria [10].

The impact of sports on spectators is not unambiguous, not always exalting. The nature of such an impact depends both on the purity of the sports competition itself, especially on the fact that sports and ethical norms and rules are somewhat firmly observed, as on the culture and upbringing of the fans. Under certain circumstances, not only positive, but also negative effects are possible, which can be expressed in the dangerous unleashing of primitive emotions. Thus, the influence of sport on the minds of its fans can be contradictory. Spectacular interest in sports should not be the only one [11].

While characterizing the social role of sport, it is important to keep in mind its considerable economic importance. The material investments of society in the development of sports are repeatedly paid off, first of all, by increasing the general level of working capacity, strengthening health, and increasing the duration of the highly active life of a working person — the most valuable «capital» of society. Economic relations can become dominant in some part of the sport when it is professionalized and becomes, in fact, a business sector subject to commercial interests. This is a professional-commercial sport, long cultivated in America's and EMEA. According to developing the law of business, its acquired features that do not stem from the essence

of purely sports relations, including those that rightly cause negative assessments (when sports and competitive principles and norms of sports ethics are sacrificed to commercial interests or, especially, when the latter lead to financial and other fraud, etc.). However, commercialization is not an inevitable property of professional sports in general. The material investments of society on the development of sports are «paid off» by increasing labor productivity, improving the health of workers, and the creative longevity of man. Also important are the revenues derived from the commercialization of sports, the operation of sports facilities and the development of the sports industry. Physical education and sports, their implementation in the process of scientific organization of labor, can significantly increase labor productivity. According to some experts, such an increase can be up to 12 % and significantly improve the final results of productive labor [12].

Financial importances are also having financial resources received from sports spectacles, the operation of sports facilities. However, this is a small fraction of what the state and public organizations invest in the development of sports. The main value of our society is health. And in this aspect, the role of sport is invaluable. The class limitations on the functioning and development of physical culture in any exploiting society are determined not only by the subjective interests of the ruling classes, but also by objective economic relations.

The considered opportunities to use sports for various purposes were a prerequisite for the differentiation of sports movement in heterogeneous directions. In turn, this contributed to a more complete functioning of sports in society, its importance as a whole as a means of satisfying various social needs increased.

In the modern world sports movement, clearly highlights two typical directions and the corresponding sections of sports practice, which are often referred to as «mass sports» and «big sports», quite accurately they can be called *public sports and sports of the highest achievements* have been quite clearly distinguished.

Public, ordinary sport (mass) — is called mass, because a large number of people involved in it are practically involved in sports activities. In another case, sport can be described as ordinary, but not mass. Within the framework of this type of sports movement, an ordinary (ordinary) level of sports results is achieved, which, in principle, is generally accessible and less high than the level of absolute sports achievements. The corresponding section of the sports movement is basic in relation to the sport of the highest achievements, since the latter develops on the basis of the development of the former, although the relationship between them is not direct, but mediated by a number of conditions and therefore manifests itself mainly in the general trend.

The main differences in mass, or ordinary, sport is determined by the fact that ordinary sports activity is built up depending on other activities that dominate life (academic, labor), and therefore occupies a subordinate place in an individual lifestyle; the time and effort spent on sports here is rather strictly limited, which objectively limits the level of achievements. This does not mean that the athlete's personal attitudes in such a situation do not include the desire to achieve high results. Such an aspiration is stimulated by the essence and the internal organization of sports in general, but the objective conditions for the implementation of sports claims in the framework of ordinary sports introduce their limitations. Outstanding achievements in modern sports are becoming real with the daily large expenditures of time and energy for sports activities over the years.

Depending on the social sphere in which mass sport is being cultivated, the system of sports activities is modified in one way or another. Among these modifications, the following are most common:

- «school sports» — the practice of using sports in the school system of general education, upbringing of the younger generation, where sports are subordinated, first of all, to general pedagogical principles and are built in accordance with the unified logic and conditions for organizing a multi-component educational process.

- «professional and applied sports» — the practice of using sports in applied training for selected professional activities (production, military service, etc.);

- «physical culture-conditioned sport» of mature contingents of the population who are not dominated by purely sporting attitudes and sports are built mainly according to the type of physical education and sports training, which helps to maintain the previously acquired «condition», with strictly regulated participation in competitions;

- «recreational sports» — the practice of using the elements of sports as a means and method of achieving the effect of a healthy rest — entertainment, active restoration of operational performance and organization of interesting, emotionally rich leisure.

There is a differentiation in sports of the highest achievements.

Sports of the highest achievements — unlike ordinary sports, is focused on absolute sports results and a steady increase in their level. The implementation of this installation in our time is possible only under the condition of everyday long-term expenditure of time and effort on sports activities and subject to the extraordinary athletic giftedness of the individual.

Achievement in big sport is possible only due to constant training and competitive activity with great physical and mental stress. Performance in competitions imposes a great responsibility on the athlete; the high price of each error, each unsuccessful start becomes a factor determining the stringent requirements for his psyche. This is the specificity of sports of the highest achievements. Sports activity in the field of sports of the highest achievements turns into the main one, occupying a dominant position in the individual lifestyle of an athlete for many years. But this is not for everyone, only for those who really have outstanding sports abilities. So, in countries developed in sports terms, the proportion of athletes actually reaching the international level is only one hundredths of a percent or less of the total number of people involved in sports in the country.

In the modern period of its development, the sport of the highest achievements is becoming increasingly professionalized. This means that for a certain part of athletes starting with the so-called amateur sports, sports activity under certain conditions takes the main place in the lifestyle. Without such professionalization, the world's heights of modern sports would be insurmountable.

In reality, modern professional sports are not at all homogeneous. It distinguishes between professional and commercial sports that have emerged as a branch of business, and professionalized sports of truly highest achievements, which are called professional-super-achievement sports, that are not limited to business. Professional and commercial sport, which has developed as a kind of business sector, lives not only according to the laws of the sport itself, but according to the laws of obtaining financial profit, commerce, profitable entrepreneurship based on the material of a sports spectacle.

«Professional-achievement» sport is its most important feature — the constant assault on the true heights in sports.

Super achievement sport grows on the basis of mass sports practice and develops depending on its condition; in turn, the progress of high-performance sports affects the state of ordinary sports and can be a powerful catalyst for its development. The sport of the highest achievements plays a leading role in relation to the rest of the practice of sport. Sport of the highest achievement is oriented directly to the absolute parameters of sports results, including achievements of international, universal scale. The value of sport is used as a means of improving physical development, strengthening health, increasing creative longevity, and education. Going in for sports is one of the means for a person to satisfy his need for movements in his playing form.

Results

The increased level of the body's functional capabilities and achieving during the process as a result of playing sports and the foundation of useful skills and abilities created at the same time can significantly pre-determine the athlete's accelerated development of professional labor, military and other socially necessary activities and contribute to improvement in it. In the educational system, including self-education, sport has large importance and as one of the means of directly applied preparation for labor and combat activities. In this regard, especially valuable sports are simulating the essential features of the chosen professional activity, as known as professionally applied sports.

A large role is given to sports and working with the adult population. It is a mean of healing, protection from the adverse effects of scientific and technological progress with its characteristic sharp decrease in physical activity at workplace and home. Sport is one of the most popular forms of organizing healthy leisure, recreation and entertainment. This is especially evident in mass sports, where the goals are not set to achieve high sports results. The basis of this kind of interest in sports is not only its external attractiveness. Empathizing with those who act in the sports arena, the fans seem to identify themselves with the athlete, as if they are participating in sports achievements, wrestling and resolving sports conflicts at an emotionally-figurative level in an atmosphere of lively communication, both with their supporters and with the opposite configured. At the same time, there are often striking role models and reasons to establish oneself in one's life ideas.

Conclusions

In the line with the broad sports movement, the value of sports as a factor in the socialization of the individual, social integration and international relations is growing. In the process of sports activity and in connection with it, various interhuman relations arise and are manifested in action: interpersonal, intergroup, intercollective and broader, which may have features of solidarity, community, rivalry, competition. Specific sports relations (interpersonal relations of rivalry and the commonwealth of individual athletes, between athletes and coaches, etc.) are somehow included in the system of social relations that go beyond sports. The totality of all these relations forms the basis of the shaping influence of sport on the individual, the assimilation by itself of social experience in the field of sport, and through it more general social experience. Sport is therefore considered one of the serious means of socializing a person. It means that the individual's development of social experience — the experience of interpersonal communication and socially justified behavior.

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Спорттың әлеуметтік маңызын көтеретін іс-қызметтер

Мақалада кең спорттық қозғалысқа сәйкес жеке тұлғаларды әлеуметтендіру, әлеуметтік интеграция және халықаралық қатынастардағы спорт функциялары туралы ақпарат берілген. Спорттық іс-әрекет процесінде әр түрлі адами қатынастар пайда болады, олар мына іс-әрекетте көрінеді: тұлғаралық, топаралық, ұжымаралық және кең ауқымда; ал оларда ынтымақтастық, қауымдастық, бақталастық, бәсекелестік белгілері болуы мүмкін. Жұмыстың ғылыми және практикалық маңыздылығы спорттық қатынастардың (спортшылар мен жаттықтырушылар арасындағы, жекелеген спортшылар қауымдастығы және тұлғаралық бәсекелестік қатынасы) спорт аясынан шығып кеткен әлеуметтік қатынастар жүйесіне енетіндігінде. Бұл қатынастардың жиынтығы спорттың жеке адамға қалыптасу әсерінің, оның спорт саласындағы әлеуметтік тәжірибесінің игеруін және жалпы әлеуметтік тәжірибенің негізінде жатыр. Спорт адамның әлеуметтік тәжірибесін — адами қарым-қатынас тәжірибесін және әлеуметтік негізделген мінез-құлықты дамыта отырып, адаммен қарым-қатынастың маңызды құралдарының бірі болып саналады. Бапкер мен тәлімгерлерінің арасындағы спорттық қарым-қатынастың тәжірибесінде қалыптасқан, жоғарыда аталған қатынастардың тәжірибесі атакты спортшылардың олимпиада ойындары, құрлық, ел, әлем чемпионаттары сияқты ірі жарыстардағы жетістіктері болып табылады. Білім беру жүйесінде, атап айтқанда мектеп спортында, әлеуметтік

катынастар жүйесі арқылы жаттықтырушы мен оның тәлімгерлері арасында жан-жақты байланыс қалыптасады, бұл спортқа деген кәсіби көзқарастың бастауы болып табылады.

Кілт сөздер: спорттың амалдары, әдістері, қызметтері, арнайылығы және маңызы, спорттағы тәрбие жүйесі.

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Функции спорта, повышающие его социальную значимость

В статье освещена информация о функциях спорта, которые, в соответствии с широким спортивным движением, усиливаются как фактор социализации личности, социальной интеграции и международных отношений. В процессе спортивной деятельности возникают различные межчеловеческие отношения, которые проявляются в действии: межличностные, межгрупповые, межколлективные и более широкие, которые могут иметь признаки солидарности, общности, соперничества, конкуренции. Научная и практическая значимость работы заключается в том, что спортивные отношения (межличностные отношения соперничества и сообщества отдельных спортсменов, между спортсменами и тренерами), так или иначе, включены в систему социальных отношений, выходящих за рамки спорта. Совокупность этих отношений лежит в основе формирующего влияния спорта на личность, усвоения ею социального опыта в области спорта и, как следствие, более общего социального опыта. Спорт считается одним из серьезных средств общения человека, развивающим у индивида социальный опыт — опыт межчеловеческого общения и социально оправданного поведения. Результатом названных выше отношений, сложившихся в практике спортивного общения между тренером и подопечным, являются выдающиеся достижения известных спортсменов в крупных состязаниях, таких как олимпийские игры, чемпионаты мира, континента, страны. В системе образования, в частности, в школьном спорте, именно через систему социальных отношений устанавливается всесторонняя связь между тренером и подопечным, которая является началом профессионального отношения к спорту.

Ключевые слова: средства, методы, функции, специфика и значение спорта, система образования в спорте.

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Features of the updated curricula and improvement of the educational process

The article discusses the features of the updated education system of the Republic of Kazakhstan. The authors drew attention to the fact that the updated educational program introduced in the sphere of education of the Republic of Kazakhstan is a new program that meets the needs of future generations, meets modern requirements. The article deals with the issue of the teacher's development of innovative technologies in modern conditions of education and the objective necessity of their application in teaching children in their lessons. The relevance of innovative learning according to the authors' research is the use of personality-oriented learning, as well as the creation of conditions for the disclosure of the creative potential of students. The main goal of education in the modern world — prepare professional, competitive, competent, knows his job in the labour market-oriented direction, able to work effectively at the level of world standards, to grow professionally, to respond effectively to the socio-political processes, adapt quickly to change, able to solve industrial-innovative situation, to Express themselves in accordance with their needs and the needs of society, to freely Express their thoughts, to have a high knowledge of the national language, history, to form domestic and world culture. The article describes that the evaluation system undergoes radical changes and moves to the system of criterion evaluation.

Keywords: updated education system, criteria-based assessment, innovative education, information technologies.

«Every citizen of Kazakhstan should understand that education is the most fundamental factor of future success». In an era of youth priority, education should come first. The head of state in his Address N.A. Nazarbayev «new opportunities for development in the conditions of the Fourth industrial revolution», «...if education in the system of values becomes the main value, the nation will be successful», he said [1].

Maximum success in the modernization of the education system of Kazakhstan can be achieved only if all the program settings set in the educational policy will be able to gather the maximum possible potential from the positive potential accumulated by world experience. Therefore, for many countries, especially Central Asia, the issue of modernization of the education system is still relevant.

Today, all countries work with a system of higher quality education. After all, in the modern world, the competitiveness of the country is determined by the intelligence of its citizens, so the education system must develop in accordance with the requirements of the future. In this regard, there was a need to teach students modern methods and ways to educate broad-minded, conscious, free citizens. In addition, we are pleased that this process is actively developing the education system and introducing it into secondary schools.

The updated educational program included in the sphere of education of the Republic of Kazakhstan is a new program that meets the needs of future generations, meets modern requirements. The strategic program of Kazakhstan 2030 is characterized by the formation of a national model of education and linking the education system of Kazakhstan with the world educational space [2]. Currently, Kazakh is the state language, the language of communication is Russian and English is the requirement of the time.

During the years of independence, the country has achieved certain results, along with two processes — political reform and economic modernization, now it has begun a new historical stage — the stage of spiritual modernization. Spiritual modernization requires from us the formation of national consciousness, competitive, pragmatic approach to any issues, the preservation of national identity as a whole. The main condition of spiritual modernization is «the desire to be educated, open, prosperous», as the President of Kazakhstan noted in the program article «Look to the future: modernization of public consciousness»....each of us should deeply understand that the main factor of success is education... Here we are talking about the future of our country. His future is in the hands of the younger generation [3]. The current young generation, the future specialist in the tasks set out in article 8 of the Law of the Republic of Kazakhstan «on education»: «it is necessary to master national and universal values, to gain knowledge based on the achievements of science and practice» [4]. Thus, our teachers can make a significant contribution to the development of our

society only through the introduction of new learning technologies, Informatization of education, competent, high-quality implementation of training with access to international global communication networks, the formation of professional competencies of specialists. These are the teachers of our country who carry out all these things. Accordingly, the requirements for today's teaching community will be increased. They should be diversified, recognizable in the world of news, having personal views, constantly creative searches, improving professional skills, able to defend it, having research abilities, knowledge, reading a lot, skillfully applying knowledge in everyday activities, able to teach their student independently. It is a requirement of life. The teacher must have organizational, constructive, inclined, analytical abilities.

In society, a citizen does not have enough knowledge, and most importantly-the ability to effectively use the knowledge in everyday life. Therefore, special attention is now paid to improving the functional literacy of students. The countries of the Organization for economic cooperation and development (OECD) began to move to a renewed education process 28 years ago. In 1997, many countries agreed to move to a common standard for assessing updated content called PISA. A number of schools in the country took part in determining the quality of education according to this standard in 2009, 2012 and 2015. As a result of this study, the need to improve the functional literacy of students was identified. The reason for updating the content of education. Since the new academic year, this system, that is, the world experience will be implemented in the first grades of all schools in the country.

