



ISSN 2518-7937



№ 1(89)/2018

ПЕДАГОГИКА сериясы

Серия ПЕДАГОГИКА

PEDAGOGY Series

ҚАРАҒАНДЫ
УНИВЕРСИТЕТІНІҢ
ХАБАРШЫСЫ

ВЕСТНИК
КАРАГАНДИНСКОГО
УНИВЕРСИТЕТА

BULLETIN
OF THE KARAGANDA
UNIVERSITY

ISSN 2518-7937

Индексі 74622

Индекс 74622

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Қаңтар–ақпан–наурыз
30 наурыз 2018 ж.

Январь–февраль–март
30 марта 2018 г.

January–February–March
March, 30, 2018

1996 жылдан бастап шығады
Издается с 1996 года
Founded in 1996

Жылына 4 рет шығады
Выходит 4 раза в год
Published 4 times a year

Қарағанды, 2018
Караганда, 2018
Karaganda, 2018

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ISSN 2518-7937

Меншік иесі: «Академик Е.А.Бөкетов атындағы Қарағанды мемлекеттік университеті» РММ.

Қазақстан Республикасының Мәдениет және ақпарат министрлігімен тіркелген. 23.10.2012 ж.
№ 13107–Ж тіркеу куәлігі.

Басуға 29.03.2018 ж. қол қойылды. Пішімі 60×84 1/8. Қағазы офсеттік. Көлемі 23,12 б.т.
Таралымы 300 дана. Бағасы келісім бойынша. Тапсырыс № 21.

Е.А.Бөкетов атындағы ҚарМУ баспасының баспаханасында басылып шықты.

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Компьютерная верстка
Г.К.Калел

Вестник Карагандинского университета. Серия «Педагогика».

ISSN 2518-7937

Собственник: РГП «Карагандинский государственный университет имени академика Е.А.Букетова».

Зарегистрирован Министерством культуры и информации Республики Казахстан. Регистрационное свидетельство № 13107–Ж от 23.10.2012 г.

Подписано в печать 29.03.2018 г. Формат 60×84 1/8. Бумага офсетная. Объем 23,12 п.л. Тираж 300 экз. Цена договорная. Заказ № 21.

Отпечатано в типографии издательства КарГУ им. Е.А.Букетова.

100012, Казахстан, г. Караганда, ул. Гоголя, 38, тел.: (7212) 51-38-20. E-mail: izd_kargu@mail.ru

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Editors

I.D.Rozhnova, Zh.T.Nurmukhanova

Computer layout

G.K.Kalel

Bulletin of the Karaganda University. «Pedagogy» series.

ISSN 2518-7937

Proprietary: RSE «Academician Ye.A.Buketov Karaganda State University».

Registered by the Ministry of Culture and Information of the Republic of Kazakhstan. Registration certificate No. 13107–Zh from 23.10.2012.

Signed in print 29.03.2018. Format 60×84 1/8. Offset paper. Volume 23,12 p.sh. Circulation 300 copies.

Price upon request. Order № 21.

Printed in the Ye.A.Buketov Karaganda State University Publishing house.

38, Gogol Str., 100012, Kazakhstan, Karaganda, Tel.: (7212) 51-38-20. E-mail: izd_kargu@mail.ru

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ТӘРБИЕЛЕУ ЖӘНЕ ОҚЫТУДЫҢ ТЕХНОЛОГИЯЛАРЫ МЕН ТЕОРИЯСЫ

ТЕОРИЯ И ТЕХНОЛОГИИ ОБУЧЕНИЯ И ВОСПИТАНИЯ

THEORY AND TECHNOLOGIES OF EDUCATION AND TRAINING

UDC 371:81

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Problems of content and language integrated learning in educational institutions

The article considers one of the most important directions of the development of education — the use of CLIL (Content and Language Integrated Learning) language-based integrated learning. Despite the fact that this issue is widely discussing in the scientific and pedagogical literature, the schools are dominated by a cognitive approach, and students remember (for a time) significant amounts of information, rather than developing the basic competencies necessary for successful activities. Education based on this approach provides students with the opportunity to learn discipline and a foreign language at the same time. The advantages of this method are revealed. Conditions are formulated for the successful introduction into the educational process of models of subject-language integrated learning. The difficulties of integrating the subject and language experience, both students and teachers, are determined. In modern society, where the issues of socialization of people in intercultural space are in the first place, the possession of a foreign language is regarded as one of the tools for expanding knowledge and opportunities. In this regard, new educational technologies are emerging.

Keywords: students, integration, intrasubject, interdisciplinary and intersystem integration; subject-language learning; foreign language; integration problems.

In the modern multipolar world, in the conditions of dynamic globalization of all spheres of real social reality, there is an urgent need for the formation and development of a highly educated, intellectually developed personality with a holistic view of the world picture, with an understanding of the depth of the connections of phenomena and processes that represent this picture. A multipolar world can not be assimilated by people with a narrow scope of thinking, for an increasing number of generally accepted problems, due to their multimodal nature, require interdisciplinary analysis and synthesis. While solving them, it is necessary to search and find the unity between various alternative positions, images of thinking and the language picture of the world.

On October 29, 2010, the President of the Republic of Kazakhstan issued a decree on the State Program for the Development and Functioning of Languages in the Republic of Kazakhstan for 2011-2020, which defines the language policy of the state for the immediate and long-term perspective, namely: strengthening the institutional status of the Kazakh language as a state language, preservation of the sociolinguistic activity of the Russian language and the development of English as a means of integration into the world. The developed program provides for the main points of modernization of the education system in the Republic of Kazakhstan, through the introduction of trilingual instruction and the need for a quality study of the English language. These circumstances and a number of external and internal factors initiate the transformation of integration into the leading pattern of the development of pedagogical science, including the methods of teaching English. The necessity and justification of using the concept of «integrative activity» is due to a number of circumstances [1].

First of all, there is a marked decrease in the interest of students in learning. In addition, students are not satisfied with the lack of thoughtfulness and the development of existing programs and textbooks for general education schools.

Secondly, in the minds of students are formulating active and comprehensive picture of the world, high school students begin to actively apply their knowledge in practice, because knowledge is easier to discover its applied nature, and the teacher sees and reveals his subject in a new way, clearly realizing its relationship with other sciences.

Thirdly, all school disciplines have a unique integration potential, but their ability to combine, the effectiveness of the integrated course depends on many conditions. Often the successful study of one subject by schoolchildren depends on the availability of certain knowledge and skills in another. For example, the competent construction of sentences in English depends on students knowledge of parts of speech in Russian. But even if such an exact indication of a possible partnership is lacking, while strictly evaluating the content plan of subject, the educator can see that «isolated» teaching is often detriment and unufficient.

Fourthly, in the programs of many disciplines there are many common themes, common problems and issues, phenomena are often studied, and the same objects are examined from different perspectives. All this is an «application» for integration, at least on specific topics, and it is in such cases that there arises the need for separating «managed» integration from «spontaneous» from each other.

Fifth, the form of conducting integrated lessons is non-standard, interesting [2]. The structure of such lessons differs with clearness, compactness, conciseness, the logical interdependence of the educational material at each stage of the lesson, and the great informative nature of the material.

Thus, being regularity in the development of modern methodological science, the integration of educational subjects is a very promising means of improving the entire education system.

The integration process (from Latin *integratio* — connection, restoration) is the unification of previously disparate parts and elements of the system on the basis of their interdependence and complementarity [3]. As a pedagogical concept, integration has a slightly different meaning. It can be defined as a multi-component, well-structured, purposefully organized link of all elements of the educational system, which as a result should lead to the student's self-development.

The core of integration as the process of establishing the interaction of integration objects is precisely the connection. In the modern school are implemented in several areas and at different levels: intrasubject and intersubject. An example of intrasubject integration is the systematization of knowledge within a certain discipline - the transition from disparate facts to their system in the process of opening a new law, clarifying the picture of the world. Integration of this level is aimed at «compressing» the material into large blocks, which ultimately leads to a change in the structure of the content of the discipline. In this sense, the integrated content is «information more capacious and is aimed at forming the ability to think in information-intensive categories» [4]. In school, content can have a different structure of presentation, where individual knowledge or their elements are «linked» in a different way. I.P Podlasyy distinguishes four types of structure: linear, concentric, spiral and mixed. Intra-subject integration is characterized by a spiral structure based on the concentricity principle. The knowledge of value in such an organization can be carried out either from the private (detail) to the general (whole) or from the general to the particular. The content is gradually enriched with new information, connections and dependencies. The peculiarity of this form is that the students, without losing sight of the original problem, expand and deepen the range of related knowledge.

Intersubject integration is manifested in the use of laws, theories, and methods of one discipline in the study of another. The systematization of content at this level leads to that cognitive result, like the formation of an integral picture of the world in the minds of students. This leads to the appearance of a qualitatively new type of knowledge, which finds expression in general scientific concepts, categories, and approaches. Intersubject integration significantly enriches the intrasubject.

B.Z. Vulfov distinguished inter-system integration of content. An example of such an integration process can be a system of additional education, focused on socialization, education and self-development [5].

Integration as a principle is manifested in the transformation of all components of educational systems of different levels: schools of an integrated type (schools-gymnasiums, school-lyceums); Integrated educational programs and integrated training courses are being developed;

Practice of integrated lessons, which will be discussed in more detail.

To successfully implement integrated learning, it is necessary to understand the functions of integrated lessons:

1. Methodological function — the formation in students of modern concepts of the disciplines studied.
2. Educational function — the formation of system, the connectedness of individual parts as a system, depth, flexibility, awareness of cognition.
3. Developing function — the formation of cognitive activity, overcoming inertia of thinking, broadening of horizons.
4. The educational function reflects the polytechnical orientation.
5. Constructive function-improving the content of educational material, methods and forms of organization of training.

In the case of integrated language and subject teaching, the CLIL (Content and Language Integrated Learning) approach, proposed by European scientists, based on the idea of integrating subject and language learning, it is important to purposefully assimilate the subject, the language and the learning skills simultaneously in a comfortable environment [6]. Students participate in the training, for which the language of instruction used is a non-native language. Despite the fact that the emphasis is on teaching the relevant subject, attention is always drawn to the mastering of the language and, first of all, to its understanding, therefore the result of learning the language depends on the language needs of the subject. For this purpose, joint work is required between the relevant teachers. The basis for the methodology of teaching language and subject is the principle that subjects are taught in a language that is not the mother tongue for the pupils. Mother tongue is a means of mastering the educational material, and not an end in itself. The approach is based on the context: the subject is integrated into the language lesson, and the language is taught in a lesson, the language is integrated with the rest of the curriculum. The subjects are integrated with each other (the content of the studied subjects in the native and target languages is also integrated among themselves) through themes and tasks. The use of language and assimilation takes place naturally in real life situations and is integrated with the entire learning process. Thus, all subjects and languages are mutually supported.

Practical experience of teachers shows that the study of a non-native language, where the language and other subjects are integrated among themselves, is much more effective than an isolated study of the language (the so-called traditional language learning). Despite the fact that the focus is on teaching the subject and language, in fact there are three areas of learning: subject, language and teaching. When teaching the language and the subject, the trainees must learn several new language strategies: to realize the values, to transfer the language skills and knowledge from one language to another, to develop metalinguistic and cultural competence. The above is achieved by completely immersing the instructors in the language environment, as they pass through themselves sufficiently large the amount of language material.

The vocabulary of the student is enlarged due to the subject terminology, his skills and skills are being developed in the use of an academic foreign language. There is a deeper understanding of scientific concepts, students are easier to learn the scientific concept, since the acquisition of the term and its correlation with the corresponding scientific concept occur simultaneously. In the process of using CLIL, the cognitive processes used in the study of a foreign language and the discipline of a non-linguistic cycle, for example, mathematics, physics, etc., interact, which has a positive synergistic effect, expressed in the development of the students' thinking skills and in increasing motivation to learn discipline and language.

The didactic analysis of various integrated lessons makes it possible to determine the structure of the integrated teaching of the subject and language [7]:

- an introductory discussion or game that is related to the topic of the lesson (5 minutes);
- with the students discuss the language goals, objectives of the subject and the goal of learning skills, as well as the expected results (3-5 minutes);
- preliminary knowledge of pupils is clarified, the available information is arranged under the guidance of the teacher, students are helped to state that they would like to know the new topic (5 minutes);
- the students read the short text themselves, find in the text certain information on the topic (5 minutes);
- group work compares information received by students in reading, read is used for the purpose of drawing up something new, for example, a plan (10 minutes);
- students are asked questions that require critical / constructive thinking to improve the group's overall and language work (5 minutes);
- get acquainted with the results of one group, listen to constructive criticism or comments from other groups, the group will agree on general conclusions (5 minutes);
- the goals of the lesson or expected results are reviewed, their degree of achievement is analyzed, and further steps (3-5 minutes) are determined.

In addition, all types of speech skills should be used in every lesson: listening, reading, speaking, writing and recording 4 «C» CLIL techniques: content, communication, cognition, culturology.

The use of this technique in practice has made it possible to identify its advantages, as well as some problems of its implementation in the educational process. One of the main advantages of this technique is an increase in the motivation to learn a foreign language from students. Learning a language becomes more focused, because the language is used to solve specific communicative tasks. In addition, students have the opportunity to better understand and understand the culture of the language being studied, which leads to the formation of the sociocultural competence of students. It should also be noted that work on various topics allows you to learn specific terms, certain language constructs, which helps to replenish the vocabulary of the learner with the subject terminology and prepares him for further study and application of the acquired knowledge and skills.

Despite the obvious positive aspects of this technique, a number of problems can arise when introducing into the educational process, the main of which are as follows:

1. Lack of scientific and methodological support in general schools (programs, textbooks, methodological recommendations). The creation of new integrated courses (physics and foreign language, biology, geography and foreign language) for high school students will require a revision of the curriculum. In this regard, a thorough experimental and experienced verification of the various solutions to the problem is needed.

2. Lack of a multi-level model of integration (from pre-school education to higher educational institutions), which would provide for various stages of growing up children. A feature of high school students is the desire to penetrate into the essence of the phenomena of nature and social life, to explain their interrelations and interdependence. At the same time, students try to develop their own point of view, give their assessment of the events that are taking place. The average level of students is distinguished by an increased level of independence in the search and assimilation of knowledge, and at the same time inability to connect the perception of the surrounding life with the teaching material, the specific selectivity of attention. Non-standard lessons carry teenagers, and they can concentrate for a long time on one material or phenomenon, but mild excitability often causes involuntary switching of attention.

3. Subjects are selected by teachers spontaneously, without regard to similar topics. Meanwhile, it is necessary to carefully select those subjects that are supposed to be integrated in order to identify common directions in the topics and designate the purpose of the future integrated lesson. At the same time, one should not forget that the goal of the lesson should be directed to a deeper study of the material and practical reinforcement of theoretical knowledge, which is necessary for better mastering the material.

4. It is very difficult to integrate integrated courses, lessons into the school curriculum because of the multidisciplinary nature of the program. In the school there are subjects for which a small number of hours are allocated. There are difficulties in organizing the educational process. The result is insufficient quality of training. Eliminate multi-subjectivity can be due to the integration of academic disciplines. Integration will save time and its rational distribution.

5. Teachers who practice integrated lessons in their activities do not always follow the rules. This is due to the fact that teachers, not having the experience of joint cooperation, are carried away, forgetting that in carrying out this type of lesson, the amount of time allocated to each of the teachers is cut by half, and often do not have time to keep within the framework of one lesson. When drafting the lesson, teachers should clearly allocate the amount of time assigned to each teacher and adhere strictly to this rule.

6. Difficulty in presenting an integrated course. Conducting integrated lessons requires teachers to be highly professional. The uniformity of lessons in our school has long become a brake on developmental learning. Educators should not only carefully think through the forms and methods of work in such lessons, but also be able to interact in a coherent way, showing the children an example of mutual cooperation, if necessary supporting and replacing each other, i.e. actually own the subject of another teacher.

7. The study of subjects in a foreign language is new to students and causes fear and fear. Typical anxiety is associated with learning, its quality and academic achievement: experiencing due to suitable teaching materials, understanding in the lesson. They are afraid that they will spend more time doing homework, they are afraid of responding to a non-native language in school, etc.

8. The teachers and teachers of the subject and language have their own problems and fears: they experience that they do not know the language well enough and can make mistakes; subject teachers are afraid that their insufficient knowledge of the language will not allow teaching the subject at a high level. Also, the lack of methodological literature and the availability of educational materials are affected.

9. Students who study in English get tired, as a rule, faster than pupils who study in their native language. Their attention is dissipated, because in addition to the topic of the subject, students should focus on understanding the language. A teacher limited by a rigid framework of the regulation of the lesson does not always have the opportunity to vary the duration of any activity planned in the lesson.

10. Lack of a unified system for assessing the integrated lesson. Teachers today are much diluted evaluation criteria, because you have to evaluate both knowledge of the subject and linguistic skills. Not always assessments are objective; in this connection there is an urgent need to develop a system for assessing the results of integrated learning of language and subject.

11. The implementation of integrated language and subject teaching in Kazakhstan is currently episodic and, if implemented, partially, within individual educational institutions (Nazarbayev Intellectual School). At the level of the school program, this method is presented as separate integrated lessons (history - English, geography - English, etc.)

Thus, it can be argued that integration as a whole is a means of forming the cognitive competence of students and the real need of the time. Certainly integrated language and subject teaching is a rather complex system. And in order to effectively and professionally use them in practice, one must know the theoretical aspects of integrated learning, and also to understand the peculiarity of their use. Despite the absence of a unified approach to the problem, the integration process is a promising step towards modernization of education, leading to the formation of a polylingual personality is one of the main directions for the development of the multicultural educational space of modern Kazakhstan. Further development in the context of integrated learning is urgently required by all of the above problems.

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Білім беру мекемелеріндегі пән-тілді кіріктіре оқытудың мәселелері

Мақалада білім беруді дамытудың маңызды бағыттарының бірі — CLIL (Content Language Integrated Learning) кіріктірілген (интеграцияланған) оқытуды пайдалану қарастырылды. Бұл мәселе ғылыми-педагогикалық әдебиетте кеңінен талқыланып келеді, бірақ мектептерде когнитивтік тәсіл басымдыққа ие, және оқушылар табысты әрекет үшін қажетті негізгі құзыреттілікті дамытудың орнына, маңызды ақпарат көлемін (уақытша) есте сақтайды. Бұл тәсіл негізінде оқыту оқушыларға пәнмен қатар шет тілін үйренуге мүмкіндік береді. Осы әдіспен берілетін артықшылықтар аталды. Тілді біріктірілген түрде оқыту үлгілерін оқу үрдісіне сәтті енгізу үшін жағдайлар жасалды. Сонымен, оқушылар мен оқытушылар сияқты, сабақты біріктірудің қиындықтары және тілдік тәжірибесі анықталды. Қазіргі қоғамда бірінші кезекте мәдениетаралық кеңістіктегі адамды әлеуметтендіру мәселелері шет тілін меңгеру мен мүмкіндіктерін кеңейтудің бір құралы ретінде авторлармен қарастырылды. Осыған байланысты жаңа білім беру технологиялары пайда болды.

Кілт сөздер: оқушылар, интеграция, пәнішілік, пәнаралық және жүйеаралық кірігу, пәндік оқыту, шет тілі, кешенді мәселелер.

Б.А. Жетписбаева, А.К. Кितिбаева, Т.Д. Асылбек
**Проблемы предметно-языкового интегрированного
обучения в образовательных учреждениях**

В статье рассматривается одно из важнейших направлений развития образования — использование предметно-языкового интегрированного обучения CLIL (Content and Language Integrated Learning). Несмотря на то, что этот вопрос широко обсуждается в научно-педагогической литературе, в школах преобладает когнитивный подход, и учащиеся запоминают (на время) значительные объемы информации вместо того, чтобы развивать базовые компетентности, необходимые для успешной деятельности. Обучение, базирующееся на данном подходе, предоставляет учащимся возможность изучать дисциплину и иностранный язык одновременно. Раскрыты преимущества, которые дает данная методика. Формулируются условия успешного внедрения в учебный процесс моделей предметно-языкового интегрированного обучения. Определяются трудности интеграции предметного и языкового опыта как учащихся, так и педагогов. Авторами сделаны выводы, что в современном обществе, где на первое место ставятся вопросы социализации человека в межкультурном пространстве, владение иностранным языком является одним из инструментов расширения знаний и возможностей. В связи с этим появляются новые образовательные технологии.

Ключевые слова: учащиеся, интеграция, внутрипредметная, межпредметная и межсистемная интеграция; предметно-языковое обучение; иностранный язык; проблемы интеграции.

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Teachers' readiness to organize primary school age children research activities

The article highlights aspects of the teachers' readiness to organize research activities such as the theoretical aspect, including the methods and forms of research activity, the practical aspect, involving the use of diagnostic materials and the motivational aspect, which implies readiness for further training in this direction, self-development and cooperation. In the article the levels of theoretical, practical and motivational teacher's readiness for the organization research activity of primary schoolchildren are investigated. The systematic application effectiveness of a certain training model of primary school teachers to this activity is stressed. On the basis of the conducted research conclusions are formulated, the readiness of teachers for the organization of primary schoolchildren research activity, its levels is analyzed, the basic indicators of these levels are described. The terms «research activity» and «research skills», «readiness» are specified. The results of the questionnaire survey of primary school teachers on the readiness to organize research activities are analyzed and compared. The authors give a comparative analysis of the readiness levels, draws conclusions.

Keywords: research, intellectual need, research skills, research activity, primary school, research work, research training, professional competence, preparation, qualification, preparation for research.

Kazakhstan Republic State Education Development Program for 2011-2020 identified negative factors of secondary education. First of all, the outdated selection methodology and principles of the educational content, information overload, the orientation of learning to obtain formal results, and not the development of the individual. Proceeding from this, the existing problems make it necessary to modernize the secondary education system in accordance with the modern requirements of the development of Kazakhstan society and the conditions for integration into the world educational space [1].

N. Nazarbayev in the last message to the people of Kazakhstan also emphasizes the importance of educational system changing the role. The main goal is to make education the central link of a new model in the economical growth. Curriculum should be aimed at developing the abilities of critical thinking and the skills of self-searching information [2].

According to the studies of many educators and psychologists, it is emphasized that the originality of thinking, the creativity of schoolchildren are most fully manifested and successfully develop in a variety of educational activities that have a research orientation. This is especially true for elementary school students, since it is at this time that learning activity becomes the leading and determines the development of the basic cognitive features of the child. During this period, forms of thinking develop, ensuring the further mastery of the system of scientific knowledge and the development of scientific, theoretical thinking. Here the prerequisites for independent orientation in the teaching, everyday life are laid.

Changing the priorities and objectives of modern education is the main direction of today's reforms. Assimilation of the learning subject material from the goal becomes a means of such emotional, social and intellectual development of the child, which ensures the transition from learning to self-education, and, consequently, the successful socialization of the younger schoolchildren. One of the tasks facing the teacher is organizing the search for new ways of working and ensuring a balance between the search and performance part of the school work of schoolchildren. Where there is an independent search for the solution of problems, a search for new, original ways of solving them is carried out, the truly creative activity of the schoolchildren begins. The teacher in this case not only transmits ready-made knowledge, does not teach, but helps to learn and develop, creates situations in which the child himself forms the concept of the studied subject, seizes the ways of search creative activity. Research interest — the quality of personality, peculiar to the child in a particularly strong degree. And the teacher needs not to extinguish this interest, but to support and develop it.

Thus, the students' cognitive skills development, the ability to independently search for information, see, formulate and solve the problem, make a decision is a central issue in the modern educational system. The above research skills of junior schoolchildren are formed during research and project activities.

Studying the research activity of schoolchildren is devoted to the works of the Kazakh (E.L. Erokhina, A.K. Mynbayeva, Y.N. Kashitsyna, Z.Z. Shakurov), Russian (I.I. Boytsov, A.K. Brudnov, V.V. Guzeev, T. Ivonchik, E.I. Kassir, A. Leontovich, D. Monakhov, A.I. Savenkov) and foreign (E.A. Nienburg, I.D. Chechel, E.I. Regirer), scientists, teachers.

As for the definition of research activity, various authors define it as «scientific», «research», «research» and «creative». Research, as is known, is a natural need of children. The task of adults is not to suppress, but to develop this need. In this important role is played by the environment, parents and educational institutions. Internal striving for cognition through research generates research activity.

In the opinion of I.A. Zimnyaya, research activity is a specific human activity, which is regulated by the individual consciousness and activity. It is aimed at satisfying cognitive, intellectual needs as a product of new knowledge, obtained in accordance with the goal, laws and circumstances [3].

The formulation of the problem, the isolation of the research object, the conduct of the experiment, the description and explanation of the facts, the creation of a hypothesis, and the verification of the knowledge obtained determine the specificity and essence of the research activity [4].

Specificity of research work in the primary school is a systematic guide, stimulating and corrective role of the teacher. The main thing for the teacher is to attract and «infect» children, show them the importance of their activities and instill confidence in their abilities, as well as to involve parents in participating in the school affairs of their child. Participating together with children in research activities, parents have the opportunity to approach children, to make discoveries for themselves in various fields of knowledge. This work has become for many parents an interesting and exciting activity. Parents with children, together take photographs, perform simple research on observations, help to select information for theoretical substantiation of projects and prepare protection of children's work.

When forming the research skills of younger schoolchildren, special attention should be considered to the following conditions:

1. Motivation.

It is necessary to help pupils to see the meaning of their creative research activities.

2. Purposeful and systematic.

Work on the development of research skills should take place in the classroom and after-hour activities. The teacher should use the material of reading lessons, the Russian language, mathematics, the world around with the goal of developing research skills.

3. Creative environment.

The teacher should help establish a creative atmosphere, support interest in research.

4. Psychological comfort. One of the tasks of the teacher is to encourage the creative manifestations of pupils, the desire for creative search. Each student must be given the opportunity to feel their strength, to believe in themselves.

5. Accounting for age characteristics.

Training in research skills should be carried out at a level accessible to the child's perception, the study itself be feasible, interesting and useful.

The main characteristic of the teacher's professional thinking is his creative character. For a long time scientists have been trying to solve the mystery of creative thinking. Analysis of philosophical, psychological and pedagogical literature allows us to build a system of structural components of creative thinking. It is the ability to «see the problem», the originality and flexibility of thinking, its dialectic and criticality, creative imagination.

A number of scientists consider the ability to «see the problem» as an important component of the teacher's creative thinking of - the researcher. In this connection, other terms that have the same meaning are used: «problem vision», «feeling of the problem», «sensitivity to the problem», i.e. in essence, this refers to the ability of the teacher to detect and establish a professional problem, the ability to correlate the social tasks facing the school, the education system as a whole, and the content of specific professional activities.

An important component of creative thinking is thinking flexibility, its independence and originality, i.e. the ability to see a pedagogical phenomenon or process is unusual, non-figuratively, in a new light, the ability to quickly rebuild, offer several solutions to the problem, combining and varying the individual situation elements of the. In addition, the intellect flexibility - this is the teacher's-researcher professional quality, which shows his ability to overcome thinking stereotypes.

One of the creative teacher-researcher thinking components is its criticality as a strictly controlled attitude to reality; uncritical acceptance of traditional ideas about the research object leads researcher to imitation, looking back at someone else's opinion, losing his own identity. The teacher, devoid of criticality, is not able to choose from a variety of ideas the most fruitful.

One of the important creative thinking qualities is creative imagination, which is the ability to cause certain constituent parts from the richness of memories and create new psychological characters.

The establishment of appropriate creative thinking, the necessary knowledge about pedagogical studies, also the formation of the teacher's-researcher personality character within the educational process and the higher educational process in accordance with the psychological-pedagogical theory of personality development.

Psychologists consider the creative personality development from the positions of activity and communication, the dominant motives, the consciousness presence, the ability to control one's own behavior and from the activity position mediated by interpersonal relationships. The leading motive in the activity of the teacher is professional self-improvement, stimulated by both external (work colleagues, control and criticism from the leadership, etc.), and internal drivers (self-knowledge, self-observation, self-esteem).

The intellectual teacher-researcher potential has a great importance. An important component of creative thinking is its independence, flexibility, originality, i.e. the ability to see a pedagogical phenomenon or process is unusual, unreflected, the ability to quickly rebuild, offer several solutions to the problem, combining and varying the individual elements of the situation. This quality of thinking as criticality, controlled attitude to incoming information, allows the teacher to analyze the surrounding reality, focusing on their beliefs.

Successful implementation of scientific search requires from the teacher not only special knowledge, but also certain personal qualities. Moreover, pedagogical research will only be successfully completed if all aspects of the researcher's personality are harmoniously included in scientific research, since it is the integrity of the individual, his rich inner world that is the main prerequisite for successful scientific search. The requirements for the personal qualities of the researcher are determined by the specific nature of the scientific search, within which he transforms the surrounding pedagogical reality and himself.

The teacher-researcher personality is an integral developing system, the components of which are motivational, intellectual and emotional-volitional components.

In the process using research activity, teachers solve several tasks: increasing interest in the subject, developing motivation for learning, and deepening knowledge of the topic.

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Scientists distinguish pedagogical conditions for elementary school children research skills development:

1. Logical teaching methods usage, adaptation to concepts related to research activities by age, understanding the research forms and methods, correspondence of the research theme to age, students characteristics and interests;

2. Creating practical and intellectual difficulties in the classroom and extra-curricular activities, increasing the need for new knowledge, expanding interests. Students will be able to understand the essence of their research activities, in the realization of their abilities, to see opportunities in self-development, self-improvement.

3. Training and research activities providers in the role of the teacher. The teacher must have knowledge about research activities; he must cooperate with the students. The student should actively participate in joint work, have creative potential. It is necessary to create a creative learning environment using creative research assignments, effective teaching methods and encouraging students to self-realization of their autonomy and initiative by promoting creative initiatives [5].

The teacher should be a facilitator of the teaching, and not just a translator of information. The main factor in the development of the child's creativity, as many studies indicate, is not so much his inclusion in creative activity as the presence in his environment of «a model of creative activity». In any work, and educational and research activity is not an exception, non-formalizable elements predominate, which can only be broadcast and assimilated in direct contact with those who are able to create themselves. Most of these informal, intuitive elements can not be isolated and verbalized, as they are often not realized by the creators themselves or by those who observe their creativity.

A teacher who is prepared to solve the problems of research training should have a number of characteristics. It also needs to master a set of specific skills. The main ones are those that are characteristic of a successful researcher. In addition, special abilities and abilities specifically pedagogical, such as:

- have a hypersensitivity to problems, be able to see «amazing in the ordinary»; to be able to find and put before the students of real educational and research tasks in an understandable for children;
- to be able to attract students a didactic value problem, making it a problem for the children themselves;
- be able to perform the functions of coordinator and partner in the research search. Helping children, be able to avoid directives and administrative pressure;
- be able to be tolerant of the mistakes of students, allowed by them in their attempts to find their own solution. Offer your help or address to the right sources of information only in cases when you are learning to feel the hopelessness of your search;
- organize events for observations, experiments and various «field» studies;
- Providing an opportunity for regular reports of working groups and exchange of views during open general discussions;
- Encourage and strongly develop a critical attitude towards research procedures;
- be able to stimulate proposals for improving work and promoting new, original areas of research;
- closely monitor the dynamics of children's interests in the problem under study. Be able to complete research and work on discussing and implementing solutions in practice we can find a suitable option for participating in the project [6].

By organizing classroom activities, the teacher seeks to direct the search for the discovery of the most common solutions, involve more students in the search, and achieve their activity. In the process of properly organized research activity, the child goes beyond his actual experience and knowledge, achieves new own peaks, begins to use his potential capabilities. In this case, the role of the teacher is high, his willingness to organize this activity.

In our opinion, the teacher's readiness formation for the primary schoolchildren research activities organization should become one of the teacher's training areas for professional work, as it is an important component of the modern teacher professional competence.

In the psychological and pedagogical literature, the concept «readiness» is viewed as a state of the individual and a complex dynamic formation. Most authors consider «readiness» as a concept that includes several components: personality characteristics, attitudes toward the profession, professional competence, ability to self-esteem, the need for professional self-development, etc. [7].

The concept «readiness to organize research activities» has no specific definition, despite the fact that the problem of organizing research activities is not new. At present, there are no purposeful scientific studies on the process of forming a teacher's readiness for organizing the schoolchildren research activity. There are no capable provisions ensuring the teacher's readiness of a general educational institution to organize this type of activity.

On the basis of the study scientific literature, we identified the aspects of teachers' readiness to organize research activities, including certain indicators:

The theoretical aspect of readiness includes the following indicators: knowledge about the concepts «research skill», «research activity», research activity methods and forms, understanding the skills content is necessary for the primary schoolchildren research activity.

The readiness practical aspect presupposes the mastering methods and research activities organizing methods, the diagnostic materials use.

The motivational aspect of readiness implies readiness for further training in this area, self-development and cooperation.

Based on the abovementioned aspects, we formulated the levels of teachers' readiness to organize the research activity of primary schoolchildren (Table).