The importance of updated education is critical thinking, research, experience, use of ICT, communicative communication, ability to work in a team, individually, in pairs, the ability to apply functional literacy, creativity and effective teaching methods necessary for its effective implementation. The feature of the updated educational program is its spiral principle. The curriculum, created on the principle of helicity, is based on the cognitive theory provided in the work of Jerome Bruner «educational process» (1960). Having studied the objectives of training, we were convinced in the preparation of tasks, lessons [5].

In modern conditions of education, the objective necessity is the development of innovative technologies by the teacher and their application in teaching children in their lessons. «How to make a lesson interesting, bright?», «questions should not be troublesome teachers. Interested in, as with discipline their children? How to create the conditions for success for each student in the classroom?».

And this is no accident. A new organization of society, a new approach to life makes new demands on the school. To date, the main purpose of training is not only the acquisition of certain knowledge, skills and abilities by students, but also the preparation of students as an independent subject of educational activity. The basis of modern education is the activity of students, oriented teacher. This goal is the education of a creative, active personality capable of self-improvement and submission to the main tasks of modern education [6].

The relevance of innovative learning is the use of personality-oriented learning, as well as creating conditions for the disclosure of the creative potential of students.

The main objectives of innovative learning::

- students of intellectual, communicative, linguistic and creative abilities of students;
- formation of personal qualities of students;
- the creation of skills that affect educational and cognitive activity, and the transition to a productive creative level;
- formation of key competencies of students.

With these goals the tasks of innovative training are defined:

- optimization of the educational process;
- creating conditions for cooperation between student and teacher;
- development of long-term positive motivation for learning;
- careful selection of material and methods of its transmission.

Innovative learning is based on the following technologies:

- developing training;
- problem-based learning;
- development of critical thinking;
- technology «project» method;
- differentiated approach to learning;

- creating conditions for success in the lesson;
- information technologies[7].

At the same time, without proper reform of the modern system of training highly qualified personnel, it is impossible to achieve visible results in innovative development. From the point of view of practical criticism, this means that the Higher school should increase active work on the formation of innovation-oriented educational and scientific activities. From this point of view, it is necessary to take further steps to reform the higher education system itself with the introduction of the principles of operational adaptation, universal access, material and technical equipment of the educational and research process, maximum personalization of the educational process. The content, technologies of training and retraining of personnel for innovative activities, the innovative component of educational programs, including the adjustment of existing educational standards and quality criteria of the process of engineering and technical training should undergo radical changes.

It should be noted that in its best models, innovative education is aimed not only at outdated education, but also at mastering the basic competence that allows, as necessary, self — education. Such education should therefore be closely linked to traditional practices.

Using these technologies in the classroom has a great advantage. The educational process becomes interesting for students, which increases the activity of students, develops self-education skills in the process of interaction and search. The quality and strength of the acquired knowledge increases. Research skills and abilities are developed, analytical abilities of students are formed. Along with the learning process is the development of communicative qualities and the formation of leadership qualities of the individual.

Especially promising is the «project method», which allows to effectively develop critical thinking, activate the creative activity of the audience, effectively develop the media competence of students [4].

The development of cognitive activity is promoted by non-traditional lessons, which increase the interest of students in the subject and learning in General.

There are many types of non-traditional classes: seminar-lesson, lecture-lesson, conversation-lesson, workshop-lesson, lesson-excursion, lesson-study, lesson-game, KVN-lesson, project protection-lesson, debate-lesson, lesson-conference, theatrical performance-lesson, lesson-masquerade, lesson-journey, lesson-test.

Almost all of them allow to ask problematic questions and create problematic conditions, to solve problems of differentiated learning, to intensify educational activities, to increase cognitive interest, to develop critical thinking [6].

The evaluation system is also subject to radical changes and moves to the system of criteria evaluation. In criteria-based assessment, student performance is measured by a specific set of pre-established criteria. Student performance is assessed in two ways: formative assessment and summative assessment. Stimulates the child to a comprehensive search. The advantage of this evaluation system is that the child tends to develop thinking and engage in science. The five-point rating system from the Soviet era was eliminated. Formative assessment is an integral part of the day-to-day learning and learning process and is conducted systematically throughout the quarter. Formative assessment provides feedback between students and the teacher and makes it possible to adjust the learning process without scores or grades. The total assessment is carried out by putting points and grades in order to obtain information about the progress of the student who has completed the sections of the curriculum (General topics and specific) of the training stage (quarter, academic year, level of secondary education). Formative assessment and summary assessment are used in all subjects. In the integrated educational program, as in the field of education, there are other issues related to the teaching of the Kazakh language. The program is aimed at improving the four-language skills of students: listening, speaking, reading, writing. These four skills are placed in the curriculum «spiral method» and are closely related to each other. For example, from simple to complex develop in a spiral and develop only in the oral language, improve the skills of composing complex texts, improve language competence [8].

Around the world, the question of what education systems provide to future generations is being reconsidered. As part of this problem, «what needs to be taught for children to be successful in the twenty-FIRST century? what are the effective methods of teaching «and» there are such basic questions as: These questions are closely related to the curriculum and pedagogical techniques used in the implementation of educational programs.

All developed countries have a unique system of higher education of high quality. For the main school, it is necessary to improve the standards of education in all schools to the level of Nazarbayev Intellectual schools. Graduates of the Higher school should be fluent in Kazakh, Russian and English. The result of

training should master the skills of critical thinking, independent research and deep analysis of information. Basically, the updated education system is a program focused on competence and quality. The importance of updated education is critical thinking, research, experience, use of ICT, communicative communication, ability to work in a team, individually, in pairs, apply functional literacy, creativity and use effective teaching methods (collaborative reading, modeling, evaluation system, effective evaluation strategies) necessary for effective implementation.

The feature of the updated educational program is its spiral principle. The evaluation system is also subject to radical changes and moves to the system of criteria evaluation. In criteria-based assessment, student performance is measured by a specific set of pre-established criteria. Students' academic performance in a subject is assessed in two ways: a section summary grade (QE) and a quarter summary grade (QE).

Stimulates the child to a comprehensive search. The system of criteria evaluation is used in such developed countries as the Philippines, Singapore, Japan, France, Finland. The advantage of this evaluation system is that the child develops thinking abilities and seeks to engage in science. Formative assessment is an integral part of the day-to-day learning and learning process and is conducted systematically throughout the quarter. Formative assessment provides feedback between students and the teacher, regularly conducting assessment and allows you to adjust the learning process without scores or grades. The total assessment is carried out by putting points and grades in order to obtain information about the progress of students who have completed sections of the curriculum (General topics and a certain period of study (quarter, academic year, level of secondary education) [9].

Intensive globalization is also affecting the national economy, and international competition for economic development has increased. In addition to these economic evidence for the modernization of the education system in the modern twenty-first century there are other reasons: increase in the propensity to contacts, social changes, issues associated with weather change, intensive population growth worldwide, rising demand for scarce resources that are required by today's teenagers the skills necessary for a successful relationship with the modern world and needed to interact with the world of tomorrow. Therefore, it is important to provide them with modern programs and training methods, qualified specialists [8].

In the secondary education system, it is necessary to increase the level of education of secondary schools in Nazarbayev Intellectual schools. School graduates should know Kazakh, Russian and English. The result of their training should be the mastery of students' skills of constructive thinking, independent search and deep analysis of information, — said the content of mass education is currently being updated in the country. According to the updated program, the world education system is focused on improving the competitiveness of students, so that they can find their place in society. As you know, until now in our country, students in secondary schools do not see the expected results, choose a specialty under the influence of various factors of influence, and ultimately can not be attracted to work in this specialty [7].

The curricula developed as part of the renewal of secondary education content are based on a spiral curriculum model, with repeated testing of knowledge and skills as students move from one class to another. In order to seemingly move the learning process, learning goals are combined in those parts and areas in which they are interfaced. For example, from simple to complex, from simple to complex, from simple to complex, from simple to complex, from simple to essay writing, a story can even write a novel, language competencies are developed.

The teaching method used by teachers is essential to ensure maximum standards of student learning. In this regard, during the development of the new programme will undoubtedly contribute to the effective teaching, pupils form 4 necessary skills (listening, pronunciation, subscription, read): «the role in the wall», «hot chair», «line reviews», «lane consciousness», «5 questions, 5 answers», «5 steps», «Technique of drama», «Area importance», «graphic organizeran individual diagram», «Double figure», «mountain events», «Hika map», «Stop frame»..

The method used by teachers has a significant impact on the effectiveness of teaching. Changing the curriculum before improving pedagogical methods reduces the possibilities and effectiveness of reform measures related to educational standards. According to the updated program each teacher achieved the following results:

- the structure of the updated curriculum;
- updated curriculum content and system;
- purpose and design of the curriculum and documentation related to its implementation;

– to master the appropriate pedagogical approaches that contribute to the implementation of the educational program [5].

At the end of the refresher course, each teacher has achieved results that can use the content and consistency of the updated program, the appropriate pedagogical approaches that contribute to the implementation of the educational program. «Indeed, they say, the nature of man, the Ministry of education and science of the Republic of Macedonia man, flatterer. Meir premature premature observed», says Abay. In this regard, in accordance with the Law of the Republic of Kazakhstan «on religious activities and religious associations», as well as in order to implement the Law of the Republic of Kazakhstan «on religious activities and religious associations», the government of the Republic of Kazakhstan decides: 1 to approve the attached: 1) Regulations on the Committee on religious Affairs of the Ministry of culture and sports of the Republic of Kazakhstan; 2) Regulations on the Committee on religious Affairs of the Ministry

Mirzhakip Dulatov «the only support, only hope to learn. Within the framework of the program» business Road map-2020 «in Kostanay region, 3 billion tenge was allocated to support private entrepreneurship within the framework of the program» business Road map-2020 «in 2014 the bright star that begins kindness is reading. From something day is darkness, perspective is fog». It is no secret that the core of civilized development is education, science, education. In the presence of Akhmet Baitursynov teacher: «what will become a leader, that is, the knowledge of the teacher, if he is more shykpakshy education of children of the school. When in school need, above all, — education, pedagogy, metodikadan in rate, then, obviously, teacher», — spoke, that XXI century — age science. Purposeful education is a problem in which personal development is carried out [10].

And in accordance with this pan-European standard, new education is the only way to the comprehensive development of the individual! Creative abilities of teachers, innovative actions, qualification, physiological and mental qualities, correspond to pedagogical professional knowledge. In this pedagogical direction, mutual interaction between the teacher and the student, mutual development, achievement of a balanced, high level of development from cooperation is of great importance.

As a result, the essence of the updated educational program is the formation of functional literacy of students. The student must master the knowledge gained within the walls of the school, the real needs of life. For this purpose, the basis of this program is the concept of «connection with life». The teacher has a great responsibility. In order for students to be successful in the twenty-FIRST century in all spheres of life, instill the necessary skills, teachers must work restlessly. Within the framework of the updated curriculum, only those teachers who love their subject, their profession, and consider the life of a teacher powerful for a child can work. And we learn, and we learn, based on the teachings of the historical personality of the Indian people Mahatma Gandhi «If you want to notice changes in the future, do it in due time», improve our abilities and lead students into the future.

Our developing Republic cannot remain without the influence of these trends, the more confidently it declares itself at the international level. One of the urgent problems of our society is the formation of a competitive personality, ready not only to exist in changing social and economic conditions, but also to actively influence the modern truth. In this regard, teachers, fulfilling the orders of the society, should prepare a graduate within the walls of the school with a set of such qualities as creativity, social responsibility, possessing a developed intellect, a high level of professional literacy, stable motivation of cognitive activity [11].

The main goal of education in the modern world — training of a qualified specialist, competitive, competent, well-aware of his work in the labor market, oriented to the side, able to work effectively at the level of world standards, professionally grow, respond effectively to socio-political processes, quickly adapt to the changes, able to solve the industrial and innovative situation, to Express themselves in accordance with their needs and the needs of society, freely Express their thoughts, have a high knowledge of the national language, history, form domestic and world culture [12].

The transition to updating the content of education imposes new requirements to work within the competence approach to education, is to provide teachers with health technologies, formation of readiness to work in the conditions of individualization of the educational process. The renewal of the structure of education is the overcoming of the traditional reproductive style of education and the transition to a new developing, constructive model of education that provides cognitive activity and independence of thinking of students.

We offer the upgrade program of education implies that learning must be active, must be created by the collaborative environment, should be the differentiation of learning, in the process of implementation must be implemented by interdisciplinary connections. In addition to the above, it is mandatory to use ICT, dialogue training, timely response to research methods and needs of students.

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Н.Б. Михайлова, М.Т. Баймұқанова, Б.Қ. Пазылбек

Жаңартылған оқу бағдарламаларының ерекшеліктері және білім беру үрдісін жетілдіру

Мақалада Қазақстан Республикасының жаңартылған білім беру жүйесінің ерекшеліктері қарастырылған. Авторлар Қазақстан Республикасының білім саласына енген жаңартылған білім беру бағдарламасы — болашақ ұрпақтың сұранысын қанағаттандырады және заманауи талаптарға жауап береді деп санайды. Сонымен қатар, қазіргі замандағы білім беру жағдайында мұғалімнің инновациялық технологияларды игеруі және өз сабақтарында балаларды оқыту кезінде қолданудың объективті қажеттілігі туралы мәселе көрсетілген. Бұл тұлғаға бағытталған оқытуды, сонымен қатар оқушылардың шығармашылық әлеуетін ашуға жағдай жасауды талап етеді. Қазіргі замандағы білім берудің негізгі мақсаты — еңбек нарығында бәсекеге қабілетті, құзыретті, өз жұмысын жақсы білетін, жан-жағына бағыт-бағдармен қарайтын, әлемдік стандарт деңгейінде нәтижелі жұмысқа, кәсіби өсуге, әлеуметтік-саяси оңтайлы тез әрекет жасауға, болып жатқан өзгерістерге тез бейімделуге қабілетті білікті маман, индустриалды-инновациялық жағдайды шешуге лайық, өз қалауы мен қоғам талабына сай өзін көрсете білуге бейім, өз ойын еркін айта алатын, жоғары білімді, ұлттық тілді, тарихты жетік меңгерген, отандық және әлемдік мәдениетті бойына қалыптастырған, шығармашыл, оңтайлы кәсіби маман дайындау. Мақалада бағалау жүйесі де түбегейлі өзгеріске ұшырап, критериалды бағалау жүйесіне өтетіні баяндалған.

Кілт сөздер: жаңартылған білім беру жүйесі, критериалды бағалау, инновациялық білім беру, ақпараттық технологиялар.

Н.Б. Михайлова, М.Т. Баймуканова, Б.К. Пазылбек

Особенности обновленных образовательных программ и совершенствование учебного процесса

В статье рассмотрены особенности обновленной системы образования Республики Казахстан. Авторы считают, что внедренная в сферу образования Республики Казахстан обновленная образовательная программа удовлетворит потребности будущих поколений, ответит современным требованиям. Кроме того, вопрос об освоении учителем инновационных технологий в современных условиях образования и объективной необходимости их применения при обучении детей на своих уроках является актуальным, требующим использования личностно-ориентированного обучения, а также создания условий для раскрытия творческого потенциала учащихся. Основная цель образования в современном мире — подготовка квалифицированного специалиста, конкурентоспособного, компетентного, хорошо знающего свою работу на рынке труда, способного эффективно работать на уровне мировых стандартов, умеющего профессионально расти, эффективно реагировать на социально-политические процессы, быстро адаптироваться к происходящим изменениям, способного решать индустриально-инновационные ситуации, проявлять себя в соответствии со своими потребностями и потребностями общества, свободно выражать свои мысли, обладать высоким знанием, национальным языком, историей, формировать отечественную и мировую культуру. В статье подробно описано, что система оценивания подвергается кардинальным изменениям и находится на стадии перехода к системе критериального оценивания.

Ключевые слова: обновленная система образования, критериальная оценка, инновационное образование, информационные технологии.