Table

Teachers' readiness levels and indicators to organize primary schoolchildren research activity

Levels	Performance
High	<ul style="list-style-type: none"> - theory mastering of research activity; - mastering techniques of research activities; - systematic involving schoolchildren in research activities at lessons and after-hours; - success in work; - awareness the need for research activities in the learning process.
Middle	<ul style="list-style-type: none"> - poor knowledge research activity theory; - poor knowledge of techniques; - aspiration to organize research activity of primary schoolchildren; - lack of clear successes in this direction; - understanding the importance of research activity in the primary school; - insufficient level of self-research skills.
Low	<ul style="list-style-type: none"> - lack of knowledge research activity theory; - lack of techniques knowledge; - lack of organization of research activities of junior schoolchildren. - lack of success in this direction; - lack of understanding the research importance in the educational process; - low level of self-research skills.

In order to determine the level of teachers' readiness to organize research activities of primary schoolchildren, we conducted a survey, in which 28 primary school teachers took part from Karaganda. [2]

The questionnaire included questions affecting the indicators of the three levels and aspects of teachers' readiness to organize the primary schoolchildren research activity: knowledge, application, personal motivation. The results of the survey are shown in Figure.

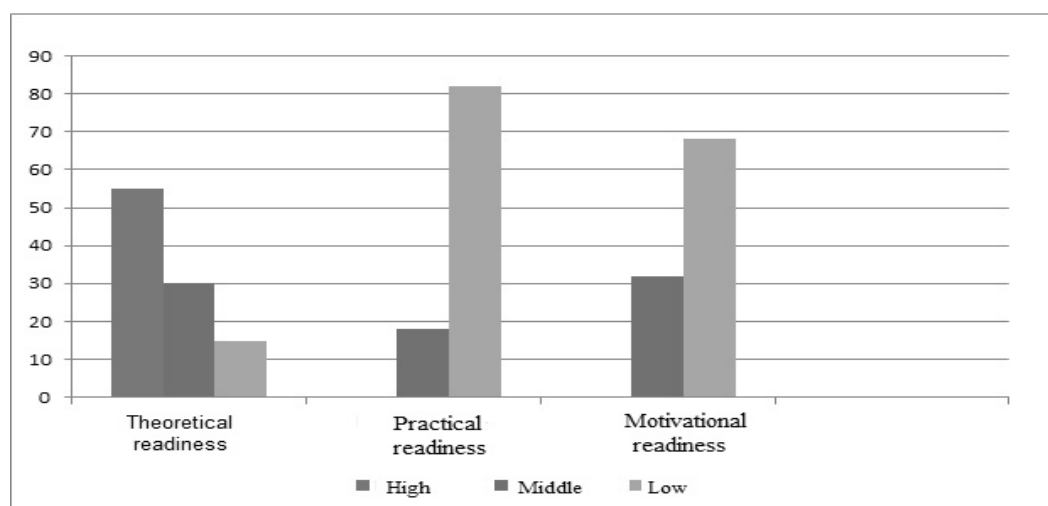


Figure. Results of the questionnaire on revealing the level of readiness of teachers to organize research activities of junior schoolchildren (%)

Analysis of theoretical readiness aspect has shown that most educators can disclose the concepts of «research activity», «research skills», and offer a classification of research skills. But, a small number of teachers clearly share and single out specific skills, partly understand the difference between them less than 20 %.

Thus, theoretical readiness corresponds to a high level in 55 % of teachers, an average level of 30 % of respondents, a low level of 15 %.

The teachers' practical readiness was analyzed by answering questions about types of methods and techniques that teachers use to form the primary schoolchildren research skills, how the work is organized, types of diagnostic materials are used.

The majority of teachers were able to answer the question about organizing the work on developing research skills. They called separate methods, forms of organization the research activities. A small number of respondents presented a system of work on the formation children's research skills, which indicates a conscious approach to the organization of research activities.

Thus, practical readiness corresponds to the average level of 18 % teachers, in 82 % — to low.

Most of the interviewed teachers are aware of the need to develop research skills, as well as their lack of willingness comply with this. In addition, teachers are ready for cooperation. However, a small number of surveyed teachers believe that they can cope with difficulties on their own. The motivational aspect of readiness corresponds to the average level of 32 % teachers, the low — 68 %.

The results of the questionnaire on the level of primary school teachers readiness for the organization of primary schoolchildren research activities require the development of a specific model for the primary school teachers training for this activity in the form of improving pedagogical qualifications, passing special courses, etc.

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Мұғалімнің төменгі сынып оқушыларының ғылыми-зерттеу қызметін ұйымдастыруға дайындығы

Мақалада бастауыш сынып оқушыларының ғылыми-зерттеу қызметін ұйымдастыру үшін мұғалімдердің теориялық, практикалық және мотивациялық дайындық деңгейлері зерттелді. Авторлар мұғалімдердің зерттеу жұмысын ұйымдастыруға, оның ішінде зерттеу жұмысының әдістері мен нысандарын, практикалық аспектілерін, диагностикалық материалдарды және мотивациялық аспектіні қолдануды қоса алғанда, осы саладағы әрі қарай оқытуға дайындықты, өзін-өзі дамыту мен ынтымақтастықты көздейтін дайындық аспектілерін жан-жақты қарастырды. Бастауыш сынып мұғалімдерін осы қызметке үйретудің белгілі бір үлгісін жүйелі қолданудың тиімділігі атап өтілді. Зерттеу бойынша қорытынды жасалды, мұғалімдердің бастауыш сынып оқушыларының ғылыми-зерттеу қызметін ұйымдастыру деңгейіне талдау жасалып, осы деңгейлердің негізгі көрсеткіштері сипатталды. «Зерттеу қызметі», «зерттеу дағдылары» және «зерттеушілік дайындығы» терминдеріне анықтама берілді. Бастауыш сынып мұғалімдерінің зерттеу жұмыстарын ұйымдастыруға дайындығы туралы сауалнама нәтижелері талданып, салыстырылды.

Кілт сөздер: зерттеу, интеллектуалды қажеттілік, зерттеу дағдылары, ғылыми-зерттеу қызметі, бастауыш мектеп, зерттеу жұмысы, зерттеушілік дайындығы, кәсіби біліктілік, зерттеушілік қызметті ұйымдастыру дайындығы.

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Готовность учителей к организации исследовательской деятельности младших школьников

В статье исследованы уровни теоретической, практической и мотивационной готовности учителей к организации исследовательской деятельности младших школьников — одному из важных направлений подготовки педагогов к профессиональной деятельности. Авторами выделены аспекты готовности учителей к организации исследовательской деятельности, такие как теоретический аспект, включающий методы и формы исследовательской деятельности, практический аспект, предполагающий использование диагностических материалов, и мотивационный аспект, подразумевающий готовность к повышению квалификации в данном направлении, саморазвитию и сотрудничеству. Показана эффективность систематического применения определенной модели подготовки учителей начальных классов к данной деятельности. На основе проведенного исследования сформулированы выводы, проанализирована готовность учителей к организации исследовательской деятельности младших школьников, описаны уровни и основные показатели данных уровней. Уточняются термины «исследовательская деятельность» и «исследовательские навыки», «готовность». Анализируются и сопоставляются результаты анкетирования учителей начальных классов по вопросу готовности к организации исследовательской деятельности.

Ключевые слова: исследование, интеллектуальная потребность, исследовательские умения и навыки, исследовательская деятельность, начальная школа, исследовательская работа, исследовательская подготовка, профессиональная компетенция, готовность, квалификация, подготовка к исследованию.

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Implementation of Hot Potatoes program in the independent work of language major undergraduates

The article is devoted to the issues and forms of independent work organization of language major undergraduates of higher educational institutions, namely the implementation of the Hot Potatoes program in the educational process within the framework of students' independent work. The following concepts «self-education», «self-regulated learning», «personality-oriented approach», «differentiated approach», «general-purpose program- shell» are considered. These concepts are reviewed in the context of the continuity of education, as well as a person-oriented program that assumes the capacity for independent learning activities. The authors have presented a concrete successful example of the implementation of the Hot Potatoes program on German Language study as a second foreign language in the independent work of students of the specialty «Foreign Philology (English)», for exemplare, the ability to compose assignments for different linguistic aspects and types of speech activity (vocabulary, grammar, writing); the possibility for students to choose the types of assignments in accordance with their needs; the ability to compile different types of exercises / assignments (JMatch, compliance questions, JMix, sequence recovery, JCloze, filling the gaps, JCross, crossword); the ability to compose tasks of varying degrees of complexity.

Keywords: self-regulated learning, independent work, self-education, personality-oriented approach, differentiated approach, general-purpose program- shell, interactive functions, self-analysis, self-control.

The development of modern higher education system is determined by two main trends: the continuity as the basic conceptual policy of education as well as a personality-oriented approach that presupposes the ability for independent learning activity. Personality-oriented approach to education, including particularly language higher education, is fixed in the state educational standards, which define the goals, content, and methodology of teaching. The educational system is challenging with the complicated and important task of developing lifelong learning systems that provide a link between general education, on-the-job training and labor market needs and helping everyone to maximize their personal potential in society based on knowledge and competence [1]. The main principles of modern education, proclaimed by the International Commission on Education, Science and Culture at the UN (UNESCO) are «education for everyone» and «education through lifetime», i.e. to replace the traditional paradigm of «education for life» has come a new paradigm «education through lifetime». This fact presumes that a qualified specialist has to be competent in the sphere of his professional activity and competitive in the labor market, ready for continuous professional growth, continuous self-improvement and self-development throughout his whole life [2].

Thus, the key determinants of modern education are the concepts of self-development, self-education, personality-oriented approach. The term «self-education» according to R.R. Sagitova has several definitions:

- self-directed learning — self-directed training providing personal responsibility for planning, implementing and evaluating one's own learning;
- self-education — self-learning, self-directed, personality-oriented learning, involving internal mental changes in the personality, a high degree of responsibility for the plans, goals and outcomes of education;
- autonomous learner — self-directed education, autonomous educational efforts based on self-control, personal responsibility for the choice of the subjects and means of learning;
- highly intentional learning — «target-oriented» training. Intent (plan, purpose) is a primary feature of subjective activity and self-educational activity of an individual;
- self-adjustable training — the learning carried out by students without pedagogical leadership, the process by which students activate and support cognitive behavior oriented towards the achievement of certain goals [3].

By kazakh authors the self-education is a form of independent work of students, it allows a person to adapt to changing conditions and the content of professional work, promotes the enhancement of professional competence [4].

In the context of self-education, self-directed learning, the concept of «self-regulated learning» is also important for implementation. According to R.R. Sagitova, self-regulating learning is the process and result

of educational and pedagogical interaction, during which on the development of self-regulation mechanisms basis the student have a considerable possibility to move to a higher level of subjective development [3; 37].

Weinert defines self-regulating learning as a form of learning, in which a student can determine independently what, when and how to learn [5].

Within the self-regulated learning the student himself regulates the following factors:

- the purpose of the learning process (why should this be learnt?);
- the content of the learning process (what should be learnt);
- the ways and forms of learning (how to learn? What tools better to use? To choose individual work or work in groups);
- regulation of learning (when, where, how long should be learnt);
- checking the results.

However self-regulated learning does not mean that the learner can autonomously plan and regulate his educational process. In contrast to autonomous learning, self-regulated learning is organized under the guidance of a teacher who acts as the organizer of the learning process, a consultant and a methodologist, and helps students to determine the learning goals, methods, methods and content of training correctly [6].

Thus, education oriented towards a learner means the possibility of student's own choice in question of the content of the task (what is needed to be worked on more: vocabulary, grammar or listening), ways to accomplish the task (how to perform the task), regulation of the task (when, where and how often to perform the task). Self-regulated learning, learner-centered learning involves the use of various effective learning strategies [7]. With self-regulated learning, the learner should be able to build his learning goals in accordance with his needs, plan and organize his own learning process, through appropriate strategies (learning strategies, control strategies) to regulate the learning process [8].

R.Hiemstra singles out the following characteristics of self-regulated learning:

- each learner is given the opportunity to take responsibility in and in organizing his educational and cognitive activities;
- self-regulated learning allows for various social forms of work, which means that the learner is not isolated from others;
- learners who acquire knowledge in the course of self-regulated learning are the most adapted to the application of acquired competencies in changing conditions;
- self-regulating learning involves a variety of different methods and means of teaching [9].

With self-regulated learning, the learner ceases to be only a «consumer» of knowledge; he becomes an active creative participant in the educational process, the creator of his own educational product.

As is known, the effective knowledge of a foreign language presupposes first of all the ability to work independently on mastering a language, to maintain and constantly replenish its knowledge, to improve skills, to develop a communicative and information culture. In this regard, the independent learning activity of the student as the basis for productive language education becomes an essential component of the educational process.

The ideal way to encourage students to study independently is the implementation of the computer usage in education process, in particular the applying of ready-made software packages, so-called universal shell programs:

- the use of a computer as well as interactive functions of universal shell programs makes it possible to present assignments in a more interesting, creative, thus attractive form for students;
- the use of universal shell programs allows taking into account the individual abilities of students, i.e. differentiated approach in the preparation of tasks;
- interactive functions of universal shell programs (hint, error indication, showing the percentage of correct answers) allow students to work independently, i.e. without the participation of the teacher to regulate and control their education process;
- interactive functions of universal shell programs allow students to create tasks themselves, i.e. act as a producer.

Hence, the use of a computer for self-regulated / independent learning is optimal, since the machine allows everyone to work at a certain pace, does not criticize, does not lose self-control, is always ready to help, responds promptly, enables the use of different tools in one system [10].

Hot Potatoes can be fairly named as one of the popular universal shell programs, which allows the students to create interactive learning applications by themselves, without being an expert in the field of ICT. The main advantages of the program are free access to downloading and use as well as the possibility of using it offline.

We would like to show how to use the Hot Potatoes program effectively within the independent work of students under the guidance of a teacher, using the example of studying the German language as the second foreign student of the specialty «Foreign Philology (English)» (group KEF-22). Here it should be noted how the Hot Potatoes program integrates into the educational process, students work in this program both ways in the classroom and outside the classroom, independently, offline, at home.

Lexical theme of the lesson: *Verkehrsmittel. Reisen*; grammatical theme: trennbare und untrennbare Verben (separable and inseparable prefixes), the main textbook is «Menschen. Deutsch als Fremdsprache A1».

Therefore, one of the tasks that can be compiled in the Hot Potatoes program is JMatch, questions on compliance, basically students must match the sets of words.

The students had to determine the correspondences between the words *Bus, Flugzeug, Zug, U-Bahn, Straßenbahn, Flughafen, Gleis, Halt, Station, Haltestelle*. In the column on the left, a fixed list of words is entered: *Bus, Flugzeug, Zug, U-Bahn, Straßenbahn*, and in the column to the right — *Flughafen, Gleis, Halt, Station, Haltestelle*, which were confused, and from them students matched the elements of the fixed list.

The tasks were presented in three formats:

- matching by moving items with the computer mouse (Fig. 1);

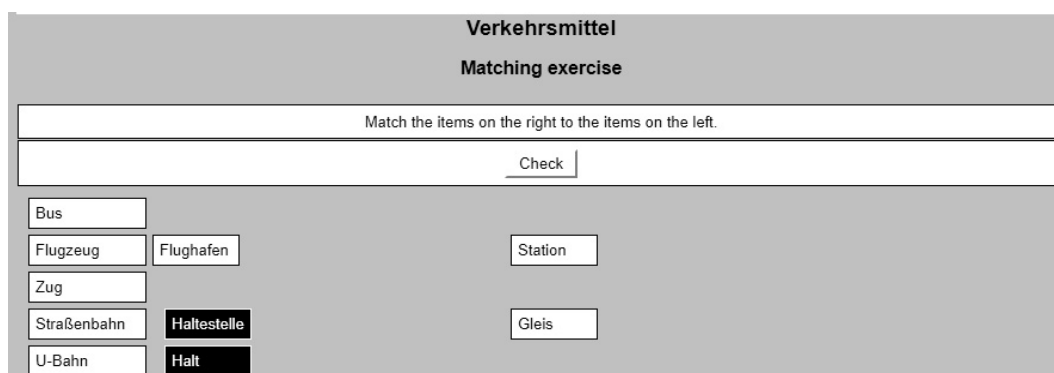


Figure 1. Matching exercise

- selecting a match from the drop-down list (Fig. 2).

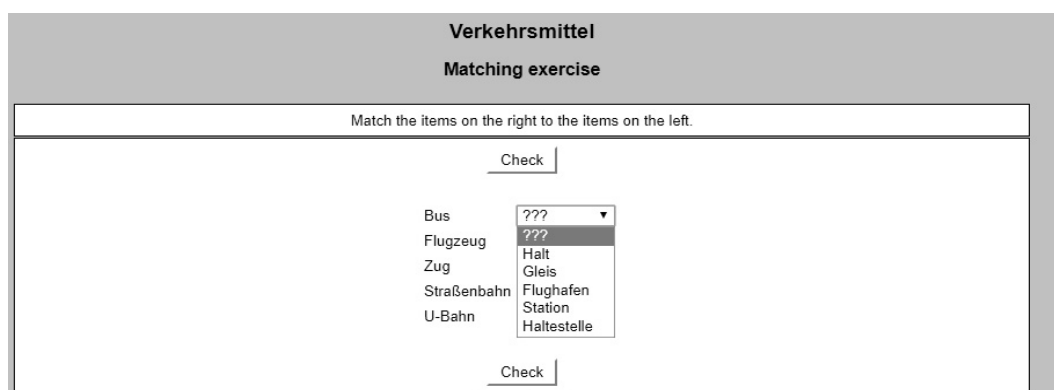


Figure 2. Matching exercise

- matching cards.

During performing matching cards, the card with the text from the same task field appears in the screen of the beginning (Fig. 3), after clicking on the Next card button, two cards with the correct matching option (Fig. 4).

This kind of task is well suited to work with vocabulary, and it allows students to better memorize vocabulary, and memorize not just individual words, but words in a certain context.

Verkehrsmittel Matching exercise	
Match the items on the right to the items on the left.	
<div>Next</div> <div>Delete</div>	
<div>Bus</div>	

Figure 3. Matching exercise

Verkehrsmittel Matching exercise	
Match the items on the right to the items on the left.	
<div>Next</div> <div>Delete</div>	
<div>Bus</div>	<div>Haltestelle</div>

Figure 4. Matching exercise

The next type of task *restoring the sequence (JMix)* is especially useful for fixing grammatical themes, in our case it is verbs with separable and inseparable prefixes. Students had to make sentences from given words. Figure 5 shows a proposal with a separable prefix, in Figure 6 with an inseparable prefix respectively.

Trennbare und untrennbare Verben Mixed-up sentence exercise	
Put the parts in order to form a sentence. When you think your answer is correct, click on "Check" to check your answer. If you get stuck, click on "Hint" to find out the next correct part.	
<div>Check</div> <div>Undo</div> <div>Restart</div> <div>Hint</div>	
<div>Gleis 5 Zug um 16 auf fährt mein Uhr ab</div>	
<div>Index</div> <div>=></div>	

Figure 5. Mixed-up sentence exercise

Trennbare und untrennbare Verben Mixed-up sentence exercise	
Put the parts in order to form a sentence. When you think your answer is correct, click on "Check" to check your answer. If you get stuck, click on "Hint" to find out the next correct part.	
<div>Check</div> <div>Undo</div> <div>Restart</div> <div>Hint</div>	
<div>besucht Martin Freunde Nachmittag seine heute</div>	
<div>Index</div> <div>=></div>	

Figure 6. Mixed-up sentence exercise

After completing the assignment, students were required to classify separable and inseparable prefixes. This type of assignment allowed students to determine the inseparable prefixes independently, since in the classroom they were presented only separable prefixes.

Another type of task that can be used to better understanding and memorizing the vocabulary *filling in the blanks/gaps (JCloze)*.

These are closed-type questions that require the insertion of words or letters into left spaces - gaps. Students were asked to fill in the gaps by inserting missed words (Fig. 7).

Gap-fill exercise

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

Martin kommt heute um 16.35 Uhr am an. Dann nimmt er N 3. Er fährt bis zur Haltestelle Kolumbusplatz. Am Goetheplatz steigt er .

Figure 7. Gap-fill exercise

All the above tasks were compiled by the teacher, and as a final stage of work on the lexical theme of Verkehrsmittel / Reisen. Students were asked to compose a crossword on the topic (Fig. 8). Compiling a crossword students have been working with the Langenscheidt monolingual dictionary «Taschenwörterbuch. Deutsch als Fremdsprache».

Crossword

			1				2		
3									
	4								
				5					
		6							
		7							

Across:

3 Eine elektrische Bahn, die auf Schienen durch die Straßen einer Stadt fährt.

4 Ein langes und großes Auto, in dem viele Personen mitfahren können.

6 Damit kann man fliegen.

7 Ein Koffer oder eine Tasche, was man bei einer Reise mitnimmt.

Down:

1 Da wartet man auf den Bus.

2 Von dort aus reist man entweder mit dem Bus oder mit dem Zug.

5 Das fährt auf Schienen und verbindet die Städte und Staaten.

Figure 8. Crossword

In fulfilling the tasks compiled in the Hot Potatoes program, the students repeated, memorized and expanded their knowledge of the lexical and grammatical topics.

In the course of the work we have revealed the following advantages of the Hot Potatoes program implementation:

- the ability to compose assignments for different linguistic aspects and types of speech activity (vocabulary, grammar, writing);
- the possibility for students to choose the types of assignments in accordance with their needs;
- the ability to compile different types of exercises / assignments (JMatch, compliance questions, JMix, sequence recovery, JCloze, filling the gaps, JCross, crossword);
- the ability to compose tasks of varying degrees of complexity;
- the possibility for students to choose the types of tasks in accordance with their capabilities;
- the possibility of solving difficulties and problems without the teacher's help (interactive modes: hint, indication of an error, showing the percentage of correct answers);
- the possibility for students to choose a social form of work (individually, in pairs or in a group);
- the ability to perform tasks repeatedly in accordance with their needs;
- the ability to perform tasks regardless of time and location;
- the possibility of self-control (interactive modes: indication of an error, showing the percentage of correct answers);
- the opportunity for students to act as producers, to compose different types of assignments.

It can be concluded that the work with the Hot Potatoes program allows students to organize their educational activities independently, to perform certain types of assignments, according to their needs and capabilities, which in turn fosters the development of the ability to analyze and reflect. It should be noted that the work with the Hot Potatoes program also contributes to the formation of critical thinking, self-analysis and self-control, increasing motivation, developing the creative potential of students.

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Hot Potatoes бағдарламасының жоғары оқу орындарының тіл мамандығы студенттерінің өздік жұмысында қолданылуы

Мақалада жоғары оқу орны тіл мамандығы студенттерінің өзіндік жұмысын ұйымдастыру, оның ішінде оқу үдерісінде Hot Potatoes бағдарламасын қолдану мәселесі қарастырылған. «Өздік білім алу», «өздік реттеу арқылы оқыту», «жеке тұлғаға бағытталған тәсіл», «сараланған тәсіл», «әмбебап бағдарлама» сынды ұғымдар үздіксіз білім алу тұжырымының аясында қарастырылған, жеке тұлғаға бағытталған, яғни жеке тұлғаның оқу үдерісінде, білім алудағы өздік рөлінің және жауапкершілігінің артуы мәселелері жан-жақты сараланып отыр. Мақалада авторлар Hot Potatoes бағдарламасының

неміс тілін екінші шетел тілі ретінде оқытын «Шетел филологиясы (ағылшын)» мамандығы студенттерінің өздік жұмыс аясында қалай қолданатынын мысалдар арқылы көрсете отырып, бағдарламаның келесі артықшылықтарын айқындаған: тілдің әртүрлі аспектілеріне (лексика, грамматика, жазу) байланысты жаттығулар құрастыру мүмкіндігі; студенттердің тапсырмаларды өздерінің қажеттілігіне сәйкес тандай алу мүмкінділігі; әртүрлі жаттығулар жасау мүмкіншіліктері (JMatch, сәйкестік сұрақтары; JMix, дәйектілікті қалпына келтіру; JCloze, бос орындарды толтыру; JCross, кроссворд); қиындық деңгейі әртүрлі жаттығуларды жасау мүмкіндігі.

Кілт сөздер: өздік реттеу арқылы оқыту, өздік жұмыс, өздік білім алу, жеке тұлғаға бағытталған тәсіл, сараланған тәсіл, әмбебап бағдарлама, интерактивті функциялар, өздік саралау, өздік бақылау.

Б.А. Жетписбаева, Б.Ж. Жанкина

Использование программы Hot Potatoes в самостоятельной работе студентов языковых специальностей вузов

Авторами проведен анализ данных зарубежных исследователей о характере, особенностях и отличительных чертах, проблемах и преимуществах саморегулируемого обучения как неотъемлемой составляющей учебного процесса и учебной деятельности на примере использования программы Hot Potatoes. Рассмотрены такие понятия, как «самообразование», «саморегулируемое обучение», «лично-относительно-ориентированный подход», «дифференцированный подход», «универсальная программа-оболочка». Данные понятия рассмотрены в контексте непрерывности образования, а также лично-относительно-ориентированной программы, предполагающей способность к самостоятельной учебной деятельности. Авторами дан конкретный пример использования программы Hot Potatoes в организации самостоятельной работы студентов специальности «Иностранная филология (английская)» при изучении немецкого языка как второго иностранного языка, выявлены преимущества данной программы.

Ключевые слова: саморегулируемое обучение, самостоятельная работа, самообразование, лично-относительно-ориентированный подход, дифференцированный подход, универсальная программа-оболочка, интерактивные функции, самоанализ, самоконтроль.

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The role of communicative situations in improvement of students' foreign language speaking skills

The article is devoted to the problem of using speech communicative situations for improvement of students' communicative skills at a foreign language lesson. The analysis of scientific and theoretical literature on the problem under research was carried out. The article touches upon the issues of speech formation in the framework of speech situations. Detailed and thorough classifications of speech situations are considered and one of the most effective ways of teaching oral speech identified; on the basis of which, the authors emphasize significant role of speech situations in enhancement of high-school students' communicative ability. The authors conclude that mostly problem-solving situations play an important role in communicative skills improvement, because they create good opportunities for the development of students' thinking and analytical skills. The specific features of development of problem-solving situations at foreign language lessons are demonstrated. Different activities on the use of communicative situations at high-school classes are given in the article.

Keywords: foreign language, communicative situation, communicative competence, speech situations, three-phase structure of activity, speech exercises, real situations, conditional situations, problem solving situations, thinking skills, motivation, self-awareness, independent work.

At the current stage of the society development and integration of Kazakhstan into the world community, knowledge of foreign languages is a necessary condition for socio-economic, scientific, technical and general cultural development of the state. Practical use of a foreign language as an instrument of international interaction has become the need of every educated person.

Within the framework of the humanistic concept, a fundamentally new methodological direction is formed, on the basis of which reorientation of the ultimate goal in the study of a foreign language is carried out, and it means not «learning a foreign language» but «a foreign language education» [1].

Thereby, communicative sphere becomes most important in achieving a reoriented goal in foreign language mastery, in the framework of which oral speech and real life speech situations are determined, it will help students achieve a certain level of foreign language knowledge and skills, and speed up the process of language mastery at a high level. The process of mastery a foreign language usually begins by its study at secondary schools. Therefore, in order to master a foreign language at a high level, it is necessary to develop students' interest, their skills and abilities to the subjects from the school.

Communicative skills are formed and improved in the process of communication. The problem of communication is considered in the scientific works of such psychologists and educators as B.F. Lomov [2], V.N. Myasishchev [3], A.A. Bodalev [4], A.A. Leontiev [5], A.V. Mudrik [6], A.S. Makarenko [7] et al.

They defined communication as the main way of social interaction of people, a means of formation a personality, a source of obtaining knowledge. Communication in the learning process is a means and condition of knowledge, self-awareness, and the ability of the individual to self-improvement. It is an extremely complex phenomenon, and contains a wide range of interactions, interpersonal relationships, carried out in various forms and with the help of various means. Communication is a set of connections and interactions of people [8].

It is speech that takes an active part in human communication and due to it communication occurs place. Speech is a kind of communicative activity of a person during which the language is used for communication with other members of a society. As a rule communication takes place within speech situations. The concept of a speech situation is the basic concept of «linguopragmatics» - a science that studies how an individual uses the language as an influence, directed to the interlocutor and his behavior in the process of speech communication [8; 32].

There are special requirements for use of speech communicative situation at foreign language classes:

- They must follow real life communicative situations, in which the linguistic phenomenon is used;
- They should be clear for the students, i.e.:

- clearly formulated speech task (what to learn from the interlocutor, what to tell, what or whom to ask, what to prove, to refute);
- the lesson goal and its requirement should be clear for students: the use of specific language for task performing (words, phrases, structures) and speech material that is learned (already-prepared speech units).

Moreover, students know what they will learn by completing exercises;

- Students know that communication will take place in favorable conditions with the benevolent attitude of partners to each other, when each of them is interested in communication;

- They should stimulate and increase motivation for learning, arouse interest in the task and the desire to participate and perform it as well.

Speech situation is predetermined by the teaching material, interpersonal relationships within the class and has a three-component structure in accordance with the three-phase structure of activity:

- orientation phase — the formulation of the communicative task (the target -motivational and orienting phase of speech activity, expressed by the teacher);
- the executive phase — the solution of the communicative task (students' performance planning);
- control phase — control or self-control (interaction of the teacher with the students).

Control (the last phase) can be carried out in various forms: a student - group, the pair work, the micro group - the class, and also the self-control: a student - the micro group, pair work - the micro group, student - student. The leading form of the control is final teacher's evaluation [9].

Nowadays, there are many classifications of speech situations, in which the most effective is the teaching of foreign language oral communication. The problems of using speech situations at foreign language classes are devoted to the works of such Russian and foreign authors as E.I. Passov [10], T.E. Sakharova [11], R.P. Milrud [12], R.C. Scarcella, R.L. Oxford [13] who considered the use of the speech situation as a key factor, which affords maximum orientation on speech communication in the educational process, at the same time to ensure systematic work for development of students oral speech skills. Due to speech situations pupils speech becomes more natural and characterized as real speech communication.

According to E.I. Passov and A.M. Stoyanovsky system-forming component of any communicative situation are relationships between interlocutors which can be determined by such main factors as: a) the social status of a person and his role as a subject of communication; b) performing activities and moral criteria.

The typology of speech situations, proposed by them are:

- Situations of social relationships (it is social status that determines the leadership position in the communication process);
- Situations of the relationships (in speech situations, students act as representatives of the class, social stratum, professional groups, age groups, etc. The role of the functional side of the status is that role of communication takes place between communicants);
- Situations of activity relationships (on the basis of situations of activity relationships are the relationships that are formed within the activity, in the process of interaction between communicants);
- Situations of moral relationships (these situations contribute to the creation of the most effective ways to stimulate communication. These relationships are integrative in the nature and have a key meaning for creating situations) [14].

The given typology of speech situations indicates that people's relationships represent integrative unity and depending on the dominance of any type of relationship, the situation of verbal communication can be considered, as a situation of relations of joint activity.

Due to the orientation of teaching languages in close relation to culture, using speech communicative situations at foreign language classes is becoming integral part of it. R.P. Milrud offers regional speech situations for improvement of foreign language communicative skills:

- Informative;
- Analytical and comparative;
- Estimated;
- Behavioral [12; 55].

Let's consider regional situations within the framework of specific topics according to the program of the senior classes, namely: «Education in Canada» and «Food Style of Russians and Canadians».

1. Informative situations: a Russian and a Canadian student are exchanging information about systems of higher education in their countries;

2. Analytic-comparative situations: analyze proverbial idiomatic values in Canada. Find out Canadians' associations and values on the proverbs idioms suggested. Compare the difference in proverbial idiomatic values in both cultures;

3. Estimated situations: exchange view points about the difference in men's and women's attitudes to food and dieting. Is it different in Canada and in your country? Compare the differences and make your conclusions according to breakfast/dinner menu.

4. Behavioral situations: staying in Canada you want to book a table in a restaurant. Ask what they have on their breakfast menu.

To develop foreign communication skills of students, E.A. Solovova offers the following speech situations:

- Real;
- Problem solving;
- Conditional [15].

Real situations in teaching and learning process are limited to the roles of a teacher and student. Basically, they are related by interpersonal communication with the teacher or the training group during the lesson. Communication takes place in the form of a «following-up», for instance, asking of questions by a teacher:

T: Where did you go on Summer?

S: I went to Spain.

T: Did you learn Spanish before you go there?

S: Yes, I did. I've been learning Spanish since 2013.

During the role playing of this situation, the teacher shows a sincere interest to know where the pupil was, what he did and so on, and in this way involves the students in the conversation and further work at the lesson.

The real situations arise at every foreign language lesson and they are also its main part. Educational problem solving situation has a more fruitful effect on the development of student's communication. It activates the thinking and speech activity of students in the classroom in the conditions of foreign language speech and creates educational and cognitive motivation for the realization of this communication. By participating in solutions of problem solving task, students form their abilities to perceive and gain knowledge, share knowledge with others. To create a problem-solving situation, it is necessary to ask a problem-solving question, which obviously implies the possibility of various answers and a clash of opinions. Students learn to interact with each other and find a common solution at the problem.

Conditional situations are the way of stimulating real communicative situations, allowing to cover various types of speech behavior and contributing to enrich the students' social experience by expanding the range of communicative role plays [16].

Nowadays, in accordance with the self-oriented paradigm of education, special emphasis is placed on developing students' creative potential, independence, and improving critical and analytical thinking skills. Problem-solving speech situations play a special role in improving the personality of student. Let us consider in detail problem-solving situations. What are problem-solving situations and how to use them at a foreign language classes?

Emphasizing above mentioned, we note that a problem-solving speech situation is a combination of a number of conditions that stimulate students to perform a speech utterance. The problem-solving situation at foreign language classes should contain elements of novelty in terms of content, include an obstacle in achieving the goal, as well as unknown components. At the same time, situations should correspond the abilities of pupils, their life experience and background knowledge. The structure of the lesson should include such important stages as updating the previous knowledge, their application in new situations; assimilation of new knowledge; formation of skills. At the lesson, devoted to the solution of the problem, the teacher acts as a coordinator and a partner, he helps the students ask questions, formulate their thoughts, defend their point of view and remove fear of mistakes when speaking. The teacher's task is to teach pupils to think and analyze in a foreign language, to use the received knowledge in new speech situations. Particularly important is the work on lexical material.

Every problem-solving situation should be formulated by the teacher in the process of indicating the students' reasons for their failure to fulfill the practical training task or impossibility of explaining it to them.

Creation of a problem-solving situation in the process of an oral monologue statement requires:

- Giving in the course of discussion examples from real life situations, practical experience;
- Development of various situations in speech to create the necessary semantic supports and the arrangement of accents; orientation to the perception of listeners;
- Familiarization of listeners with the facts, suggesting explanations, assumptions, formulations of hypotheses;
- Appeal to the listener's personality; use of his cognitive, social, professional, personal motives;
- The use of empathy, identification with the feelings and thoughts of listeners;
- The question-answer form of conducting lectures;
- Playing different operational and situational roles by participants, enabling them to show visually the process of problem solution.

Let's practice the situation using the topic «Internet». High- grade students are asked to choose one of the giving themes within the given topic for oral discussion:

- Internet becomes more and more popular. People prefer Internet to books, TV or radio. Give reasons to defend your opinion.
- How is our life changed after the invention of Internet? What was people life without Internet in the past?
- Discussion of the topic: «The influence of Internet».

Below, examples of the use of problem-solving activities at foreign language classes are given:

1. One of your friends writes very slowly. He doesn't manage to cope with a task during examination testing.
2. It's resulted in low level score. How will you help him improve his writing speed?
 - You noticed some students troubling elderly citizens in the bus. Discuss with your partner:
 - What should be done to prevent them from disturbing other passengers?
 - What can be done to make teenagers more compassionate towards elderly people?
3. Some students misbehave in the school yard. Discuss with your friends:
 - How could you solve this problem?

Group activities help students develop and improve their speaking skill. Such tasks as debates, discussions, role-plays etc are effective, because they are used and realized in speech communicative situations. We give an example of the role-play:

A class is divided into two or more teams. A teacher has «Pockets», each filled with a different problem. The team that «pulls the pocket» answers first. Teams then alternate pocket pulling. Teams get points for quickly provided «good» possible solutions. Elements of competitiveness, ability to defend and reason one's point of view should be taken into account in determining the best response. The presence of experts, responsible for the choice of the group with the best answer is important. All teams should be involved in the process of giving solutions. Here are given game requirements:

- Teams choose pocket in turns, read situations.
- Same solutions can not be repeated twice;
- Only 60 seconds are given for solving a problem.

After introducing a problem-solving situation, students should express their own point of view on the given situation, reasoning all details and giving examples. They may have different opinions. All of them should be listened, after which students discuss all view points on the given topic.

Solution of such a non-standard problematic issue develops students' initiative, imagination and their ability to analyze the situation logically and make a prompt decision. Consideration of a problem-solving situation causes intense internal speech activity, regardless of the fact if it is realized in external speech. In such conditions, the students' spontaneous speech is trained and developed in an effective way. In performing such tasks, students learn to work in a team and take part in group communication; participants of a discussion should show interpersonal respect and support friendly atmosphere, they should not shout and interrupt each other.

It should be noted that the use of problem-solving situations at foreign language classes also performs psychological functions and effectively influences the atmosphere and relationship between students and a teacher and students themselves.

Summarizing all above mentioned, we conclude:

- Speech situations play an important role in formation of students' foreign language competence, because in their framework, foreign language communicative skills are developed.

- According to a personal-oriented paradigm, development of students' cognitive independence and their creative potential are essential goals of education. That is why, along with the development of students foreign language communicative ability, the teacher's task is improvement of their thinking and analytical skills. In this regard, problem-solving speech situations should be widely used at the given stage, i.e. they create good opportunities for enhancement of students' foreign language communicative skills.

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Студенттердің шетел тіліндегі сөйлеу білігін дамытудағы қарым-қатынас жағдаяттарының рөлі

Мақалада шетел тілі сабақтарында студенттердің коммуникативтік дағдыларын жетілдіруге арналған сөйлеу жағдаяттарын пайдалану мәселесі қарастырылды. Зерттеліп жатқан мәселе бойынша ғылыми және теориялық әдебиеттерді талдау жұмыстары жүргізілген. Сөйлеу жағдаяттарының негізгі жіктемесі қарастырылған және ауызша сөйлеуге оқытудың ең тиімді әдістерінің бірі анықталды. Сабақта сөз сөйлеу жағдаяттарын ұйымдастыру ерекшеліктері мен заңдылықтары зерттелген. Шетел тілі сабағында қолданылатын тапсырмалардың мысалдары келтірілген. Зерттеу тақырыбы бойынша қорытындылар жасалған. Авторлар студенттердің коммуникативтік дағдыларын жетілдіруде шет тілінде қиын жағдайларды шешуде маңызды рөл атқарады деп ойлайды, себебі проблемалық жағдай студенттердің аналитикалық ойлауын дамыту үшін жақсы мүмкіндіктер береді. Аталмыш проблемалық жағдайды шешу шетел тілі сабақтарында маңызды рөл атқарады, яғни проблемалық жағдайды шешу студенттердің ойлау мүмкіндіктерін дамыту үшін маңызы зор. Мақалада келтірілген сөйлеу жағдаяттарының сан алуан түрлерін қолдана отырып, шетел тілі сабақтарында коммуникативтік жағдайларды іске асыруға мүмкіндік туғызады.

Кілт сөздер: коммуникативтік жағдай, коммуникативтік құзыреттілік, тілдік жаттығулар, нақты жағдай, шартты жағдай, проблемалық жағдай, мотивация, өзіндік жұмыс.

У.И. Копжасарова, Е.А. Сарваниди, А.К. Махатова

Роль коммуникативных ситуаций в совершенствовании иноязычной устной речи учащихся

Статья посвящена проблеме использования речевых коммуникативных ситуаций на уроке иностранного языка, которые направлены на совершенствование у учащихся коммуникативных умений и навыков. Проведен анализ научно-теоретических и методических литературных источников по исследуемой проблеме. В статье рассматриваются вопросы формирования речи в контексте речевых ситуаций. Подробно рассмотрены основные классификации речевых ситуаций, их сущность и роль, как одного из наиболее эффективных средств обучения устной речи, на основании которого авторами подчеркивается значимая роль использования речевых ситуаций в повышении коммуникативных способностей учащихся средних школ. Раскрыты специфические особенности и закономерности использования разных типов речевых ситуаций, таких как условные, проблемные и реальные. Авторы резюмируют, что рассмотрение именно проблемных ситуаций на уроке иностранного языка играет важную роль в совершенствовании коммуникативных навыков учащихся, поскольку проблемные ситуации создают оптимальные возможности для развития критического мышления являясь наилучшим средством повышения мотивации среди учащихся. В статье приведены примеры речевых упражнений, направленных на использование коммуникативных ситуаций на уроках иностранного языка. Сделаны выводы по теме исследования.

Ключевые слова: коммуникативная ситуация, коммуникативная компетенция, речевые упражнения, реальные ситуации, условные ситуации, проблемные ситуации, аналитическое мышление, мотивация, самостоятельная работа.

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Organization of pupils' research in primary school

The article is devoted to the problem of the teacher organizing research activities with schoolchildren in a primary classes. The author specifies the terms «research activity», «research skills», «readiness for research». The analysis of scientific sources on this issue is performed. The article highlights important issues of scientific research activity, educational activities, characteristic of reproductive education and educational technologies. Particular attention is paid to the simple, complex, special skills and qualifications. The skills and abilities that necessary for forming pupils' interest in the research activity are fully revealed: subject competence, practical skills, organizational skills, control skills, etc. The author considers the research technology influence on the pupils' associative and creative qualities development. The work on the implementation of this technology within the scientific community «Intellect» is generalized. The methods and requirements for the projects implementation that contribute to the disclosure of pupils' abilities in the research field are indicated.

Keywords: research work, research skills, research projects, technology of research, Preparation for scientific research, creativity, research activity, subject qualification, practical skills, competence in organizing, self-control, economic and environmental competence, ways of action.

In the XXI century world civilization has risen to a new stage of development. Its evidence is intellectual schools. One of the main requirements of these schools is an innovative formation, independent thinker who has knowledge of fluent, creative, cognitive attitudes capable integrating the entire world.

In this regard, Nursultan Abishevich Nazarbayev's Address «2050: Common Goal - Common Interests - One Future»: «First, all developed countries have a unique system of education. We are expecting a great deal of work to improve the quality of all the national education. By 2020, it is planned to cover 100 % of pre-school education of children aged 3-6 in Kazakhstan. Therefore it is important to provide them with modern programs and training methods, qualified specialists. In the system of secondary education it is necessary to bring general education schools to the level of education in Nazarbayev Intellectual Schools. School graduates should know Kazakh, Russian and English. The result of their education should be the ability of students to develop a profound understanding of critical thinking, self-seeking and knowledge» [1].

The creative resilience of a person to creativity opens the way to the realization of his or her personality, when determining the creative ways of modern education. Any activity that creates creativity and makes it real but regulates creative action, defines its effectiveness. Through creative action talent develops and improves. Research-prospecting skills are available to every child. The most important task of today's education is to engage the child in research, skills and competence in researching. If it is necessary to ensure that each pupil is shaped as an individual, then it is necessary to prepare the child for the research to demonstrate the ability of the child to act differently. There are the skills to explore. However, in real school practice insufficient attention is paid to the organization of research activities of primary school pupils, including research skills.

Research is a method of production the new knowledge, which is a special form of science as a specialized cognitive activity form. Direct perception, comprehension, thinking, and more. The research suggests a clear definition of cognition purpose and instrument, and it is guided by methodological forms of results reproducibility, justification and reliability.

It separates the empiric and theoretical levels of the research. Empirical research is directly targeted and relies on observations and experiences. Theoretical research is related to the upgrading and development of the conceptual science conception. It is aimed at a comprehensive understanding of the true reality of its essential links and laws. These two types of research are closely interconnected and have one another in the whole structure of scientific knowledge. The empirical research stimulates theoretical development, identifying new data from observations and practices, and puts new tasks ahead of them. Theoretical research opens new perspectives for predicting and clarifying the facts, guiding and directing empiricism, with the development and refinement of science theoretical content.

Empirical research and the logical processing of its results are the main tool for the formation and scientific knowledge development at the empirical stage of science development (eg, practical, natural science XVIII, XVIII, partly XIX century). At this stage, however, the adjusting materials basics and classifying the cognition empirical materials are the perfection and development of scientific abstractions. The main science conception further development leads to the emergence of logical forms (eg typology, initial interpretation schemes, models, etc.) that empirically derive from the general conclusions and comparison. The formation of a completely differentiated integral theoretical system leads to the emergence a unique theoretical model of sincerity. These kinds of cognition give rise to the relative empirical level of the study, and its heuristic ability extends. Expanding the theoretical content of science and building multilateral theoretical systems leads to a clear isolation the theoretical knowledge of scientific cognition from its empirical basis, which in turn causes the need for empirical interpretation of the theory and the theoretical interpretation of empirical data [2].

The difference between the design and the organization is that the kind of «polite» service, its main purpose is to «verify» the truth, to control the object without interfering with its internal life. «The ability to develop research ability without discriminating the need for the development of human-oriented transformation skills (above all, design skills) is considered to be the most important task of education as a tool for evaluating possible research». – A.V. Leontovich.

Source of research is the aspiration to the knowledge of human nature.. «Science is born a sense of the surrounding world». A. Englagardt emphasized that «the instinct for continuous search is to reduce the uncertainty of the instinct in every person's consciousness». The research appears as an act of action in the form of non reflexes in animals. Thus, P.Tayer de Chardin suggests that many animals refer to «an interest in the environment, which is pleasure-pleasing».

An inexplicable study of human beings, which has no external impression, is a powerful tool for the development of truth, always with him, regardless of his abilities and social status. But it is sparse, unrecognized. Only by the emergence of science and science research is a phenomenon of culture, it acquires its own history and methodology. With the emergence of science, the main type of activity is separated from the individual social group of scientists.

The leading value of the research is the value of the truth-shift process. That is why research is the main tool for the scientist developmen who strives to create the most realistic image of the world. V.N. Vernadsky, a classic of Russian and world science, says: «Science is a complex social work of the greatest, unique, comparable humanity, which is universal in its literature and art, it is in a universal character. This is a general social education because it basically consists of scientific facts and the general conclusions that are equally valid for all».

The modern era requires not only the knowledge gained from individual disciplines in the learning process but also on the whole world of thought and outlook based on a comprehensive knowledge and experience of creative life.

Nowadays, the pupils scientific community is an accessible type of school research organization. Pupils' Scientific Society (PSS) is made up of young, diverse, highly intelligent and creative pupils. The main function of the PSS is to extend pupils' interest in scientific research, to develop research skills and abilities, to work with literature, and so on. The teacher is supervised by the PSS. Leading teacher organizes training classes, organizes collective project topics, collects conclusions, and monitors the work of young researchers. This will allow them to identify talented children and develop their creative abilities through science. However, these activities are only 10 of the schoolchildren, and the rest are trained in passive learning situations

Scientists offer a variety of ways to develop students' research skills. For example, A.G. Iodko believes that the main ways of developing students' research skills in the learning process are to: clarify the set of research and development skills, identify the structure of studies involving studies, find the tools of diagnostic research skills, and use the methodologies [2]. O.I. Mitrosh demonstrates the following as part of the research skills development process: value-added approach to creative self-employment; involvement of students in various types of group and independent research activities; purposeful development of logical thinking; reflection on their activities. Mitosh O.I. as well as specific stages of research and development activities: analysis of relationships and connections between the phenomena under consideration; research task; promotion of hypotheses; solving research problems by theoretical basis; Group (collective) analysis of the correctness research problem [3].

The research activity serves as a means of adapting to people's lives in the history of humanity, performing cognitive and changing functions, and solving the problem, puts certain problems before the

person and tries to find their solution — new knowledge. This is called the cognitive function. It can happen both in everyday life, in scientific practice and in educational activities. This is the case for children at school. Research is one of the most important types of younger pupils' activities, so the child is always in the same situation as the child does not know the way to get the desired results, or the absence of the necessary information for any reason.

It is also essential to develop research skills to successfully cope with the cognitive situation. We need to develop such skills in elementary school, because at that time, children often encounter cognitive situations requiring not only ordinary, everyday decisions, but also research and cognitive activities. And the readiness of the pupils to be able to carry out educational research, the actual training means that we have the degree of literacy, the knowledge and skills that a pupil has in the research work, and how he uses them in the research practice.

Increasing the research skills of primary school pupils is one of the most pressing issues of modernity. Rapid development of all science branches, technical progress, acceleration — all contribute to deeper theoretical thinking of the undergraduate. The teacher's task is to reach a high level of mental development, which is age-specific, with the maximum use of the pupil's development prospects.

Science and education are in close contact. Education — Provides the level of knowledge and intelligence shields required for studying science. Science provides a new knowledge of the world, which is the content of education.

But it seems to us that there are differences between them lately. Education is in the process of reproductive education, and science needs discovery. The direction of pupils research activity development is actively developing in the opposite educational technology of reproductive education. This is a very interesting and necessary aspect for pupils, teachers and parents. It helps primary schoolchildren to engage in learning, broaden their outlook, raise their cultural background, prepare for the future education, and, most importantly, to raise their intellectual activity, as well as increase the efficiency of their studies. All of these are praiseworthy responsibilities, but here are some of the most important issues that are met by teachers and educators:

1. Teachers have forgotten that research is a voluntary act, and obliges students with the ability to perform the performance of their research. Of course, the first step may be due to the reputation of the teacher other external influences, but the actual research should be based on the pupil's own needs.

2. Many teachers may not understand the difference between the two types of activity. Pupils' research activities has aimed at solving the problem independently, with the research nature of the work that performed. And self-organization of educational activities — the pupil independently receives any knowledge beyond the academic discipline and in the form of an abstract. This work is intended to develop and extend pupils' knowledge of the subject, but they are not of a research nature [4].

By conducting research, the student is motivated by the cognitive ability, the desire to master life, and the desire to learn. On the basis of the research, three troopers have a positive mood, a close relationship, a hard work, and attempts to see the results of that work.

At present, the science is divided into 4 types of qualifications: simple, complex, special and versatile. Many of them are developed in the field of scientific work. A well-educated schoolchildren feel comfortable and seek independently, can independently work with the literature, set goals, and strive to do it.

The pupil needs to be interested in science to join the scientific work. By developing discipline qualifications, you can create an interest in the subject. And the subject qualification is formed during the research, analysis of the science basics. To the types of discipline qualifications: self-study qualification - supplements the student's knowledge. Here the pupil will have the necessary textbooks, materials, etc. he finds himself. Practical qualifications – practice and theoretical knowledge of research activity. Knowledge and learning the principle of construction of appliances and equipment used in every field. Organizational competence - The pupil can plan his work, organize the workplace and use the right time for his assigned job. Self-trainee qualification - the schoolchildren exercises timely and timely execution of the training. Economic and environmental competence is focused on careful consideration of the environment with environmental considerations. In this way, pupils' research skills are based on shingles - and are particularly relevant for organization of work aimed at educating sensual-value relationships in creative solutions and solving new problems [5].

One of the ways to involve students in research at elementary school is based on literary studies. The fact that schoolchildren are engaged in research is a matter of our time. The primary orientation is focused on the research work of pupils in basic subjects at secondary school.

The topic of the research work is to determine the level of teachers' leaders by teaching them the methodological basics of the research, the use of realistic texts. Secondary school student is tomorrow's student, undergraduate, doctor of science. This is an indication of the continuity of education and research work in the world civilization that develops research and research skills at all levels of pupils learning.

In order to develop the individual, it is important to relate their varied activities to the study of the actual phenomena and familiar objects around them. Research skills and abilities are needed not only for people who are engaged in science, but also for the work of individuals in various fields. Creative competence is directly related to any business. The research is now a narrow specialized service, not just a particular group of researchers, but also a way of life that is contemporaneous with the way of contemporary life, its professionalism.

This is our opinion in the seventh article by Abai: «A young child is born of two different births. The first one is that if I eat it, I sleep, the second one says, «I'll see if I know», whether dogs bite or livestock, «why does it bark», «what does it mean?» And what he hears, will not see it», the statement concludes.

The most important task of today's education is to engage the child in research, skills and competence. If it is necessary to ensure that a pupil is formed as an individual, then it is necessary to prepare the child for the research to demonstrate his or her capacity.

Throughout the lesson, there are some things that can be done to arrange research and exploratory activities of pupils by using effective methods. One of such noble intentions is the organization of pupils' intellectual society «Intellect» in primary school. In the primary school children's scientific community was opened and the pre-school and 1st and 2nd classes were connected with humanitarian disciplines on the subject, and 3rd and 4th grade learners began their research projects at their own levels.

In our lessons, pupils carry out a full cycle of research. When choosing a subject matter first, school children should have the opportunity to be able to see what they are interested in. Its objective is to provide a preliminary explanation of the selected substance and prepare a summary report. How do we work? Of course, this type of work is complicated and new for younger learners. There are many ways to find information (for us it is called research methods), and explain to them.

We started with simple questions such as: «What do you first need to do? Where do researchers begin? «In the course of the discussion, children will learn the most basic techniques: «Reading From Books», «Hand-held», etc. After every answer you should praise the student and put a card of the same method. In the course of this work, a chain of students' research is created (children do not speak, the teacher must say). In our experience, pupils offer the same techniques as «Experiment», «View From Computer», «Ask a Question for Professionals» and «Track», and do not forget to say «I need to think». So, we have a plan of research.

To get started, you need to negotiate the fixing methods. The information collected is hard to memorize, so it is necessary to give them a mark (pictographs for us). The labels may vary: images, symbols, and more. When capturing the received information with a pictorial recording, we control that the pupil works with different sensor paths (hearing, sight, smell, etc.). Thus, the effects of pictorial writing are considered to be unforgettable and valuable information for the learner. We should not dwell on the beauty, improvisation, the goal - to teach the primary school children to make these signs fast and self-explanatory. In transforming these characters, the pupil's associative and creative qualities immediately influence his development [6].

After collecting all the information, the researcher will present his report. At the same time, if the researcher is wearing an academic headdress and mantle, they will feel themselves as educated scientists. Of course, each report is related to the general development of the learner: his / her language, ability to communicate, vocabulary, communicative abilities. After the talk with the audience, discussions and questions are raised.

The schoolchildren of the 3rd and 4th grades were deeply involved in research work and protected their research projects at their own pace. After all, research skills and abilities are needed not only for people who are engaged in science, but also for the work of others in various fields. Creative competence is directly related to any profession.

Thus, at the primary school, we need to help the pupils continue to pursue science and technology, to reach their dreams, to find their own way, and to discover their abilities by leading them to science.

The research topics were selected in September in connection with the pupils' interests. At the beginning of the year, the following questionnaires were summarized and the topics were given to determine the areas of children research interest. The themes were tried by the learners themselves.

Different work topics can be divided into 3 main groups.

1. Fantastic themes are the creation and protection of imaginary objects that are not present in life. For example, creating a magic plane or machine from cardboard, residual boxes.

2. Empirical themes — share their experiences with the experiment. In the course of this study, he opens a new world story for himself. Objects of the research: people, pets, natural phenomena, etc. may be. For example, a 3rd year student has studied the peculiarities of nutrition in his classroom and has proven the harmfulness of carbonated beverages.

3. On theoretical themes — the work of a primary schoolchildren collecting the facts from the theoretical publications and getting a final expertise. As an object of the research: inquiries with other people - opinions, reading in books, work with encyclopedias. For example, a pupil of the 4th grade has done a lot of research in archive documents in his work «My city».

Based on these 3 groups of themes, pupils can identify individual, specific topics. For example: Place of Kazpost in the context of globalization, History of Kyzylzhar mosques, Why is Albinos red? etc. The most difficult of all researches is theoretical topics. These topics are often selected by talented pupils.

After the theme has been approved, the work will be completed within 6 months and pupils will monitor, analyze and correct each work in their group. In March the research will be protected. With each child, the class leader (supervisor) provides advice.

Basic requirements to the structure of the report:

The report consists of title pages, content, introductory chapters, main sections, conclusions, bibliographies, trailers.

1. Theme: The topic of the work should be clear, short. The theme and content should be combined.

2. In the introduction, the relevance of the research (what is important, what is needed, why you choose this topic, what material is insufficient), and the purpose of the study.

3. The main section:

The main section may consist of several chapters. The contents should be opened. Investigating some literature, the author expresses his own thoughts. describes the problem in detail.

4. Conclusion section:

In the final section the main idea of the topic is summarized. The goal is achieved, the missing, the suggestions will be made.

5. The list of references is fully written.

6. Attachment:

Attachment displays additional materials (illustrations, drawings, charts, etc.).

7. Report:

Volume of the report 5 - 6 pages. The report 's evaluation indicators are explained to the students in advance (Table).

T a b l e

Evaluation of the report

№	Indicators	Rate (points)
1	Relevance	0-10
2	Science	0-5
3	The problem of knowledge	0-10
4	Theme and content compatibility	0-10
5	Personal merit of the researcher	0-10
6	Being able to use the material correctly	0-10
7	Subscription style	0-5
8	Art painting	0-5
9	Ability to report (defense skill)	0-5
	Overall score	High level — 60–75; High to high level — 46–59; The middle level — 45–37; Low level — 36 low

As shown in the Table indicators are explained to the pupils in advance. It is clear that the conference is of paramount importance. Primary schoolchildren will be able to learn, analyze and communicate their stories to the audience.

So, research is now a narrow specialized service, not just a specific group of researchers, but also a way of life that is contingent on the way of today's life, in line with its own vision of professionalism.

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Бастауыш сыныптарда оқушылардың зерттеу жұмыстарын ұйымдастыру

Мақала мұғалімнің бастауыш сынып оқушыларымен ғылыми-зерттеу қызметін ұйымдастыру мәселесіне арналған. «Зерттеу қызметі», «зерттеу дағдылары» және «зерттеу дайындығы» терминдерінің мағынасы түсіндіріліп, осы мәселені зерттеген ғалымдардың еңбектері талданған. Репродуктивті оқытуға қарама-қарсы білім беру технологиясы арасында кездесіп отыратын ғылыми-зерттеушілік іс-әрекеті және оқу іс-әрекеттерінің маңызды мәселелері атап өтілді. Қарапайым, күрделі, арнайы және жан-жақты біліктіліктердің ішінде жан-жақты біліктілік ерекше қарастырылды. Оқушының ғылымға деген қызығушылықты ояту үшін керек пәндік біліктілік, өз бетінше іздену біліктілігі, практикалық біліктілік, ұйымдастыра білу біліктілігі, өзін-өзі бақылай білу біліктілігі, экономикалық-экологиялық біліктілік және оқушылардың зерттеушілік біліктерге негізделген іс-әрекет тәсілдері жан-жақты зерттелген. Мақалада «Интеллект» ғылыми қоғамы аясында ұйымдастырылған оқушылардың ассоциативті және шығармашылық қасиеттерінің дамуына әсер ететін зерттеу жұмысының технологиясы сипатталған. Оқушыны ізденушілікке баули отырып, ғылымға қабілеттерін ашуға көмектестін жобаларды жоспарлап-өткізу тәсілдері және оларға қойылатын талаптар келтірілген. Авторлар бастауыш сынып оқушыларын шығармашылық ізденушілікке жетелейтін ғылыми қоғамның жұмысына қорытынды жасайды.

Кілт сөздер: зерттеу жұмыстары, ғылыми-зерттеу дағдылары, ғылыми жобалар, зерттеу жұмысы технологиясы, ғылыми-зерттеу жұмыстарын ұйымдастыруға дайындық, шығармашылық ізденушілік, ғылыми-зерттеушілік іс-әрекет, пәндік біліктілік, практикалық біліктілік, ұйымдастыра білу біліктілігі, өзін-өзі бақылай білу біліктілігі, экономикалық-экологиялық біліктілік, іс-әрекет тәсілдері.

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Организация исследовательской деятельности учащихся в начальных классах

В статье проанализированы психолого-педагогические труды ученых по сущности понятий «исследовательская деятельность», «исследовательские навыки», «готовность к исследовательской деятельности». Отмечены важные вопросы научно-исследовательской деятельности, учебных действий и образовательных технологий, характерных для репродуктивного обучения. Особое внимание уделено рассмотрению простых, сложных, специальных форм совершенствования квалификаций, где всесторонне раскрыты действия, способы и специальные навыки и умения, необходимые для формирования интереса учащихся к исследовательской деятельности: предметная компетентность, практические, организационные навыки, экономико-экологическая исследовательская деятельность учащихся, а также

умение контролировать и др. Авторами показано влияние технологии исследовательской деятельности на развитие ассоциативных и творческих качеств учащихся. Обобщена работа по реализации данной технологии в рамках научного общества «Интеллект». Указаны методы и требования к реализации проектов, способствующих раскрытию способностей учащихся в области исследований. Авторы обобщают данные по работе научного общества, ведущей к творческому поиску учащихся начальных классов.

Ключевые слова: исследовательская деятельность, исследовательские навыки, исследовательские проекты, технология исследовательской деятельности, готовность к организации исследовательской деятельности, творческий поиск, научно-исследовательская деятельность, предметная компетентность, практические навыки, организационные навыки, умение контролировать, экономико-экологическая компетентность, способы действия.

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The role of Kazakh wrestling in patriotic education of students

In article the main problems of patriotic education of students and also interrelation of optimum control of training of the students who are engaged in national fight, process of patriotic education and increase in level of sports skill have been considered. The review of the scientific works devoted to this problem is analysed, the direction of patriotic education by means of national fight the Kazakh kuresi is defined, the model of increase in level of patriotic is made and defined. It is defined that works on patriotic education are carried out not only during preparation, but also during the competitions. Treat them: discussion of results competition, analysis of passing competition, conversations. Has been made and defined model of patriotic education by means of national fight and the priority directions.

Keywords: patriotism, students' patriotic education, Kazakh wrestling, patriotism education model.

Nowadays, the revision and evaluation of the history of our people, the modernization of moral principles, as well as the formation of a new political consciousness of Kazakhstanis are in full swing and the political system and political institutions are making efforts to form a new knowledge system about democratic mechanisms of participation in political processes. And public values are changing, including the stability and viability of the state system.

Students' patriotism education is an integral part of the culture of society. Pursuing research on patriotism in young people, the history and traditions of our country, the spiritual and moral potential of patriotic upbringing in the Republic of Kazakhstan can be considered as a part of the world outlook. However, the problem of patriotic upbringing in the institutions that train specialists is considered as a special research work, and the works written about it have not been studied historically and pedagogically. There are a lot of problems in educating young patriots who are fond of their country and are not indifferent to their customs [1-4]. In order to effectively manage the process of sports preparation of students engaged in Kazakh wrestling, it is necessary to get reliable information on the change of the interaction between sports skill level and patriotic education. Patriotic youth who have a real spirit of Kazakhstan can show our country to the world.

Analyzes of scientific and methodical literature have shown that in many countries patriotic education is carried out at a certain level. A lot of work is done in this direction in our country, but most athletes are not eager to improve their level of self-esteem. The types of struggle are one of the means of physical education and there are not many works to educate young people through patriotism. In most studies, attempts have been made to educate schoolchildren through discipline (history, geography, literature, etc.) [5, 6].

Any research work is a matter of being ready, or it is not a matter of adding or removing anything. Therefore, it is necessary to predict the outcome of the research work, that is to say, the practical and practical benefits to implement the methods of our research. Well, we considered the structural model of patriotic consciousness and activity, its components, dimensions and indicators, formed as a structured system, through the Kazakh struggle.

The main objective of physical education is the formation of physical culture of students. This objective reflects the principle of continuity of the individual components of the continuous education system. It also mentions the idea of teaching the priority of self-determination in the context of culture as a subject of a full-fledged life [7, 8]. Nowadays, the revision and evaluation of the history of our people, the modernization of moral principles, as well as the formation of a new political consciousness of Kazakhstanis are in full swing and the political system and political institutions are making efforts to form a new knowledge system about democratic mechanisms of participation in political processes. And public values are changing, including the stability and viability of the state system.

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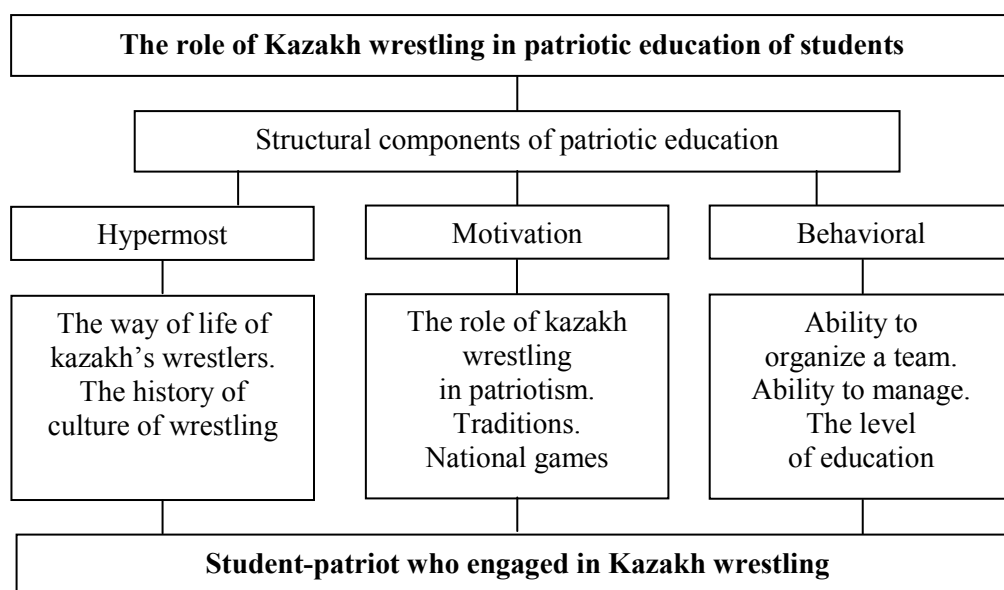


Figure 1. Patriotic education of students through the Kazakh wrestling

Hypermost force is defined by the student's commitment to his actions and aspiration to protect the Motherland, his commitment to the Motherland, and the self-perfection of his knowledge [9].

The motivation component also includes self-learning, interest, need, understanding. Cognitive component is the acquisition of the theoretical knowledge necessary for the solution of students' problems of patriotic upbringing.