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The role of Zh. Aimaurov's basic principles in teaching psychology to future specialists

This article considers Aimaurov's basic principles in teaching psychology for future specialists. Big role in this process belongs to future specialists who immediately realize these tasks in practice. Training future specialists in higher educational institutions of the necessity of determining the theoretical bases of teaching about the psychology and pedagogical heritage of Zh. Aimaurov also poses challenges before us. Aimaurov studies psychology as a starting point source, from the extreme to the state of his life. Aimaurov argues that the memory of the revival of the human soul has two different characters: «spinal memory» and «philosophical memory». When designing a specific learning outcome, the teacher predicts the unknown (stochastic value) of each student's inner world. Here the effect is not amenable to design, and intelligence and freedom are the heart of education. The success of a teacher lies in the ability to analyze experience, find and put into practice the best achievements in learning. Zh. Aimaurov left us an invaluable spiritual heritage, adapting it to national education. Some of his tips, which are extremely important in the training of teachers, are aimed at providing individual training — the main task of education.

Keywords: basic national ideas, psychology, future specialists, spinal memory, philosophical memory, the person's soul, competence, growing ability, intelligence.

Introduction

In the process of preparing future specialists for higher education, the need to identify the theoretical foundations of teaching Zh. Aimaurov's psychological and pedagogical heritage is new. In Aimaurov's book called «Psychology» it is said that this doctrine is studying the person's soul [1]. Personality traits attach importance to its development depending on the scale of the educational level. Thus, Aimaurov argues that the memory of the revival of the human soul has two different characters: spinal memory and philosophical memory. Spinal memory is an attempt to remember the amount of knowledge that must be mastered in a certain way.

Philosophical memory serves as a conscious development of students' philosophical considerations patterns, principles of knowledge necessary for the development. In particular, the world outlook of the person is awakened. In case of development of two characteristics of the given memory at the same time sensory mechanisms of sensitivity of deafness of the person open, opportunities for development of ability to think, comprehend are created. Thus, Aimaurov [1; 24, 25] sees the following connection between a human and their soul:

- From birth, a person can obtain certain art, service, and ability;
- Whoever works in his own way will get a benefit for his own and the community;
- It will be bread and a blessing for a person to act and to serve in his place;

Aimaurov [1; 45] summarized the following conclusions.

- 1) A person who has not been able to find his way to his own place and difficulty in life;
- 2) Because many people are on the same path, with a wave of excitement, the most important gold in life is waste;
- 3) From the time of departure, a person is slaughtered and abandoned by his life, and is burdened with, frustrated and cared for, all the symbols in the surrounding area become black, look at everything with frustration, fate, self-esteem and unhappiness.

Hence, from the three conclusions, it is observed that the three most important of these important plants are the disease. The benefit of the science education is the productive work of each person. When we look at the present concept with the worldview, the paradigm dimension, we cannot bring any benefits to the society, as individuals do not tire of personality and vigor. When a person is overwhelmed with anxiety, it can be a disaster. This means that knowledge of cognitive activities is of paramount importance to individuals before the society. If a natural person finds his way correctly, he has the right to do something useful for the public and society. Specifically, each person is in harmony with his nature, the abundance of abilities, and his / her

intelligence, and there is no consensus between the social and the individual. A person who has not found his way is unstable in his / her actions; rapid overheat, fast sweating; sagacity and frustration of knowledge; coloration; elasticity; career; consultation; profitability; failure to judge himself; absence of main purpose and ideals; and that he does not become a society or a social worker with sick behaviors, such as not having a good attitude. Hundreds of thousands of professionals are required to know the art of the Kazakh people and other nations and nationalities, as well as how much they need to have a culture of happiness and culture», Aimaurov proclaimed [1; 56, 57]. The integrative type of knowledge is formed in the educational process of the primary school, combining direct experience, system thinking, non-traditional approach to the problem, intuition, analogy, associative thinking, since when integrating knowledge, differences and characteristic features of objects and phenomena are not leveled, on the contrary, integration knowledge while maintaining their essential features [10; 135].

Main part

In the nucleus, the ability to have a family education, a school, and a social science is an indication of the need for self-identification in order to understand the inherent ability. Aimaurov notes the factors that hinder himself:

1. *Absence of experience;*
2. *Their mood is volatile and tense;*
3. *It is located at a quadruple line;*
4. *Darkness of the perpendicular pathway* [1; 78].

It is up to the literacy of the family to be able to account for what kind of profession is flexible in order to be able to find the right person to self-knowledge. While he is in a position of unworthy service, the personality of the individual is dissatisfied, and his behavior is uncertain in the outward appearance, and the severity of service is lost. Because of his discretion, he is not indifferent to the position of the individual. This leads to the pessimistic tendency of the individual to be ashamed of his individuality. To prove this point, let's pay close attention to his words: «A ruthless person is rarely exposed to life. Many will not be able to follow the dreams of all kinds of art forever. Such people do not have any passion or interest in certain art. The secret voice inside is to call for assistance on earth, to go straight to the voice of that voice» [1; 81, 83].

Zhusupbek Aimaurov was able to convey psychological doctrine on the basis of scientific basis of religion, able to convey the essence of physical, spiritual, and spiritual connections, defining its theoretical significance. He also studied the theoretical aspect of psychology as well as the practical nature. The first representative of experimental psychology was the English philosopher Lott of the 17th century. The second place was taken by a Scottish scientist of the eighteenth century, Yum. Both Lock and Hummel did not recognize the existence of a living psychology, and both of the researchers felt that what I was thinking was not able to find a single thing as «I» when I looked around and understood. The motto of warmth, light, love, hate, matrimony, sorrow, and other feelings of this kind of result has been perceived in the context of the rapidly moving phenomena. As a developer of these conclusions, Aimaurov considered Kant. The main point in Kant's research is that «all the evidence of psychology, which is not matter, but permissible substance, is false». Aimaurov is referred to the Latex of the 19th century German genius as a category of non-living psychology. Although Aimaurov welcomed experienced psychologists, he paid great attention to the fact that Aristotle had a mind-boggling mind-boggling soul. Thus, Aristotle's [2] will also be partly separated. It is presented in the following composition:

- growing ability;
- ability to feel;
- the ability to think.

If we take a picture, we notice that the following model exists:

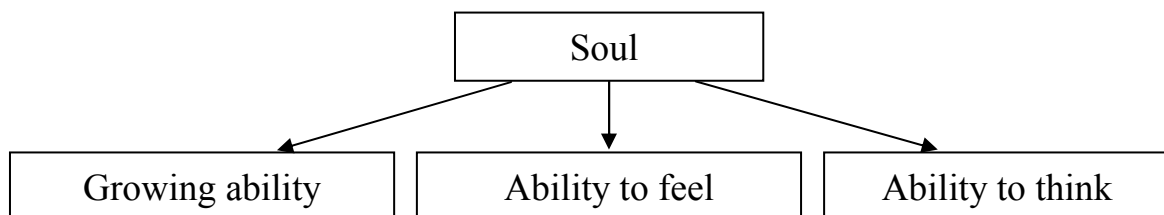


Figure 1. Model of Aristotle's Power

Figure 1 Aristotle's soul model [2; 96]. Likewise, Aristotle's emphasis on cleverness is at stake. It provides it in the following classification: active mind, intelligent mind.

Aristotle [2; 98] has considered the mentality model as one system:

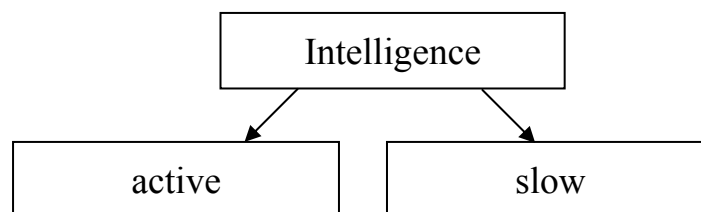


Figure 2. Aristotle's mind-set

It is known in the Republic of Kazakhstan. They are convinced that there are two different approaches. There is no controversy. But some of the above-mentioned comments seem to be too flashy. Psychoanalysts, based on recent seduction, think that losing all the words in old psychology, with the loss of the word «soul». Although they say we lose, they themselves take some words. For example, the characteristics of mind, feeling, courage, memory, gentleness, enthusiasm, imagination, consciousness, and senses are not really pure. It does not have to be the case, Aimaulytov says. But they have a lot of emotions, emotions, insights, thought, attention, care, emotions and consciousness. In this case, it can be said that the characteristics of a human being cannot be deduced from known language languages. This word is non-existent, and, as a matter of fact, it is necessary to use other words as well. James, a plethora of psychiatric experts, has come up with words such as intelligence, thought, fortune, consciousness, memory, imagination, emotions, and tactics. James also says that such things are not in good condition [7]. That is why we are convinced that the findings are in harmony with the previous researchers, and that we have been able to identify the various characteristics of human beings with old and new names.

Zhusupbek Aimaulytov considers the science of human life as psychology [2]. It is not difficult to find out that such a formula, which was born in the 20th century of the 20th century, in human beings, is that all living things are dying; it is not difficult for Aimaulytov to follow Marxist ideology and to adhere to idealistic assumptions. The following extracts prove: «Where does the body depart from the body? Older people realize that soul does not die and lives on its own. The soul of a deceased person flies to heaven. In the blue world, people will have a place to live. It is the soul that comes from the body and the body. Sometimes a soul survives on the part of the off spring and sometimes on the beasts. (It seems that the deceased's person is dependent on faith and faith, rather than by religion). Such fictional tales are like the soul; suggests that there are varieties in each society [3].

It has long been known to us that later generations have always based their work on the scientific findings of scholars. One of these is the fact that Zhusupbek Aimaulytov used Abai Kunanbayev's psychological attitudes in his works to clarify his thoughts. So, Abai Kunanbayev: «My mind and soul» — «I am» — «The flesh is mine», «I» and «my» are two [4]. When I die from the beginning, the fate of soul dies, and death dies.

The priorities of Aimaulytov's conclusion are intuition by the inner voice of the person himself — inappropriate. True, though, he may have to contend with the inner voice of his personality, although he is in the ministry and exaggerating. However, because of the fact that it did not ignore its congenial ability in the choice of profession, now it is too late to correct it. So Aimaulytov names such individuals as «tragic» [32; 95]. One of the only possibilities for the self-knowledge of a person is to understand that the brain and the hand are predominant. In the context of public viewpoint, one of those who find out that the person is incapable of doing something is incompatible. Aimaulytov is opposed to this opinion. He actually says that the one who started and started moving from one job to another was not a complete person [32; 103]. It is understood that the criterion of self-ignorance is full of human immaturity, and that it is a sign of labor. Another sign of incompleteness is that in whatever environment they are in, they are able to adapt to the environment. Lack of conclusions. But it is difficult to say that these people are totally inadequate, prone, or lacking in ability. Unfortunately, these are the righteous servants, who at the same time are unable to come to the correct path due to their inherent ability. It is not difficult to observe how each individual's life cycle can grow at different times, as we examine the life course of each individual. It is worthwhile to note that in this case it cannot be said that change in the hierarchical progression from the ramparts in the

service, due to its inherent ability to make conclusions from the service. In some cases, the individual is always in the process of remembering his or her identity as an act of self-awareness, and may at times be able to perceive congenital energies and capacities. When we read a great deal of scientific works published in Russian, we go through some of the terms and go for the sciences they have invented. One of them is the concept of stochasticity. This means the theory of evolution [32; 109–114]. As you can see, Aimaurov proved his wise use of the theory of «chance theory» at the beginning of the 20th century, in his work to develop the path of choice of future generations. In the process of self-identification, Aimaurov pointed out that experimentation will end with the example of those who have worked productively throughout their lifetime [32; 120]. It is important to note that such practice is a reference to a person's self-knowledge. Thus, Aimaurov points to the legitimacy of the concept of complete human conception with the concept of perfection. In order to attain perfection, large-scale people have a great hope for future goodness, strong faith in their power. Aimaurov's conclusion concludes: «Anyone who searches for something and then finds it to the end, if he has the motivation, talent, will eventually achieve his goal». The «power» and «intention» coincide with one another, and the one that does not have it, goes to waste [32; 236, 237].

In short, each individual must be aware that there is only a small capacity to achieve maturity. Because the inner intent, the position, cannot be used to disperse the energy sources of the individual, that is, the absence of work. These findings show that the labor process does not have any personal qualities. Therefore, before the labor process, it is assumed that the individual will be able to achieve its productivity. In the process of self-identification of the individual, we must first be convinced that if one needs the exterior of the contract immediately to fulfill the requirement, we must be convinced that it is the second property of the bone. In this case, it is important to consider the situation favorable for the individual to be recognized for his or her identity. Aimaurov's personality is presented in two ways. He called the memory and the accumulation of thoughts as «the Ark of Thought» and defined two different ways. The first is a cache memory, and the second is philosophical memory. If the junk memory is overwhelmingly philosophical, there is instability in the ministry. And while the two are developed in a continuous growth, it makes a consistent conclusion that the individual has the ability to attain perfection [32; 241]. This kind of memory is an individual's ability to memorize a certain form of education and to retain it in its axis [32; 256]. Abay Kunanbayev, a single person from the outside, told him to sing the poem «Do not be proud of science». Well, if the legitimacy of this poem is legal, the author's position, the character of the lyrical character, the sleep, the literary method, etc. if it could reasonably prove that it was philosophical memory. The attempt to test congenital abilities in a person is first revealed as a trap and then philosophical memory. But if one does not develop with the same prosperity law, then a person cannot go on the right path to his or her natural abilities. Thus, the theory of chance suggests that in the process of the acquisition of certain knowledge and sciences, it is the individual's ability to perceive them and go into action. In order to prove such a conclusion, Aimaurov presents one of the most important ideas: «It is necessary to speak only to the person who is the leader, the speaker, who is behind the statement that» Kazakh is a prominent leader, speaker orchestra». If you do not have a good night life, you cannot be a speaker even if you speak until morning» [4; 125].

Results

The physical condition of the individual today is dominated by the choice of service. The number of students who could not get their way out of their total number was 40 %, 35 % of students who could not get on their own because of their own reasons, 25 % who could not read for external and internal reasons. It has been observed that being able to find the right person to suit his or her own abilities is a guarantee of happiness. Self-knowledge, self-worth makes it possible for the soul to benefit from knowledge and science. In other words, the wise man will be able to test himself in the best sense of justice by reasoning individuals. To prove this point, Aimaurov's conclusion is: «The opinions of others, if they turn into blindness, will distort its true picture and distort it. People say that I'm smart, and I'm really upset that I'm smart. Who knows? In fact, I'm a fool. Often the opinions of others are «foolish» or «boastful», «deceitful» or «slaves». «If you guard your mouth, you will not live on your own, you will be my guardian», says Abai [4; 290].

From this point of view, it is impossible to have self-knowledge of the inherent ability to develop. The driving force behind this is the opinion of others. How can I get to know myself when Aimaurov is in the opinion of others? — I need to put an end to the question of how to get rid of the opinions and criticism of others who are imprudent and imprudent. When faced with such a situation, a person must be self-centered and personalize. Ultimately, staying alone should be considered conditional. It is up to you to be alone as a result of learning how to avoid being overconfident about yourself and improving your training. That is to

say, self-discipline is carried out properly in a multitude of individuals, when it comes to criticizing and criticizing the overwhelmingly self-criticized criticisms. The person that has embraced in his own self-pervading self-exaltation is the first step in bringing back his «me». As a result, self-esteem is the key and he is motivated to forget about the unfair view of others and to exclude them from his consciousness, and eventually finds a firm belief in himself. Others do not have the opinion of someone else, so the personality of a person is increasing from day to day. True «I»- the state of our consciousness, the indicator of our congenital abilities [6]. No matter how much a person sees him, it does not produce enough results. The main reason is more than just realizing the truth. Where there is a sense of emotion, the reality is deviated. If a person who is living with himself wants to produce the truth, he should not look at emotionally or emotionally when he is out of sight. An individual should be able to direct his / her consciousness to the condition of his / her own health, studying in the process of studying the exact dimensions and aspirations. Like other people, when they are angry or do not know what to say or do, other types of emotions do not make a realistic price. If a person achieves the ability to control his anger, then many human, moral qualities will definitely prosper [7]. Aimauytov says one person should be blown up for self-identification. It recommends that two people be replaced. Recognition of self-identification is provided in a diary. Every day, when a person can mirror his own shape, Aimauytov tells us that yesterday, «I» and «My» are different, they are different.