Understanding and evaluating the essence of the behavioral component of patriotic education. Assessing the peculiarities of Kazakh wrestling in educating students in patriotism and developing their own behavior. That is, educational work should be carried out through patriotic ideas. This situation makes it possible to determine the low patriotic upbringing work, lack of responsibility for education, low educational, scientific, and socio-political upbringing [10].

It was necessary to know the opinions of the pupils in order to systematize the discipline of students' patriotic education. We had polled 21 students from all over the country participated in the survey, and the results are shown in the figure. Almost (68 %) of the athletes noted that the coaches pay a focus on educa-

tional work. 72 % of athletes showed that during the competition, educational work is sometimes done. And 64 % said that educational work is rarely done (Fig. 2).

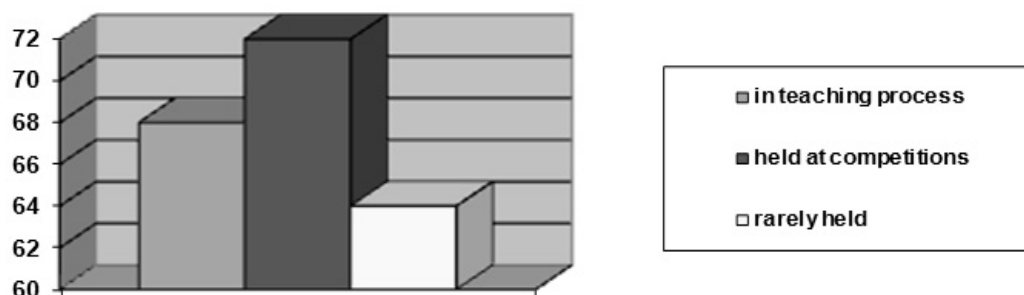


Figure 2. Indicators of determining the level of work of student's patriotic education (%)

There are monotonous methods used in preparatory educational activities, and some of their components are rarely done. There were no significant differences in the organization and conduct of patriotic upbringing of athletes and coaches. The responses of athletes showed that patriotism education is not only in the preparatory process, but also during the competition. The most frequently conducted activities are summarizing the results of the competition, analysis of the course of the competition, interview, etc. Table 1.

Table 1

Types of activities in upbringing process (given in percentage)

The types of competitions	Group of the athletes
Discussion about athlete's humanity	61
Discussion about keep the sport regime	41
Discussion about nation's prominent boys and heroes	13,5
Discussion about keep the rules of the competition	76
Total scores of competitors	83

Despite effective patriotic education, some activities are rarely carried out.

The athlete's responses did not include the study of biographies of famous athletes of the country, meetings with famous people. When analyzing the conditions for patriotic upbringing, the following circumstances have been identified. Almost all athletes replied that Kazakh wrestling contributes to patriotic upbringing, and pedagogical skills and self-education of the coaches are of special importance.

Thus, the analysis conducted by trainers on educational work and the survey among athletes showed the following situation:

1. Patriotic upbringing is mainly done during preparation, and rarity during the competition and rarely done in sports.

2. The content of the educational work is one-sided. Special attention is paid to activities that affect the emotions and mood of athletes (meetings with famous people, hiking, etc.).

3. The importance of the patriot-sportswoman's qualities such as the need for motivation, dedication to his or her teamwork, and active participation in public life can be attributed to the fact that athletes and coaches do not care.

4. The main difficulties in patriotic education of students in higher education institutions are: lack of teaching materials, weak material and technical base, deficiencies in the coach's professional level, and serious disadvantages in patriotic education of students. In order to identify this issue, we aimed to establish students' relationships with the Kazakh wrestling, to identify the leader among the sports teams. Patriotic education promotes interaction in the sports team, its unity. The source confirms that the athlete appreciates his level of patriotism, and appreciates some of the indicators. When studying the level of patriotic education, their views on training, competition, teamwork and education were identified. The results of the study of patriotic education are presented in Table 2. In our research, we divide them into three groups: high, medium and low, based on the levels of patriotic education of athletes. The specific features of these groups were de-

terminated by their observations and interviews with athletes. The level of formation of patriotic upbringing in the first group was high and was 26 % of the surveyed. Their features are as follows:

- commitment to the team and the coach (the athlete feels himself a member of the team);
- participation in all events held in the team;
- high status in the collective;
- Show all the races in the race («fight for the ultimate strength»);
- Come to help their teammates and coaches;
- To challenge yourself and those around you.

Table 2

The level of patriotism of students engaged in the Kazakh wrestling ($M \pm m$)

Structure	Self-assessment	Assessment of coach	Po
Views on training and education process	$4,2 \pm 0,12$	$3,61 \pm 0,12$	$<0,05$
Views on competition	$4,7 \pm 0,13$	$4,42 \pm 0,12$	$<0,05$
Views on teamwork	$4,0 \pm 0,10$	$3,81 \pm 0,15$	$<0,05$
Views on education	$3,85 \pm 0,15$	$3,45 \pm 0,17$	$<0,05$

Comparing the results of the self-assessment and the results of the specialists, we divided into two groups of students engaged in Kazakh wrestling. The first group assessed their level of patriotic upbringing (65 % of them). The level of self-esteem of the second group was higher than that of experts. This situation should be considered in the development of patriotic education of athletes engaged in Kazakh wrestling. These goals can only be achieved when a comprehensive approach to patriotic education of students engaged in Kazakh wrestling. Sports teams have different methods of educational work. When designing and conducting the content of patriotic education, we have followed the following requirements:

1. The theme of educational work should be relevant and correspond to the tasks of patriotic education of students.
2. The content of the event should be consistent with the goals and aspirations of the athlete.
3. By selecting the materials we need to interview, we have looked at ways in which it enhances the flaws of our wrestlers and enriches their feelings of pride and worth.
4. When conducting educational work, the actions of athletes should also be active.

The main purpose of patriotic education of students is to give national patriotic education, to teach necessary knowledge through personal patriotic activities. In order to achieve this goal, students should develop patriotic education, strong national feelings, special training programs, test their theoretical knowledge and patriotism in the learning process.

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Студенттерді патриотизмге тәрбиелеудегі қазақ күресінің рөлі

Мақалада қазақ күресі арқылы студенттерді патриотизмге тәрбиелеу мәселелері қарастырылды. Қазақ күресімен шұғылданатын студенттердің дайындық үрдісін тиімді басқару, патриоттық тәрбие мен спорттық шеберлік деңгейі арасындағы өзара байланыс зерттелді, ғалымдардың ғылыми еңбектеріне шолу жасалды, күрес арқылы отаншылдыққа тәрбиелеу бағыты айқындалды. Патриотизмге тәрбиелеу жұмыстарының тек дайындық процесінде ғана емес, сонымен қатар жарыс кезінде де жүргізілетіндігі анықталды. Оларға жарыс нәтижесін қорытындылау, жарыстың өту барысын талдау, өткен жекпе-жек күрес және соның айналасында өрбіген әңгімелесулер жатады. Ұлттық күрес арқылы патриотизмге тәрбиелеу үлгісі құрылды, оны дамытудың басым бағыттары айқындалды.

Кілт сөздер: патриотизм, студенттердің патриоттық тәрбиесі, қазақ күресі, отансүйгіштікке тәрбиелеу үлгісі.

К.С. Мускунов, М.Т. Бодеев, Ю.М. Назарова, Н.К. Саликов

Роль национальный борьбы казахша күрес в патриотическом воспитании студентов

В статье были рассмотрены основные проблемы патриотического воспитания студентов, взаимосвязь оптимального управления подготовкой студентов, занимающихся национальной борьбой, процесса патриотического воспитания и повышения уровня спортивного мастерства. Проанализирован обзор научных трудов ученых, посвященных данной проблеме, выделено направление патриотического воспитания посредством национальной борьбы казахша күрес. Определено, что работа по патриотическому воспитанию проводится не только во время подготовки, но и во время соревнований, как-то: обсуждение результатов соревнований, анализ их прохождения, беседы о состоявшихся поединках и атмосфера вокруг них. Была составлена и определена модель патриотического воспитания посредством национальной борьбы и выделены приоритетные направления.

Ключевые слова: патриотизм, патриотическое воспитание студентов, казахская борьба, модель образования патриотизма.

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The role of proverbs in the improvement of students' foreign language communicative skills

The article focuses on the role of proverbs as the source of folk wisdom, means of expressing national character and culture specificity; and also peculiarities of their use at foreign language classes. In the research paper proverbs are presented as the language awareness product, which reflects people's historical life experience, traditions and culture; the analysis of essence, content and structure of proverbs has been done, characterizing their expressiveness and brevity, which enable to reveal specifics of people mentality, their mind and identity. Special attention is paid to the use of proverbs at foreign language classes for improvement of learners' intercultural and socio cultural knowledge; familiarizing them with the culture of the studied language; development of students' foreign language communicative skills and habits, that are important for their intercultural communication with native speakers of the studied foreign language. Examples of language and speech activities on the use of proverbs, directed to the enhancement of learners' communicative skills in different aspects of the language, the role of proverbs in the development of students' oral and written foreign language communication are given in the article.

Keywords: proverbs, national character, foreign language communicative competence, peculiarities, national wisdom, mentality, human experience, socio-cultural competence, linguistic awareness.

In the process of learning a foreign language in the context of the development of foreign language communicative competence students become acquainted with customs, traditions, peculiarities of the national character of the target language, which undoubtedly enrich them spiritually and provide to deeply understand the uniqueness of their culture. The great Czech educator Yan Amos Komensky believed that learning a foreign language should follow the path from the gradual gaining the essence of foreign language utterances to the appreciation of the beauty of words, expressions, the spiritual heritage of all language features; and further to the ability to penetrate into the aesthetic essence of the language, mastery a language treasure. Thus, the comprehension of the language should be not only pragmatic, but also spiritual [1]. K.D. Ushinsky, developing the ideas of Komensky, wrote that we need to learn not only speaking in a foreign language, but also explore the richness of the national culture of the target language [2].

The function of a language is not only transferring messages, but first and foremost is the transmission of what we report. There is a «space of meanings» fixed in the language knowledge about the world, about the national characteristics of a particular community speaking this language. Language picture of the world is formed as the set of knowledge about the world, reflected in vocabulary, grammar, phraseology [3].

National character is the elusive phenomenon of ethnicity. Culture, history, living conditions and activities of any nation form a certain psychological features, peculiar to this nation (ethnic group), perceived as one of its characteristics. These psychological traits relate to certain phenomena. For example, the degree of conscious regulation of emotions and feelings of each nation is different: some people are more reserved, others more emotional and direct in expressing their feelings and moods [4].

What is national character? Does it exist? Is it possible to generalize typical features in the scale of the whole, when people are different? It takes all sorts to make a world, says the English proverb. Should we believe that nation are those people from different varieties with their own individual features? The definition of the concept «national character» is very complex and contradictory. We consider the views of various authors regarding the concept of «national character».

N.A. Erofeev emphasizes sketch or image of another nation, calling it ethnic representation [5]. S.M. Harutyunyan defines the national character as a kind of national flavor of feelings and emotions, ways of thinking and actions under the influence of conditions of material life, the peculiarities of historical development of this nation and that is manifested in the specificity of their national culture [6]. N. Dzhangildin defines the national character as a combination of specific psychological features, that is the characteristic of the particular socio-ethnic community in the specific economic cultural and environmental conditions of its development [7].

For the revealing peculiarities of the national character of people of the country of the target language, particular interest and relevance represent proverbs, as they are the product of linguistic awareness of people, transmitted from generation to generation [8]. Proverbs reflect the rich historical experience of people, ideas associated with work, lifestyle and culture of people. Correct and appropriate use of proverbs gives speech a unique originality and special expressiveness. As noted by M. Sholokhov: «...in none of the forms of language folk creativity people's mind is described with such a power, its national history, social structure, everyday life, worldview are reflected so clearly as in proverbs» [9].

In the explanatory dictionary of S. I. Ozhegov a proverb is defined as a short folk saying with edifying contents, a popular saying. Longman Contemporary English Dictionary gives the following definition of the proverb: proverb is a short well-known statement that contains advice about life in general [10].

M.I. Dubrovin traces the conceptual content of the term «proverb» in the following structure [11] (Fig. 1).

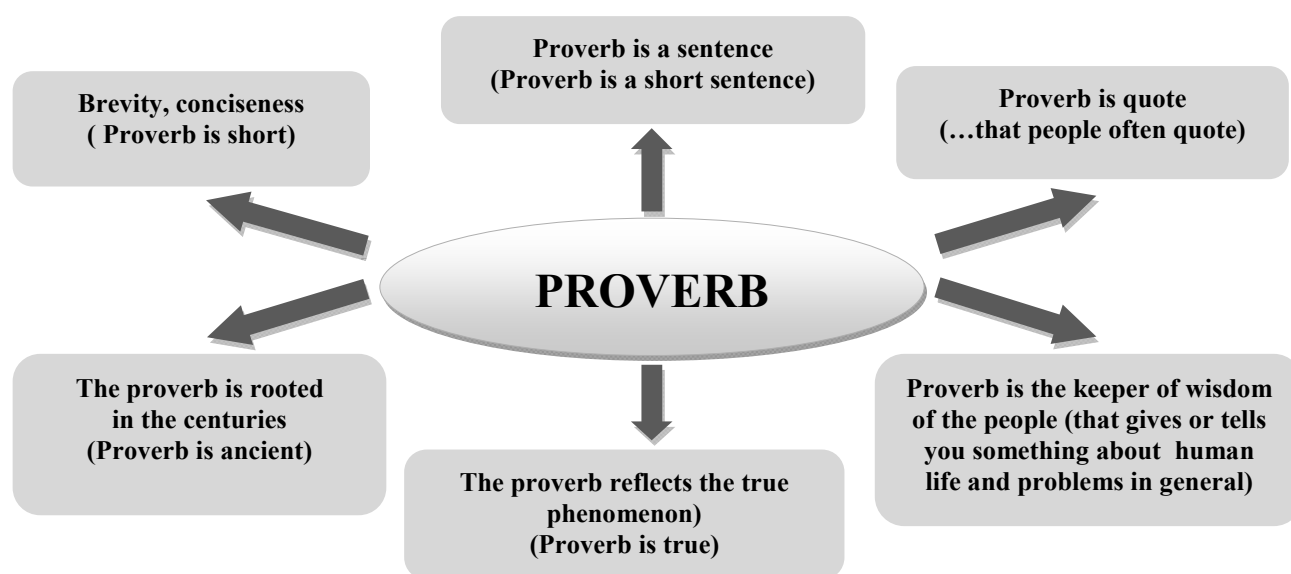


Figure 1. The conceptual content of the term «proverb» by M. I. Dubrovin

According to this scheme, proverbs are characterized by their conciseness and brevity, have their roots back centuries, reflect a true phenomenon and are the source of folk wisdom.

Such expressive means as an exact rhyme, ordinary form and brevity are peculiar to proverbs that made them memorable and necessary in speech. In such sayings people expressed a special characteristic of their people mindset, identity, spirit and character, a way of judgment, moral beliefs. The main purpose of proverbs is to give a national assessment of the phenomena of reality, expressing their worldview. Having studied proverbs and sayings of people it's much easier to understand the mindset and character of the nation, that is an important component of intercultural communication.

Proverbs as a whole cover a large part of the human experience. Due to the generalized nature of the structure of proverbs, they can be used at different stages of learning a foreign language, which in its turn will contribute to the development of foreign language communicative competence of students through the expansion of socio-cultural knowledge, enriching students' vocabulary.

Proverbs can be used in the process of learning different aspects of a foreign language. Let's consider using proverbs as a means of improving phonetic skills of the students. Students are offered proverbs and sayings for practicing difficult English sounds that are absent in the native language of pupils, that can be used as a phonetic training to improve auditory-phonetic and rhythmical-intonational skills. For instance, proverbs *Where is a will there is a way*, *When the cat is away, the mice will play*, *We do not know what is good until we have lost it* are used for practicing mouth-labial sound [w]; *Wealth is nothing without health*, *Birds of feather flock together*, *He was born with a silver spoon in his mouth* for testing the interdental sounds [ə], [ð]. Difficult sounds are pronounced first in isolation, then in words where this sound occurs in phrases and sentences. Both choral and individual work are conducted. Regular use of the proverbs in English language, selected according to phonetic principle gives a positive result in training and improvement of phonetic skills of students [12].

Teaching grammar, according to the communicative approach in foreign language teaching methodology is conducted on the functional and interactive basis, so proverbs can be widely used to practise and enhance a variety of grammatical forms and structures. So imperative mood takes a special place in foreign language communication, with its help one can express a wish, request, advice, permission, prohibition, warning. When fixing the grammatical material one can use the following proverbs: **Make the best of a bad job, Hope for the best and prepare for the worst, Don't play with fire, Strike while the iron is good** [13].

In the process of study and consolidation of imperative mood one can also use the following assignment.

- ❖ **Complete the proverbs with the verbs from the box. Then in pairs think about situations when we can use these proverbs.**

*Put, say, make, go, fling, eat, don't burn, don't look, roll, give, don't teach,
don't tell, spend, drink*

1. _____ my log and I will roll yours.
2. _____ your trust in God, but keep your powder dry.
3. Never _____ die.
4. Never _____ your money before you have it.
5. _____ hay while the sun shines.
6. _____ to bed with the lamb and rise with the lark.
7. _____ credit where credit is due.
8. _____ dirt enough and some will stick.
9. _____ with pleasure, _____ with measure.
10. _____ teach fishes to swim.
11. _____ your bridges behind you.
12. _____ tales out of school.
13. _____ a gift horse in the mouth.

Proverbs can also be used effectively in the study of irregular verbs in English, as far as a brief, concise form of proverb and its content contributes to a better memorization of irregular verbs. So, in the given exercise students have to match not only proverbs, but also insert the missing verbs in the correct form:

- ❖ **Match two parts of the proverbs. Put the underlined verbs in the correct form. Give Russian equivalents to these proverbs.**

1. Old birds are not
2. Love is not
3. Soon learn
4. A word speak in the past
5. A tree is know
6. Well begin
7. If one claw is catch
8. The fox is not take
9. Nothing is lose
10. A break friendship may be soldered

- a) but will never be sound
- b) is half do
- c) twice in the same snare
- d) for asking
- e) by its fruit
- f) recalling
- g) soon forget
- h) to be catch with chaff
- i) find in the market
- j) the bird is lose

Thus, proverbs can be useful for illustrations of grammatical material at the stage of presentation, consolidation and automation.

Proverbs are also a means of improving communication skills of students, support various discussions and debates, the topic for writing essays and compositions. In the process of learning a foreign language on the basis of studied proverbs, social and cultural knowledge of students is improved. In the context of the problem one can use different game techniques and tasks of creative nature in order to develop the analytical and critical thinking skills of students.

The next task is focused on semantic understanding of proverbs, it also helps improve lexical knowledge and skills of students and can be used at intermediate and senior stages at school. Students choose the synonymical proverbs to given ones that are similar in meaning, then provide an explanation and give examples from own life.

Find the proverbs with similar ideas, explain them and give examples from your own life.

1. *Words cut more than swords.*
2. *When pigs fly.*
3. *A thing that is said is said, and forth it goes.*
4. *Do not look upon the vessels but upon that which it contains.*
5. *A good name is sooner lost than words.*
6. *Do not count your chickens before they are hatched.*

- a) The tongue is not steel, yet it cuts b) Never fry a fish till it's caught.
 c) Better the foot slip than the tongue trip. d) Appearances are deceptive.
 e) On the second Sunday of next week. f) It is easier to fall than to rise.

Proverbs have a great potential in improving all kinds of speech activity: they can be used at foreign language classes as a means of developing skills in oral speech and writing, in listening and reading.

In teaching oral language, it is recommended to use creative tasks that improve the cognitive activity of students, promote the abilities to express and defend their own point of view. Let's consider exercise that is used to develop skills of students in dialogical speech on the theme «Food, healthy food» at the secondary level of education.

Fill in the blanks with the suitable proverbs. Then in pairs make your own dialogue and tell the class, try to use proverbs in your speech.

- 1) *Tastes differ*
- 2) *Eat at pleasure, drink with measure*
- 3) *A hungry belly has no ears*
- 4) *Early to bed, early to rise makes a man healthy, wealthy and wise*
- 5) *Health is better than wealth*
- 6) *Live not to eat, but eat to live*

In the Restaurant

- What shall we have?
- The three-course meal, I suppose. I'm hungry as a wolf.
- I think I'll have green peas, fruit and a cup of tea without sugar.
- Are you on a diet?
- I have to be on a diet. I'm afraid of getting fat. I'm an actress starring at a local theatre. Our producer

likes to say:

'a) _____.'

– 'b) _____', of course. But I'm sure that a spicy roastbeef is much tastier than vegetables.

- Is it your keep-fit programme?
- Yes, it is. My motto is 'c) _____' and enjoy life as it is! You aren't a fitness fanatic, are you?
- I wouldn't say so. I only try to follow the doctor's advice.
- Which is?
- To walk as much as possible and take the stairs, not to eat bread and sweets.
- The recommendations are rather useful. But isn't it boring?
- If you are in perfectly good health, you can live well and have more pleasures of life. As they say:

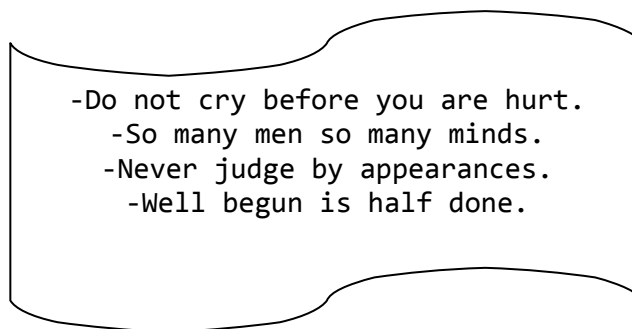
'd) _____'.

– You are right. But 'e) _____'. I'll start with fish in jelly, a bowl of cabbage soup then a beefsteak with mushrooms and fried potatoes and a cup of strong tea with a chocolate cake.

- How careless of you! 'f) _____'.

At the senior stage students' level of English increases, their speech becomes more fluent and accurate, and allows them not just to perform reproductive activities, but also express their attitude to the given utterance, to express agreement or disagreement. So one can use the following tasks:

❖ Give a piece of advice to your partner paraphrasing the proverb.



Proverbs can be used for developing situational dialogues and monologues at senior stage of learning.

❖ Illustrate the use of proverbs in any life situation. Tell the case of your life, confirming the correctness of proverb.

Students come up with the story, it can be home assignment or class activity, then they present their story, choose a suitable proverb. Other students agree or disagree, justifying their answers. Thus, students develop their skills to draw their own conclusions, generalize information.

At the senior level of foreign language teaching and learning process proverbs can become a meaningful support for further discussion. The teacher needs to engage students, motivate them for further discussion of the problem. So, for example, the topic **Relations –Friendship** is preceded by the following proverbs: ***They are rich, who have true friends. When a friend asks there is no tomorrow.*** Do you agree with these proverbs or not? Express your opinion. Then students can be divided into groups, the topic of discussion is the issue of friendship – who is he a real friend? At the end, speakers of each group express, defend their viewpoints, reasoning their opinion. In the course of such discussions a portrait of a true friend is demonstrated. As a home assignment for the aim of development of writing skills, students could be asked to write an essay about true friendship, using one of the proverbs as the theme of the work.

To improve the skills of pupils in listening, developing their analytical skills trainees are offered different situations for listening, which they analyse and give a critical assessment; then, for each situation, students choose the appropriate proverb in the sense of justifying their choice.

Listen to the following situations. Match the proverbs in the box with the appropriate situation.

Never too late to learn. Don't judge a book by its cover. A friend in need is a friend indeed.

Situation 1

Mary had a big problem and she didn't know what to do about it. After she told the problem to her best friend, she felt much better.

Situation 2



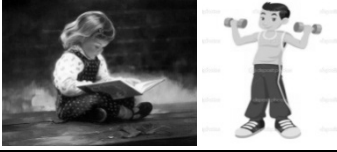


A new girl came to our class. She was very weird. She often wore very dark and strange clothes. We all thought that she was very bossy and serious and she didn't want to talk to us. Later we found out that she actually was very polite and intelligent.

Situation 3

My uncle, who is 50 years old, decided to start learning again. He said that he had always wanted to study Spanish and he hadn't had any time to do that when he was younger.

In the process of using Proverbs and sayings at foreign language lessons vocabulary of students is enriched, their socio-cultural knowledge is improved; also favorable conditions are created for the development of their creative activity and increase the motivation to learn a foreign language.

The following exercise stimulates memory, develops the language of brilliance and creative, associative thinking of the students, since the visual support facilitates understanding of the illustrations in the picture. Students are dealt to the tableau with pictures. In accordance with their content, they need to find a suitable proverb, saying one's answer. This task can be used at the senior level of learning a foreign language. **Guess the proverb using the pictures.**

<i>Pictures</i>	<i>Proverbs</i>
	Time is money
	Like father, like son
	Reading is to the mind what exercise is to the body.
	Don't look a gift horse in the mouth
	East or West, home is best

In summary, we conclude that proverbs are essential and multi-functional methodological tool in teaching a foreign language. They are valuable training materials for improvement students' knowledge on such aspects of the language as grammar, vocabulary, phonetics. They play an important role in the intensification of the educational process as well. The use of proverbs in the process of learning a foreign language helps improve all types of speech activity, develops the imagination and creativity of students. Using proverbs in the classroom is beneficial, due to them favorable environment is created, the learning process becomes more enjoyable and interesting.

Moreover, proverbs contribute to the development of communicative skills of students, that are necessary for intercultural communication with native speakers of the studied foreign language and learning their culture. Thanks to proverbs, students become familiar with spiritual heritage, national character of representatives of the foreign culture, their way of thinking and expressing thoughts. Proverbs are a source of development of human values in a broad sense, as students become acquainted with the national values and characteristics of another culture, feel themselves as a part of the intercultural space, at the same time they preserve their own national identity. Systematic and purposeful use of proverbs in foreign language classroom greatly enhances the quality of teaching and learning process and promotes the formation of foreign language communicative competence of students.

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У.И. Копжасарова, Н. Станчу, В.А. Оспанова

Шетел тілі сабақтарында мақалдарды қолдану

Мақалада мақалдардың рөлі халық даналығының көзі, ұлттық сипатты айқындау құралы және мәдениеттің өзгешелігі, сонымен қатар шетел тілі сабақтарында оларды қолдану ерекшеліктері ретінде қарастырылған. Мақалдар — ұлттың тарихи тәжірибесі, адамдардың тіршілігі және мәдениетін білдіретін тілдік сананың өнімі ретінде көрсетілген, сонымен қатар ерекше ұлтқа тән ақыл жаратылысы мен өзіндік ерекшелігін беруге мүмкіндік беретін мақалдардың мәнерлілігін және ықшамдылығын сипаттайтын олардың мазмұны мен құрылымына талдау жасалған. Шетел тілі сабақтарында білім алушылардың әлеуметтік-мәдени білімін тереңдету үшін, оқытылып жатқан шетел тіл иелерімен мәдениетаралық қатынасты жүзеге асыруға қажетті олардың шеттілдік коммуникативтік біліктері мен дағдыларын дамыту үшін мақалдардың қолданылуына ерекше көңіл бөлінген, олардың мәдениетіне жете ену, тілдің әр түрлі аспектілері бойынша оқушылардың біліктерін жүзеге асыруға бағытталған мақалдардың қолданылуымен тілдік және сөз жаттығуларының мысалдары келтірілген, сондай-ақ мақалдар ауызша және жазбаша тілдесімде оқушылардың біліктерін дамыту амалы ретінде қолданылған.

Кілт сөздер: мақалдар, ұлттық мінез, шеттілдік коммуникативтік құзырет, ерекшеліктер, халық даналығы, менталитет, адами тәжірибе, әлеуметтік-мәдени құзырет, тілдік сана.

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Использование пословиц на занятиях по иностранному языку

В статье рассмотрены роль пословиц как источников народной мудрости, средства выражения национального характера и своеобразия культуры, а также особенности их использования на занятиях по иностранному языку. Пословицы представлены как продукт языкового сознания, в котором отражен исторический опыт народа, быт и культура людей. Авторами проделан анализ содержания и структуры пословиц, характеризующий их выразительность и краткость, позволяющих передать особый, свойственный народу склад ума и самобытность. Особый акцент сделан на использовании пословиц на занятиях по английскому языку для расширения социокультурных знаний обучающихся, развития их иноязычных коммуникативных умений и навыков, необходимых для осуществления межкультурной коммуникации с носителями изучаемого иностранного языка, приобщения к их культуре. Приведены примеры языковых и речевых упражнений с использованием пословиц, ориентированных на совершенствование умений учащихся по различным аспектам языка, а также как средства развития умений учащихся в устной и письменной речи.

Ключевые слова: пословицы, национальный характер, иноязычная коммуникативная компетенция, особенности, народная мудрость, менталитет, человеческий опыт, социокультурная компетенция, лингвистическое сознание.

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Technology of teaching the kazakh language in the aspect of «linguistics – country studies»

The article presents a brief overview of scientific research in the direction of «Philology» of the Kazakh language in the aspect of «linguistics-country studies». The article deals with effective and optimal methods of teaching the Kazakh language in the technological system of education. The article is intended for undergraduates of the Kazakh language in the direction of Philology to recognize the peculiarities of learning technology in the aspect of «Linguistics-language». In this context, the methods of teaching the Kazakh language, which are effective and qualitative on the basis of long-term experience of the authors, are described as a system of educational technologies. In the work of the master's program it is necessary to take into account the peculiarities of this course in the teaching of the Kazakh language. The study describes the features associated with the bilateral nature of this system. On the other hand, the work is aimed at studying the cumulative value of the Kazakh language, on the one hand, and, on the other hand, the goal of the development of the Kazakh language of speech / writing. To achieve this two-fold goal, it is necessary to solve the problem of finding high-quality methods of teaching of the Kazakh language and the psychological foundations of their stability, the search for forms of education (student, extra-curricular, self-employment) with the necessary lexical and grammatical minimum.

Keywords: linguistics, linguistics, linguistics, teaching technology of Kazakh language, linguist identifying, Tiltanim – Yeltanim, grammatical minimum, multilingual education, learning to speak, listen, read.

The Head of our state Nursultan Nazarbayev, who set the spiritual development of the Republic of Kazakhstan in a new way. In his article «Look into the future: the modernization of public consciousness» Nursultan Nazarbayev points out: «The revivalism should not be neglected from past historical experience and national traditions. On the contrary, it is necessary to be able to make the most important prerequisites for successful modernization of advanced traditions, which cannot be overlooked in the face of contemplation. If the revival begins to get the national-spiritual roots of the country, it starts to get lost.

At the same time, spiritual renewal is crucial to the ability to combine and harmonize various poles of the national consciousness. This is a platform of national memory that combines harmony with the horizons of history, creativity today and the bright future» [1]. The Kazakh language is MV in the Kazakhstan branch of Lomonosov Moscow State University there are several aspects of training in undergraduate students of philology.

One of them is to teach the Kazakh language in the aspect of «Tiltanim - Eltanim». The main subject of the teaching technology in the Kazakh language in the aspect of «Linguistics - the language» is the development of all sorts of speech - mastering the original language materials by special topics, focusing on the cumulative function of the Kazakh language. In order to use the current state of the Republic of Kazakhstan as a material for the development of speech language, linking with the past and perspective ways of development of the Republic of Kazakhstan, it is necessary to define ways of overcoming the roots and objectives of this system. In order that undergraduates recognize different ways of learning the Kazakh language, we can turn the technology «Tiltanim - Yeltanim» into a core of the information that activates their interest, and becomes a key to learn to speak, listen, read and write fluently in Kazakh.

Undergraduates should be able to take into consideration the specific features of this course in Kazakh in the context of the Kazakh language. These features are due to the fact that this system is double-sided. On the one hand, the aim is to study the cumulative value of the Kazakh language, and on the other hand, to develop the Kazakh language of speech. In order to achieve this bilateral goal, it is necessary to solve the problem of qualitative teaching of the Kazakh language and the psychological bases of their stabilization, the search of forms of learning (learner, out-of-class, self-study), the necessary lexical and grammatical minimum.

The Kazakh language, as well as all languages, is a means of communication, and Kazakh speech is a way of communicating. Therefore, in order to develop the Kazakh language as a means of communication, it

is necessary to use speech situations which use the Kazakh speech methods that are organized only for special training.

Linguistic astrophysical method is the difference between the language of a particular linguist identifying, interacting with the folk cultures of different nations and among nations. It creates conditions for a proper relationship that ensures close communication. Linguistic geography is one of the nation's cultural values of its own country and abroad information. Higher education standards and European standards Transition to the concept of education and transfer of credit technology of education, foreign the implementation of multilingual education, with the introduction of a multi-level language teaching model from experience.

The aim of the experiment in KarSU named after EA Buketov is to create a model for multilingual education and to track this practice, improvement of pedagogical tools. The ability to master three languages is a personal multilingualism, which is a language for human interaction. We understand that mechanisms are a process of transformation, and later, at three or more the use of the language system in the first place, the ability to master the language from one language to another to create the skills, and then to create a better environment for other systems. It requires a system to neutralize.

The use of the Kazakh language in the aspect of «language - eltanim» makes it possible for the undergraduates to be conscious of the logic and the necessary skills as a means of expressing their ideas in the communicative situations presented on the basis of the Kazakh language system and national historical and cultural materials. The teacher uses the technology «Tiltem - Yeltanim» in order to strengthen the motivation of undergraduates to study the Kazakh language. By introducing the material in the deep subsoil of the Kazakh language, it provides a basis for a new and valuable look. Thus, it allows to develop the intellectual potential and creative potential of undergraduates. In using the Kazakh language in teaching technology in the aspect of «language - eltanim», the teacher often plays a role as the organizer and coordinator of educational process of undergraduates. This allows the teacher to coordinate the work of the undergraduate in accordance with the capabilities of each of the undergraduate students and to get the right advice with the right advice.

As the teaching technology of the Kazakh language is closely connected with the communicative technology in the aspect of the «language - eltanim», the teaching process should ensure that the Kazakh language of graduates is continuous. In this case, the teaching material should be in the main form when sorting original materials.

Therefore, self-study of undergraduate and post-graduate students will be of great importance in the form of realistic realization of Kazakh communication situations.

The linguistic basis of the teaching technology in the Kazakh language in the aspect of «language - eltanim» is the branch of «linguocoil». Kazakh linguistics is aimed at providing some minimal information about the Kazakh people and the Kazakh nation, who teach the Kazakh language and on the other hand, the Kazakh language.

Communicative behavior is a broader concept than speech etiquette. The last is associated mainly with standard speech formulas in the standard communicative situations that reflect the category of politeness, and communicative behavior describes the topic of communication, perception of certain communicative actions of speakers of the language peculiarities of communication in large communicative spheres of the type family, team, foreigners, strangers, acquaintances, and many others. Communicative behavior describes not only polite, reference communication, but real communication practice. Communicative behavior includes speech etiquette as a part.

In General, national peculiarities of communicative behavior allows to interpret her description as the description of one aspect of communication aspect national linguistic identity.

In connection with this description of communicative behavior appropriate to carry out with a ranking of units of the metalanguage: usually, often, generally relatively rare, not normally found is usually not allowed, etc. This may be referred to a particular communicative culture, with respect to which

is characterized by particular communicative sign. National consciousness is basically the awareness of the people of his own socio-ethnic entity, knowing what the real role he played or potency can play in the history of mankind, what is its contribution to human civilization.

This awareness of his natural right to free, an independent existence. An ethnic group builds its own culture, consistent with the need to find the spiritual harmony between yourself and others and owned by him items. In other words, national culture in its artistic and aesthetic the dimension is a figurative model of the universe, the cosmos, adopted and cultivated by man, world, humanized and historical environment of

existence. The study of the communicative consciousness of the people requires a study of its language consciousness and the study of the purely communicative knowledge, rules and patterns, included in the minds of the people. We emphasize that the communicative consciousness of the people as a whole, in the unity of its linguistic and purely communicative aspects, is integral part in the cognitive consciousness of the nation, as a component of General cognitive consciousness people.

For communication in Kazakh lingual culture characterized by quiet, calm communication, man lives in harmony with nature, with the Universe. «As a contemplative ambient it world, boundless Kazakh steppes, and merging at the horizon with the Sky, soaring eagle-symbol of freedom, the Kazakh observes, reflects, symbolizes; feeling a part of nature, the nomads often keep back in expressing your thoughts, feelings, intentions symbolically. Nomadic lifestyle, the difficulties associated with it, lead to respectful relative to each other and to respect older people, overcame all the hardships. All this can be attributed to the linguistic culture of the Kazakh jet type». For the Kazakh culture is characterized by a relatively high degree of competition. Observations show, for many representatives of the Kazakh people tend the desire to advance in life, to reach the heights, the authoritative status in society, recognition, respect, and honor.

Perhaps this played a role stereotypes on the long history of nomads, according to which the rich man, Bai enjoy all the benefits of life only because of inherited wealth, at the time as the laborer has to work tirelessly. National-cultural specificity of communication is detected on the basis of the comparison communicative cultures. Particular attention is paid to the Kazakh greeting (Salem take). The traveler, arriving from afar, be sure to say hi to the elders and respected the people of the settlement. On the other hand, in the house where he stayed distant relative come all the rest of the family for greetings. No wonder Henry David Thoreau reads: «Alystan of calgen Alty jastai balaa, Alpes jastai asaal held Bered» («Six-year-old, who arrived from afar, greeting gives sixty the elder»).

The lack of a good education is only the greeting of familiar person and ignoring the others nearby. Azilhan Nurshaihov in his book «the Truth and the legend» mentions, like the illustrious Baurzhan Momysuly was at the invitation in one of the districts of South Kazakhstan region. In the restaurant, where the Kazakh Soviet hero had lunch with local elders, rushed a young man from the local administration. Greeted with only one sitting at the table, he began quickly to tell. In the end rude the officer was banished by a furious B. Momysuly, who accused his contempt of the customs of their ancestors. Greetings Kazakhs use a handshake with two hands. In some regions East Kazakhstan serves only his right hand and his left pressed against his chest. But most dear people hug each other when meeting, pressing her Breasts (CBT suies). Though in the South practiced that women greet men by the hand, in other regions this is not recommended. In the best case, the girl will give the guy a hand a handful, touch his hands and then pulls

The main objective of the Kazakh linguo-vocabulary is to provide the ability of master students to correctly understand the Kazakh speech, to communicate correctly and correctly to the authentic (authentic) texts in the Kazakh language in the Kazakh communication acts.

The texts in the Kazakh language and the supplementary materials provided to them form a common understanding system of Kazakh national traditions, traditions, customs and traditions. From the lexis in these materials, the Kazakh people should be able to get the information that they themselves have in Kazakh, and to be fully competent to communicate fully in Kazakh. All methodological goals and tasks and exercises and tasks for achieving them, as well as other forms of work, are put on the same system.

Undergraduates are considered to have a good knowledge of the Kazakh language at the school, at the university. That is why the master students are taught at the highest level. This level is based on the Kazakh language and Kazakh language teaching. Undergraduates begin to study the Kazakh mentality in the Kazakh language, learn the Kazakh language and culture, traditions and customs, religious and mythological knowledge, politics and economics, history and geography of Kazakhstan, and get a systematic education of the Kazakh language.

Linguistic mastering of these areas is a basis for undergraduates to master the Kazakh language at level C1. Different educational and cognitive work, which is carried out on the topic, provides master's degree students with the information on different topics and their skills. Undergraduates will be accustomed to using the information correctly in the future [2].

Undergraduate students have the ability to analyze the Kazakh speaking skills, analyze the information they have learned, communicate it to others, and express their opinion about them. Mendergen's new

vocabulary fund is a lot of work done to enable graduate students to use different genres of style (speaking, formal, publicistic, artistic, and academic) [3].

In order to solve this problem, the lessons will be used in selected workbooks. Most texts are used for information purposes, including those used by undergraduates in scientific reports or in discussions.

Contents The original texts and other didactic materials about the past and present and promising aspect of Kazakhstan, together with video and audio texts, are combined into a single educational-methodological complex. Lessons are conducted on the basis of visits to museums by undergraduates, on the theater and on the city of Astana, on the basis of discussions, role plays, and many other forms of work by project method.

And the grammar provided by the Kazakh language is presented as linguistic lessons and personal lessons. The communication of new lexical resources and sentences in each lesson is supplemented by grammatical notions.

The tasks that are performed on texts are not uniform. Due to the fact that the number of assignments is designed to develop the ability of undergraduates to work with the original Kazakh texts, homogeneous assignments, instructional and intuitive motivation is not successful.

Master students present their findings on the topic of the project they have been assigned to. The presentation may be in the form of presentations, abstracts, reports, articles, albums, and creative reports. Of course, it is important to note the effectiveness of the project on the topic, which is very interesting and as a method of improving the research and research skills of undergraduates.

The teaching technology of the Kazakh language in the aspect of «language - eltanim» forms background knowledge of undergraduates. Background knowledge is based on the cumulative language function. The cumulative ability of the Kazakh language is recognized as a treasure of continuity between the generations, the roots of the qualities that are equally understandable for the four-pronged region of Kazakhstan, the life experience of the Kazakh nation, the preservation of the scientific and practical heritage of the world. Here background knowledge from the Kazakh language is widely read. Background education in the narrow minds is the knowledge that the two speakers are talking about, and broad background knowledge is the whole of the two pre-interlocutors. It has a few levels of knowledge to consider [4]. They said:

- general education, in particular earth, space, time, health, education, etc. knowledge about;
- Regional education, in particular, on knowledge of cottonseed, fishing, marine and desert;
- information known only to a specific ethnicity, ethnic group;
- Familiarity with certain populations, known only to certain social groups (some lexical peculiarities);
- Knowledge acquired only by members of small micro-groups, such as a private family, students, a group of undergraduates, etc.

Textbooks, slides, dialogues and monologues, teaching them the Kazakh language in linguistic-oriented direction. Tasks are diverse, such as listening comprehension, reading comprehension, deep cognitive reading, and activating a new vocabulary fund.

It should be noted that the number of assignments for the use of the new vocabulary fund and the task of fixing it on the same topic will be 18-20. The contents of the tasks are as follows:

- 1) tasks related to studying Kazakh greetings, farewells, words;
- 2) tasks for teaching language and non-linguistic (verbal and non-verbal) ways of social and cultural self-maintenance;
- 3) tasks for training of national peculiarities of self-discipline in daily, academic, official and business relations;
- 4) analytical tasks on studying Kazakh texts (home, social, geographical, political, academic, official) about various features of Kazakhstan;
- 5) tasks that give basic information from the history of Kazakhstan and are capable of self-seeking;
- 6) tasks reflecting the current state of the Republic of Kazakhstan;
- 7) tasks for recognition of Kazakh national traditions and customs;
- 8) tasks for demonstration of religious and national holidays;
- 9) tasks showing Kazakh phraseology, wing words and aphorisms and literature.

The system of communicative exercises used in the teaching technology in the Kazakh language in the aspect of «Linguistics - the language» (Table).

The system of communicative exercises

Listening comprehension exercises	Speaking exercises	Learning Objectives	Writing tasks
A group of exercises designed to develop the linguistic skills of listening to linguistically-motivated English	The group of exercises for the formation of skills of using lingvo-vocabulary lexical units in speech	A lingua franca is a group of exercises designed to improve reading skills	A lingua franca is a group of exercises designed to improve the writing skills of the texts
A group of exercises for the development of listening comprehension skills in the teaching and communicative situations on the linguistic topics	A group of exercises for the development of monologue and dialogue skills in teaching and communicative situations on linguistic topics	A group of exercises for the development of reading skills in linguistic topics in teaching and communicative situations	The group of exercises for the development of writing skills in linguistic topics in reading and communicative situations

It is well-known that the Kazakh language is taught in Kazakh as a state language. In this regard, it is important to introduce the acquaintance with the Kazakhstani realities in development of the Kazakh language of speech and writing of undergraduates. Only then will it be possible to create and apply recognized speech situations of the soul spirit, which will make the soul of the soul live in the spirit of our national identity.

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Қазақ тілін «тілтаным – елтаным» аспектісінде оқыту технологиясы

Мақала қазақ тілін филология бағытындағы магистранттарға «тілтаным – елтаным» аспектісінде оқыту технологиясының ерекшеліктерін тануға арналды. Авторлардың көпжылдық тәжірибесінің негізінде тиімді және сапалы болып табылатын қазақ тілін оқыту әдістері оқытудың технологиялық жүйесі ретінде сипатталды. Мақалада магистранттарға қазақ тілін «тілтаным – елтаным» аспектісінде оқыту барысында осы бағыттың өзіне тән ерекшеліктерін ескеру керектігі қарастырылған, сонымен қатар ерекшеліктер бұл жүйенің екіжақты болуымен байланыстылығы көрсетілген. Бір жағынан, қазақ тілінің кумулятивтік құндылығын үйрену мақсаты тұрса, екінші жағынан, сол арқылы қазақша сөйлеу/жазу тілін дамыту мақсаты тұратындығы талдаған. Осы екіжақты мақсатқа жету үшін, қазақ тілін оқытудың сапалы деген әдістерін және оларды орнықты етудің психологиялық негіздерін, қажетті лексикалық және грамматикалық минимумды саналылықпен меңгертетін оқыту формаларын (сабақтағы, сабақтан тыс, өзіндік жұмыс) іздеу мәселесін шешу қажеттілігі негізделген.

Кілт сөздер: лингвистика, тіл білімі, технология, қазақ тілін оқыту, анықтау, грамматикалық минимум, көптілді білім беру, жазылым, оқылым, сөйлесім, тыңдалым.

Н.Ж. Курман, Б.М. Айтбаева

Технология обучения казахскому языку в аспекте «языкознание – страноведение»

В статье рассматриваются эффективные и оптимальные методы обучения казахскому языку в лингвострановедческом аспекте. Представлен краткий обзор научных исследований. Показаны особенности технологии обучения в преподавании казахского языка. В этом контексте методы преподавания казахского языка, которые являются эффективными и качественными на основе многолетнего опыта авторов, описываются как система учебных технологий. В работе магистратуры необходимо учитывать особенности этого курса в преподавании казахского языка. Приводится описание особенностей, связанных с двусторонним характером этой системы: с одной стороны, необходимость изучения совокупной ценности казахского языка, а с другой — изучение развития казахского языка речи/письма. Для достижения этих целей необходимо решить проблему поиска качественных методов преподавания казахского языка и психологических основ их устойчивости, а также форм обучения (ученика, внеклассной, самостоятельной занятости) с необходимым лексическим и грамматическим минимумом.

Ключевые слова: языковедение, языкознание, страноведение, лингвострановедение, технология обучения, казахский язык, говорение, чтение, письмо, аудирование.

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The relevant gender models: for gender sensitive education

The article discusses the relevant gender models that can be defined similarly to the main directions of gender studies. In this sense, the authors have analyzed and drawn conclusions that the gender dimension of social practice can be a starting point in understanding the essence and evolution of gender relations, an objective and reliable explanation of the characteristics of gender models in different traditional cultures. The results of such scientific research will contribute to the most optimal solution of the content-organizational problems of gender-sensitive education.

Keywords: gender studies, gender dimension, gender relations, gender models, social practice, gender-sensitive education, masculinity, femininity, toleration, tolerance, polygamy.

Didactic aspects of gender-sensitive education lie in the design of its content and technological support of its process. Due to the specifics of gender, these two aspects of education are so inter-integrated that they represent a certain monolith, the differentiating signs of which can only be distinguished conditionally. Therefore, in the pedagogical context, it is advantageous to consider the gender problem from the standpoint of models of social practice.

Thus, the study of the gender category is unexpected, but as it turns out, at first glance, it came into contact with the problem of national identification. It is well known that an adequate explanation of its distinctive features is not possible without studying the territorial, political, ethnic, social, religious and other aspects of the national problem. But the nation, in addition to the unification of various groups of people formed due to historical, territorial, linguistic, socio-cultural unity, also unites two opposite sexes, without an analysis of the interaction of which it is also impossible to fully understand many national features. This primarily explains the inclusion of the category of gender in the number of ethno-differentiating characteristics. The concepts of «masculinity» and «femininity» in their antithesis are an important driving force for the evolution of a particular ethnos, a nation [1].

The problem of gender in connection with ethnic and national identity was first voiced at the scientific conference «Gender and Nation: Nationalism and Gender Relations in the Nineteenth Century - World Experience» held in Berlin (Gendered Nation: Nationalisms and Gendered Order in the Long Nineteenth Century - International Comparison). This conference was organized by the Center for Interdisciplinary Research on Gender at the Technical University of Berlin, together with the University of Bergen (Norway) and the Einstein Forum (Potsdam, Germany). About 40 specialists from the various countries took part in its work.

Then the main directions of gender studies in the aspect of national identification were outlined [2]:

- comparative characteristics and theoretical comprehension of the gender structures of different nations (the role of the male and female beginnings of the class, ethnic, colonial and religious structure of the history of the past in the light of gender problems);
- problems of gender and war;
- gender specificity of national movements, social and cultural practices;
- the image of sex in national symbols, rituals, myths, etc.;
- the relationship of national, social and gender identity;
- Women's emancipation in connection with the problems of nationalism;
- The ratio of the sexes to the war and the national image of sex.

In principle, these directions may well be synonymously called gender models in national identification. One of them is the correlation of gender with national statehood and ethnos. The essence of this model is that any ethnic community has its own specific hierarchy of relations between the sexes, regulating and regulating the vital activity of the ethnos as a whole. Universality that is inherent in all types of traditional cultural communities, of these relationships is defined by the notion of a «social minority». Here we are not talking about the numerical prevalence in society, the «social minority» in its context unites, as a rule, representatives of an unequal group. However, it should be especially noted the presence of emotionally colored subjective self-esteem. Objectively or subjectively, but considering themselves as a discriminated minority, in a

multinational, colonial or class society, women may be unexpectedly correlated with an ethnic or social minority, which leads to unique consequences for culture and public life in general.

It is enough to note such a social phenomenon as polygamy, which is stereotypically associated with lack of rights, discrimination against women. But with careful analysis, this fragment of historical experience that has taken place (and still has) in almost all cultures turns out to be a real and effective protection of the rights of every woman for marriage and motherhood, as: a) the numerical predominance of women is almost always and in all societies objectively determines the number of unmarried, single women; b) allows to facilitate life through the division of labor and duties in a polygamous family; c) the growth and spread of extra-marital affairs and divorce is blocked; d) the number of «single mothers» and, consequently, orphans growing up without a father is reduced; e) there are more rich people, since polygamy can be afforded by men from the social category of those who have property, then children, being born and growing up in well-off families, have a sufficient level of seed capital for further increase in material well-being; f) there is a demographic «spring», and a woman in a polygamous family does not need to have many children; g) psychologically, the woman's fate is «facilitated», as the sense of suspicion and uncertainty disappears (her «rivals» know in person), etc. Arguments «in favor» can be continued. Polygamy can be a serious alternative to divorce, immorality and debauchery.

Single women are a socially dangerous phenomenon. The objective situation of unrealized female and, above all, maternal origin potentially breeds fatherlessness, orphan hood (with live parents!), abandoned children and child homelessness with all the ensuing consequences. Any serious study of polygamy already at the initial stage allows revealing its positive moments in terms of social protection of childhood and motherhood: protecting the right of every woman to an official marriage, which in many respects removes psychological discomfort, and protects the right of every child to legitimate birth.

In this regard, the results of a three-year (2002-2005) study conducted by the Karaganda State University scientists are not without interest. The range of specialties of the attracted student contingent is quite wide: mathematicians, physicists, political scientists, teachers, psychologists, future teachers of physical culture and a foreign language. The results of the research were covered in the article «Polygamy ...» (L.S. Syrymbetova) [3]. According to the authors of the article: «The future of polygamy in our country depends on whether women will accept it. Yes, it is women, because as opponents of polygamy, as shown by the results of the poll, in which 273 people participated (107 men and 166 women), they are regardless of occupation, level of education and marital status. «However, a comparative analysis of the results of the survey before and after the appropriate interview on the problem of polygamy showed a stable tendency to admit this tradition in modern society. In addition, this trend manifested itself in the initial survey. Such a provision was admitted to a greater extent by men regardless of age and marital status, as well as women aged 30-50 years with higher education, and the marital status of this category of respondents is not uniform. On this basis, scientists come to the conclusion that people with a high level of education show great tolerance for polygamy. But this is, perhaps, because tolerance in general is peculiar to high intelligence. Nevertheless, there is reason to believe that an adequate relation to any fragment of historical experience, including polygamy, is possible with a relief representation and the identification of its social significance.

According to the authors, when discussing polygamy, there were always counter-arguments on the negative aspects of this phenomenon, and positive characteristics (for example, equalization of the demographic situation, eradication of prostitution, etc.), as a rule, did not find justified counterarguments. Among the negative characteristics of polygamy, the most often mentioned was the infringement of women's rights. To the question «What is the infringement of rights, and what is this manifested in polygamy?» The respondents in their arguments were not convincing enough. In addition, women in the discussion of this topic were more impatient, emotional, and men exhibited their inherent impartiality. As the authors note, "the initial categoricalness of the majority of female respondents after the discussions was reduced, but the general imperative of their behavior can be described as follows: «I do not mind if this does not concern me. Therefore, let us reiterate that the future of polygamy in our country, as well as, crucially, depends on women».

Polygamy and monogamy are ordinary human states. Nothing can prevent someone who was born with a desire for one of these states. However, polygamy can be quite natural for a man and is not at all characteristic of a woman, for a man promotes the growth of manifestation, whereas a woman destroys it. Illegal polygamy is worse than the legitimate (or rather legalized), because it creates pretense and deceit in a man.

Nevertheless, scientists recognize the fact of «the presence of negative problems in polygamy. But on this occasion, you can safely say that the reverse side has any social phenomenon, such as, for example, the

birth of children. After all, there is no guarantee of security even in such an absolute basis of being, but this does not cause any fear and doubt. There are innumerable similar parallels» [3].

As one more model, it is possible to single out a range of problems related to the place and role of gender in the society. The essence of this model is determined by the participation of men and women in social and cultural practice. First of all, the differences are related to the degree of involvement of the sexes in the field of upbringing and education of new generations. Particularly interesting is the comparative analysis of this problematic in the nineteenth and twentieth centuries when the role of women in the education of children has become not only leading, but in a number of countries - exceptional. It is not difficult to predict the consequences of the «totalitarian female» influence on children, and consequently on the fate of the whole nation.

Thus, the study of gender in the context of the national question revealed its links with the economy, politics and culture. It is not just about the different contribution of men and women to these spheres of society, but about their different attitudes towards them, which is determined by the social and mental level of their participation in the life of the nation. And consequently, we must admit that the solution of the gender issue in many respects causes an adequate solution of all problems related to national arrangement.

Many spheres of culture and social practice are traditionally purely «feminine» and especially «masculine». Is this understandable, in principle, if it is understandable? How stable are stereotypes about the separation of social functions of men and women? What are the limits of what is permissible and unlawful in their relationship? Are these limits measurable? We believe that the general meaning of the answers to these questions is associated with the category of tolerance.

Tolerance (derived from the Latin word *toleration*) is a willingness or ability to allow a person or an inanimate object to take any action without protest or any interference.

However, understanding the nature of tolerance is complicated by the fact that in different languages the word is synonymous with other words, which sometimes have non-identical meanings: tolerance, patience, temperance (similar to the case with the concept of gender). And it is very important to distinguish them from each other. The nature of their differences is clearly defined in the Oxford Dictionary, where two different meanings of the verb «endure» are given. The first of these refers to «tolerance», while the second meaning is expressed by the noun «patience»: allow without protest or interference; tolerate (pain, etc.), be able to carry (medicine) or be exposed (radiation, etc.) without causing harm [4].

The term «tolerance» is usually explained in dictionaries in a religious context. Tolerance is a policy of patient abstinence from anything that is not liked or disapproved. Thus, tolerance should be clearly distinguished from freedom or liberty precisely because it implies the existence of something that cannot be accepted or that is vicious.

Toleration contains in its meaning an element of condemnation, in contrast, tolerance rather suggests the absence of condemnation. A tolerant person does not need to have negative perceptions and be attuned to disapproval of many things. Tolerance is first and foremost the recognition of people's freedom to be who they are, to believe in what they believe, etc. Tolerance is perhaps the most acceptable option for denoting virtue, and the term «toleration» is more acceptable to denote indulgence, a condescending attitude to those who are deprived of something, as a rule, by any social privileges. In this sense, tolerance differs from toleration by showing the same respect for others. Its distinctive feature is that it does not contain a sense of superiority in relation to one another.

With such a wide range of associative series, the word «tolerance» still has a basic meaning, shared by many, perhaps even in most natural languages. Nevertheless, the word «tolerance» acquires several different emotional characteristics in different languages. For example, the classic commentary on tolerance in French is «houses designed specifically for this», in Russian it means brothels.

In addition, the word «tolerance» causes a number of associations of questionable properties, for example, such as indifference, arrogance, contempt or disapproval. This word can be used without any negative associations, but it cannot avoid ambiguity. It is also interesting to note how the definition of tolerance can vary in different dictionaries of the same language. In the old French dictionary «tolerance» is explained as «indulgence» and as «indulgence to what you do not want or cannot prevent». This concept almost coincides with the English word «tolerance».

In Swedish, this word has a more consistent positivity. You can criticize a person for being too «patient» if you admit that he is too patient for his own benefit. Despite the fact that in Swedish the word «patient», as a rule, does not in itself cause negative associations, such as, for example, contempt or dislike, it more often expresses its consent than disapproval of something. In most cases, this is a compliment, which

is released, for example, to people with a broad outlook and sociable. In the view of most liberal cultures, «tolerance» has a partially positive meaning.

Tolerance allows originality. Tolerance is a somewhat vague area of relationships. In addition to the fact that tolerance is a very vague concept, it also has its own degree of expression. People can be tolerant in varying degrees. And here the question arises of the limits of toleration. In order to maintain tolerance in one case, you may need to abandon it in another [5]. Tolerance finds its expression in different contexts. Therefore, two basic forms of tolerance should be distinguished: the tolerance in relation to anything and the tolerance in action. Tolerance can be natural and spontaneous, but it cannot be a consequence of primitiveness.

Concerning the problem of gender, it is logical to present tolerance as a property of women, and toleration in the sense of indulgence is a traditional feature of men. But then the myths about the superiority of the male mind are broken, because, in fact, tolerance is a property of a broad outlook, an expression of open-mindedness, a sign of intellectual development, of intelligence, although not necessarily of an analytical nature, and it need not necessarily be a consequence of theoretical knowledge. Any person on Earth can be tolerant, regardless of additional knowledge.

It is this statement that can become the starting point in understanding the essence and evolution of gender relations, an objective and reliable explanation of the features of gender models in different traditional cultures.

Knowledge of this order, of course, will contribute to the most optimal solution of the content-organizational problems of gender-sensitive education.

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Б.Х. Жұбанова

Гендерлі-сезіну білім беру туралы: гендердің кейбір модельдері

Мақалада гендер үлгілері гендерлік зерттеулердің негізгі бағыттарына сәйкес анықталатыны негізделді. Бұл тұрғыда әлеуметтік тәжірибенің гендерлік өлшемі гендерлік қарым-қатынас негізі мен дамуын тануда, әр түрлі дәстүрлі мәдениеттегі гендерлік модельдердің ерекшеліктерін әділ және дұрыс түсіндіруде соңғы көзқарас бола алады. Мұндай ғылыми зерттеулер нәтижесі гендерлік сезіну арқылы білім берудің мазмұндық-ұйымдастырушылық мәселелерінің тиімді шешімін табуға көмектеседі.

Кілт сөздер: гендерлік зерттеулер, гендер қырлары, гендерлік қарым-қатынастар, гендерлік модельдер, әлеуметтік тәжірибе, гендерлік сезіну арқылы білім беру, ержүректілік, нәзіктік, төзімділік, көпәйелалышылық.

Б.Х. Жубанова

О гендерно-чувствительном образовании: некоторые модели гендера

В данной статье обосновывается, что модели гендера могут быть определены аналогично основным направлениям гендерных исследований. В этом смысле автором проанализированы научные исследования и сделаны выводы, что гендерное измерение социальной практики может стать исходной позицией в познании сути и эволюции гендерных взаимоотношений, объективного и достоверного объяснения особенностей гендерных моделей в различных традиционных культурах. Результаты таких научных исследований будут способствовать наиболее оптимальному решению содержательно-организационных проблем гендерно-чувствительного образования.

Ключевые слова: гендерные исследования, гендерные аспекты, гендерные отношения, гендерные модели, социальная практика, гендерно-чувствительное образование, мужественность, женственность, терпимость, многоженство.

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Development of personal and linguistic abilities of future foreign language teacher in learning process

The article is devoted to the personal and linguistic abilities of the future teacher of a foreign language. Considerable attention is paid to numerous social changes, as well as Kazakhstan's entry into the world educational space, rethinking the target educational guidelines that led to the nomination of a number of new requirements for the professional training of future specialists, including teachers of a foreign language. According to these principles, in this vein, a knowledge-oriented approach to education has been replaced by a competence approach aimed at providing a new quality of professional training, optimal and efficient, from the point of view of modern objective reality. The authors noted that the competent foreign language teacher should not only differ by a high level of foreign communicative competence, but also know how to effectively organize the learning process in different types of educational institutions in the conditions of global changes. Also, various methodological competence definitions of future foreign language teacher are considered, which specify the structural components of the phenomenon and emphasize the possible organizational and technological aspects of the purposeful development of methodological competence in conditions of the university.

Keywords: professional competence of the future foreign language teacher, vocational-oriented training, socio-cultural component, pedagogical professionalism, socio-cultural knowledge, communicative teaching, pedagogical skills, professional activity.

Language as a complex semiotic system and the universal means of communication in the content of individual consciousness and culture has its national and personal identification in the process of teaching and studying of the individual. The modern life and educational space is characterized, on the one hand, by the expanding opportunities for the development of a linguistic personality with a high level of mastering linguistic competences, with the culture and methods of speech studying at schools and universities. On the other hand, rapid changes in the language, as a «house of being», stimulated by dynamic socio-cultural transformations lead to a reorientation in the value relation to language and speech.

Considering language as an indicator of the intellectual and spiritual and moral development of the individual, with its abilities for self-actualization and self-improvement, we put the problem of the students' linguistic personality as theoretical, methodical and practical techniques. It is associated with the development of the ability to recognize the real value of the language, to understand that speech is related to the thinking and consciousness of the individual. The educational process of the university has a great pedagogical potential for the development of students' language personality and is characterized by a combination of cognitive, communicative, educational, cultural, and organizational components.

There are different approaches of English teaching which focused students on mastering a set of competences:

- the possession of competent oral and written speech;
- the ability to adequately translate texts;
- the ability of students to participate in intercultural dialogue;
- the ability of critically reflective attitude to the received information;
- the ability of speech manifestation in the socio-cultural space;
- the ability to verbally resist the verbal destructiveness of the environment;
- reflection of yourself as a linguistic person [1].

In this way, a person may have competent in the field of language and speech having a responsible speech behavior that presupposes the presence of language immunity (the ability to withstand the destructiveness of the speech environment).

The purpose of the professional language training of foreign language teachers is generated not only by speech activity. However, in a number of cases, with the traditional approach, foreign speech activity and the activity that the teacher must master are identified. The highlighting of the communicative goal of instruction

is conditioned by the communicative nature of the language, which appeared «out of necessity, from the urgent need to communicate with other people» [2].

Development of personal and linguistic abilities of students is inseparable from the formation of future teacher's professional consciousness. This position fully corresponds to the principle of students' consciousness and activity units. One of the ways to develop the professional consciousness of foreign language teacher is the use of methodological tasks in the educational process. The effectiveness of methodical thinking development is associated with the extent to which the totality of actions realized by the communicative and teaching activities of students [3]. The use of methodological tasks allows, to a certain extent, to optimize the formation of the communicative and teaching techniques of future foreign language teachers. In the process of solving these questions, the foundations of methodical thinking are laid, students learn to transform the problematic methodological situation, find its decision, go beyond the limits of the well-known methods of professional activities.

However, the possibilities of methodological tasks in the formation of an adequate personal sense of professional knowledge are limited. In the process of their solution, only the external union of «thought and word» takes place and the student is not a subject of professional activity having a personal meaning; there is no active issue for these problems during the educational process. And thus, solving the methodological tasks, the future teacher is deprived of feedback from his students and does not have a reliable source of information about the correctness of the goal and the effectiveness of the methodical methods. All this, reduces the effectiveness of the application of methodological tasks for the formation of a professional, personal sense of foreign language studying. The personal meaning of mastering a foreign speech by a future professional teacher is formed in a deep, active penetration into the pedagogical reality. But for that, it is not enough to combine consistently linguistic and methodological professional knowledge. The real solution is to organize «real experience of labor and non-labor activities» [4].

In searching for ways to improve the development of the communicative and teaching function of the future teacher, the ratio of professional knowledge and foreign language speech gives a way to «an issue that is immeasurably more important from the philosophical, logical and psychological aspects of the relationship between speech and the content of activity». In this relationship, it is formed the subjectively significant goal of foreign language studying. S.L. Rubinstein noted that such a goal is «simultaneously generalized and personally significant, for the sake of which, in the final analysis, the man does everything he does» [5].

In the process of foreign language studying, the future teacher unifies his or her character to activities pushing one and bringing others which may have more significant prospects. This manifests «the special integrative capacity of the individual». And in this way, foreign language studying acquires a personal meaning for the student, depending on which subjectively the significant activity or the system of activities the acquired language knowledge is integrated [6].

For young teachers of foreign languages and graduate students, the average assessments of the personal meaning of foreign language studying on a number of parameters were significantly different from the corresponding indicators of students. Approximately to the maximum, the average assessments of the personal meaning of the parameter include «*learning activity*», «*the personal significance of learning a foreign language*», «*the interest to a foreign language*», «*the desire to imitate the pedagogical example*». These and other results tell about significant changes in the structure of the personal meaning of foreign language studying according to the influence in the experience of pedagogical activity. However, the indicators of average ratings were not sufficient for a deep psychological analysis. It was important not only to establish the measure of the significance of certain semantic entities according to the average assessment of the subjects, but also to reveal their correlating relationship with the personal significance of foreign language studying.