Ultimately, in order to develop congenital abilities, one must first be self-aware and tested with his rational thinking, without any sensitivity, to conceal his own body and philosophy with scientific and educational objects related to a specific subject or profession. Human beings have the unique ability to evaluate the state of their physical or physical power (Abay's) and the power of the soul, as an indispensable tool for finding a congenial property more quickly. We call the self-renewal or breakthrough of the human being around him. The difference of this slope shows the individual qualities of each person. In human self-knowledge, inspiration plays a key role. Aimauytov's statement that the individual should be guided by science in order to understand himself and others is still actual. Self-reliance is the driving force behind finding the right place in the future. We conclude that its optimal prosperity can only be met in a fair fashion [8].

Conclusion

Aimauytov is proud of the doctrine of religion. Especially the belief in soul is linked to religion. Anxious about the religious psychology of the Soviet era, a frightened researcher on the 20th century's European culture tells about the culture of the ancient Greek Judaism as an example of a mature culture. By the way, Aimauytov does not disclose psychology's teachings separately from religion, and today, in the context of the integration principle, it does not explicitly state that psychology is inextricably linked with physiology, philosophy, linguistics and religion. It is known that Pythagoras did not have a clear understanding of the geometry theorists of the theorem about the doctrine of «peacock» [9]. It is not surprising that Pythagoras, who considers this person's face into three, is bound by the notion that «the soul + soul will be spirit» is equal to the hypotenuse of the two folds. If he had been trained in the first doctrine, anybody would have to ask themselves what he was asking himself, «What is a personality?», «What's a soul?», «What is spirit?» [10]. Unfortunately, because of the materialistic spirit of religion-related psychology, it is definitely not a matter for the person, the person to acquire the knowledge and scientific notion that it will eventually become familiar with the school program. We conclude, then, that we, teachers, students and pupils are well aware of education [11]. Taking into account age characteristics of perception of information, ability to work in the information environment at a young age, understanding the role of information and communication technologies in education and public life becomes an important component of the competence of a modern teacher [12].

Aimauytov studies psychology as a starting point source, from the extreme to the state of his life. For one of the main reasons we come up with this conclusion, it is clear from the following extract: «At first, there were wild, cattle, horns, strong beasts, animals that looked scary. Therefore, the human father was considered a God, worshiping animals as a God [5]. He was strong in the daytime, and the spell of his ancestors, who had killed the enemy, was stronger than he was when he died. (Kazakh has not lost it yet.)

As we can see, the conclusions proposed by Aimauytov on scientific and practical psychology and pedagogy make sure that there is a practical basis for the professional training of present and future specialists.

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А.Ж. Анесова, Е. Жуматаева

Болашақ мамандарға психологияны оқытуда Ж. Аймауытовтың негізгі ұстанымдарының рөлі

Мақалада болашақ мамандарға психологияны оқытудағы Ж. Аймауытовтың негізгі ұстанымдары қарастырылған. Бұл үрдісте болашақ мамандарға үлкен міндет жүктеледі, олар осы міндеттерді іс жүзінде жүзеге асырады. Жоғары оқу орнында болашақ мамандарды даярлау үдерісінде Ж. Аймауытовтың психологиялық-педагогикалық мұраларын оқытудың теориялық негізін айқындау міндеттер қойып отыр. Ж. Аймауытов психологияны экстремалды жағдайдан бастап тіршілік көзі ретінде зерттейді. Ол адамның жанын өркендетуінің жадын екі түрлі сипатта деп тұжырымдайды: «жұлма жад», «философиялық жад». Оқудың нақты нәтижесін жобалау кезінде мұғалім әр оқушының ішкі әлемінің белгісіздігі (стохастикалық мәні) туралы болжайды. Мұнда әсерді жобалау мүмкін емес, ал ақыл мен еркіндік білімнің жүрегі болып табылады. Болашақ маманның жетістігі — тәжірибені талдай білу, оқудың ең жақсы жетістіктерін табу және іс жүзінде қолдану. Ж. Аймауытов бізге ұлттық тәрбиеге бейімдеп, баға жетпес рухани мұра қалдырды. Мамандарды даярлауда оның кейбір кеңестері өте маңызды, білім берудің басты міндеті — жеке дайындықты қамтамасыз етуге бағытталған.

Кілт сөздер: негізгі ұлттық ойлар, психология, болашақ мамандар, жұлма жад, пәлсапалық жад, адамның жан дүниесі, құзыреттілік, өсетін қабілет, ақыл ой.

А.Ж. Анесова, Е. Жуматаева

Роль основных принципов Ж. Аймаутова в преподавании психологии будущим специалистам

В статье рассмотрены основные принципы Ж. Аймаутова при преподавании психологии для будущих специалистов. Большая роль в этом процессе принадлежит будущим специалистам, которые будут реализовывать эти задачи на практике. Подготовка будущих специалистов в высших учебных заведениях и необходимость определения теоретических основ обучения психолого-педагогического наследия Ж. Аймаутова также ставят перед нами задачи. Ж. Аймаутов изучает психологию как источник жизни от экстремальных ситуаций жизни. Он считает, что человеческая душа развивается на основе парных понятий, таких как «дискретная память» и «философская память». При проектировании определенного результата в обучении специалист прогнозирует неизвестное (стохастическое значение) внутреннего мира каждого студента. Здесь эффект не поддается проектированию, а интеллект и свобода — сердце образования. Успешность будущего специалиста заключается в умении анализировать опыт, находить и реализовывать на практике лучшие достижения в обучении. Ж. Аймауытов оставил нам бесценное духовное наследие, приспособив его к национальному образованию. Некоторые советы его, которые исключительно важны в подготовке кадров, направлены на обеспечение индивидуального обучения — основной задачи образования.

Ключевые слова: базовые национальные идеи, психология, будущие специалисты, дискретная память, философская память, душа человека, компетентность, развивающаяся способность, интеллект.

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БІЛІМ БЕРУДЕ ИННОВАЦИЯ МЕН ДӘСТҮРЛЕР ТРАДИЦИИ И ИННОВАЦИИ В ОБРАЗОВАНИИ TRADITIONS AND INNOVATIONS IN EDUCATION

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Differentiating education in learning foreign language by students of other majors

This article aims at pointing out some criteria of differentiating education and relevant methods within the process of second language acquisition. The article begins with a context analysis in the frame of trilingual system, which has been implemented in the last decades in Kazakhstan. On the one hand, the article pays attention to modalities of differentiation considering content, the process and learning outcomes identifying criteria and its psychological dimensions. On the other hand, it suggests some methods for improving the learning process designed after an initial assessment. A broad range of theoretical generalizations is given and practical experience as a whole is summed up without reference to a certain level of language proficiency. Combining a theoretical frame with experimental data collected from English classes performed at two faculties in Karaganda State University the research is both theoretical and practical. Thinking of acquiring foreign languages as awareness rising, transfer of grammatical structures, vocabulary improvement and stylistic differentiation the suggested methods are possible paths for successful learning and teaching.

Keywords: differentiating education, foreign language, teaching methods, students of other majors than English, multi-level tasks, level, learning process.

Introduction and literature review

Language and differentiating education are two interconnected fields, which have been developed in a political and ideological space of Kazakh society where certain beliefs about language, cultures as well as teaching and learning are produced and reproduced in educational situations. These beliefs constitute an original language ideology implemented through educational programs meant to support the nation branding in an international context. The ideological and political facets of English in differentiating education and language teaching have been seldom scrutinized and debated in higher education system of Kazakhstan in the last 25 years of independence. However, little has changed toward a more just and equitable direction in policies and practices reflected in curricula, students' instruction, materials, and teachers' training. The problem of differentiating education has always been relevant for teaching English in the higher education systems due to different levels of school preparation that give various inputs in steering the level of knowledge. Moreover, approaching language learning as a 'trans disciplinary inquiry and social action' [1; 141] by engaging students in communicative contexts with the others may create 'opportunities for exposure to a foreign language' [2; 155] and slowly move from the main use of Kazakh and Russian as 'languages involved in defining a new state' [3; 309] to a wider embracement of English as a language of internationalization.

Target group description, methodology and discussion

The target group of this study was made of students from the Faculties of Pedagogy and Biology enrolled in the first year and having been studying English as a second language with a main focus on education and scientific terminologies. Thinking of acquiring a foreign language for specific purposes these students should be oriented to building and boosting their vocabulary, mastering the grammar and making the right stylistic selection of patterns. Consequently, they are not an exception, although to a significant degree their high linguistic motivation and prominent inclinations to learn languages have a positive effect on their psychological background. As the practice has shown, the majority of first-year students need a differentiating approach to language learning.

There are two groups of factors that determine the heterogeneity of the first-year students' knowledge as follows:

- *External* factors affecting the education system as a whole;
- *Internal* factors directly related to the system of foreign language education at school.

Among of external ones, we consider the socio-economic and political factors that contribute to the improvement of such processes as democratization, globalization, integration, and education's focus on humanities in modern societies. Thus, there is a tendency to the foundation of an educational approach to learning, which focuses on the students' personality, their interests, desires, opportunities, and also recognizes everyone's right to be an individual and to have his/her own and unique way of career development. In this regard, the main goal of higher education may become the development of individual personal characteristics of students through such a system of training that would satisfy the individuals' need of self-development through the unlocking of their creative potential [4].

As for internal, we single out factors caused by local problems. We call these factors socio-pedagogical and include here the activities of specialists who are directly involved in local educational policies. We also attribute the personal factors to the internal factors, including the activities of students and trainers, who directly implement the requirements of the program. This factor reduces the effectiveness of training for at least two reasons. On the one hand, this is due to the low motivation in learning English from students with a high level of language proficiency against the background of those fellows with a lower level. On the other hand, it seems impossible for those who lag behind to catch up with those having a higher level of English and being self-confident. In this context, many teachers are unwilling to introduce pedagogical innovations into the learning process.

In revealing the essence of the concept of *differentiating education* we have to point out the process of teaching students a foreign language, namely a system of instruction, during which the individual psychological characteristics of each student are taken into account, and in which each student is provided with a real opportunity to act as a subject of instruction. In this case, the role of the students as subjects of learning is expressed in their involvement in the implementation of the choice of one educational path and the awareness of their responsibility for the course of the learning and cognitive process.

Differentiating education is mostly based on the concepts of developing learning previously theorized by some scholars who believe that the development of the student is carried out on the basis of training and in the process of activity and relies on the 'zone of proximal development'. The author describes the process of tightening mental development after training in the field of learning a foreign language also seen as «cultural pull-up». This zone is determined by the content of such tasks that a person can solve a problem only with the help of another people like peers and teachers after gaining the experience of joint activities. Through a mechanism of imitation followed by individual actions the learner becomes capable of independently solving similar problems.

Differentiating education to students' learning foreign languages should follow some sequences of teacher's actions, which may include:

- studying of the psychological and psychophysical characteristics of students through observation and testing. Such individual characteristics as the type of thinking, perception channel, temperament, level of understanding, motivation, value orientations, world perception can be grounds for differentiation;
- intentionally organizing the students into micro-groups for certain reasons;
- presenting information and organizing work within the lesson by taking into account the identified bases of differentiation.

One of the important conditions for the effective organization of work is the proper, thoughtful staffing of groups. When recruiting groups, it is necessary to take into account two different aspects: the stu-

dents' level of academic success and the nature of interpersonal relations. Students can be combined into groups either by homogeneity (homogeneous groups) or by heterogeneity (heterogeneous groups) set for academic success. Homogeneous groups can consist either of only strong or only of medium and even weak students (although a group consisting only of weak students does not justify itself). Homogeneous groups as permanent units in the case of differentiating learning, as a rule, do not justify themselves in practice, because the students' awareness of which class they belong to leads to snobbery among strong students and a feeling of inferiority in the weak; middle and weak students are left without the developing influence of strong students. However, such a division is indispensable if an effective presentation of any material or a more difficult role-playing performance is required.

The solution of learning and educational tasks is carried out in a heterogeneous group, where more favorable conditions are created for interaction and cooperation. A strong student who is a leader conducts the rest, the weaker and helps in raising the general level of the class and turn the entire work into a more interesting one. But it is possible that the leader will substitute the entire group, reducing the participation of others in the collective execution of the task to a minimum. Therefore, when recruiting groups, it is important to take into account the nature of students' interpersonal relations. Psychologists claim that the group should be selected students, between which formed the relationship of goodwill. Only in this case a psychological atmosphere of mutual understanding and mutual assistance arises in the group, anxiety and fear are removed. An important feature of such groups is their mobility, of course, teacher's action.

In practice, it must be remembered that an individual approach is necessary not only to those students who have difficulties in learning the material, but also to students with a high level of development of abilities so that they do not stop at what has been achieved and they have an incentive to further progress. In most cases, the teacher focuses efforts towards weak students, because they don't know so much.

In order to achieve the desired result, the teacher needs to have appropriate methods in the learning process, accumulated system of diverse tasks for any situation, differentiate each student not only by his actual achievements in learning, but also on the basis of knowledge of the process of his study, to continuously monitor success (or failure, which also occurs).

For the successful implementation of all these tasks, the identity of the teacher himself is, of course, decisive. We must be tactful psychologists, have a quick reaction to instant tactical changes, have erudition in various fields to get on the same wavelength with students, and, most importantly, strive to be knowledgeable methodologists who apply adequate methods, both learning and control. Teachers should improve themselves through the constant exchange of useful experience with their colleagues, which may include classes' attendance, plenary sessions, study of the works of recognized methodologists and work with their textbooks.

While highlighting the fundamental principles of differentiating education, we can define and enumerate the following features of personality to be considered in the field:

Acceptance of a personality comprises attitude to a student as to a unique personality, which has its own interests, abilities, desires and possibilities;

Focusing on the student's strengths implies to teach students to believe in themselves and their potential for personal growth;

Creating a situation of success for everyone means taking into account the zone of proximal development of each student;

Activity-based approach defines learning as a joint activity of a teacher and students, based on the principles of cooperation;

Reliance on students' existing knowledge involves experience and feelings.

The unity of the educational group suggests the construction of the educational process, in which all students are involved in the activities equally. Personalized significant tasks and attitudes require management of the process of learning a foreign language and it is based on information about students; their interests, desires, opportunities, learning objectives, language skills and others.

It is a known fact in linguistic studies that the awareness of one language presumes the settlement of some goals: to find common points between mother tongue and foreign language [5; 333;], to rise the effective character of communication, to create common lexis, to promote and to understand the characteristics of languages as a 'part of the life with all its domains: affective, social, power, cognitive and performance' [6; 12]. In other words, fostering cognition, facilitating transfer and code switching, using the language for social interaction, performing a role in dialogue and using the power of the language for conceptualizing meaning, expressing emotions and persuading people are key-actions in second language acquisition.

tion. It also involves the domain of affective achievements, cognitive and social frames or 'scenes' [7; 381]. In fact, language teaching is that activity which presumes the concepts, vocabulary and grammatical 'interiorization' [8; 124], not only as the pure cognitive act, but rather an affective and cognitive one in the same measure.

Different levels of tasks include taking into account the level of students' language training.