Development of professional personal meaning of foreign language studying among graduates was carried out as far as setting new, professionally significant goals. This is evidenced by their practice reports: «*It turns out that you need not only to know but also be able to teach*», «*I began to follow the dictation and intonation so that children understand me better*», «*How important it is to speak correctly in class, not to make grammatical errors!*», «*To teach others, replenish your knowledge*». In the process of formation a professional personal sense of foreign language studying, collisions of the former and new meaning of linguistic knowledge were observed. Let's illustrate this with the following statements: «*The teacher's speech, unfortunately, is limited to the school curriculum*», «*Where can we use that knowledge of a foreign language that we have?*», «*The teacher gradually forgets the foreign language at school*».

The research shows that the personal meaning of foreign language studying in the process of preparing for pedagogical activity is under the determining influence of subjectively significant activity. Knowledge of

a foreign language as a motive of educational activity is correlated with certain goals in the system of different activities of the student, and thus the personal meaning of his or her study appears. Development of the communicative and teaching function of the future teacher can be carried out quite effectively, if the study of a foreign language acquires for the student not only communicative-linguistic, but also by the professional and teaching sense.

The experience gained by future foreign language teachers in the teaching process does not always help them to develop a professional personal sense of language learning. This is confirmed by the results of correlation and intercorrelation analysis. By this way it is revealed an insufficient correlation between the personal significance of foreign language studying and preparing for learning activity. The results of factor analysis convincingly show that the process of acquiring and applying knowledge of a foreign language is integrated largely by the factor of preparation not for teaching, but for speech activity.

So far as, the personal meaning is formed in the presence of a subjectively significant goal of activity; the task is to make the future teacher as an active subject of pedagogical activity. It is possible in conditions of creative application of the received knowledge, when the consciousness of the future specialist «not only reflects the objective world, but also creates it».

Professional-oriented teaching provides for professional direction by the content of teaching material by the activities which form the professional skills of future specialists. Foreign language teaching requires the integration of disciplines like «Foreign Language» from profile disciplines like «Language for Specific Purposes» and puts before the teacher of a foreign language the task of teaching the future specialist on the basis of interdisciplinary links to use a foreign language as a systematic replenishment of his or her professional skills.

Considering a foreign language as a means of the professional orientation development of a future specialist, N.D. Gal'skova notes that studying of professional-oriented language material has a two-way link between the student's desire to acquire special knowledge and the success of language mastering [7]. The author emphasizes that foreign language studying at the university should not be an end in itself, but a means to achieve the goal of raising the level of education and erudition within its specialty. In scientific and scientific-methodical literature, the foreign language as a subject in the higher education system is revealed by the author from a position as «the problem of teaching a foreign language in higher education as a means of communication».

An important feature of a foreign language as an academic subject is that the language is both a means and the purpose of studying. The student learns the easiest linguistic means, he learns various types of speech activity, which until a certain point has the purpose of studying, and then they are used by him for mastering more complex linguistic actions, that is, they are already a means of learning.

Thus, an essential feature of a foreign language as a subject is its eccentricity. Considering the aspects of linguistic phenomena, one can say that their initial base is the grammatical speech activity which is the main object of foreign language studying. Practical mastery of a foreign language is the only aspect of professional-oriented teaching of the subject. It involves the expansion of the concept of «professional orientation» of foreign language teaching which includes one component-the professional- oriented direction of the content of the teaching material. The approach to the choice of activity content should be focused on students' achievements in this or that sphere of human activity reflects the scientific achievements of students, presents them an opportunity for professional growth.

Communicative and socio-cultural knowledge of students by the means of educational material and activity is realized to a greater extent due to the correct implementation of the linguistic-cultural approach. This approach ensures the assimilation of the language in close connection with the foreign culture which includes a variety of cognitive information about history, literature, customs, and way of life in the country of the target language. Mastering a foreign language and using it require knowledge of the socio-cultural features of language speakers being studied, a wide range of verbal and non-verbal communication. Socio-cultural knowledge helps to adapt to a foreign environment, follows the canons of courtesy in a foreign culture environment. They are an obligatory component of the content model in foreign language teaching of students in the development of their professional and linguistic abilities.

Foreign language is a means of increasing professional competence and personal and professional development of students and it is a prerequisite for the successful professional activities of a graduate specialist. At the same time, the professional activity of the teacher is determined by the specificity of his or her professional-object, personal (individual-psychological) and communicative (interactive) qualities.

Professional activities of teachers of any subject are characterized by the following functions: developing, educative, communicative, constructive-planning, organizational.

Foreign language teacher has a special specificity of his professional activity. Thus, he must have a high level of knowledge in a foreign language; possess linguistic cultural and socio-cultural information, a methodology for teaching a foreign language and new developments in this field. As for the knowledge of the method foreign language teaching, a student as a future teacher needs not only to teach how to teach phonetics, vocabulary, grammar, types of speech activity in a foreign language, but also to formulate a system of methodical concepts and categories, and show their interconnection and interdependence. Nowadays, the orientation toward developing individual abilities of each student, on the education of intelligent, thinking personalities prone to self-education becomes more and more relevant. The starting point for this can be the adequate organization of the learning process, namely, the interaction with teacher and students as with equal partners, personalities, and a collective of personalities. When the teacher acts on the student not as an object, he does not solve the problem for the student, which then only repeats the solution, and together they solve it, and the teacher only helps, productive interaction is achieved.

But the success of teaching (and especially, foreign language studying) depends on the relationship based on activity of the teacher and students. An important role is played by the interaction of students with each other. However, the interaction with educational work of students involving the conversion of students to each other, exchange their points view. Students work side by side, but not together. But it is the interaction of their personalities, as well as the personality of the teacher, the mutual understanding that develops between them, which is the psychological basis for cooperation during the lesson. Only in the conditions of cooperative and creative activity of the teacher and students, which has for each of them a personal meaning, that is, in the conditions of personal interaction, between them are the relations of partnership, which appear in the interrelation and mutual influence of the teacher and students.

Thus, the meaning of the pedagogical profession is revealed in the activities carried out by its representatives and which is called pedagogical. It represents a special kind of social activity aimed at transferring from senior generations to younger accumulated by experience and mankind, creating conditions for their personal development and preparing for the performance of certain social roles in society. Pedagogical activity as a professional takes place in specially organized educational institutions: pre-school establishments, schools, vocational schools, secondary and higher educational institutions, additional education institutions, advanced training and retraining establishments.

The main characteristics of teacher's pedagogical activity and indicators of his professional growth can be called *pedagogical skills*. Pedagogical skills should be understood as a level of professionalism of the teacher, which includes knowledge of his academic subject, good knowledge of the psychological and pedagogical theory and the system of teaching and educational skills, as well as rather developed professional and personal qualities and qualities which in its totality allows students to be sufficiently educated [8]. Pedagogical skills- the basis of the teacher's professionalism, without which it is impossible to work at schools. It is as a qualitative characteristic of teachers' upbringing activity which also have educational and upbringing skills that the teacher brought to a high degree of perfection in the psychological and pedagogical theory in practice, thanks to which provides the high efficiency of the educational process.

The highest level of teacher's professional activity is pedagogical innovation. It organically includes the introduction and implementation of new and progressive ideas, principles and techniques in the process of education and upbringing and significantly changes and enhances teacher's important qualities:

- *high civil responsibility and social activity;*
- *love for children, the need and ability to give them their heart;*
- *genuine intelligence, spiritual culture, desire and ability to work together with others;*
- *high professionalism, innovative style of scientific and pedagogical thinking, readiness to create new values and make creative decisions.*

Thus, the pedagogical vocation is formed in the process of accumulation by the future foreign language teacher of theoretical and practical pedagogical experience and self-assessment of his or her pedagogical abilities. Hence it can be concluded that the shortcomings of special (academic) qualification cannot serve as an excuse for recognizing the full professional unfitness of the future specialist. Pedagogical tactics as the important component largely depends on the personal qualities of the teacher, his outlook, culture, freedom, civil position and professional skills. It is the basis on which a trusting relationship develops between teachers and students. Especially distinctly pedagogical tact is manifested in the control and evaluation activity of the teacher, where special attention and justice are extremely important. The basis of person's cognitive orientation is spiritual needs and interests. One of the things of the spiritual forces and cultural needs of the in-

dividual is the need for knowledge. Continuity of pedagogical self-education is a necessary condition for professional development and improvement.

The contemporary foreign language teacher should be well-oriented in various branches of science, the basics of which he teaches, to know its possibilities for solving social, economic, industrial and cultural problems. But this is not enough - he must constantly be aware of new research, discoveries and hypotheses, and looks forward the near and far prospects of the science being taught.

Non-linguistic communication is based on the theory of speech activity. Communicative teaching of a foreign language is activity-oriented, since verbal communication is carried out through the speech activity, which, in turn, serves to solve the tasks of productive human activity in conditions of social interaction of communicating people. Participants in communication try to solve real and imaginary problems of joint activity with the help of a foreign language [9]. The activity essence of communicative foreign language teaching is realized in the conditions of a humanistic approach to learning. With this approach, positive conditions are created for the active and free development of the personality in the activity. In general terms, these conditions are as follows:

– *students have the opportunity to freely express their thoughts and feelings in the process of communication;*

– *each participant of communication remains in focus of attention of the others;*

– *participants in communication feel safe from criticism, prosecution for mistakes and punishment.*

Learning a foreign language allows students:

1) Get acquainted with a different social culture, other types of state structure, life and everyday life of peers;

2) Understand, and not evaluate the similarity and difference of other cultures, features of mentality, lifestyle and the system of moral values of other peoples. In this regard, in methodological science, it has become an opinion to introduce a certain change in the content of teaching a foreign language. In the center of the content of foreign language education should be foreign language culture.

Foreign language becomes, thus, an integral component of culture, its carrier and exponent. Foreign language contains in its words and grammatical forms not only knowledge of the language system, the rules of using the elements of this system, but also background knowledge. Information about the culture of other country can also be found in the names of objects and phenomena of traditional and new life, in terms reflecting phenomena of a public nature. Elements of culture are contained, in addition, in non-verbal means of communication. In this regard, the teacher of a foreign language faces the task to form a secondary linguistic personality capable of being an effective participant in intercultural communication. In order to participate in the dialogue of cultures, it is necessary to develop the students' readiness to use a foreign language as a means of communication, and also to develop their intellect, creative thinking, and the desire to learn.

The process of acquirement a foreign culture helps to satisfy the diverse interests of students' personality. At the same time, there is a development of thinking, a culture of intellectual labor. The development of thinking is carried out mainly due to the solution of constantly more complicated problems of different levels, reflecting the content of communication process. The acquirement of cultural values in the process of foreign language studying makes a significant contribution to the culture of intellectual work. Students develop the ability to use dictionaries, reference books, memos on the rational performance of study assignments. Foreign language is not only a means of cognition, storage of national culture, communication, development and education of the individual, but also as an important means of international communication [10]. In pedagogy there are the following styles of communication between teachers and students:

a) communication based on enthusiasm for creative activity;

b) communication based on friendly relationship;

c) communication in distance.

Only in the conditions of creative activity between teachers and students there are the relations of partnership. Teachers' attitude is characterized by requests, advice, praise and approval. The main form of learning activity is the live communication among teachers and students. Thanks to interpersonal relations, the student does not feel afraid to make foreign language mistakes. And the system of professional training should be aimed to the development of the teacher's personality which should provide for a differentiated evaluation of professional skills.

A teacher of a foreign language cannot teach without constant of self-improvement and self-education. English is not a frozen phenomenon, it is constantly changing. Perfection of language knowledge and technologies of teaching is the key to the successful work of the teacher.

Summing up the aforesaid, it is necessary to emphasize the importance of student interaction and cooperation, as well as the speech task for the organization of communicative language acquisition. Communicative learning involves the formation of a communicative concept, that is, of internal readiness and the ability to communicate with the voice, orienting students to enter into a different cultural space.

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Ж.М. Құлтанова, Т.Л. Бородин

Оқу үрдісінде болашақ шетел тілі оқытушысының тұлғалық және лингвистикалық қабілеттерінің дамуы

Көптеген әлеуметтік өзгерістерге, сондай-ақ Қазақстанның әлемдік білім беру кеңістігіне енуіне, мақсатты білім беру бағыттарын қайта қарастыруға үлкен назар аударылды, бұл болашақ мамандарды, соның ішінде шетел тілінің мұғалімдерін кәсіби даярлауға арналған бірқатар жаңа талаптарды белгілеуге әкелді. Осы қағидаттарға сәйкес білім беру жүйесіне білімге бағдарланған көзқарас қазіргі заманғы объективті шындық тұрғысынан кәсіптік даярлықтың жаңа сапасын, оңтайлы және тиімділігін қамтамасыз етуге бағытталған құзыреттілік тәсілімен ауыстырылды. Авторлар шетел тілінің құзыретті оқытушысы сыртқы коммуникативтік құзыреттіліктің жоғары деңгейімен ерекшеленбеуі керек, сонымен қатар жаһандық өзгерістер жағдайында білім беру мекемелерінің әртүрлі түрлерінде оқу үрдісін қалай тиімді ұйымдастыру керектігін біледі. Сондай-ақ болашақ мұғалімнің әдіснамалық құзыреттілігінің әртүрлі анықтамалары қарастырылды, ол феноменнің құрылымдық компоненттерін және университет жағдайында әдіснамалық құзыреттілікті мақсатты түрде қалыптастырудың ұйымдастырушылық және технологиялық аспектілерін айқындайды.

Кілт сөздер: болашақ шетел тілі пәні мұғалімінің кәсіби әдіснамасы, кәсіби-бағытталған оқыту, әлеуметтік-мәдени компонент, педагогикалық шеберлік, әлеуметтік-мәдени білім, коммуникативтік оқыту, педагогикалық дағдылар, кәсіби іс-әрекеттер.

Ж.М. Култанова, Т.Л. Бородин

Развитие личностных и лингвистических способностей будущего учителя иностранного языка в процессе обучения

В результате многочисленных социальных изменений, а также вхождения Казахстана в мировое образовательное пространство произошло переосмысление целевых образовательных ориентиров, которые обусловили выдвижение ряда новых требований к профессиональной подготовке будущих специалистов, в том числе учителей иностранного языка. Согласно этим принципам в данном ключе на смену знаниево-ориентированному подходу в образовании пришел компетентностный подход, нацеленный на обеспечение нового качества профессиональной подготовки, оптимальной и результативной, с точки зрения современной объективной реальности. Авторами отмечено, что компетентный учитель ино-

странного языка должен отличаться не только высоким уровнем иноязычной коммуникативной компетенции, но и знать, как эффективно организовать процесс обучения в различных типах образовательных учреждений в условиях глобальных перемен. Также рассмотрены различные дефиниции методической компетенции будущего учителя, конкретизированы структурные компоненты феномена, которые делают акцент на возможных организационно-технологических аспектах целенаправленного формирования методической компетенции в условиях вуза.

Ключевые слова: профессиональная компетентность будущего учителя иностранного языка, профессионально-ориентированное обучение, социокультурный компонент, педагогический профессионализм, социокультурные знания, коммуникативное обучение, педагогические навыки, профессиональная деятельность.

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Purpose and content of comprehensive environmental education in schools

The goal of environmental education is clearly defined and the development of the environmental culture of individuals is shown in the article. The curriculum of environmental education and pedagogical, didactic and methodological principles, which are determined on the basis of the level of education, are clearly indicated in the content of the structure. At the same time, there are several pedagogical laws that underline the theoretical foundations of education. The understanding of ecological aspects of natural sciences, the development of the integration of science into the system of natural sciences and humanities education is widely considered. In the article, pedagogical science shares the following levels of content: the general theoretical level; the level of educational subjects; level of educational material; pedagogical level.

Keywords: epistemology, ecology, cultural and intellectual principle, system, scientific principle, principle of fundamental principle, axiology.

The purpose of education depends on the universal ideal, national traditions, on the specific conditions of the education system. This determines the stages in the development of specific goals of ecological culture and ways.

Any educational content of the education, training and education system resulting from this process, the goal is a key strategic factor in the form of a set of social goals, political, social, scientific and pedagogical factors affect the development of knowledge.

Environmental education includes social goals and the goals of personality formation. Social and social goals are self-developing in their turn, form an education system, and also include the individual abilities of each person, self-education and professional work.

On the basis of environmental education, social relations are formed. Ecology should be considered as a source for creating a scientific approach to the development of knowledge, a scientific perspective and a liberal arts education among students.

The main goal of environmental education is the formation of society with the help of ecological culture between man and nature, combined with practical and spiritual experience. This goal is the formation of an individual in the development of this guide, and lives in harmony with the environment [1].

Ecological culture forms practical and spiritual experience entirely on the basis of social progress. The development of the ecological consciousness of the individual, that is, in order to achieve this goal, the main role is to understand the laws of nature «caused controversies arising from nature-society» system for determining the consequences. Traditionally, the goal of environmental education is divided into pedagogical (education), educational and developing.

The goal of teaching students environmental education, environmental education, bring dexterity and skills to master the system. These include:

- Promote the relationship between the laws of nature, society and education on the problems of the modern ecological crisis in students;
- Understanding of environmental aspects of natural sciences, development of natural sciences and humanitarian development of science integration in the education system;
- Environmental education and environmental protection from the ecological knowledge system and skills development;

Ecological education of the individual enriches the knowledge base of students, teaches and assesses the values of natural resources.

Environmental education and educational goals include:

The nature of the relationship between and values and trends of the integrity, life and health of human values and its content;

- the nature of students in the development of cognitive, emotional and aesthetic views of acceptance;
- Students develop a sense of responsibility for protecting nature;
- the nature of knowledge and science, global approaches.

The objectives of the development of environmental education, the formation of intellectual abilities of students, their ecological style of thinking, one must have relations with nature, as well as the development of education and the ability to participate in scientific research.

Environmental education by developing environmental norms, the laws of nature, to preserve diversity and values, and this explains that the choice of method is approved by the personal and public properties of the student.

Acquired knowledge does not immediately turn into natural actions and behaviors. Therefore, it is necessary to pay attention to the most important ecological education. In the end, the influence of education between society and nature is governed by the practical actions of skills in protecting the environment [2].

The structure of environmental education, teacher education, services, creative services and experience, how the system shapes the emotional values of the environment. Environmental education is the restoration of the contents of an external source - this is the science of ecology. The internal source of psychological and environmental education among students is restorative sciences, psychology and pedagogy.

The content of pedagogy education is aimed at providing education often determines the pedagogical model of social order.

The system of ecological education (in theory, laws, concepts, facts) includes knowledge of the nature of the whole history of mankind. Identifies the relationship between dead and living natural systems. Environmental education determines the values of the environment. If you have much more opportunities and consistency of knowledge gained, the more his personal value system can include. Knowledge of ecological education in the content of its epistemological forms a component of the system.

Methods of environmental services in the content of education, individual and acquired skills and its knowledge and understanding of the scientific picture of the world, which prepares the preservation and revival of culture. Environmental actions in the content of education determine the types and methods of services.

The main content includes creative activity, depending on the level of development and development of a new level of service will be along the way. Stimulates the emotional value of social activity on the environment, contributes to the development of the content of other components. The axiological (meaning) component of environmental education, educational values, perception of the nature of content consists of rules and laws of the relationship between man and nature. Through the development of the content of environmental education, the student develops the ability to develop environmental education and students with a scientific approach and ecological culture. The root content of education is mastered by students in the educational process, and the formation of the content of rules based on analysis conducted by teachers and methodologists is realized.

In order to restore the content of the theoretical foundations of educational learning models include the following:

- agreed with the social and pedagogical content;
- training and development of the block;
- Dependence of the structure of education, goals, objectives and content of education;
- in the content of education takes into account the age of students;
- block of knowledge contents structural components;
- theoretical and practical training in communication;
- development of the regularity of environmental education.

The general content of education is carried out at the expense of the state order, is determined by state educational standards [3].

Education content of science is divided into the following levels: at the theoretical level; Level of scientific disciplines; Level of educational material; Pedagogical level; Individual level.

General structure of the theoretical level of environmental education, creative activity and emotional integrity of the values of nature forms. The content of this epistemological levels of environmental education, figure, creative, axiological is a complete set of components.

Environmental education is a theoretical type of content, including environmental education and practical training curriculum is provided - a set of disciplines. This biology, geography, chemistry, physics, as well as history, literature, etc. Scientific disciplines. In this case, this is the the practice of school environmental education model.

(School component of the curriculum), «Ecology», were the subject of environmental education (for environmental education in subjects that are important for a particular model of the object).

The content of the structure for the restoration of the level of environmental education at the level of discipline is clearly indicated. Each textbook («Ecology») primarily, and at this level, including the nature of the environment and society in different periods and reflects their relationship in the historical development process. At the same time, each of the four components make up the content of discipline: education, sustainability, creative, emotional values.

Implementation of the educational content of the material on the basis of the level of textbooks on environmental education and educational media: Commenting on the data, in real terms, methods, values, principles, rules of action are implemented in the framework of environmental education programs. The subject of the educational material (for example, environmental education) contains contact with four different elements contained in the scope and content of the subject.

The above three levels of environmental knowledge in the education system are as a model of public order and learning. The real content of education in the teaching process is carried out at the level of teaching the truth. The pedagogical reality of environmental education is in various educational institutions (secondary schools, in-depth study of subjects is conducted in schools, secondary schools, vocational schools). The content of environmental education is to the extent that the individual is determined by the course of the relationship between the teacher and the student. The content of environmental education at different levels provides an individual analysis of the formation of social and pedagogical [4].

The curriculum Environmental education is based on pedagogical, didactic and methodological principles. Theoretical knowledge of the content of the principles of the standard model is considered as a general theoretical level. The content of environmental education based on these principles and other requirements is not required.

Environmental education is one of the most basic principle to restore the contents of all components consistent with the content of public order. In the repair market and today our government is focused on solving environmental problems.

Recent decisions from the public after the implementation of environmental education and training leave open the question of what was said.

Environmental education is the most important among them shaping the ecological culture of education, its love of the environment are considered.

Cultural and intellectual principles of environmental education after the formation of the system is necessary, taking into account the cultural values of the past and the future forms of environmental knowledge. The environment, education, culture and intellectual culture of the individual in the context of the principle of penetration, educational programs and materials of environmental education will become the basis of ecological culture and understanding. Environmental science and the components of environmental education is important to understand that as a culture. Students know the laws of nature, is an integral part of most modern people, as well as an environmental education that humanity needs to know, not that the owner of the specialty.

The principle of consistency of the content of ecological education of epistemology, functionality, creativity, axiological components of the system is determined by form. Environmental education in the content of education, activities and methods, with the values of close interconnection with each other, and they all provide the goals of environmental education.

The scientific principle of ecology, education and the environment for teaching modern scientific achievements are in this discipline of information. The study of environmental education (materials) experience at all levels of information content is not included.

The basic principle of the content of environmental education requires the introduction of methodological knowledge and skills. Methodological is as individual students of natural science education in the science of ecology, ecological research of its structure, characteristic for the formation of scientific, special methods and to consider the history of its formation.

The fundamental principle of education hinders the rapid flow of information. The content of environmental education is of fundamental scientific interest among students, scientific research and further choice of profession of professional interest.

Theoretical and practical content of the principle of environmental education in different levels of education and the implementation of environmental protection measures expands of the subject of experimental and practical work.

The principle of educational value is in the direction of not only the scientific consideration of the open hand, but also the relationship between human nature and moral values common to all mankind - the students

of interaction, and to ensure the development of a new concept of the moral principle. Increased attention to the content of the ecological value of its ecological, humanistic and moral enrichment ideas can achieve our goal. This means that the value of life, the value of nature, science and education, harm to wildlife and people are not allowed to use the results of research work.

Enrichment of the importance of the principle in the form of knowledge, experience-oriented environmental education and the life of every person, the scientific discoveries of modern society and scientists, as well as their contribution to the development of science, environmental science related to the content of the educational requires the prosecuted profession.

Environmental education is a mandatory requirement of the principle of local categories of content selection. These requirements for training, teaching materials and pedagogical subjects of teachers' actions - the real action is directed to the preparation of the objects of the region and the level of the native land.

All these content principles are determined by choosing the theoretical foundations of environmental education. These are general theoretical ideas, teaching materials, educational activities and the development of an individual level [5].

The applied form of ecological knowledge allows pupils to perceive ecology as a scientific basis for all forms of human activity in nature, industry, agriculture and forestry.

Information about the environmental situation in the region and the reasons for its change, environmental and environmental problems in the region, structural, production and technological factors of the environmental situation were introduced in accordance with the principles of regional studies. Discipline includes environmental problems of the city and the region (as an example): the ecological and demographic situation in the city and the region, the state of urban and regional transport, utilization and disinfection ; radiation in the city. Urbanization is improving.

The group of methodological knowledge conducts methodological measures to obtain environmental education for students. They provide information about the nature of the sample and laboratory methods of environmental research, environmental monitoring, methods of data collection, processing and reporting, modeling and forecasting the environmental situations. Discipline includes methodological knowledge, such as subject description, environmental monitoring, mapping, monitoring, analysis and evaluation. Monitoring is considered as a method and form of studying the state of the environment at the regional, national and global levels

The idea of standardizing the education system was adopted by the state authorities, and all actively participate, even if they are unique and the main focus of the school is to help the child to discover and further realize this difference. The implementation of educational standards is widely supported by the public, as they give each student the need and guarantee of acquiring knowledge and skills in any field of knowledge. Standardization by country is a commitment to its quality. The state educational standard includes the unity of the educational field. The stages of training are vertical (from general education to higher educational institutions), horizontal communication between higher educational institutions.

Education standards require standardization of the final result, taking into account the state of the social environment, the state standard. In addition, the standard is based on the reader's burden of recovery [6].

Thus, the main goal of environmental education for individuals, strengthening through the formation of ecological culture, is in harmony with nature. The curriculum of ecological education and pedagogical, didactic and methodological principles are on the basis of formation. Nature will not become a novelty on the basis of ecological education, training, in order to improve one's love for the motherland. Today, importance of environmental education is increased. In XXI century, the principles of protecting environment and nature should be the main goal.

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Жалпы білім беретін мектептердегі экологиялық білім берудің мақсаты мен мазмұны

Мақалада экологиялық білім берудің мақсаты нақты анықталып, жеке тұлғаның бойында экологиялық мәдениетті дамыту көрсетілген. Экологиялық білім берудің мазмұны педагогикалық, дидактикалық және әдістемелік қағидалары негізінде анықталып, білім деңгейін қалыптастыратын құрылымның мазмұны анық көрсетілген. Сонымен қатар теориялық білім беру негізінің мазмұнын қалыптастыратын бірнеше педагогикалық заңдылықтар, жаратылыстану ғылымдарының экологиялық аспектілерін түсіну, жаратылыстану мен гуманитарлық білім беру жүйесінде ғылымтану интеграциясын дамыту мәселесі де кеңірек қарастырылған. Мақалада педагогикалық ғылымда мазмұнының келесі деңгейлеріне аса назар аударылған: жалпы теориялық деңгей, оқу пәндерінің деңгейі, оқу материалдарының деңгейі, педагогикалық деңгейі, тұлға деңгейі.

Кілт сөздер: гносеология, экология, мәдени-зеректік қағидасы, жүйелілік қағидасы, ғылыми қағида, іргелі қағида, аксиология.

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Цели и содержание преподавания экологического знания в общеобразовательных школах

В статье определена цель экологического образования и показано развитие экологической культуры в индивидууме. Содержание экологического образования определено на основе педагогических, дидактических и методических принципов, и показано содержание структуры построения уровня знания. Вместе с этим выделены несколько педагогических закономерностей, которые формируют содержание основы теоретического образования. Заострено внимание на осмыслении экологических аспектов естествознания. Выделена проблема развития интеграции науковедения в системе естествознания и гуманитарного образования. В статье отдельно рассмотрены следующие уровни в содержании педагогической науки: общетеоретический уровень; уровень учебных предметов; уровень учебных материалов; педагогический уровень; уровень личности.

Ключевые слова: гносеология, экология, культурно-осмысленный уровень, принцип систематичности, научный принцип, фундаментальный принцип, аксиология.

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

UDC 81'243:37

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Continuity as an attribute characteristic for the process of polylingual professional education

The authors have analyzed the concept of «continuing professional education» by means of definitions and theories developed by native and foreign scientists, and characterized the principles for functioning of continuing education system, the general tendencies and specific approaches for teaching foreign languages in the system of continuous foreign language education. The postulates of educational strategy «Life-long learning» have been introduced in correlation to the concepts of polylingual education. The principles and problems of continuing education determined by external factors of society, technology and economy progress, by geopolitical conditions, socio-cultural traditions and different tendencies to influencing education development are presented as the prerequisites of problem at issue. There is provided overviewing the researches referred to the problems of foreign language professional training in the context of continuous learning; in the article there are considered various approaches for studying the system of continuing *professional education* regarding to the practice of continuous and successive foreign language education, and characterized the methodical aspects of functioning of continuous foreign language education system. There are consistently specified the problems of developing the strategy of continuing professional education and conditions for realizing the idea of continuing polylingual education on the basis of continuity principles of the content, educational process and organizational support. The authors prove theoretical prerequisites for implementation of pedagogical model of continuing polylingual education with continuity as an attribute characteristic for complete and consistent educational process.

Keywords: continuing education, professional education, vocational education and training, succession and continuity of foreign language education, polylingual education, foreign language professional training, professional and personal competences, theory of the content of education.

The early 21st century put education to the task of safety ensuring in social and economic sphere as well as a state's strengthening based on high-quality change of human resources and creation of professional society. Nowadays there is updated the researching of strategic ways for developing the educational systems adequate to demand for vocational school services in the conditions of labor market for ensuring education level and qualification of vocational schools' graduates.

The Law of the Republic of Kazakhstan «About education» determines education as the continuous process of upbringing and learning to realize the moral, intellectual, cultural, physical development and formation of professional competence [1]. The education system including professional education and training is broadly defined as the most important component of social life.

Primarily, we keep in mind the applied definitions. Continuing education and training is part of lifelong learning and may encompass any kind of education (general, specialized or vocational, formal or non-formal, etc.). It is crucial for the employability of individuals [2].

Continuing professional education (CPE) is thought to be the planned and systematic attempt to introduce, review, or alter the competencies and thereby the professional performance of professionals. Cyril

Houle refers to CPE in observing that «whether it designates the improvement of professional competence or any other goal, (it) implies some form of learning that advances from a previously established level of accomplishment to extend and amplify knowledge, sensitiveness or skill» [3; 77].

Continuing vocational education and training (CVET) is meant to be the education or training after initial education or entry into working life aimed at helping individuals to improve or update their knowledge and/or skills, acquire new skills for a career move or retraining, or continue their personal and professional development. Continuing vocational training implies a process or activity targeting the acquisition of new competences or the development of existing ones. The process is planned in advance and organized or supported with the special goal of learning and financed at least partly by the enterprises for their employees having a working contract or unpaid family workers and casual workers [4].

Professional education currently accomplishes a threefold function in all the European Union countries as well as in Kazakhstan to be the member country of the main processes in the field of professional education and training (The Bologna and Turin processes). The function consists of: first, providing various sectors of economy with the qualified personnel resources; secondly, guarantees of adequate qualifications or required level of competences to individuals; thirdly, ensuring subsequent integration into labor market for the target groups with the risk to be found oneself outside (schools' graduates, women, ethnic minorities or physically disabled people).

The strong points of modern European professional education and training system are likely to be adopted by the native system as the following statements:

- coordination of education stages, orderly transition from one stage to another, continuity of the content of education both within the whole educational process and in separate subjects;
- adaptation of the content of training the skilled workers and specialists in proper directions to unified European educational standards and qualifications for expanding the labor market space, facilitating the process of employment and organization of practical training since the employers realize where and what positions the owner of this or that diploma can be demanded at in labor market;
- free and conscious choice of profession/specialty and the direction of specialization of the vocational schools while choosing the length and level of apprenticeship. Pupils depending on the abilities, vocations and motivations can leave professional education establishment at any stage, but by all means receive the document certifying the educational and professional progress;
- opportunity for continuing education and retraining in the chosen profession / specialty in the course of professional career;
- practice-oriented professional education, large number of hours for practical training, variety of the types of practice, close connection with theoretical training;
- problem-based learning in subjects (disciplines) or in complex of subjects: any subject (discipline) solves the practical problems connected with specific problems of the branch.

Continuing education is stipulated by the progress in science and technology and broad application of innovative technologies. For the state and society the continuing education seems to be the leading sphere of social policy in providing favorable conditions for person's general and professional development, the mechanism of reproduction of professional and cultural potential, the condition for development of social production. Continuing professional education is provided, first of all, through formation of multilevel education structure within one higher education institution to let the students project the diverse trajectories of professional development for themselves through the integration of various education levels and primary, secondary, higher professional, postgraduate and extended educational programs.

Implementation of the models of continuing professional education in higher education institutions provides planning an individual educational trajectory for further professional, career and personal development, i.e. «a steady employability, including the extremely important and actual ability for continuous development and professionalism of self-organizing» [5; 42]. Continuing education is no longer just one of the aspects of education and professional development; it becomes the fundamental principle of educational system and personal participation throughout all the continuous process of person's educational activity. At the present stage of economic crisis everyone has to have equal opportunities to adapt for requirements of social and economic changes and actively participate in developing future society by means of continuing education system. Therefore the notion «continuing education» is inseparably linked with the notion of «continuing professional education», the latter is considered in modern pedagogical science and practice to be the complete system providing acquisition, development and updating of professional knowledge, skills throughout

all human life due to internal requirements under concordance and coordination of activity of all the types of establishments on the basis of the chosen trajectory for individual development [6].