Differentiation in the process of learning a foreign language can be viewed from three different perspectives:

Differentiation of content includes the knowledge, skills, abilities that a student must have in the learning process. Differentiation of content requires prior testing of students to determine their level of learning. This information allows the teacher to plan and organize the learning process depending on the cognitive needs, opportunities and interests of the trainees. The main thing in the management of the learning process is the establishment of criteria for the final learning outcome. When using the methods of dividing a group into subgroups (permanent or mobile) or just separate individuals, depending on one parameter or another, it is necessary to formulate requirements for mastering the theoretical and practical material of each subgroup. The requirements are the volume of the material being studied, as well as the skills that students should master at the end of the course. In determining the effectiveness of differentiating learning, the criteria are, on the one hand, the students' academic performance on a subject depending on the goal they set, and, on the other, which is very important, the individual's satisfaction with the educational process. And this means an increase in motivation for the future. Performance testing can be determined using direct (questioning, interviewing, conversations) and indirect (observing students' activities during the training session, assessing their cognitive activity, students' desire to perform tasks and other methods). Initial assessment test based on holistic evaluation of grammar and vocabulary through creative writing exercises, multiple items questions and statistical methods have helped us in establishing the starting points of the process and with defining specific tracks of differentiating development by mapping in each learning and teaching units the appropriate volume of lexis, the difficulty of functional grammar and the complexity of stylistic choices. Thinking in terms of successful development paths choosing the right pieces of knowledge to be learned equals in many ways the creation of a puzzle and the involvement of the motivated actors, namely the students and a teacher/professor in performing a learning and teaching act, in which all the competences (comprehension, listening, speaking, writing) and all the language parts (phonetics, collocations, grammar, lexis, pragmatics, style, idioms, metaphors) should be kept together.. In fact, the language awareness has been underlined in numerous studies over time as a modality to conceptualize meaning and to represent realities in cognitive frames. It is a known fact in linguistic studies that the awareness of one language presumes the settlement of some goals: to find common points between mother tongue and foreign language, to rise the effective character of communication, to create common lexis, to promote and to understand the characteristics of languages as a 'part of the life with all its domains: affective, social, power, cognitive and performance'. In other words, fostering cognition, facilitating transfer and code switching, using the language for social interaction, performing a role in dialogue and using the power of the language for conceptualizing meaning, expressing emotions and persuading people are key-actions in second language acquisition. It also involves the domain of affective achievements, cognitive and social frames or 'scenes'. In fact, language teaching is that activity which presumes the concepts, vocabulary and grammatical 'interiorization', not only as the pure cognitive act, but rather an affective and cognitive one in the same measure [9].

A very significant modality of language comprehension including at the same time history of language and word formation process is, in our opinion, etymology. Extensive research in second language acquisition has reported the importance of understanding vocabulary and syntactic knowledge in learning a new language as mechanisms of ensuring discourse coherence and cohesion. The definition of etymology varies from country to country but some exceptions can be found as lines of continuity. According to some researchers, etymology only consists of indicating the language the word comes from or showing its oldest form, root and meaning. In view of the others, etymology is the representation of the smallest units and the derivational affixes that make up the word. In its most widely known sense, etymology is the work of making such explanations credible in the context of phrases, idioms, metaphors and has acquired a great importance in defining national identities through language evolution. In this comprehensive approach, etymology has become a multidisciplinary science benefiting from data of tangential fields of research like anthropology, ethnic studies, geography, toponymy and history. It has therefore occupied a significant place in second language acquisition. Consequently, to build up knowledge at proficiency level by bring-

ing information on cultures' evolution and improving the ability of professional usage of language, may become an interesting approach to learning and teaching a new language while designing 'etymological charts' [10; 10], which follow the evolution of lexical items from the origin to languages they have been circulating, as well as the stylistic distribution of the terms at colloquial, popular or academic levels.

Asserting that being a proficient user of a language means not only mastering the grammar as an invisible force that makes the speaker able to generate an endless number of enounces and control their correctness, but also comprehending and appropriately using a rich stock of words in their semantic matrix spanning from roots to collocations and phrases and expressing at least three categories of meaning, namely basic, secondary and abstract metaphorical.

Differentiation of the learning process means giving the teacher the opportunity for each student to choose different ways of mastering the content. Selection can be done in two modalities:

The first method implies that students perform various tasks depending on their level of training, needs and interests. Here we are talking about *multi-level tasks*. These are tasks that ensure the mental absorption of material by each student based on his subjective experience. It should be noted that such a choice is advisable at the final stage; the students themselves make their choice, and therefore become subjects of learning and share with the teacher responsibility for the learning process. When developing multi-level tasks, the classification of B. Bloom's training goals, which describes six levels of thinking (knowledge, understanding, application, analysis, evaluation, synthesis) or the logic of learning new content, which includes five stages (learning and distinction; memorization; understanding; building skills; transfer).

The second path is for students to perform the same tasks at various levels so called open-ended tasks that have been actively used in teaching practice in recent decades. Open tasks are those that do not and cannot have known solutions or answers. Such tasks are fundamentally different from traditional questions, tests, exercises, in which there are «correct» answers with which the results obtained by students are compared. Open assignments suggest only possible directions of language development and stimulate students' creativity. The result obtained by the students is always unique and reflects the degree of their creative self-expression, and not the correctly guessed or expected result. Examples of such tasks are the creation of a project, writing a review, making a booklet, a newspaper, writing the end of story, ranking objects by necessity, predicting content by title, image, and others. The main advantages of using the same tasks are the maximum involvement of students of various levels of training in the educational process, enhancing the ability of everyone to work on the task in their own subject and the capacity to choose how to perform the task (individually, in pairs, in small groups).

Differentiation of learning outcomes means a variety of levels of complexity of the products of cognitive activity that students create in order to show mastery in the learning content. For example, for students of different levels, the teacher can change the requirements for the assignment: reduce for students of the first (basic) level and increase for students of the third (advanced) level. Each teacher has a set of tasks for different groups of students, but the most effective and motivating method is to give students the opportunity to choose the product of their educational and cognitive activities. Students are systematically invited to be creative and speculate in writing on topics such as the differences in the psychology of men and women, the problems of megalopolises, how they see their future ideal home, etc. However, it should be remembered that such tasks should always include a number of preparatory exercises with samples in the form of lexical-grammatical and stylistic constructions, similar descriptions and recommendations for constructing an essay or compositions. Only in this case, the students will each time grow in terms of language abilities of performance.

Conclusion

We emphasized that differentiating education is a special type of learning that is as close as possible to the cognitive needs of students and their individual characteristics, as it makes the students active participants in their cognitive activity, and also it ensures that each student learns the content of education at the level that is available to him at the moment, which allows teachers to see in perspective tasks formulation for the entire period of learning a foreign language.

In relation with second language acquisition, we formulated some criteria of differentiation in learning English and noticed some inputs and pedagogical outputs of the process. Based on theoretical grounds and field work observation, the article suggests some strategies of using differentiating education for designing individual, group and successful learning paths.

A gradual approach to differentiating education and second language acquisition may lead groups of students to reaching performance in mastering English as a part of three language program that is being implemented in Kazakhstan and become a model of learning and teaching success.

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М.Т. Отыншиева, Г.Б. Саржанова, Н. Станчу

Тілдік емес мамандық студенттеріне шетел тілін дифференциалды оқыту

Мақаланың мақсаты — Қазақстанда соңғы онжылдықта енгізілген үштілді жүйе шеңберіндегі контексті талдаудан бастап, екінші тілді меңгеру процесінде дифференциалды оқытудың кейбір критерийлері мен тиісті әдістерін көрсету болып табылады. Бір жағынан, мақалада дифференциалды оқытудың мазмұны, процесі және оқу нәтижелері ескеріле отырып, оның тиімді әдістеріне назар аударылды, сондай-ақ оның психологиялық өлшемдері анықталды. Екінші жағынан, ол бастапқы бағалаудан кейін жасалған оқу процесін жетілдірудің бірнеше әдістерін ұсынады. Жалпы теорияның кең көлемі мен тілді меңгерудің белгілі бір деңгейіне байланыстырмай тәжірибе жинақтау беріледі. Қарағанды мемлекеттік университетінің екі факультетінде өткізілген ағылшын тілі сабақтарында жинақталған теориялық негізді тәжірибелік мәліметтермен ұштастыра отырып, зерттеу теориялық және практикалық сипатқа ие болды. Шетел тілдерін меңгеруді ұғыну — бұл ақпаратты арттыру, грамматикалық құрылымдарды беру, лексиканы жетілдіру және стилистикалық дифференциация ұсынылған әдістерді оқыту мен үйренудің табысты жолдары болып табылады.

Кілт сөздер: дифференциалды оқыту, шетел тілі, оқыту әдістері, тілдік мамандықтан басқа әртүрлі мамандық студенттері, көп деңгейлі тапсырмалар, деңгей, оқу процесі.

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Дифференцированное обучение в изучении иностранного языка студентами неязыковых специальностей

Цель статьи — представить некоторые критерии и соответствующие методы дифференцированного обучения в процессе изучения второго языка, исходя из контекстного анализа в рамках трехязычной системы, введенной в Казахстане в последнее десятилетие. С одной стороны, статья сфокусирована на ее эффективных методах, учитывающих содержание, процесс и результаты дифференцированного обучения, а также его психологические аспекты. С другой — предлагает ряд способов улучшить процесс обучения после первоначальной оценки. Общая теория обширна, и опыт приобретает без привязки к определенному уровню владения языком. Исследование приобрело теоретическую и

практическую значимость, сочетая теоретические основы с практическими данными, собранными на занятиях по английскому языку, проведенными на двух факультетах Карагандинского государственного университета. Понимание овладения иностранных языков является успешным способом изучения и обучения методам, которые увеличивают информацию, обеспечивают грамматические структуры, улучшают словарный запас и предлагают стилистическую дифференциацию.

Ключевые слова: дифференцированное обучение, иностранный язык, методика преподавания, студенты разных специальностей, кроме языкового, многоуровневые задания, уровень, учебный процесс.

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Внедрение методики раннего обучения английскому языку в начальную школу (на примере школ г. Караганды)

В статье рассмотрены проблемы организации раннего обучения английскому языку в начальной школе в условиях казахстанского полиязычия. Внедрение раннего обучения английскому языку в этом контексте предстает как инновационный процесс, требующий создания оценки, освоения и применения педагогических новшеств. Обучение английскому языку в начальной школе в условиях языковой ситуации Казахстана требует системных решений, связанных с его нормативным, научно-методическим, кадровым и ресурсным обеспечением. Автором проведен анализ зарубежного опыта, который соотнесен с состоянием раннего обучения английскому языку, типичного для современного Казахстана в условиях совместного изучения родного, государственного и английского языков. На основе сравнения обозначены проблемные моменты этого процесса. Данные для исследования были получены посредством анкетирования 105 учителей английского языка разных школ на предмет обеспеченности школ квалифицированными педагогическими кадрами, учебной литературой, дидактическими материалами, учебно-материальной базой к организации образовательного процесса, а также готовности учителей преподавать английский язык с первого класса учащимся 6–7 лет. Проведенный анализ показал, что, наряду с положительным опытом преподавания английского языка с первого класса в отдельных школах и гимназиях, существует проблема системной организации преподавания иностранного языка в начальной школе.

Ключевые слова: раннее обучение, английский язык, методика преподавания.

Социально-экономическое развитие современного Казахстана проходит в рамках пяти институциональных реформ, выдвинутых Первым Президентом страны Н.А. Назарбаевым. Стратегия их реализации четко и ясно изложена в принятом программном документе «100 конкретных шагов по реализации 5 институциональных реформ». Этот план реформ назван Главой государства «Планом нации», осуществление которого должно стать задачей «номер один» на предстоящие 10–15 лет [1].

Для реализации указанных реформ в системе образования предстоит выполнить определенные шаги, в частности, 79 шаг предусматривает поэтапный переход на английский язык обучения в системе образования — в старшей школе и вузах [2].

В современных условиях по-новому актуализируется проблема обучения иностранным языкам (далее ИЯ) в начальной школе, стратегия которой строится согласно новым приоритетам школы в XXI веке, школы как источника развития у учащихся творческой активности и способностей самостоятельно решать возникающие проблемы в форме общения [3]. «Иностранный язык» как учебный предмет имеет большие потенциальные возможности для развития личности учащегося, так как в данном учебном предмете охватываются все сферы жизнедеятельности и затрагиваются все сферы человеческого общения [4]. Более того, изучение данного предмета должно осуществляться в соответствии с новым Государственным общеобязательным стандартом начального образования, Типовым учебным планом и Типовыми учебными программами по английскому языку.

Одним из возможных способов разрешения упомянутых выше вопросов является разработка научно-методической основы успешного обучения ИЯ детей младшего школьного возраста, характеризующейся целостностью и системностью. Это становится возможным при создании методики, учитывающей специфику изучения ИЯ в начальной школе.

Предлагаемая методика обучения иностранному языку рассматривается как целостная образовательная система, включающая совокупность теоретико-методических характеристик, которые раскрывают сущность начального иноязычного обучения и объясняют специфику процесса обучения младших школьников.

Логика разработки предлагаемой нами методики состоит из трех шагов (рис. 1):

- ШАГ I. Целеполагание раннего обучения ИЯ.
- ШАГ II. Планируемый результат.
- ШАГ III. Совокупность средств трансформации цели в планируемый результат.

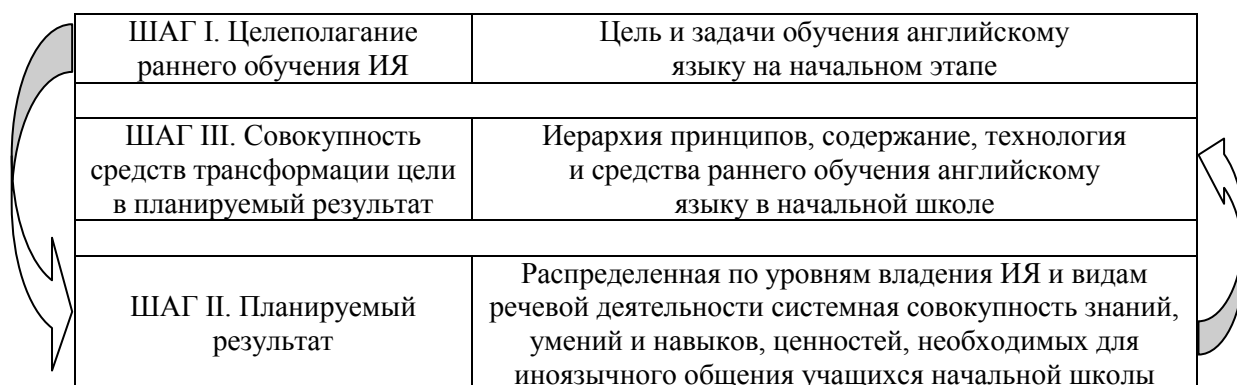


Рисунок 1. Логика разработки предлагаемой методики раннего обучения иностранному языку

Опытно-экспериментальная работа была организована для проверки эффективности разработанной нами методики раннего обучения английскому языку в условиях перехода на трехязычное образование. Эксперимент осуществлялся в двух школах, в одной из которых были сформированы контрольные группы (КГУ «СШИД № 77» г. Караганды), в другой — экспериментальные группы (КГУ «Гимназия № 3» г. Караганды).

Особенностью экспериментальной базы нашего исследования является то, что гимназия № 3 г. Караганды являлась на тот момент пилотной школой по апробации нового ГОСО НО-2015.

Количество участников образовательного процесса, принявших участие в экспериментальном обучении, отражено в таблице 1.

Т а б л и ц а 1

Контингент участников эксперимента

№ классов	Класс / кл.-комплект	Наименование школ	Численность учащихся	Численность учителей
1	1 класс (2)	КГУ «Гимназия № 3»	58	5
2	1 класс (2)	КГУ «СШИД № 77»	60	5
Итого	4 класс-комплекта	2 школы	118	10

Для достижения цели предстояло решить следующие задачи:

- на основании разработанных критериев оценки учебных достижений разработать показатели и способы проверки (дидактический материал для учащихся 1-го класса и инструктивный материал для учителя);
- выявить динамику формирования иноязычной речевой деятельности учащихся 1-го класса;
- обработать полученные результаты диагностики с использованием статистических методов описательного анализа.

Показателем формирования у учащихся 1-го класса иноязычной речевой деятельности и их коммуникативного развития в обоснованной методике раннего обучения являются их умения в аудировании, говорении и основам письма на ИЯ, которые выступают в качестве свидетельства становления иноязычной речевой способности. В свою очередь, под развитием речевой способности в работе понимается переход младших школьников на такой уровень самостоятельности в решении речемыслительных задач, который, во-первых, соответствует общеевропейскому уровню А1 [5]; во-вторых, соотносится с требованиями ГОСО начального образования, которые, вместе с общеевропейскими требованиями, были положены в основу разработки контрольных заданий для оценки уровня владения английским языком учащихся 1-го класса.

Объектом контроля по аудированию явились умения ученика понимать аутентичный текст на слух с извлечением общей и детальной информации. Целью контрольных заданий по говорению являлась проверка сформированности способности младших школьников к монологической и диалогической речи в соответствии с программными требованиями. Первое задание имело своей целью проверить умения младших школьников строить монологическое высказывание, используя одно из основных коммуникативных типов речи (рассказ, сообщение, описание), цель второго — строить диалогическое высказывание, используя диалог-расспрос, диалог-побуждение к действию, диалог-обмен мнениями. Контроль говорения проводился в 1-ом классе в игровой форме.

Система оценивания включала в себя сбор и анализ данных и подготовку отчета по оценке. Данные отчета — входные данные для проведения процесса мониторинга включали в себя:

- контингент учащихся;
- критерии оценки аудирования и говорения (табл. 2 и 3);
- анализ собранных данных, обработку результатов;
- выводы и рекомендации, полученные в ходе оценки уровня сформированности видов речевой деятельности по английскому языку учащихся 1-ых классов (аудирование и говорение) при использовании методов: тестирования, наблюдения, сбора данных.

Т а б л и ц а 2

Критерии оценивания уровня сформированности у младших школьников умений аудирования

Уровень	Критерии оценки	Количество баллов
Высокий	Понимание учащимися содержания текста на слух составляет 90–100 % (полное понимание). Все задания по тексту выполнены в полном объеме. Допустимое количество смысловых ошибок при ответе на вопросы к прослушанному тексту — 1	10–9
Средний	Понимание учащимися содержания текста на слух составляет более 70 % (понимание без деталей). Выполнено 2/3 заданий от общего объема. Допустимое количество смысловых ошибок при ответе на вопросы к прослушанному тексту составляет 2–3	8–7
Низкий	Понимание учащимися содержания текста на слух составляет более 50 % (понимание основного смысла текста). Выполнено 1/3 заданий от общего объема. Допустимое количество смысловых ошибок при ответе на вопросы к прослушанному тексту составляет 4–5	6–5
Нулевой (способность не развита)	Понимание учащимися содержания текста на слух составляет менее 50 %. Задания выполнены неправильно. Допустимое количество смысловых ошибок при ответе на вопросы к прослушанному тексту — более 5	5–0

На рисунке 2 представлена диаграмма показателей уровня сформированности у младших школьников умений аудирования.

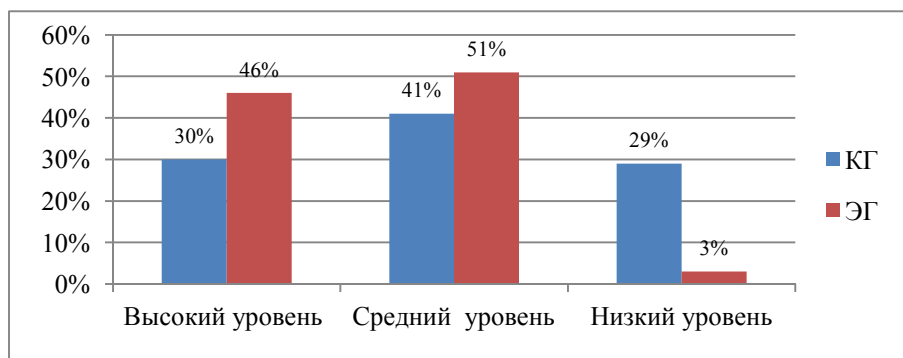


Рисунок 2. Показатели сформированности умений аудирования у младших школьников

Диаграмма демонстрирует значительно высокие результаты сформированности умения понимать иноязычную речь на слух у учащихся ЭГ по сравнению с КГ. Доля школьников с высокими результатами составляет в ЭГ — 46 %, в КГ — 30 %.

Вместе с тем доля школьников со средними и низкими результатами сформированности умения аудирования в ЭГ составляет 51 % и 3 % соответственно, в КГ — 41 % и 29 %. Столь высокие показатели понимания учащимися иноязычной речи свидетельствуют о важности пропедевтического этапа (1-е полугодие) для становления данной способности.

Основная цель контрольных заданий — проверить, насколько у учеников сформирована способность строить самостоятельное высказывание в диалогической и монологической формах в соответствии с программными требованиями. В первом задании объектом проверки являлось умение учащихся строить монологическое высказывание, используя одно из основных коммуникативных типов речи: описание, сообщение, рассказ.

Во втором задании объект контроля выступало умение учащихся строить диалогическое высказывание, используя диалог-расспрос, диалог-обмен мнениями, диалог-побуждение к действию. Задания предлагались на русском и английском языках. Учитель формулировал задание на русском или английском языке по своему усмотрению, в зависимости от уровня подготовки группы.

Условия проведения данного вида контроля заключались в следующем.

Контроль проводился в игровой форме. Учитель описывал игровую ситуацию, формулировал задание, предлагал ученикам необходимые средства наглядности и играл роль сказочных персонажей, которые участвовали в ситуации контроля. Результаты проверки вносились в таблицу.

В отличие от контроля аудирования, который имел фронтальную форму проверки, контроль говорения осуществлялся индивидуально с каждым учеником. Контроль диалогической речи проводился в парах. Ниже представлен образец контрольной работы для проверки уровня сформированности монологической и диалогической речи.

Руководствуясь шкалой оценки развития способности учащихся к иноязычному говорению, представленной в таблице 3, фиксировались результаты по каждому учащемуся отдельно.

Т а б л и ц а 3

Шкала оценки развития способности учащихся 1-го класса к иноязычному говорению

Уровень	Критерии оценки						
	Содержание иноязычной речи	Взаимодействие с собеседником	Лексический запас	Грамматическая правильность	Произношение	Объем высказывания	Кол-во баллов
1	2	3	4	5	6	7	8
Высокий	Коммуникативная задача полностью решена. Логика высказывания соблюдена полностью	Демонстрирует способность начинать и поддерживать диалог. Понимает собеседника — быстро отвечает на вопросы	Демонстрирует хороший словарный запас, соответствующий поставленной задаче. Лексика употреблена адекватно	Использует разнообразные грамматические структуры. В более сложных структурах допускает небольшое количество ошибок, которые не мешают пониманию	Речь понятна: отсутствуют фонематические ошибки, правильно произнесены все звуки в потоке речи, соблюден правильный ритмико-интонационный рисунок предложения	5–7 предложений	3
Средний	Коммуникативная задача решена. Логика высказывания частично нарушена	Демонстрирует способность начинать и поддерживать диалог. Не всегда понимает	Имеет словарный запас, соответствующий поставленной задаче, однако наблюдаются затруд-	Использует структуры, в целом соответствующие поставленной задаче. Допускает ошибки в простых и	В основном речь понятна: звуки в потоке речи в большинстве случаев произносятся правильно. Нарушает ритмико-ин-	4–6 предложений	2

1	2	3	4	5	6	7	8
		собеседника, отвечает на вопросы	нения в подборе слов	сложных структурах, но они не препятствуют пониманию	тонационный рисунок предложения		
Низкий	Коммуникативная задача частично решена. Логика высказывания нарушена	Не стремится поддерживать диалог. Зависит от помощи со стороны собеседника	Имеет ограниченный словарный запас, недостаточный для выполнения заданий	Делает многочисленные ошибки, затрудняющие понимание	Понимание речи затруднено из-за неправильного ритма, интонационного рисунка или неправильного произнесения отдельных звуков	2–4 предложения	1
Нулевой	Коммуникативная задача не решена. Цель общения не достигнута	Не может поддержать диалог	В целом не соответствует поставленной задаче	В целом не соответствует поставленной задаче	Понимание речи невозможно	0–2 предложения	0

На рисунке 3 показаны результаты анализа сформированности умений иноязычного говорения у учащихся 1-го класса.

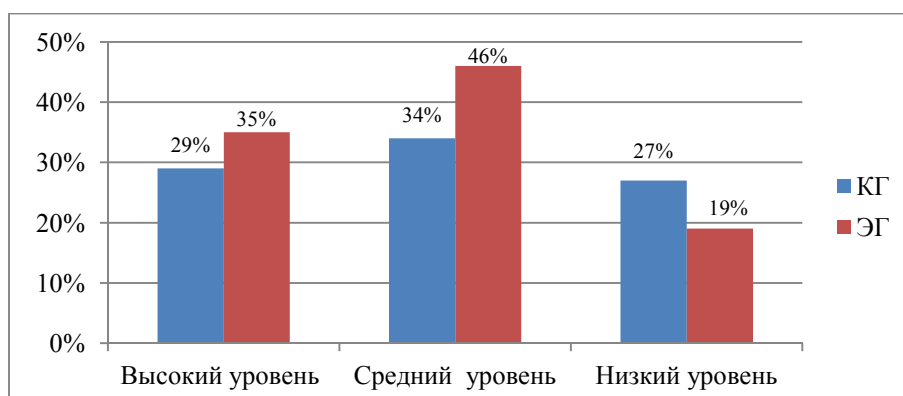


Рисунок 3. Показатели сформированности у младших школьников умений иноязычного говорения

В соответствии с полученными данными, доля учащихся с высокими результатами сформированности умения говорения в ЭГ составила 35 %; со средними результатами — 46 %; с низкими результатами — 19 %.

Сформированность умения говорения в КГ чуть ниже. Высокий уровень продемонстрировали 29 % учащихся, средний и низкий — 34 % и 27 % соответственно. Это свидетельствует о повышении качественных показателей формирования иноязычного говорения у всех учащихся, хотя процент повышения не так высок, как при аудировании.

Полученные данные о сформированности у младших школьников умений иноязычного аудирования и говорения, в соответствии с программными требованиями, свидетельствуют в совокупности о повышении качественных показателей развития иноязычной речевой способности у всех испытуемых и положительной динамике формирования их иноязычной речевой деятельности.

Успешность иноязычной речевой деятельности и учебно-познавательной деятельности зависит от уровня сформированности фонологического осознания иноязычной речи младшего школьника. Проверка сформированности фонологической способности осуществлялась в устной форме. Условия проверки заключались в следующем: 1) ученикам нужно было воспринимать на слух без опоры на письменный текст и без опоры на картинки произносимые учителем слова и фразы; 2) все слова и

фразы, известные ученикам, произносились только один раз; 3) проверка происходила в индивидуальном режиме: учитель — ученик.

Перед началом проверки младшим школьникам давалась следующая установка: «Ребята, наши сказочные герои хотели бы узнать, как вы научились слушать английские слова и предложения. Я буду беседовать с каждым из Вас отдельно, а пока я беседую с каждым из Вас, остальные в это время будут рисовать рисунки для наших сказочных героев. Затем мы все наши рисунки отправим им в письме».

Согласно критериям, представленным в таблице 4, строились показатели сформированности у младшего школьника фонологической способности.

Т а б л и ц а 4

Показатели сформированности фонологической способности у младшего школьника

Показатели сформированности фонологической способности	Показатели несформированности фонологической способности
1. Демонстрирует способность выделять и правильно произносить звук в начале слова.	1. Ученик с трудом определяет звуки в начале слова.
2. Демонстрирует способность правильно «прохлопать» ритм фразы или предложения.	2. Ученик не может «прохлопать» ритм фразы или предложения.
3. Демонстрирует способность правильно воспринимать и соединять звуки в одно единое слово (сформирована способность к звуковому синтезу).	3. Ученик с трудом воспринимает и соединяет звуки в одно единое слово (нарушен звуковой синтез).
4. Демонстрирует способность распознавать одинаково звучащие слова (рифмы)	4. Ученик не распознает одинаково звучащие слова (рифмы)

На рисунке 4 представлены показатели сформированности фонологической способности учащихся 1-го класса.

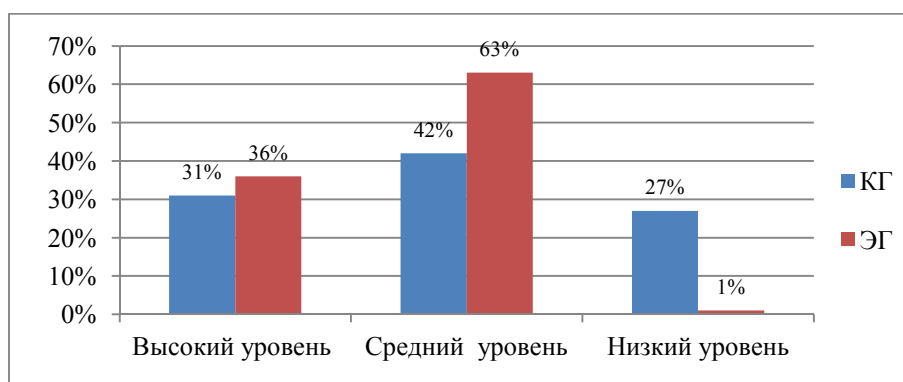


Рисунок 4. Показатели сформированности у младших школьников фонологической способности

Диаграмма наглядно демонстрирует следующее: доля учащихся с высоким уровнем развития фонологической способности составила 36 % в ЭГ и 31 % — в КГ; доля учащихся со средним уровнем развития в ЭГ — 63 % и 42 % — в КГ. Стоит заметить, что к концу 1-го класса низкий уровень развития данной способности был зафиксирован всего у 1 % учащихся в ЭГ, в то время как в КГ низкий уровень продемонстрировали 27 % учащихся. Полученные результаты, свидетельствующие о повышении качественных показателей развития фонологической способности у учащихся ЭГ, позволяют констатировать сформированность важнейшей для становления иноязычной речевой деятельности способности, определяющей успешность освоения иноязычного чтения и письма.

Таким образом, можно констатировать значительное развитие фонологической способности младших школьников — основы для успешного становления их иноязычной речевой и учебно-познавательной способностей, а также основного условия их нравственного развития.

Достоверность полученных результатов была подтверждена с помощью методов математической статистики с применением Мастера функций Microsoft Excel. Для подтверждения эффективно-

сти эксперимента был выбран многофункциональный статистический критерий χ^2 Пирсона и было зафиксировано преобладание положительных сдвигов над отрицательными.

Нами был применен данный инструмент анализа в исследовании двух видов речевой деятельности: аудировании и говорении, до и после проведения занятий посредством применения разработанной методики раннего обучения английскому языку.

Замеры показателей производились в группах до начала экспериментального обучения (констатирующий этап), после проведения формирующего этапа в середине эксперимента (формирующий этап) и в конце после проведения рефлексивного этапов обучения (контрольный этап).

Была проведена комплексная и качественная оценка уровня сформированности видов речевой деятельности (говорение и аудирование), позволяющая проследить динамику развития в целом. Полученные данные представлены в таблице 5.

Т а б л и ц а 5

**Мониторинг динамики развития иноязычного говорения и аудирования
у учащихся 1-го класса экспериментальной и контрольной групп**

Этапы эксперимента/группы	Констатирующий этап	Формирующий этап	Контрольный этап	Абсолютный прирост
ЭГ	$C_{pz}=1,4$	$C_{pz}=1,817$	$C_{pz}=2,32$	$G=0,92$
КГ	$C_{pk}=1,375$	$C_{pk}=1,5$	$C_{pk}=1,775$	$G=0,4$
Коэффициент эффективности	$K_{эфф.}=1,02$	$K_{эфф.}=1,21$	$K_{эфф.}=1,307$	-

Результаты, представленные в таблице 5, свидетельствуют о том, что в экспериментальной группе иноязычная речевая деятельность развивается быстрее.

Сопоставляя результаты эксперимента, можно отметить изменения, произошедшие в уровнях сформированности иноязычной речевой деятельности, у учащихся экспериментальной группы. Значительно увеличилось число учащихся со средним и высоким уровнем сформированности иноязычной речевой деятельности в экспериментальной группе. Данный факт позволяет сделать вывод, что разработанная методика раннего обучения английскому языку способствует эффективному развитию иноязычной речевой деятельности учащихся 1-го класса, в то время как в контрольной группе переход учащихся с одного уровня на другой осуществлялся медленно.

В таблице 6 представлены данные эмпирического значения критерия $\chi^2_{эмп}$ для экспериментальной и контрольной групп.