The problem of continuing education in the Republic of Kazakhstan has turned to subject being examined by both the native researchers and the scientists of Russia. K.A. Duyssenbayev, S.Z. Kokanbayev, M.T. Mussakulov having studied the special aspects of national education model development in the republic, dwelled on the questions of history of the general secondary education development in the system of continuing education [7-10]. A.M. Gazaliyev, Yu.N. Pak, L.Ya. Gurevich, K.A. Zhakenova, V.A. Smirnova, R.A. Nurtazina, E.A. Polushkina, G.A. Krasnova while investigating the issue of reforming the higher school of Kazakhstan and modernization of technical and vocational education defined development characteristics of the higher education in the context of Bologna Process [11-15].

The principle of continuous and successive foreign language education is one of the basic ones in the culture forming system of foreign language education in the Republic of Kazakhstan modeled in the form of level teaching of foreign language. According to the Concept of foreign language education this principle meets modern needs of the personality and society and assumes the general conceptual approaches for implementation of the harmonized content and technologies at every level of foreign language education [16].

While characterizing methodological aspects and guides for functioning of the system of continuous foreign language education I.K. Voytovich defines them as the following points:

- education continuity since early age and complete postgraduate education in all its variety;
- realization of the principle «lifelong learning» to provide means for adults returning to any education and learning at any time;
- free choice of education trajectory consisting in the choice of programs and procedure of study;
- academic mobility is considered to be as an opportunity for transition between educational programs of continuing education within a level;
- potential parallel implementation of different learning levels of educational professional programs;
- modular principle of curricula and programs development both to facilitate coordination and to increase number of levels within a program; and to approve transitions within completely coordinated levels of a program as well as between various levels of different educational programs;
- continuity of educational programs providing an opportunity to organize continuous foreign language learning [17; 57].

Whereas, Pligin A.A. refers to the main features of foreign languages learning approaches set as the system of continuous foreign language education:

1. education is meant to be based on personal and specific individual characteristics for the purpose of further development;
2. available individual experience, including experience of native language acquisition and mastering, is important to bear in mind. Any native and foreign language acquisition is known to involve practice using all the aspects of individual experience of the person, and foreign languages teaching is important to be realized constantly drawing an analogy with the native language;
3. psychological mechanisms of cognition are set to be the cornerstone of modeling the educational technology (especially individual and universal cognitive strategies);
4. appropriate learning is meant to be variable one (primarily by the form and using different ways of thinking and perception, cognitive attitude);
5. linguistic environment is required to be developed in modern conditions of «the world without borders»;
6. heuristic ways of learning are urgent to be applied actively;
7. applying of situation models;
8. while arranging various types of speech activity the priority should be given to real colloquial practice constantly to create life situations for acquisition of specific personal experience. Reading and writing is preferable to be taught through the speaking perspective;
9. group learning has a considerable advantage over individual one due to support the organizing of multidimensional communication and transitions from «pupil» position to «teacher» position;
10. taking more opportunity of positive feedback [18].

As for continuous polylingual education, these statements are detailed by describing the changes undergone by the system of professional education in general. In the context of complex social and economic changes there is made a point of requirement for continuous improvement of professional knowledge and abilities. Thus, it gave an impetus to developing the new educational strategy of «Live Long Learning»

(LLL) in the leading world countries. The philosophy of education and educational policy providing arrangement of conditions for involving in both the formal and informal education and training all the human life and covering various opportunities for meeting the personal educational demand [19]. The group of Iranian researchers state that «the term of LLL means that education is varying, according to the individuals' needs and is accessible all over their lives. LLL is continuing education, including designs and strategies of organization, key tool of speeding up to adapt to modern technologies. It is an ongoing education and learning, in formal, non-formal and informal forms, from cradle to grave, making knowledge to improve quality of life. LLL is providing or using all types of learning opportunities over individuals' lives to encourage the continuous development and enhancement of the knowledge and skills that are occupationally required and also for personal satisfying» [20].

The central idea of continuing education is meant to be the development of person as an individual, coordinator of activity and communication throughout the whole life. This idea realized by society becomes a systemically important factor for continuing education as well as polylingual one.

The problem of foreign language professional education in particular from the perspective of multilingualism has been considered recently in the context of the following aspects:

- the process of researching the principles and regularities of the continuous professionally oriented foreign language teaching to forming foreign language professional communicative competence of specialist as the object of professional lingual didactics [21];

- language needs of the undergraduates doing mechanical engineering within long-life learning education and the program developed to satisfy these needs. The specific course objectives regarding to the types of speech activity can be defined by means of needs analysis presented as a guiding line in the whole process of English for Specific Purposes course;

- the diversification of continuous professional training in a foreign language in engineering education provides for differentiating the academic and educational programs based on the identified typical foreign language communication needs of engineers. Diversification of foreign language training in the engineering education is regarded to be one of the main development directions. Professional foreign language communicative needs of engineers are objectively diversified considerably depending on the type of professional activities. To meet the diverse foreign language communicative needs of an engineer is to require forming the professional foreign language communicative competency varying both in level and content during foreign language learning;

- need of English language training programs in continuing education is reported to be stipulated by implementation of strategies on the provision of lifelong learning, developing communication skills in international language and promoting internationalization of higher education. Possession of a set of work skills and competencies for lifelong employability comprising of the competence in reading, writing and computing; effective listening and oral communication skills; adaptability through creative thinking and problem solving; personal management; interpersonal skills; the ability to work in teams or groups; basic technology skills; and leadership effectiveness is meant to be the primary point;

- improving the quality of linguistic knowledge/experience of vocational education and training (VET) students for enhancing the multilingual competence and increasing employability prospects, by means of developing language skills, teaching different European languages based on quality, common principles and standards, and, thus, aided by multilingualism literacy and diversification, providing mobility in transnational cooperation;

- bilingual teaching environment of technical and humanitarian specialties of colleges is supposed to be the best method to ensure the comprehension skills. English is known to be lingua franca due to assisting the universal communication. Bilingual teaching is designed to equip learners and improve the education system and policy in helping trainees to be equipped with complete knowledge and skills through good English in order to serve the industries and join the workforce [22-25].

Under the conditions of economic and cultural integration in the world community the aspects mentioned above correlate with polylingual education since the development of professional and personal competences for operating in the international sphere involves language (polylingual) proficiency apart from everything else. Any country that determines «to access the global community must ensure that its citizens possess satisfactory proficiency in English language. Good English language proficiency contributes to effective communication, and it is among essential employability skills needed in the 21st century» [26]. As to A.D. Manea, «... advancement of skill-level, self-education, self-development and a full employment of individual skills will be in the foreground». Individuals are expected to have such skills as learning a

knowledge-based life, analytical thinking, synthesizing, solving problems, and involving in an effective communication. The concept of lifelong learning clearly invokes an evolution over time, both in respect of the learner's experience and of the context for learning. Such evolution is sure to be conceived in traditional environments for e-learning, but is typically constrained to follow prescribed paths. In such environments, learner is exposed to new concepts, experiences and contexts in a systematic fashion, and the exposition is managed in such a way as to keep track of the learner's performance [27].

Therefore, the outstanding problem is related to:

- 1) professional education lags behind national economy requirements and tendencies of the world economic development;
- 2) unbalanced education does not promote complete personality development both in content and procedure aspects between the levels of formal education system (in particular, between school and higher education institution);
- 3) level of language training (and specifically, polylanguage) seems to be a serious barrier for professional, academic, and therefore, social mobility of Kazakhstan's citizens.

There are good reasons to generate the state strategy of continuing education development based on the efficient life-long learning system positively proved in the majority of industrially developed countries for resolving the problems. The realization of idea of continuous polylingual education seems to be potentially planned throughout the strategy. Considering our research is not to imply developing the strategy we intend to offer the pedagogical model of continuous polylingual education, and specifically in the «school – higher education institution» system.

Formerly we have defined polylingual education bringing into correlation with language education as an integral part [28]. But in the context of continuity the correlation is projected from different perspective. The continuity in this point of view is not a component of language (or another) education, it appears to be the attribute characteristic for educational process or educational system since continuing education represents a difficult conglomerate of ideas, objectives, principles, conditions, directions, and the most significantly, the subjects: personality, society, state, economy.

Within this framework the pedagogical science offers a solid base of theoretical formulation and the statements of the theory of continuing professional education are advantageous for our research problem. Indeed, the «school – higher education institution» system consistently implies an access to professional education.

The structure of the system theory of professional education by academician A.M. Novikov can act as theoretical prerequisites of developing the pedagogical model of continuous polylingual education. According to the theory the continuing education appears to be one of the four directions of professional education development:

1. humanization of professional education (personality orientation);
2. democratization of professional education (society and state orientation);
3. advancing professional education (production orientation);
4. continuing professional education (professional education system orientation).

The basic principles of the fourth targeted direction are determined as the following ones:

- the principle of continuity of the education content aimed to providing a content continuity of educational programs;
- the principle of continuity of educational process to providing continuity and succession of forms, methods and means of educational process and acting as the characteristic of involving the personality in educational process at all the development stages. The principle characterizes continuity of educational activity upon transition from one type to a new one and from one vital stage of a person to another;
- principle of organizational support for continuity of education.

There are supposed implementation conditions for the first principle:

- basic education as a foundation for continuing education;
- flexibility of educational programs implying the modular construction, parallel learning in different educational institutions, in different professions, specialties of different levels, available personnel development and advancing additional qualifications of graduates;
- multiple-level system continuity of educational programs providing «exit» from one educational program «to be joined» to «entrance» to the subsequent one, therefore there is required comprehensive standardization of educational programs;

– complementation (mutual complementation) of basic and postgraduate education is meant to create the institute of probation period for young specialists (internship), to develop on-the-job-training systems, the establishments of extended professional education, informal professional education and adult self-education.

There are implied realization conditions of the principle of educational process continuity:

- continuity and succession of the forms of educational process organization;
- continuity and succession of the methods of educational process organization;
- continuity and succession of the means of educational process organization.

The realization conditions for the principle of organizational support of education continuity are meant to be: integration of educational systems; flexibility of organizing the forms of professional education (training) and information technological support for it, etc. [29].

Integration of the principles indicated above in the context of continuous polylingual education appears in complex of principles structuring the education content. It is referred to the principles described in the theory of education content by V.S. Lednev, meaning:

- principle of double inclusion of basic components into the system;
- functional completeness, minimization and optimization of education components;
- principle of continuity of education stages;
- differentiation and integration of education components [30].

Owing to the community these principles in structuring the content of polylingual education are represented as a standard invariant. We note especially the principle of double occurrence of knowledge as the process of several languages acquisition to be effective if the same languages act as the object of knowledge as well as the means of acquirement, i.e. language learning is realized through the language of training [31].

Generally speaking, the principles of structuring the education content proved by V.S. Lednev's concept, taken together and referred to polylingual education, represent methodologically significant invariant of tools for selecting the content, and in addition to basic complex of the principles of selecting the content of language education gradually «acquire» a peripheral cover of specific methods and means for developing the content of polylingual education. The statements are perfectly related to continuous polylingual education [32].

K.M. Hanbabayev's scientific research results, referred to defining the principles and objectives of continuing education, seem to be advantageous and represented as theoretical prerequisites of the examined phenomenon. Thus, according to opinion of the scientist, the principle of humanity, the principle of democracy, the principle of mobility, the principle of advance, the principle of openness, the principle of continuity, etc. are considered to be the cornerstone of the functioning of continuing education. The principle of humanity proclaims education being turned towards to the person, a person's free choice of forms, terms, types of education, self-education; democracy principle implies education availability at any age according to interests, opportunities and requirements; the principle of mobility consists in variety of means, methods, organizational forms of continuing education system and their flexibility and readiness for fast reorganization according to the changing manufacturing requirements, public and human needs; the principle of advance requires faster and more flexible development, reorganization of educational institutions and establishments of continuing education system in relation to needs of public practice including efficient renovating their activity [33].

In consequence of these principles any elements of the system of continuing education are interrelated and interacted with each other to objectively promote integrity and unity of the system. Integrity of educational system proves that there are no more or less important elements in its structure. All of them make the contribution to solving the general problems of learning and education. The proposed system of the principles of continuing education is likely not to be explicit.

Thus, a sufficient insight into the principles stated above and their difficult interrelation supports us to define continuing education as the complete process of growth of educational, professional and general potential of the personality as long as life endures and the system of continuing education as the set of educational programs providing unity, continuity and interrelation of all the elements of educational system.

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Үздіксіз көптілді кәсіби білім беру үдерісінің сапалы сипаттамасы

Авторлар «үздіксіз кәсіби білім беру» тұжырымдамасын отандық және шетелдік ғалымдардың анықтамалары мен түсініктемелерін талдаған, үздіксіз білім беру жүйесінің қызмет ету қағидаттарын сипаттап, үздіксіз шетілдік білім беру жүйесіндегі шетел тілін оқытудағы негізгі үрдістер мен ерекшеліктерін анықтаған; білім беру стратегиясының «өмір бойы оқыту» жорамалы көптілді білім беру ережесіне сай қарастырған. Үздіксіз білім берудің қағидаттары мен міндеттері, қоғам дамуының сыртқы факторлармен, техника, экономика, геосаяси жағдаяттар мен әлеуметтік-мәдени дәстүрлер және басқа да білім беруді дамытуға әсерін анықтаған, сонымен қатар қарастырып отырған құбылыстың алғышартын атап көрсеткен. Мақалада үздіксіз білім беру тұрғысынан шетел тілдерін оқыту мәселелері бойынша зерттеулер, шетел тілін үздіксіз оқытудың тәжірибесіне қатысты үздіксіз кәсіби білім беру жүйесін зерттеудің әртүрлі әдістері зерттелген; үздіксіз шетел тілін білім беру жүйесінің қызметтерінің әдістемелік аспектілері сипатталған. Сондай-ақ үздіксіз кәсіби білім беруді дамыту стратегиясының проблемаларын айқындап және үздіксіз көптілді білім беруді жүзеге асыру шартын үздіксіз мазмұндық қағидат негізінде білім беру үрдісі мен ұйымдастыруды қамтамасыз етуді анықтаған. Авторлар үздіксіз көптілді білім берудің педагогикалық үлгісін жасауда теориялық алғышарттарды тұтас және жүйелік сапалы оқу үрдісінің сипаты ретінде үздіксіздік арқылы түсіндірген.

Кілт сөздер: үздіксіз білім беру, кәсіби білім беру, кәсіптік оқыту, шет тілдік білім берудің үздіксіздігі және сабақтастығы, көптілді білім беру, шетілдік кәсіби даярлау, кәсіптік және тұлғалық құзырет, білім беру мазмұнының теориясы.

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Непрерывность как качественная характеристика процесса полиязычного профессионального образования

Авторами проанализировано понятие «непрерывное профессиональное образование» в определениях и трактовках отечественных и зарубежных ученых, охарактеризованы принципы функционирования системы, основные тенденции и особенности подходов в обучении иностранным языкам в системе непрерывного иноязычного образования; постулаты образовательной стратегии «Обучение в течение всей жизни» представлены в корреляции с положениями полиязычного образования. Принципы и задачи непрерывного образования, определяемые внешними факторами развития общества, техники, экономики, геополитическими обстоятельствами, социокультурными традициями и другими тенденциями и влияющие на развитие образования, также представлены в качестве предпосылок рассматриваемого явления. В статье проведен обзор исследований по проблемам иноязычной профессиональной подготовки в контексте непрерывного обучения; рассмотрены различные подходы к изучению системы непрерывного профессионального образования применительно к практике преемственного иноязычного образования, охарактеризованы методические аспекты функционирования системы непрерывного иноязычного образования. Последовательно обозначены проблемы развития стратегии непрерывного профессионального образования и условия реализации идеи непрерывного полиязычного образования на основе принципов непрерывности содержания, образовательного процесса и организационного обеспечения. Авторы обосновывают теоретические предпосылки для разработки педагогической модели непрерывного полиязычного образования, где непрерывность предстает как качественная характеристика целостного и системного образовательного процесса.

Ключевые слова: непрерывное образование, профессиональное образование, профессиональное обучение, преемственность и непрерывность иноязычного образования, полиязычное образование, иноязычная профессиональная подготовка, профессиональные и личностные компетенции, теория содержания образования.

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Continuous linguistic rhetorical education as an innovative conceptual platform for forming speech-thinking culture of learners and professional retraining of specialists

The conception of continuous linguistic rhetorical (L&R) education is presented in the article, which is an innovative ideological platform for the pedagogical process on the formation of the speech-thinking culture of learners at different educational levels, including the post-graduate stage of professional retraining of specialists. The given concept is realized in a number of scientific projects of representatives of the Sochi L&R School in the field of pedagogical specialties: 13.00.01 – General pedagogy, history of pedagogy and education; 13.00.08 – Theory and methods of professional education. In the work presented, the following points are formulated and characterized: methodological principles of designing a system of continuous linguistic rhetorical education, which are relevant for all levels of studying; sociocultural and scientific interdisciplinary foundations of the conception of continuous L&R education; theoretical and methodological foundations of L&R education as an innovative pedagogical conception, including the sphere of professional retraining and professional development of specialists. Implementation of the conception of continuous linguistic rhetorical education will contribute, in our opinion, a comprehensive and coordinated character of the planned program, promote the development of the learner as a professional linguistic personality, a strong personality of dialogic, democratic, multi-cultural type that is one of the strategic priorities of education policy at the present stage of society development.

Keywords: linguistic rhetorical education, speech-thinking culture, linguistic personality, designing of innovative pedagogical process.

The processes of democratization and glasnost of the post-Soviet period have brought back the fundamental humanitarian discipline – rhetoric – to the schools and universities of Russia and the CIS countries, since a free public speech revealed a low level of speech thinking of society as a whole. However, private courses, as a rule, of an optional nature and with a small amount of hours objectively cannot adequately ensure the full formation of the population's speech-thinking culture. In the field of teaching the Russian language and the culture of speech, as well as native national and foreign languages, a systemic implementation of the integrative linguistic rhetorical (L&R) approach to the design and realization of the educational process is urgently needed. The scientific and pedagogical embodiment of this approach is reflected in the concept of continuous L&R education [1], which in the situation of national and Russian bilingualism, as well as in conditions of in-depth study of a foreign language, becomes bi (poly) linguistic [2]. This concept is an instrument for effectively solving the problem of forming the speech-thinking culture of the learner as a professional linguistic personality [3] due to the integration of the achievements of private philological disciplines in the theory of teaching on the basis of modern psychological and pedagogical methodology [4]. This is relevant for pedagogical theory and practice, as well as for the field of adult education, the system of professional development and professional training of specialists [5].

The implementation of the conception of continuous L&R education will facilitate the integrated and coordinated nature of the proposed program; promote the formation of the learner as a professional linguistic personality, a strong linguistic personality of a dialogical, democratic, multicultural type that is one of the strategic priorities of educational policy at the present stage of development of Russian society.

In the course of the theoretical study of the problem, we formulated the following principles for designing a system of continuous L&R education for all levels of learning.

The principle of sociocultural determination ensures the balance of social order and educational practice, predetermines the conditionality of the L&R educational conception by actual needs of the cultural and educational space in the aspect of the formation of the speech-thinking culture of the modern Russian specialist.

The principle of scientific integration provides for the synthesis of available philological and psychological-pedagogical scientific prerequisites for the design of the educational process to improve the speech

culture of students from the L&R approach to the formation of the linguistic personality as a secondary methodology on the basis of systemic and synergistic approaches. The principle of anthropocentrism provides a mutually conditioned development of theoretical and methodical aspects of the L&R educational conception (the election of a linguistic personality as an initial scientific construct; structuring of integrated L&R competence, mechanisms for its implementation as a theoretical basis for training; formulation of the strategic goal of the educational process in the field of language and speech at the level of advanced training as the formation of a professional language personality, a strong linguistic personality of a dialogical type; conceptual development of readiness for speech self-improvement as the basis of the goal-functional block of the innovative educational process, etc.).

The principle of harmonious combination of tradition and innovation ensures the continuity of the innovation policy that actualizes the progressive trends in the theory and practice of Russian language education, which at the present stage necessarily includes a rhetorical component.

The principle of content modernization on the interdisciplinary basis ensures the improvement and mutual coordination of speech and linguistic training courses taking into account the specifics of the educational level of professional development; creation of a package of software and methodological support from the teaching and methodological complexes of 10 disciplines on the conceptual L&R basis.

The principle of technological development ensures the conformity of the instrumental and technological support of the educational process in the study of the language and speech of its general purpose – the formation of a learner as a professional linguistic personality, a strong linguistic personality of a dialogical type, with high competence in the implementation of speech-thinking activity in different registers, regimes, forms of speech communication, styles, genres and types of text.

The above principles were successfully implemented in the system of scientific projects of the representatives of the Sochi L&R School in the field of pedagogical specialties: 13.00.01 - General pedagogy, history of pedagogy and education and 13.00.08 - Theory and methodology of professional education, including the aspect of future teachers' training for innovation [6].

When developing the sociocultural and scientific interdisciplinary foundations of the conception of continuous L&R education in accordance with the principle of sociocultural determination, the essence of the concepts «education», «quality of education», «educational outcomes» was examined in the course of the research; the general state of affairs in the field of Russian education is assessed at the present stage; the main problems of the mass educational process are inventoried; the contradiction between the social order and the effectiveness of education in the field of formation of the speech-thinking culture and teaching the Russian (native) language is analyzed.

The reasons for the decline in the quality of education in Russia are the cardinal change of value orientations, the pluralism of software and methodological support, the regionalization of educational systems, the state's loss of the monopoly on the market of educational products and services, the destruction of the unified educational space in Russia, and other factors.

As the analysis of scientific and pedagogical literature and media materials has shown, for decades, the same question has been unsuccessfully discussed: the low quality of teaching Russians to the Russian language. From the point of view of our conception, the ultimate ineffectiveness of methodical searches is quite natural: the reason still lies in their private, cosmetic nature under the auspices of lingvocentrism, whereas the rhetorization of education historically always accompanied and contributed to the processes of democratization of society. Hence the logical conclusion about the lack of an alternative to integrative L&R education follows. The integrative L&R approach restores the natural hierarchy of levels and goals of teaching the Russian language: a) communicative activity; b) text actions; c) language operations.

Principles of scientific integration and a combination of tradition and innovation in the design of the system of education for different educational levels were realized in the course of analyzing the achievements of the last decades in the Russian philological and psychological-pedagogical science, the methodology of teaching the Russian language.

As a result of the sociocultural specification of the projected pedagogical process and the theoretical analysis of the problem based on empirical data, it was established that in the second half of the 90's. XX century in Russia, in connection with the phenomenon of «rhetorical Renaissance», there is a qualitative paradigm shift in language teaching: with the return of rhetoric to the system of school and university preparation. «Language education» naturally transforms into «linguistic rhetorical education». A distinctive feature of the latter is the recognition of the parity of linguistic and rhetorical training, the establishment between these spheres of clear and pedagogically effective interactions.

The conception of L&R education is determined by a number of actual value priorities: the revival of the national speech ideal that has been renewed taking into account the modern social and cultural situation; the formation in the public consciousness of a high status of effective, dialogically harmonized communication at the level of both socially significant and family-household speech events; a qualitative transformation of the post-Soviet language situation into a truly democratic one, etc.

Next, we will consider in more detail the theoretical and methodological foundations of L&R education as an innovative conception of education, including professional retraining and advanced training of specialists. The initial basic concepts of the projected innovative pedagogical process - «language personality», «rhetoric», «L&R competence», «speech (speech-thinking) culture», «communicative culture» - are defined as follows.

Linguistic personality (according to Y.N. Karaulov) is a set of abilities and characteristics of a person in creating and perceiving speech works. Levels of its structure are: 1) verbal-semantic, or associative-verbal network (words and grammatical models); 2) linguocognitive, or thesaurus (concepts, ideas, ideological stereotypes); 3) motivational (activity-communicative needs) [7].

Rhetoric is a theory and practical mastery of effective (expedient, influencing, harmonizing) speech [8].

Speech (speech-thinking) culture is a high level of L&R competence, i.e. technological and ethically responsible fulfillment by a subject of speech of language operations, text actions and communicative activity within the framework of speech events of different types.

Communicative culture in a narrow sense is a high level of communicative subcompetence, providing effective (expedient, effective, harmonizing) communication in monological and dialogical modes. In a broad sense, it is equal to the speech-thinking culture, the high level of L&R competence in general, because the textual and linguistic aspects of speech interaction are built into the communicative system on the basis of the «triple matryoshka» principle.

Integral L&R competence is a set of knowledge and skills in the field of language operations (linguistics), text actions and communicative activities (rhetoric). Integral L&R competence of a person is a way of interiorization, structuring and verbalization of his erudition of general educational and professional nature; it expresses the spiritual, moral, intellectual-mental, emotional-volitional principles (Ethos, Logos, Pathos).

Within the framework of the *principles of scientific integration and anthropocentrism* in the design of L&R education system, the structure of the integral L&R competence is characterized as follows:

I. Rhetorical aspect: extralinguistic levels «linguistic personality – speech event» (communicative activity) and «linguistic personality - text» (textual actions).

II. Linguistic aspect: intralinguistic level «linguistic personality - language» (language operations).

In other words, the structure of L&R competence is formed by linguistic subcompetence (linguistic component), textual and communicative subcompetence competence (rhetorical component), which corresponds to the trichotomy of «language - speech - speech activity». In the situation of intercultural communication, the fourth subcomponent – ethnocultural and speech – is also realized as an integrative L&R component. Receptive-analytical projection of integral L&R competence is formed by the reader's, literary-critical subcomponents of the linguistic personality. L&R competence, being an instrument for implementing the discursive process in various forms of socio-cultural communication, manifests the functioning of the associative-verbal network, linguocognitive and motivational levels of the linguistic personality and thereby - the qualitative characteristics of his activity-communicative needs, the degree of adequacy and completeness of the individual picture of the world, the level of mastery of native (or foreign) language riches.

The mechanisms for implementing L&R competence are psycholinguistic complexes of interdependent skills and abilities that enable effective implementation of speech activity in the receptive analytical, reproductive-constructive and productive-creative registers, oral and written forms, monologic and dialogical modes of socio-cultural communication, various styles, types and genres of speech.

These mechanisms are identified on the basis of the correlation of classical rhetoric's parts – the universal ideological speech cycle «from thought to word» and psychological stages of activity (orientation, planning, implementation, control):

1. The orienting mechanism provides a general orientation in the speech event: understanding the goals, communication conditions, and the psychological portrait of the addressee; style, type of speech, the genre of the planned discourse.

2. The inventive mechanism provides a cognitive strategy isolating microthemes in the discourse that collectively disclose the subject of the utterance.

3. The dispositive mechanism provides a composition-communicative strategy that builds the logic of the speech subject and genre, taking into account the laws of perception of oral (written) speech and the characteristics of the addressee.

4. The elocutionary mechanism provides an appropriate language strategy, adequate verbalization of the referent, taking into account the specific speech situation.

5. The mnemonic mechanism ensures effective interaction of operative and long-term memory, optimal use of memory techniques developed in mnemotechnics.

6. The actional mechanism provides an adequate pronunciation-behavioral strategy and writing strategy in a specific speech situation.

7. The psycho-rhetorical mechanism provides feedback to the addressee on the basis of taking into account the features of his perception, analysis of responses in the course of communication, which makes it possible to correct speech behavior from the standpoint of the strategic goal of communication – the communicative effect.

8. The editorial mechanism provides editing of the statement: current (inventive, dispositive, elocutionary), final, actional (in the process of oral presentation and in the act of writing the text), post-communicative.

The structuring of L&R competence allowed us to formulate a number of definitions that form the categorical field of the L&R education system. The term 'linguo-rhetoric' has three basic meanings:

1) Direction, approach, paradigm of philological science on the basis of the integration of linguistic and rhetorical knowledge centered on the structure of integral L&R competence of the linguistic personality as a subject form of language existence;

2) Educational discipline of an integrative nature;

3) Pedagogical design basis for the formation of the integral L&R competence of the learning linguistic personality.

Pedagogical linguo-rhetoric studies the problems of the formation of integral L&R competence and the corresponding patterns, principles, conditions of effectiveness, optimal forms of organization, and methods of the educational process that ensures the formation of a strong linguistic personality of a dialogical type.

L&R education is realized in the processes of L&R training and self-training, L&R upbringing and self-upbringing, the optimal synergetics of which ensures the effectiveness of L&R development of the subject as a linguistic personality. Let us give explicit formulations of these basic categories (based on the conceptions of V.V. Kraevsky, B.S. Gershunsky, V.S. Bezrukova) [9-11].

L&R education as a state, public, personal value is a specially organized system of conditions necessary for the development of the linguistic personality, the process and result of the study, assimilation and creative application of the foundations of linguistic and rhetorical theories for the purpose of effective speech-activity in the course of socio-cultural communication. *L&R education as a process* implies appropriate adjustment of goals, content, teaching methods, organizational forms and methodological conditions. *L&R education as a result* of the educational process is the willingness of the linguistic personality to solve successfully the real tasks of socio-cultural communication through the purposeful speech-thinking activity in the level dynamics «literacy – education – professional competence – culture – mentality». *L&R self-education* is a system of internal self-organization of the individual to assimilate the speech-thinking experience of generations, aimed at developing the mechanisms for implementing their own L&R competence as a tool of thinking and communication.

L&R training is the process of transferring and accepting the experience of the optimal speech-thinking activity of generations in the interaction of the teacher and students. *L&R self-learning* is a process of direct acquisition by an individual of experience of optimal speech-thinking activity due to one's own aspirations, the choice of didactic means.

L&R training - «humanization», ennoblement of the motivational level of the linguistic personality, stimulation of high activity-communicative needs, the formation of positive ethos, logos and pathos stereotypes. *L&R self-training* is the process of mastering the experience of the full-fledged spiritual-moral, intellectual-emotional attitude of the speech-thinking activity of previous generations through internal mental factors.

L&R development is an objective process of positive qualitative and quantitative changes in the functioning of the mechanisms for implementing integral L&R competence, the overall progress of the linguistic personality as a result of a complex of structural neoplasms at all levels (verbal-semantic, linguocognitive, motivational) that ensures the realization of its spiritual, intellectual, emotional potential for the benefit of

society. *The level of L&R development* of the linguistic personality is ultimately determined by the adequacy of speech-thinking processes to the conditions of a specific speech event that ensures the productivity of speech interaction and the harmonizing communicative effect.

The driving force of the processes described above is the *self-projecting of the linguistic personality* on the basis of a complex of ideas about the contemporary Russian rhetorical, or speech, ideal.

The category of the speech ideal in the new system of ideological priorities objectively acts as one of the most important factors in the educational process for the training of a specialist as a professional linguistic personality, which is technologically specified as the L&R ideal. According to A.K. Mikhalskaya, a rhetorical ideal is the historically formed system of requirements for speech in a given culture; the basis of the national tradition is the ideal of Socrates, Plato, Aristotle (Good is good, Thought is truth, Beauty is harmony) [8].

L&R ideal is exemplary in form, optimal in content, ethically responsible fulfillment of language operations, text actions, and communicative activity in speech events of various types by the subject of speech. This term creates additional opportunities for pedagogical technologization of the educational process in the field of formation of the speech-thinking culture.

On the basis of the results of the analysis of philological, philosophical, psychological and pedagogical literature, we have identified the categorical attributes of the L&R ideal as a basic component of the cultural and educational space:

- historical and ethno-sociocultural conditioning: the L&R ideal is formed during the historical development of a particular society, it is directly related to its ethnic composition, language worldview, cultural features, ethical code, etc.;
- cognitive-communicative nature: the sphere of functioning of the L&R ideal – speech-thinking activity in the mode of interpersonal communication on the basis of mastering objects of reality through word-concepts;
- deological-axiological status: the LR ideal functions in the highest sphere of life activity – spiritual-philosophical one, it is a product and at the same time a generator of the value system of a given society, a specific linguistic personality;
- normative-prescriptive character: the LR ideal establishes certain norms, rules, requirements for speech behavior within a certain historically formed type;
- invariant-variational principle of structural organization: the basic components of the L&R ideal reflect the highest spiritual aspirations of mankind to love, good, truth, beauty; specific rules, requirements, norms vary diachronically or synchronously in connection with ethnosociocultural characteristics, social status, etc.;
- educational designation: the expression form of the LR ideal – norms, requirements, prescriptions, etc. – serves primarily to the optimal socialization of new generations;
- personality-forming potential: the ability to form effectively the best qualities of a person, both personal and verbal.

Thus, the continuous L&R education as an innovative pedagogical system is a set of mutually determined elements, hierarchically organized and subordinated to the strategic goal of the pedagogical process that ensures the continuity of all educational levels: formation of the learner, his formation and self-projecting as a strong linguistic personality of a dialogic, democratic, multicultural type with ethical responsibility, general educational and professional training and high competence, based on the interconnected improvement of subcompetence and mechanisms of the latter in the productive and receptive registers, monological and dialogical regimes, oral and written forms of speech activity for productive, harmoniously dialogic socialcultural communication.

One of the latest practice-oriented developments addressed to students and specialists in various fields that improves qualifications in the field of speech-thinking culture is the methodological manual «Linguorhetoric: self-projecting of a strong linguistic personality (schemes, tables, algorithms, self-adjustment)» [12].