Т а б л и ц а 6

**Эмпирические значения критерия $\chi^2_{эмп}$ на констатирующем, формирующем и контрольном
этапах по видам речевой деятельности (говорение и аудирование) двух групп**

Этапы	Значения эмпирического $\chi^2_{эмп}$ по соответствующим компонентам двух групп	
	Говорение	Аудирование
Констатирующий	0,6914	0,51
Формирующий	6,47	7,01
Контрольный	12,54	10,0976

Сравнивая значения эмпирического коэффициента с критическим значением по порядковой шкале, констатировали, что:

1) на констатирующем этапе характеристики сравниваемых выборок экспериментальной и контрольной групп совпадают, так как значение эмпирического коэффициента $\chi^2_{эмп}$ по каждому из компонентов ниже критического;

2) на формирующем этапе прослеживается положительная динамика эмпирического коэффициента по сравнению с предыдущим этапом, что свидетельствует о том, что в экспериментальной группе иноязычная речевая деятельность у учащихся 1-го класса развивается успешнее в процессе экспериментального обучения;

3) на контрольном этапе, как и на формирующем, эмпирический коэффициент больше критического ($\chi^2_{эмп} > \chi^2_{0,05}$), следовательно, можно сделать вывод, что произошедшие изменения в уровне

сформированности иноязычной речевой деятельности у учащихся в экспериментальной группе не вызваны случайными причинами, а являются следствием реализации методики раннего обучения английскому языку.

Разница в результатах экспериментальной и контрольной групп убедительно свидетельствует, что развитие иноязычной речевой деятельности учащихся 1-го класса в процессе обучения английскому языку протекало успешнее.

Итак, изучение данных экспериментальной и контрольной групп, полученных в результате анализа, позволяет утверждать, что в ЭГ наибольшее развитие у младших школьников при изучении ими английского языка получают:

– умения иноязычного аудирования и говорения. При этом следует отметить тот факт, что в 1-ом классе было выявлено всего 3 % школьников с низкими результатами сформированности умения аудирования и 25 % говорения (и ни одного с нулевыми результатами), что свидетельствует об эффективности предложенной методики раннего обучения ИЯ. Тем самым подтверждена наибольшая сформированность у учащихся способов общения, реально востребованных в искусственных условиях изучения ИЯ;

– фонологическая способность — необходимая способность в становлении иноязычной и учебно-познавательной деятельности, определяет успешность овладения иноязычной речью и свидетельствует о прогрессе их интеллектуального и речевого развития;

Таким образом, результаты опытного обучения доказали эффективность предлагаемой нами методики, учитывающей специфику начальной ступени.

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Т.Ю. Шелестова

Ағылшын тілін ерте оқыту әдістемесін бастауыш сыныптарға енгізу (Қарағанды қ. мектептерін мысалға алғанда)

Мақалада бастауыш сыныптарда ағылшын тілін ерте оқытуды қазақстандық көптілдік жағдайында ұйымдастыру мәселелері қарастырылған. Ағылшын тілін ерте оқыту, бұл мәнмәтінде баға қою, түсіну және де педагогикалық жаңалықты талап ететін инновациялық үрдіс ретінде көрінеді. Қазақстанның тілдік ахуал шарттарында бастауыш сыныптарда ағылшын тілін оқыту мәселесі нормативті, ғылыми-әдістемелік, кадрлық және қажет қормен қамтамасыз ететін жүйелі шешімді талап етеді. Автор ана тілі мен мемлекеттік және ағылшын тілдерін бірлесіп оқыту үрдісіндегі қазіргі Қазақстанға тән ағылшын тілін ерте оқыту шарттарымен байланысты шетелдік тәжірибені талдаған. Салыстыру негізінде осы үрдістің мәселелік жайттары бекітілді. Зерттеуге арналған мәліметтер әр түрлі мектептерден 105 ағылшын пән мұғалімдеріне сауалнамалар жүргізу арқылы алынды, олар мектептерді білікті оқытушылар құрамымен, оқу әдебиеттерімен, дидактикалық материалдармен, оқу процесін ұйымдастыруға арналған оқу материалдық базасымен қамтамасыз ету мен оқытушылардың 6–7 жастағы оқушыларға ағылшын тілін оқытуға дайындығын анықтау тақырыптарында болды. Жүргізілген талдау көрсеткендей, жекеменшік мектептер мен гимназияларда бірінші сыныптан бастап ағылшын тілін оқытудың оң тәжірибесімен қатар, бастауыш мектепте ағылшын тілін оқыту үрдісінде ұйымдастыру мәселелері байқалды.

Кілт сөздер: ерте жастан оқыту, ағылшын тілі, оқыту әдістемесі.

The implementation of early English language teaching in primary school (on the example of the schools of Karaganda)

The current research aims to investigate English teachers' ideas towards the implementation of the curriculum for teaching English as a third language to grades 1–4 and the organization of English Language Teaching (ELT) in primary schools in the conditions of multilingualism in Kazakhstan. Implementation of ELT into Primary Schools is innovative process demanding an assessment, development and practice of pedagogical innovations. In the condition of a language situation in Kazakhstan, ELT in primary schools demands the system decisions connected with its standard, scientific and methodical research, staff teaching and resource providing. The authors made the analysis of international experience, which is correlated with the state of early English language education, typical of modern Kazakhstan. On the basis of the comparison problematic aspects of this process are indicated and presented in the form of the organizational and pedagogical conditions of English language teaching at early stage in Kazakhstan. The data for the study is gathered from 105 primary school English teachers from different school via a questionnaire. The questionnaire has closed and open-ended questions and aims at finding teachers views about the starting age/grade for language learning, the type of teachers' professional development for English teaching in primary schools, modern teaching materials (programs, curriculum and instructional kits (CIK), methodological literature, etc.), activities which are used in primary schools by language teachers. Analysis of the problem enables to reveal that along with the positive experience some school have had in teaching English language to young learners (ELYL) from the 1st grade, most schools have not yet made a transition to the system organization of teaching foreign languages in the primary school.

Keywords: Early foreign language teaching, English language teaching.

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On the use of a learner-centered approach in foreign language teaching

The article deals with a learner-oriented approach to teaching a foreign language. The role of education in modern society is considered. The relevance of the personality-oriented approach in the study of a foreign language is revealed. Certain values are shown that reflect the professional readiness of future specialists. The main features of the personality-oriented approach are highlighted. In addition, the article considered the content of this approach: teaching activities, the role of independent work of students. The possibilities of a person-oriented approach in teaching a foreign language are revealed. The technology of training in the implementation of this approach is considered. The problems that arise during the implementation of this approach are noted, and some options for their solution are considered. The article shows a personality-oriented approach to teaching foreign languages that affects the learning technology. The authors consider the possibility of using specific methods, techniques and forms of training with practical examples of their application in foreign language classes. Some principles that are characteristic of a person-oriented approach to teaching a foreign language are put forward: self-actualization, individuality, choice, success, and creativity. There are also difficulties in groups with a large number of students. The implementation of a person-oriented approach in teaching a foreign language in such conditions is difficult. It is proposed to create the necessary conditions for the full implementation of a person-oriented approach in teaching a foreign language.

Keywords: approach, learner-centered approach, foreign language, communication, speech skills, collaborative learning, communicative competence, creative abilities.

Introduction

Education is recognized as one of the priorities of long-term strategy of Kazakhstan. The overall goal of education reform in Kazakhstan is the adaptation of the education system to the new socio-economic environment. In the strategic documents of the Republic of Kazakhstan, an increasing emphasis is placed on the increasing role of human capital and the adoption of a new approach to education as a means of its formation. Education is one of the highest values for the individual and society, acting as the main prerequisites for their existence and development. This article describes how we use the learner-centered approach in English classrooms with future English teachers of mathematics, physics and biology. Teacher education is based on the assumption that students will eventually teach in the way that they were taught. Since these students are studying to become teachers, it is important early in their careers to impart the notion of learner-centered education. This means organizing a class so that students are more involved in the teaching and learning process and the teacher is less likely to dominate classroom events. We have found that that a learner-centered classroom enhances students' development in the process of becoming teachers.

There are two common learning systems in language teaching, they are teacher-centered and student-centered approaches. In recent years more teachers have moved toward the learner-centered approach. In most cases, it is best for teachers to use a combination of approaches to ensure that all students' needs are met. When both approaches are used together, students can enjoy the positives of both types of learning. Instead of getting bored with teacher-centered education or losing sight of their goals in a completely student-centered classroom, learners can benefit from a well-balanced educational atmosphere. The definition of the teacher-centered and student-centered approaches is based on a simple fact: the one who speaks more in class is the center. The students speak more than 50 % of the class time — it's a student-centered class. Teacher-centered approach is a kind of learning system when the teacher becomes a center of the process. The student's role of teacher-centered approach is just to be a good listener. The students just receive the material that is given by the teacher. Student-centered approach includes the idea that students have choice in what to study and how to study. Student-centered learning is focused on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. Teachers provide the way for students to access the material, so students can easier get knowledge. Teachers also should help them to decide the purpose that will be achieved by students, encourage them to evaluate their learning, help them to work together in groups, and make sure that they know the way to use the sources and the facility of learning. The students

in this approach have the main role, because they become a center of the learning process. The material is not provided by the teacher but students now are researching the material by themselves. In the student-centered approach, students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving and so on. In the student-centered approach the students have a role to decide the learning strategy. So, not only the teacher but also the students choose the appropriate learning strategy. The key decisions about learning are made by the students through negotiation with the teacher. When a classroom operates with student-centered instruction, students and instructors share the focus. Instead of listening to the teacher exclusively, students and teachers interact equally. Group work is encouraged, and students learn to collaborate and communicate with one another. Learner centered teaching is an approach that places the learner at the center of the learning. This means that the learner or student is responsible for learning while the tutor is responsible for facilitating the learning. This is also known as student-centered learning. Learner-centered teaching helps you pave the road to learner success. This idea of the teacher as the «facilitator» means that the focus of teaching shifts from the teacher to the student. This type of teaching should put learners' interests first. Why is a learner-centered approach important? Taking a learner centered approach is important for adult teaching environment for many reasons. One is that it helps to develop learners who can learn and work on their own. This means that it enables life-long learning and independent problem-solving. Another reason it's important is that by putting responsibility for learning in the hands of learners, we encourage them to be active and responsible participants in their own learning. Also, learner centered teaching is seen as good practice internationally. Components of Personal-oriented learning: creating a positive emotional attitude to the work of all students during the lesson; using problematic creative tasks, encouraging students to choose and use different methods of tasks independently, use of tasks that allow the student to choose the type, type and form of the material (verbal, graphic, symbolic), Reflection. Discussion of what happened and what — not, what were the errors, how they were fixed [1].

We can define the main principles of student-centered learning as: the learner has full responsibility for her/his learning; involvement and participation are necessary for learning; the relationship between learners is more equal, promoting growth and development; the teacher becomes a facilitator and resource person; the learner sees himself differently as a result of the learning experience.

Since the students of Mathematics, Physics, Biology Faculties are studying to become teachers according to trilingual education program, it is important early in their careers to impart the notion of learner-centered education. This means organizing a class so that students are more involved in the teaching and learning process and the teacher is less likely to dominate classroom events. We have found that a learner-centered classroom enhances students' development in the process of becoming teachers. English instruction in Kazakhstan is important because without English proficiency, professionals in many sectors of society are blocked from career advancement. The need for more and effective English language teachers is greater than ever before. Yet language education is particularly challenging in Kazakhstan, as it is in other parts of the world, due to the traditional classroom in which teachers are considered authorities and the learning environment is teacher-centered. In a traditional teacher-centered classroom, some students are motivated to learn English. However, we believe that students progress more rapidly in learning English in a more learner-centered environment [2].

This article describes how we created a learner-centered classroom environment with students who come from a teacher-centered background. We explain how we used the communicative approach, process writing, cooperative learning, and strategy and style awareness in courses in listening and speaking, grammar, and writing. We suggest how a teacher can give up some control of the classroom, but not lose control, while creating a learner-centered environment.

Literature review

These are some of the views that Jack C. Richards about student-centered learning and teaching. Dr. Richards is an internationally renowned specialist in second and foreign language teaching, an applied linguist and educator, the author of numerous professional books for English language teachers, and the author of many widely used textbooks for English language students.

According to Jack C. Richards the following are characteristics of student-centered learning:

a) students work harder than their teachers. In most classes, teachers are doing too many learning tasks for students. We ask the questions; we add detail to their answers. We offer the examples. We organize the content. We do the preview and the review. We should extend part of those responsibilities to the learners.

b) students learn from classmates. Students can learn from and with each other. Certainly the teacher has the expertise and an obligation to share his/her knowledge, but teachers can learn from students as well.

c) Students learn more by experiences and active involvement. Teachers nurture students' natural curiosity as students ask questions to complete the assignments.

d) Students apply new learning to real-life, authentic experiences. Classes focus more on skills that you can use in real-life. Classes that don't have real-life application hardly ever motivate students to engage in meaningful learning.

e) Students receive frequent directed, and timely feedback. Another characteristic of student-centered learning and teaching is that as students complete some assignments, teachers typically ask learners or groups of learners to talk and compare their results with pairs.

f) Students are encouraged to explain material to themselves and others. If students are creative enough, they can think about ways to introduce a topic that involves the students in the process.

g) Students regularly engage in communication. Students need to communicate with each other and that's why this approach to teaching brings more benefit than teacher-centered instruction. Students can introduce a topic, receive feedback from others and complete assignments collaboratively. Students use personalized technology to produce. Students learn by doing so technology, especially mobile phones and tablets which are easier to handle and use than computers can really boost engagement and motivation. If you want your students to create, one of the cheapest and engaging ways is using the resources available on the internet [3].

B.F. Lomov calls personal forms of communication in which there is no subject of activity external to the interaction of partners, or this subject plays only an instrumental role. The driving force of such communication is the value that its partners represent to each other, and the objects that are involved in this process play the role of intermediaries or signs, in the language of which the subjects 'reveal themselves to each other. Under the student-centered communication in the educational process we understand the communication, interest-based person-to-person, friendly, considerate, respect the interviewees on the knowledge and consideration of individual psychological characteristics of their character, temperament, etc. This communication expressed in an appropriate voice, facilitates the expression of personality.

One of the sources of developing the structure of learner-centered foreign language communication is various intensive methods of teaching foreign languages (G.A. Kitaygorodskaya, E.G. Chalkova). E.G. Chalkova understands teaching foreign language communication, first of all, as teaching psychologically adequate interpersonal communication. Such training helps to create an atmosphere of psychological comfort for the interlocutors. Consistent formation of collectivist relationships in a group of students plays an important role in creating optimal conditions for foreign language communication. The problem of the cohesion of the group E.G. Chalkova considers it as a condition for increasing motivation to master the language, for opening the possibility of language communication, for increasing the creative «potential» of the individual. A characteristic feature of most forms of personality-oriented communication is the orientation of the subject of communication to immediately receive a response from the interlocutor, to perceive his reaction and in accordance with this decide in which direction to act next. In this case, it is important to turn the process of language acquisition into a personal process. The transfer of personally significant information will further stimulate new statements of students, which is explained by the ambiguity of perception of such information. In other words, in this case, it becomes possible to translate speech activity into the field of mental processes. With this approach, the main task of the method is to increase the intellectual and mental activity of students.

According To S.S. Kuklina, the personal-oriented approach has a great personal-developing potential and ensures the development of such personal qualities as the ability to work in cooperation, the ability to work independently and creatively thinking.

E.S. Polat believes that the learner-oriented approach makes a significant contribution to the development of such personal qualities that contribute to the comparison of alternative options and the formulation of reasoned generalizations and conclusions [4].

Methods

Thus, a person-oriented system of teaching a foreign language is a system that can create the conditions necessary for students to realize their personal goals, needs, abilities and opportunities through learning a foreign language. In student -oriented learning, we define learning itself not as the transfer of knowledge, the development of skills and the organization of learning, but first of all, the creation of conditions for the

implementation of the student's personal needs in the field of language education. Person-oriented learning is thus seen in the disclosure of the conditions for the implementation of personal-developmental functions of the educational process. The development of the student's personality will be effective if the following conditions are created:

- create and maintain a high level of confidence in the student's achievement of learning goals;

- maintain an emotionally positive psychological climate that promotes the student's potential when:

- 1) the student feels that their rights to receive a language education that will provide them with personal comfort at the end of school are respected;

- 2) the student feels that they are treated with sympathy and attention, regardless of the results of the teaching.

We believe that Student Centered Learning has more advantages than disadvantages so I would like to talk about some of its advantages.

- Many researches show that student-centered learning is effective for every member of the classroom, because it takes into account their diverse learning needs and greatly increases their retention of both knowledge and skills.

- Moreover, it emphasizes that learning requires active engagement by the students, so it works to engage student in learning.

- Students gain confidence in themselves as they take on new responsibilities.

- Student-centered learning enables students to develop the necessary work place skills.

- It encourages innovation and creativity through deep learning and requires students to think about their learning, the issues and the problems.

- The student learn to be responsible for his own learning and actions.

- The student learn things like working with others, team building, developing skills and how to be independent [5].

As for the advantages we can also name the following: 1. Improves participation. The first step towards the success of any Learning program is participation. A learner centered approach addresses all the essential needs of learners, ensuring learners get a personalized and convenient eLearning experience. For example, if a certain learner group prefers games and exercises, the courses should be made more interactive. Similarly, if learners are more likely to access the course content on tablets or mobiles, the courses should be designed to support this need. Due to the minute attention paid to learner's needs, learner centered courses ensure greater participation in Learning. 2. Enhances retention of knowledge. Given that a learner centered approach places high emphasis on relevance and engagement, it greatly influences learners' interest levels. The learner centered approach shifts the focus from traditional eLearning, which emphasized only on graphs and PowerPoint slides, to eLearning with more engaging and simulating content. For example, if you are developing a course for engineers, the course should have real life scenarios that are relevant to their day-to-day problems. Also, the course will have certain elements, which will make them use the knowledge they may have acquired previously. This way, learners will retain the knowledge better as opposed to a plain Learning course with a lot of theoretical knowledge. 3. Increases performance at work. A typical learner centered Learning course will have a lot of scenarios, case studies, role plays, etc. For example, if an organization is training its employees on quality guidelines or industry best practices, a learner centered course with a lot of engaging and interactive content will help learners grasp the content more effectively. This way, learners are more likely to apply their learning at work, leading to improved on-the-job performance. 4. Improves problem-solving skills. A learner centered eLearning course has a lot of real life examples, including games, quizzes, and challenges. For example, the course may have challenges and games involving real life problems, which will force learners to think of solutions. This kind of training develops problem-solving skills, which is useful when learners encounter similar problems at work. 5. Encourage collaborative learning. Learner centered courses provide the opportunity to foster collaborative learning. You should design eLearning courses in such a way that learners have to involve their peers/superiors in completing the course. Alternatively, the courses should have certain group exercises, which makes learners come together to solve problems, and thereby share learning. This approach not only encourages collaboration but also fosters teamwork. Students learn important communicative and collaborative skills through group work; students learn to direct their own learning, ask questions and complete tasks independently; students are more interested in learning activities when they can interact with one another and participate actively.

6. Makes learning process more fun. Use of games and stories in eLearning makes learning more fun. A learner centered approach provides a lot of choices to learners. For example, if a particular course involves research, learners should be given choices of topics for research. Likewise, learner centered eLearning courses use lots of different mediums, such as videos, podcasts, practical assignments, etc. With these elements, learning is no longer perceived as boring and monotonous.

7. Contributes personalized learning. All learners do not have the same learning needs. Some may just like to understand the basics of a concept, while some may like to understand a course in detail. Also, some learners may already have some knowledge about a topic, whereas some of them will be entirely new to the concept. Students learn important communicative and collaborative skills through group work; students learn to direct their own learning, ask questions and complete tasks independently; students are more interested in learning activities when they can interact with one another and participate actively. Advantages also include: a more hands-on, discovery approach to learning and students acting more independently in their learning strategies, instead of relying on an instructor to deliver more material. In fact, student-centered learning has several advantages for both students and teachers. It is evident that, student-centered learning help the students improve and develop their learning and enhance their skills. In addition, by this approach the students can get meaningful knowledge that they should take the responsibility of their learning so that they become life-long learners and that will help them throughout life [6].

Now let's point out some disadvantages: because students are talking, classrooms are often busy, noisy and chaotic; teachers must attempt to manage all students' activities at once, which can be difficult when students are working on different stages of the same project; because the teacher doesn't deliver instruction to all students at once, some students may miss important facts; some students prefer to work alone, so group work can become a bit difficult for them.

1. It often relies on the teacher's ability to create or select materials appropriate to learners' expressed needs.

2. Teachers may also find it difficult to strike an acceptable balance among the competing needs and interests of students.

Disadvantages include: an approach to learning with not as much structure or discipline as a traditional method, causing students to feel overwhelmed and maybe not pull as much from learning as they normally would. Also, another disadvantage to learner-centered instruction would be too much independence. On certain new material, students may need a teacher as a key driving force in order to pull everything possible from the lesson, instead of being left alone to discover it out for themselves.

In fact, nothing is perfect in this world. Thus, I think a disadvantage of student-centered learning could be there are students who do not respond well to this kind of environment. That is, some students feel that their teacher should be the one who is fully responsible for their learning and that they should take the knowledge from him/her without paying any effort by themselves for searching for the knowledge [7].

One of the disadvantages that students are suffering from in student-centered learning is that they have to work in teams. In fact, some students find it difficult to work in teams because they have not been taught team skills. The person-oriented approach assumes a special acceptance on the socio-cultural component of foreign language communicative competence. This should ensure a cultural orientation of education, familiarizing students with the culture of the country of the language being studied, a better understanding of the culture of their own country, the ability to present it by means of a foreign language, and the inclusion of students in the dialogue of cultures. All this increases the requirements for the level of students' learning in a foreign language

As already noted, in a person-oriented learning system, the main thing is to create conditions for the full manifestation and development of personal functions of the subjects of the educational process. Therefore, the main goal of the educational process in a foreign language is to create psychologically comfortable conditions conducive to the development and improvement of the student's personality, who is able to consciously and motivatively study, acquiring linguistic, communicative and socio-cultural competence for foreign language communication in practical and intellectual activities, as well as in the case of included training in the country of the language being studied. From the very first lessons, the teacher tries to create this «moral comfort», that is, such relationships in the group, where everyone's abilities serve not as a border, but as a continuation of their knowledge and skills. It seeks to open up the spiritual wealth of each to others, to bring satisfaction from the understanding that group success depends on the realization of one's own abilities. Such altruistic emotions are the basis for the emergence of a positive emotional tone of knowledge and communication. If in the course of work, the individual does not receive any emotional satisfaction that is

more or less close to the process of work itself, then the emotional fatigue caused by the application of volitional efforts steadily accumulates, forming a negative impulse that is directed against the original stimulus. «As a result, the stimulus is soon extinguished, and neither will nor ability can change the course of the process. The teacher sets the emotional type of knowledge and communication from the very beginning, involving the group leaders first, and then the entire group. This is possible in the case of constantly growing success of the activity, sincere participation and interest of the teacher and all members of the group in the slightest success of each student, in the case of solving constantly complicated tasks. The emotional tone of knowledge and communication is maintained throughout the learning process, if the content of the training material causes an internal response in the students, in turn, the emotional tone of knowledge and communication forms the need to adequately Express this or that content, to find the optimal forms of expression for this. The personal-oriented approach also affects the choice of teaching methods/technologies. The need to put the student at the center of the learning process, make him an active subject of the teaching activity, organize his interaction with other students, and give the learning process a real practical orientation makes us prefer such learning technologies as» learning in cooperation and project method (the latter, as we know, can include «learning in cooperation») [8].

Less and less space is occupied in the educational process by such educational speech actions that are not characterized by at least conditional communication, for example, reading the same text by all students and retelling it to each other. Increasingly used group work on different texts, which allows, on the one hand, each student group can perform all possible functions, for example, when studying the reading (reading comprehension): one-to quietly read the text, another highlight unfamiliar words to a third — to look for their meaning in dictionary, fourth -translate a sentence, which causes difficulties for understanding, etc. This work prepares students for real communication — the exchange of information with other groups, read other texts, to evaluative judgments about what they read and hear from others. The functions of students in a group may change, as well as the composition of groups, but it is important that interaction and mutual assistance are carried out. Such work (if properly organized) can contribute to the development of speech initiative, improve educational and communication skills.

These are some examples from my work experience how I use the student-centered learning in the ESL classrooms. Students quiz each other by asking questions and try to find out someone in the group who answers «yes» to each question. Students will be given worksheets «Our free time» question forms; weekend activities. Students work on their own and can write their own questions. They move around the room and ask their questions.

e.g. Activity 1. Find someone who 1. goes clubbing every week Question: Do you go clubbing every week? 2. chats to people online Question: Do you often chat to people online?

When they find a student who answers «yes» to a question, they write the student's name in the second column on the worksheet then ask a follow-up question based on the prompts in the third column. I try to encourage my students to talk to as many different people as possible.

2. Role play activity «Opening night». Students are given role cards and worksheets «What do you remember?» Role cards: e.g. Student A: You are a film director from Mexico. Student B: You are a journalist from Ireland.

Students must meet all of the guests and by asking questions they should find out as much as they can about each of them. Teacher writes questions on the board: Where are you from? What are you doing in Mexico?

What do you do in your free time? etc.

3. Group work. Where's Robin? Language: Modal verbs, making deductions. Teacher reminds the students a situation about wedding party. Karen's boyfriend Robin still hasn't arrived at the party. The students are going to help Karen work out where he is.

Students are divided into groups of four. Each student is given a different information card. They work on their own and make deductions about each situation using the verbs: must/could/ may/ might/can + be verb+ing for deductions about something happening now. Then students work in their groups and take turns to tell each other their deductions. When each student makes a deduction, another student in the group must respond using the extra information at the bottom of their cards. For example: Student A might say: He might be writing a report at work. Student C should respond He can't be writing a report. He finished it at five o'clock.

Students continue making deductions until they work out what Robin is doing now.

4. Pair work. Students quiz each other by showing each other pictures and asking questions such as: What's this? How can you say it in English? What words come to your mind when you see this picture?

Then they can get together with others and review the answers, they can use vocabulary such as: What do you think about question 1? What did you answer in question 2?

Results

Our analysis shows that this form of organization of educational activities has a number of advantages and brings positive results. These methods in teaching a foreign language provide the teacher with the widest opportunities for developing all speech skills, to maintain a constant interest in the study of students' personal-oriented approach to learning. With a person-oriented approach and the use of appropriate learning technologies, special relationships are created between students and the teacher, between the students themselves, and diverse learning and educational environments are formed, often with an exit from the classroom and school. Person-oriented education is the development and self-development of personal qualities based on universal values. Humanistic personality-oriented education is a pedagogically controlled process of cultural identification, social adaptation and creative self-realization of the individual, during which the child enters the culture, the life of society, and the development of all his creative abilities and opportunities. Person-oriented education by means of a foreign language involves, on the one hand, the use of educational communication, cooperation and active creative activity of the student in the classroom, and on the other hand, the teacher needs to find a way to «introduce» a real foreign language to the school class, to include the student in real language communication, in information exchange, without leaving the classroom, to simulate the real process of entering the culture at school.

A person-oriented situation gives everyone the opportunity to express themselves. Without identifying their own position, students can't navigate the situation, see themselves in relationships with other people, draw conclusions based on their experience, and if necessary, overcome an internal crisis and, having mastered their own emotions, outline a further program of action. It is possible that in the process of working, some will have to reconsider their own attitude to learning [9].

Thus, in the light of the above, we can consider the following provisions on the basis of which a person-oriented model of all the above technologies is implemented:

- Foreign language communication, used both as a goal and as a means of learning, significantly increases the personal interest of students in mastering the subject and contributes to the disclosure of their internal capabilities and creative potential;
- Personal orientation, as a leading means of communication in the system of training — learner, learner — learner, learning group, creating a secondary, internal, emanating from individual student motivation activities;
- Maximum consideration of the socio-psychological characteristics of students and group processes ensures objective management of training and its personal orientation.

Conclusion

In conclusion, we can say that learner-oriented training allows us to most effectively achieve the predicted learning outcomes, to reveal the potential of each student. Taking into account the specifics of the subject «English language», personality-oriented technologies provide the necessary conditions for active cognitive activity of each student, presenting each of them with the opportunity to comprehend new language material, get sufficient oral practice to form the necessary skills and abilities, realize the meta-objectivity of knowledge, ways of activity, and reflexive actions. This approach also allows us to introduce active forms of learning into the educational process, contributing to the development of students' creative abilities, thinking, and the ability to adapt to a rapidly changing modern society. Emphasis is placed on group and pair work, which «displace» the frontal forms of work. As the most appropriate training technologies acts as training in collaboration, method of projects, the inclusion of such types of work that cause emotional discharge of students.

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Б.А. Бейсенбаева, У.И. Копжасарова

Шет тілін оқытуда жеке тұлғаға бағытталған тәсілді қолдану туралы

Мақалада шетел тілін оқытудағы жеке тұлғаға бағытталған тәсіл, қазіргі қоғамдағы білім берудің рөлі қарастырылған. Шет тілін оқытуда жеке тұлғаға бағытталған тәсілдің өзектілігі анықталған. Болашақ мамандардың кәсіби даярлығын көрсететін белгілі бір құндылықтар көрсетілген. Жеке тұлғаға бағытталған тәсілдің негізгі белгілерін зерделеген. Сонымен қатар, мақалада осы тәсілдің мазмұны қарастырылды: атап айтқанда, оқытушылық қызмет, білім алушылардың өзіндік жұмысының рөлі. Шет тілін оқытуда жеке тұлғаға бағытталған тәсіл мүмкіндіктері зерттелген. Осы тәсілді іске асыруға оқыту технологиясы қарастырылған. Аталған тәсілді енгізу кезінде туындайтын мәселелер атап өтілді және оларды шешудің кейбір нұсқалары айтылған. Оқыту технологиясына әсер ететін шет тілдерін оқытуда жеке тұлғаға бағытталған тәсіл көрсетілген. Авторлар шет тілі сабақтарында қолданылатын практикалық мысалдарды келтіре отырып, оқытудың нақты әдістерін, тәсілдері мен нысандарын қолдану мүмкіндіктерін зерттеген. Шет тілін оқытуда жеке тұлғаға бағытталған тәсілге тән кейбір қағидаттар ұсынылған: өзін-өзі тану, даралау, таңдау, сәттілік және шығармашылық. Шет тілін оқытуда жеке тұлғаға бағдарланған тәсілді толыққанды іске асыру үшін қажетті жағдайлар жасау ұсынылды.

Кілт сөздер: тәсіл, жеке-әрекеттік тәсіл, шет тілі, қарым-қатынас, сөйлеу дағдысы, сөйлеу қабілеті, бірлесіп оқыту, коммуникативтік құзыреттілік, шығармашылық қабілеттер.

Б.А. Бейсенбаева, У.И. Копжасарова

Об использовании личностно-ориентированного подхода в обучении иностранному языку

В статье рассмотрены личностно-ориентированный подход в обучении иностранному языку, роль образования в современном обществе. Выявлена актуальность личностно-ориентированного подхода при изучении иностранного языка. Показаны определенные ценности, отражающие профессиональную подготовленность будущих специалистов. Выделены основные черты личностно ориентированного подхода. Кроме того, в статье было изучено содержание данного подхода, а именно: преподавательская деятельность, роль самостоятельной работы обучающихся. Выявлены возможности личностно-ориентированного подхода в обучении иностранному языку. Рассмотрена технология обучения при реализации данного подхода. Отмечены проблемные вопросы, возникающие при внедрении данного подхода, и рассмотрены некоторые варианты их решения. Показан личностно-ориентированный подход при обучении иностранным языкам, влияющий на технологию обучения. Авторами изучены возможности использования конкретных методов, приемов и форм обучения с приведением практических примеров их использования на занятиях по иностранному языку. Выдвинуты некоторые принципы, характерные для личностно-ориентированного подхода в обучении иностранному языку: самоактуализации, индивидуальности, выбора, успеха и творчества. Предложено создание необходимых условий для полноценной реализации личностно-ориентированного подхода в обучении иностранному языку.

Ключевые слова: подход, личностно-деятельностный подход, иностранный язык, общение, речевой навык, речевое умение, совместное обучение, коммуникативная компетентность, творческие способности.

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АВТОРЛАР ТУРАЛЫ МӘЛІМЕТТЕР

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