The conception of L&R education and the «ideal model» of a modern specialist as a professional linguistic personality is characterized in one of the chapters of the current collective monograph «The Linguistic Person in the Modern Communicative Field» [13].

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Үздіксіз лингвориторикалық білім беру білім алушылардың сөйлеу және ойлау мәдениеті мен мамандардың қайта дайындығын қалыптастырудағы инновациялық концептуалды платформа ретінде

Мақалада білім берудің әртүрлі деңгейінде, сонымен қатар мамандарды кәсіби қайта дайындаудың жоғары білімнен кейінгі кезеңінде оқып жатқан білімгерлердің сөйлеу және ойлау мәдениетін қалыптастыру бойынша педагогикалық үдеріске инновациялық идеялық платформа болып табылатын үздіксіз лингвориторикалық (ЛР) білім берудің тұжырымдамасы ұсынылған. Аталған тұжырымдама педагогикалық мамандықтар саласындағы Сочи ЛР мектебі өкілдерінің бірқатар ғылыми жобаларында жүзеге асырылған: 13.00.01 – «Жалпы педагогика, педагогика және білім беру тарихы»; 13.00.08 – «Кәсіптік білім беру теориясы мен әдістемесі». Мақалада оқытудың барлық сатылары үшін өзекті болып табылатын үздіксіз лингвориторикалық білім беру жүйесін жобалаудың әдіснамалық қағидалары; үздіксіз лингвориторикалық білім беру тұжырымдамасының әлеуметтік-мәдени және ғылыми-пәнаралық негіздері; сонымен қатар мамандарды кәсіби қайта дайындау мен біліктіліктерін арттыру саласында ЛР білім берудің инновациялық педагогикалық тұжырымдама ретіндегі теориялық-әдіснамалық негіздері құрылып, сипатталған. Үздіксіз лингвориторикалық білім беру тұжырымдамасының жүзеге асуы, біздің ойымызша, жобаланған бағдарламаның кешенді және үйлескен сипатына мүмкіндік туғызып, қоғамның қазіргі даму кезеңіндегі білім беру саясатының стратегиялық басымдықтарының бірі білім алушының кәсіби тілдік тұлға ретіндегі қалыптасуына ықпал етіп, диалогтық, демократиялық, полимәдени типтегі белсенді тілдік тұлғаның қалыптасуына септігін тигізеді.

Кілт сөздер: лингвориторикалық білім беру, сөйлеу және ойлау мәдениеті, лингвистикалық тұлға, инновациялық педагогикалық үрдісті жобалау.

А.А. Ворожбитова, Г.И. Исина

Непрерывное лингвориторическое образование как инновационная концептуальная платформа формирования речемыслительной культуры обучающихся и профессиональной переподготовки специалистов

В статье представлена концепция непрерывного лингвориторического (ЛР) образования, которая выступает инновационной идейной платформой для педагогического процесса по формированию речемыслительной культуры обучающихся на разных образовательных ступенях, в том числе на поствузовском этапе профессиональной переподготовки специалистов. Данная концепция реализована в ряде научных проектов представителей Сочинской ЛР школы в области педагогических специальностей: 13.00.01 – «Общая педагогика, история педагогики и образования»; 13.00.08 – «Теория и методика профессионального образования». В представленной работе сформулированы и охарактеризованы методологические принципы проектирования системы непрерывного лингвориторического образования, актуальные для всех ступеней обучения; социокультурные и научно-междисциплинарные основания концепции непрерывного ЛР образования; теоретико-методологические основы ЛР образования как инновационной педагогической концепции, в том числе в сфере профессиональной переподготовки и повышения квалификации специалистов. Реализация концепции непрерывного лингвориторического образования будет способствовать, на наш взгляд, комплексному и скоординированному характеру проектируемой программы, содействовать становлению обучающегося как профессиональной языковой личности, сильной языковой личности диалогического, демократического, поликультурного типа, что выступает одним из стратегических приоритетов образовательной политики на современном этапе развития общества.

Ключевые слова: лингвориторическое образование, речемыслительная культура, языковая личность, проектирование инновационного педагогического процесса.

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(E-mail: martbek3@mail.ru)***On some education problems of children-oralmans:
historical background**

The article deals with the questions of teaching children-oralmans. The authors of the article consider children of migrants not only as an economic issue, but also as a problem of human rights and political rights. The main issues of oralman's social adaptation are identified. The most important and key aspects of teaching children - oralman to languages have been noted by authors. The article reveals the essence of the notion «oralman». Experimental results are presented, which indicate that the second generations of returnees often use Russian or other languages. The authors focus on the national education, which until now has been based on the fundamental knowledge in one language, Kazakh or Russian. In conclusion, the authors conclude that today's priorities are shifted in favor of specialists with knowledge of a foreign language, almost ready to undergo foreign training, including language, capable of rapid adaptation to professional activity.

Keywords: children-oralmans, the concept, foreign language, ethnic Kazakh, status, state, internal and external policy, homeland, repatriates.

Since 1991 more than a million ethnic Kazakhs returned to their homeland and received the status of repatriates, most of them arrived from Uzbekistan and people from China, Mongolia, Turkmenistan, Russia (Table 1, Fig. 1).

Table 1

Information about the number of oralman (ethnic Kazakhs)

Country of retirement (outcome)	Families	%	People	%
Uzbekistan	176340	62,0	620004	61,6
Mongolia	24712	8,69	117381	11,7
China	43152	15,18	121397	12,1
Turkmenistan	18153	6,38	71857	7,1
Russia	12318	4,33	38073	3,8
Tajikistan	2827	0,99	11812	1,2
Kyrgyzstan	2976	1,05	10004	1,0
Iran	1266	0,45	6329	0,6
Turkey	947	0,33	3585	0,4
Other countries TMT	445	0,16	1145	0,1
Other foreign countries	1225	0,43	4886	0,5
Total	284361	100	1006473	100

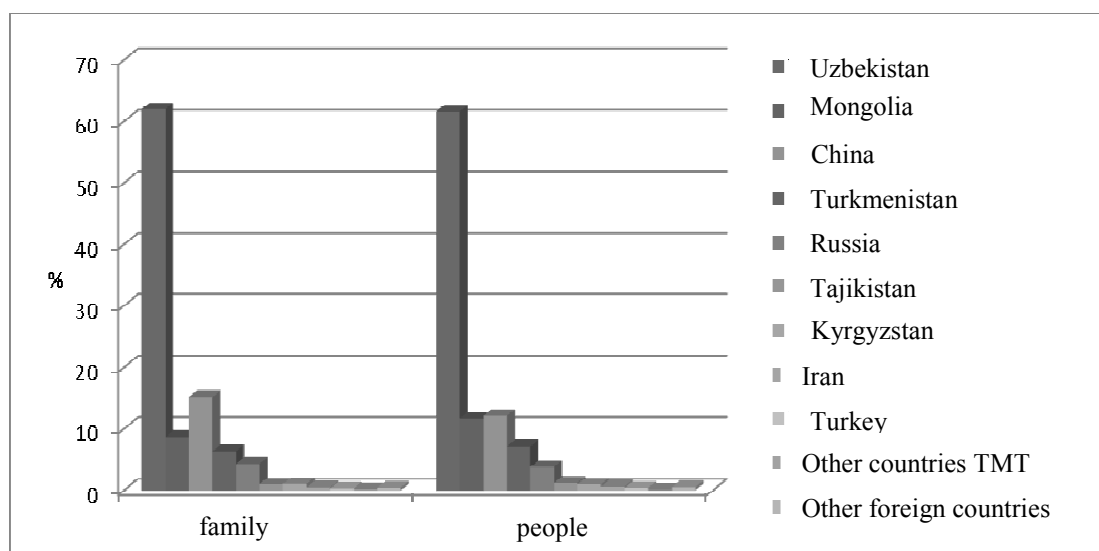


Figure 1. Information about the number of oralmans (ethnic Kazakhs), %

Recall, the Government Resolution No.783 dated July 8, 2014 identified regions for resettlement of oralmans excluding Astana and Almaty.

The largest number of oralmans settled in the South Kazakhstan Region - 21.2 %, Almaty Region - 16.3 %, Mangistau Region - 13 %, Zhambyl Region - 9.4 %, and other regions - 40.1 %.

Of the total number of arrivals, the working age is 55.6 %, children up to 18 years - 39.9 %, and retirees - 4.5 %.

Most oralmans of working age have secondary education (60.8 %), 20.5 % - specialized secondary education, 8.7 % - higher education, and 9.9 % - no education [1].

People with oralman status enjoy all the social benefits provided for in the Law of RK «On migration». With the purpose of adaptation and integration services, in the cities of Aktau, Karaganda and Shymkent, and in the village Aksukent of the South Kazakhstan Region, there are Centers of adaptation and integration of oralmans. Ongoing adaptation programs at the Centers include legal consultation, the State language learning and, if desired, Russian, vocational training, retraining and skills development.

The concept of «oralman» entered the scientific, legal, regulatory and real practice with the attainment of independence by Kazakhstan. Since 1991, the newly formed sovereign republics began to arrive citizens of other countries – the ethnic Kazakhs, who consider Kazakhstan as their historical homeland. This process paralleled the departure from the country of Kazakhstan citizens of other nationalities – Germans, Jews, Russians, Belarusians, Ukrainians, Poles, Moldovans, Chechens and others. In the law of Kazakhstan «On population migration» 13 December 1997, gives the following definition of «oralman»: «...foreigners or stateless persons of Kazakh nationality, permanent resident status at the time of acquisition of sovereignty by the Republic of Kazakhstan beyond its borders and arrived in Kazakhstan for permanent residence.»

Oralmans - ethnic Kazakhs residing permanently at the time of acquisition of sovereignty by the Republic of Kazakhstan beyond its limits, and their children Kazakh nationality, who were born and permanently residing after the acquisition of sovereignty by the Republic of Kazakhstan abroad, arrived (arrived) in the Republic of Kazakhstan for permanent residence in their historical homeland and received (received) the corresponding status in the order established by the Law of the Republic of Kazakhstan «On migration of population» (with changes and additions as 11.07.2016) [2].

The concept of «oralman» (translated in Kazakh means «returning»). In the third quarter of 2017, 2,226 families or 4,297 ethnic Kazakhs arrived in the republic and received the status of oralman. The majority of oralmans - 44.7 % of the profits from the Republic of Uzbekistan, 44.5 % are from China, 3.8 % from Mongolia, 2.7 % from Turkmenistan, 1.8 % from Russia and 2.7 % from other countries (number of people). The largest number of oralmans settled in Almatinskaya - 880 families (1,570 people), South Kazakhstan oblast - 423 families (726 people), Astana - 198 families (293 people), Zhambyl - 135 families (208 people), East Kazakhstan region - 134 families (278 people), Mangistau - 76 families (390 people), Akmola - 69 families (161 people), Kostanay - 66 families (161 people), Almaty - 63 families (97 people), Pavlodar 53 families (152 people) Karagandinskaya - 52 families (89 people), Atyrau - 23 families (44 people), SKO - 20 families (39 people), WKO - 14 families (24 people), Kyzylorda - 11 families (20 people) and Aktobe region 9 fami-

lies (45 people). Persons of working age make up - 63.8 %, younger than able-bodied - 30.8 % and pensioners - 5.4 %. Of the number of oralmen of working age, 13 % have higher education, 22.8 % have secondary specialized education, 56.1 % have general secondary education, and 8.1 % have no education.

For 9 months of 2017 720 families or 13 578 ethnic Kazakhs arrived in the republic and received the status of oralman. The majority of oralmen - 49 % of the profits from the Republic of Uzbekistan, 39.2 % are from China, 3.7 % from Turkmenistan, 2.6 % from Mongolia, 2 % from Russia and 3.5 % from other countries. The largest number of oralmen settled in Almatinskaya - 2,849 families (5,024 people), SKO - 1,668 families (2,707 people), Astana - 599 families (879 people), Zhambyl - 447 families (683 people), East Kazakhstan region - 343 families (683 people), Mangistau oblast - 315 families (1 634 people), Almaty city - 181 families (271 people), Akmolinsk - 171 families (327 people), Karaganda - 165 families (279 people), Kostanay - 133 families (291 people), Pavlodarskaya - 109 families (266 people), Atyrau family - 82 families (143 people), RMS - 72 families (126 people), WKO - 38 families (61 people), Aktyubinsk - 30 families (169 people) and Kyzylordi 18 families (35 people). Persons of working age make up - 66.1 %, younger than able-bodied - 28.1 % and pensioners - 5.8 %. Of the working-age oralmen in terms of education level, 12 % have higher education, 24.2 % have secondary specialized education, 55.3 % have general secondary education, 8.5 % have no education.

It should also be noted that the concept «oralman» is not to everyone's taste and in the most part by the repatriates. Especially most of them get a formal civil status, at the same time, they still have not acquired real (normal) socio-economic, socio-cultural and moral-psychological situation inherent to «indigenous» citizens of the Republic of Kazakhstan. Hence, they are not only objectively but also subjectively consider themselves to be largely neglected, and even in your own name. In this regard, such self-designation as «Agayin» (brothers and relatives), «countryman» (otandastar) are considered not successful, because nationals can be members of other ethnic groups. Most importantly, the last two expressions does not have characteristics of strictly scientific term applied simultaneously and in the same sense in many scientific disciplines, whereas the term «oralman» possesses these qualities and is quite a good and accurate concept most adequately Express the socio-economic, civil and proper ethnic status Kazakh returnees to their historical homeland.

In connection with the need for equal access to quality education of children-oralman and identifying the range of problems they faced in school were sociological survey, which were attended by teachers from three regions of Kazakhstan: Zhambyl, South Kazakhstan and East Kazakhstan region.

In the sociological survey involved 611 teachers, among them 329 are working in rural schools, 282 – in the city (Tables 2 and 3). All teachers who participated in the survey work in schools with Kazakh language teaching.

Since more than half of teachers have the higher and first category (Fig. 1 and 2), that is full reason to argue about the reliability of the results of a sociological survey.

Table 2

Data on respondents-the teachers taking part in a sociological survey (village)

The name of the region	Total number of respondents	Category				Class of teaching				
		the higher	I	II	without category	1-4	5-9	10-11	0-9	1-11
Zhambyl oblast	51	2	17	14	18	16	18	3	10	4
South Kazakhstan	213	49	71	75	18	47	75	21	39	29
East Kazakhstan	65	9	32	21	3	19	28	6	6	7
Total	329	60	120	110	39	82	121	30	55	40

Table 3

Information on the respondents-teachers who took part in the sociological survey (city)

The name of the region	Total number of respondents	Category				Class of teaching				
		the higher	I	II	without category	1-4	5-9	10-11	0-9	1-11
Zhambyl oblast	64	15	18	18	13	24	17	4	8	11
South Kazakhstan	143	38	48	46	11	18	29	3	0	57
East Kazakhstan	75	17	28	20	10	16	32	12	13	2
Total	282	70	94	84	34	58	78	19	21	70

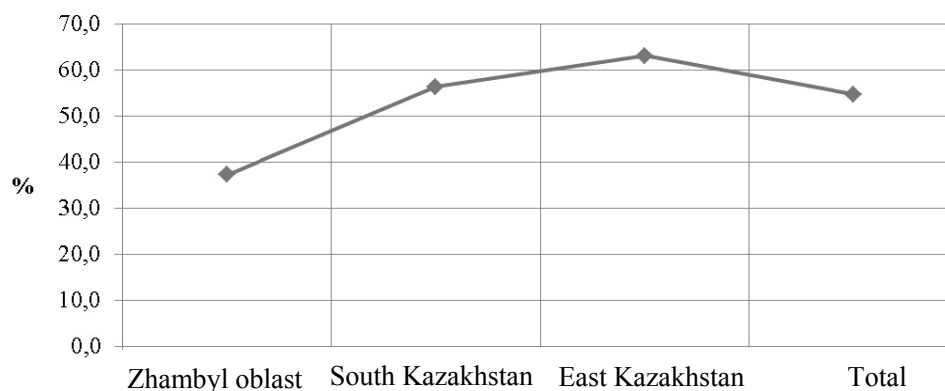


Figure 2. The proportion of teacher-respondents who have the higher and first qualification category (village)

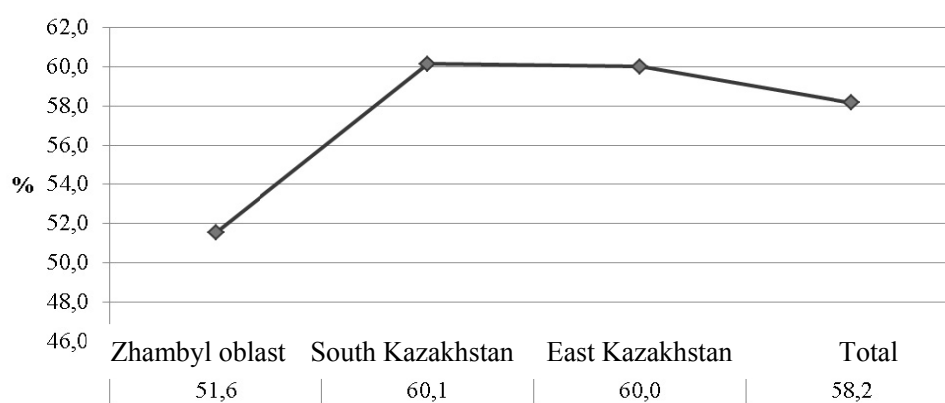


Figure 3. The proportion of teachers-respondents with the higher and first qualification category (city)

So, in the course of the study survey questionnaires there were identified the problem of domestic experience of teaching children of immigrants: the insufficient development of educational strategy in the field of language teaching has a negative impact on the integration of oralman children in the learning process. Therefore, the integration of oralman children in the educational space of Kazakhstan needs special attention both from the government and from the teaching community.

As we already mentioned above the acquisition of the Republic of Kazakhstan's independence led, the mass return of repatriates to their historical homeland. This process especially intensified after the adoption of 26 June 1992 «Law on immigration».

Migration policy and its framework of policy on immigrants is part of the state internal and external policy of Kazakhstan. Institutional and legal framework for regulating migration of the population of the Republic of Kazakhstan and it is possible to imagine around the major institutions responsible for regulation of migration processes in general and processes associated with the phenomenon of repatriates.

According to the Law on Migration oralmans are given certain privileges, compensations, and other types of social assistance:

1) free adaptation and integration services in the centers of adaptation and integration of repatriates, namely:

- providing information and reference services;
- learning the state language, at the request of Russian language;
- training on the history, culture and traditions of Kazakhstan, fundamentals of law and the opening of a small business;
- conducting various cultural events;
- legal aid;
- the provision of translation services;
- assistance in employment, professional training, retraining and raising of qualification;

- assistance in the provision of guaranteed volume of free medical care;
- help in receiving targeted social assistance;
- assistance in the acquisition of Kazakh citizenship and documentation;
- 2) medical assistance in accordance with the legislation of Kazakhstan in the field of health;
- 3) places in schools and pre-schools on an equal basis with citizens of the RK, the possibility of obtaining education in accordance with the allocated quota for admission in educational institutions of the technical and vocational, post-secondary and higher education in the amount determined by the Government of the RK;
- 4) social protection equally with citizens of the RK;
- 5) assistance in employment in accordance with the legislation of the RK.

The information base included the data of statistical reports of the Committee of labor, social protection and migration on the number of repatriates from foreign countries from 1991 to January 1, 2017, the National collection of «Education Statistics of the Republic of Kazakhstan» 1 October 2015, and also materials of periodicals and Internet resources.

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Оралман-балаларды оқытудың кейбір мәселелері туралы: сұрақ тарихы

Мақалада авторлар оралман-балаларды оқыту проблемаларын қарастырған. Мигрант-балаларға білім беру тек қана экономикалық мәселе емес, сонымен қатар адам құқығы мен саяси құқық болып табылады. Оралман-балалардың әлеуметтік бейімделуі ең күрделі мәселе, яғни олардың Қазақстанның білім беру жүйесін жете түсіне алмауын жайлы авторлар атап көрсеткен. Сонымен қатар авторлар олардың ең басты маңызды кезеңі ретінде тілдерге оқытудағы кедергілерін мақалада тілге тиек еткен. Бүкіл дүние жүзіне қоныстанғанына қарамастан, «оралман» ұғымы мақалада халықтың этникалық бірліктерін, салт-дәстүрін, тілі мен көптеген ұлттық құндылықтарын сақтап қалғандығын білдіреді. Оралмандардың жас шамасына сай, егер адам есейген сайын күнделікті өмірде қазақ тілін жиі пайдаланатындығын көрсетеді. Авторлар эмпирикалық жолмен қарағанда екінші жас ұрпақтар орыс немесе басқа тілдерді қолданатындығына басты назар аударған. Қазіргі кезеңге дейін отандық білім тек бір тілде, яғни қазақ немесе орыс тілдерінде ғана, білім берумен негізделген. Қазақстанның әлемдік тілдік білім беру кеңістігіне енуіне сай бірнеше тілдерді меңгерген, тәжірибеге бағытталған мамандардың жетіспеушілігін жою болып табылады. Қорыта айтқанда, бүгінгі күні басымдықтар шетел тілін білетін мамандардың іс жүзінде шетелдік тәжірибеден өтуге дайын, лингвистикалық, соның ішінде кәсіби қызметке тез бейімделуге қабілетті адамдардың қатарында болуды талап етуде.

Кілт сөздер: оралман-балалар, концепт, шетел тілі, этникалық қазақ, мәртебе, мемлекет, сыртқы және ішкі саясат, отан, оралмандар.

Б.А. Жетписбаева, Ж.О. Жилбаев, Ж.А. Есказинова

О некоторых проблемах обучения детей-оралманов: история вопроса

В статье рассмотрено образование детей мигрантов не только как экономический вопрос, но и как проблема прав человека и политических прав. Выявлены основные вопросы социальной адаптации детей-оралманов. Отмечены особо важные и ключевые моменты обучения детей-оралманов языкам. Раскрыто сущностное понятие «оралман». Представлены экспериментальные результаты, которые указывают, что второе поколение репатриантов чаще применяет русский или другие языки. Основное внимание в работе авторы акцентируют на отечественное образование, которое до настоящего времени основывалось на фундаментальности знаний на одном языке, казахском или русском. Сделаны выводы, что сегодняшние приоритеты смещаются в пользу специалистов со знанием иностранного язы-

ка, практически готовых пройти зарубежную стажировку, в том числе языковую, способных к быстрой адаптации к профессиональной деятельности.

Ключевые слова: дети-оралманы, концепт, иностранный язык, этнический казах, статус, государство, внутренняя и внешняя политика, родина, оралманы.

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The experience of organizing pupils' communicative activity through extracurricular works

This article is devoted to the study of the problem of accustoming the schoolchildren's personality to polylinguistics in the system of compulsory secondary education. In the article, multilingualism is seen as an effective tool for the formation of personality. The possibilities of facultative classes in the formation of a multilingual personality, the conditions for the organization of elective classes, on the basis of electivity contributing to the satisfaction of students' interests and requests, which allow each schoolchild to show their abilities, are revealed, the didactic conditions for the organization of interpersonal relationships among schoolchildren are revealed. The program of the elective course «The World of Multilingualism» is proposed, consisting of 8 sections. The goal, tasks, stages, content of this program and as an expected result are revealed in detail, the formation of a multilingual personality that is achieved through the fulfillment of tasks in three languages (native (Kazakh) language, Russian as a language of interethnic communication and English as a means of becoming familiar with the world culture), united in one language unit. The effectiveness of the fulfillment of these tasks by schoolchildren who enter the process of multilingual communication is shown, they assimilate lexical, grammatical, stylistic norms of speech, have the opportunity to compare the features of the use of language in speech. The samples of tasks from the program, the algorithm for their implementation are given, special attention is paid to assignments for comparison, creative assignments, recommendations were developed to involve students in multilingualism in the course of extracurricular work.

Keywords: pupil, school, polylingual person, multilingualism, communicative, activity, forming, system, extracurricular works, elective courses.

Today, the school's activity in formation of a new knowledge-based person is increasing. Recently, the educational objectives facing the schools have a characteristic effect on the extracurricular activities content. Because the comprehensive growth of a student is not limited to the time spent at school only. In addition, extracurricular activities can be used as a tool to enhancing and extending the educational work that the teacher performs during the lesson; and, first of all, to more fully exploit talent and abilities of children, to stirring their interest and enthusiasm. That is the form of organizing of leisure time of students and organizing their moral behavior exercises.

Extracurricular workshops are organized and conducted lessons aiming to extend and deepen students' knowledge, skills and abilities beyond the classroom, to develop independence, personal abilities, also in order to satisfy students interests and provide spending their leisure time actively and consciously out of school [1].

Nonetheless, extracurricular activities are an independent kind of school-based educational work, organized under the guidance of school teachers and interconnected with the purpose of teaching by creating conditions to social formation.

At the same time, educating and upbringing schoolchildren being to live flexible in the intensive developing and changing society, able to self-education, to apply the knowledge gained in life situations, to self-fulfillment, competitive and competent in multilingualism task of forming a personality. As a result, programs of general education, textbooks, methodological manuals, textbooks written in a new national base, methodological techniques and training students for multilingualism require new approaches to extracurricular activities.

However, elective courses are recognized as the most contributing factor among pupils' out-of-class works. Because they contribute to the development of students' thinking, the formation of an active cognitive interest in the subject, and influences on increasing the growth of relationships among youth.

Elective courses are a form of organizing of extracurricular activities for the purpose of deepening and development of pupils' knowledge in specific subjects according to their needs, abilities, and inquiry.

The elective course or the optional lesson (the term «facultatif» French, means «opportunity») is not a compulsory course at a school or university where students or schoolchildren choose [2].

Elective courses are conducted through special programs that ensure compliance between mandatory classes and supplementary sessions. In approving mentioned list of elected courses should be taken into account not only the personal preferences of pupils and parents, but also the capabilities of the educational institution.

Controlling over the organization of the elective courses requires: the feasibility of choosing a lesson form and the effectiveness of the lesson; and activeness of pupils during classes; to be independent and able to show own creativity, express own opinion, opportunity to express their suggests.

The teacher will be able to communicate with students outside the classroom and, in many cases, to study the children and gather information about them.

Elective courses that are organized outside of school offer a great opportunity for children to work independently. Co-ordination is featured with self-governance and individual development [3].

However, one of the disadvantages at school practice is a habit of engaging only active students in extracurricular activities. Involving all children in an interesting course contributes to their academic progress, increased knowledge quality, and incentives to engage in collective activities.

As an effective way of forming a polylingual personality of schoolchildren, we believe that the elective course that students choose at their own discretion, and elective course as the way to enriching the multilingualism is implemented at school.

Due to this, «Multilingualism world» elective course aiming at training schoolchildren to poly-lingualism was worked out.

The aim of the course: formation of poly-lingual personality based on daily communicative activities within the interrelation of students.

The objectives of the course: selecting thematic minimum unities to mastering Kazakh, Russian and English languages; making speaking unities according to each theme; compiling situational minimum unities concerning to each theme; selecting lexical materials in the functional-content field; selecting grammar materials necessary for each topic; organizing teaching process corresponding to functional-communicative technology; and analyzing teaching results by controlling.

Expected results: students will be able to speak fluently in Kazakh, Russian and English languages within language unities in topics of interrelation between themselves; and their formation as a multilingual person.

The following is the program of «Multilingualism world» elective course for students of the 8th grade.

1. The role of language and communication in human's life, the essence and the nature of multilingualism. Language and Culture. Language is a tool for understanding a world, and wealth of national culture.

2. Менің Отаным — Қазақстан. Моя Родина — Казахстан. Kazakhstan is my motherland. I am a citizen of the RK. Kazakh country. Astana is a capital city. Multinational country indicates friendship of nations.

3. Менің отбасым. Моя семья. My family. «Home», «Family», «Members of a family», «Family traditions» notions and their values and meanings.

4. Қазақ халқының ұлттық салт-дәстүрлері. Национальные традиции казахского народа. National traditions of Kazakh people. «Nation», «Ethnos», «Customs», «Tradition» notions and their values and meanings.

5. Менің алтын ұя мектебім. Школа — мое золотое гнездо. My golden nest — my school.

«My school», «Our class», «My friends», «My teacher» notions and their values and meanings.

6. Ақ дастархан басында. За белым дружным дастарханом. In the beginning of «White dastarkhan» «National food», «A one sup of tea», «Eating alphabet», «Table of Kazakh» notions and their values and meanings.

7. Мұражайға қош келдіңіз! Добро пожаловать в музей! Welcome to the museum!

«National museum», «Exhibit», «Evolution of exhibits» notions and their values and meanings.

8. Шырайлы Шымқала! Красивый город — Шымкент! A beautiful Shym city!

«Architecture of the city», «Leisure and sport complexes», «Name of Shymcity» notions and their values and meanings.

In teaching elective lessons the main aim is communicative knowledge, competence, and habits development on the basis of the language support.

Mentioned program was carried out during the experimental work at school's teaching process. Also, students were able to find solutions and learnt to overcome some issues concerning to questions based on mastered knowledge while doing tasks or any educational questions. Tackling with such kind of tasks, sharp-

ens and develops thinking skills of students, provides development of competency. During the process of implementing speaking tasks, students master lexical, grammar and stylistic norms, compare speeches, expressing opinion challenge and aims, in this regard, includes acquired knowledge into interrelation activities.

Choosing arguments to offered thesis statements of a teacher.

The essence of the given thesis statement's confirmation is indicated by teacher's exact examples relied upon literature. For example. According to the theme: «A language is a great treasury» («Язык — огромное богатство», «Тіл — ұлы қазына») To keep and develop our language is our saint obligation. To explain an idea definitely by the help of language and express it by intonation is called a sentence. /Тілімізді сақтап, дамыту — бәріміздің қасиетті міндетіміз. Тілдің біршама тиянақты ойды білдіруі және интонациямен айтылуын сөйлем дейміз. / Сохранить и развивать язык — священный долг каждого. Выражение определенной мысли с помощью языка и произношение с интонацией называется предложением.

The following text «Менің Отаным — Қазақстан» («Моя Родина — Казахстан», «My motherland is Kazakhstan») were suggested to students: Мен Қазақстанда туып-өстім. Қазақ жері өте әдемі және бай. Таза ауада жақсы демалып, шие теріп, олар қалаға оралды. Батыстан суық жел соғады / Я родился и вырос в Казахстане. Казахская земля прекрасна и богата.

I was born in Kazakhstan. Kazakh land is very beautiful and rich. They came back to the city, relaxing in open air well. A cold wind is blown from the west./ Прекрасно отдохнувшие на свежем воздухе, они собирали ягоды и возвратились в город. С запада дует холодный ветер.

During task completion students prove the correctness or incorrectness of the thesis content structure. At the end, make the structure of own (concerns the speech structure) thoughts.

Alongside with it, we suggested tasks that needs to argument the substance (correctness) of speech tools or chosen tasks during the experimental work.

The goal of such tasks gives opportunity to choose language tools for expressing student's views. It has been discovered that by analyzing grammar structure of the text, students started to pay attention to the grammar composition and speech creation of the mother tongue.

At the next stage of the experimental work, students were able to complete language tools choosing. The main idea of this task is comparing. Students while completing the task had compared several thoughts between themselves, and were able to choose language tools. Here, while expressing only one thought can be used different language means and different structuring opportunities to master them. Speech tasks are divided into 2 groups according to language means. For example, about choosing variants by topic: «National traditions of Kazakh people», «Қазақ халқының ұлттық салт-дәстүрлері», «Национальные традиции и обычаи казахского народа».

1. Read and translate the text. «A holiday in honor of new born baby» («Shildekhana») is a holiday, when the village youth is gathered, when a baby is born due to Kazakh people's tradition. «A holiday in honor of new born baby» is lasted for three days. Art youth sings and plays kyui until morning, respecting his/her mother and the baby. Different games are organized. Girls and brides contest. Only young people, not elder take part in this holiday. Because this is a youth's duty to defend a new born baby from the hell and Satan cool.

2. Answer the questions due to text: 1. What kind of wedding «Shildekhana»? 2. How «Shildekhana» is celebrated? 3. Why adults can't take part in «Shildekhana»?

1. Мәтінді оқыңыз, аударыңыз. Шілдехана тойы. Қазақ халқының дәстүрі бойынша бала дүниеге келген күні кешке ауыл жастары шілдеханаға жиналады. Шілдехана кейде үш күнге созылады. Өнерлі жастар таң атқанша жаңа туған баланы, оның анасын ардақтап ән салады, күй тартады. Әр түрлі ойындар ұйымдастырылады. Қыз-келіншектер айтысады. Шілдеханаға тек жастар ғана қатысады, ал ауыл үлкендері қатыспайды. Өйткені жаңа туған нәрестені жын-шайтан, перілердің салқынынан қорғап күзету, халық сенімі бойынша, тек қана жастардың міндеті.

2. Мәтін бойынша сұрақтарға жауап беріңіз.

1. Шілдехана қандай той?.....

2. Шілдехана қалай тойланады?.....

3. Шілдеханаға не себепті үлкендер қатыспайды?.....

1. Прочитайте текст, переведите. В связи с рождением малыша соседи и родственники собираются на вечеринку, которая называется «Шилдехана». Иногда «Шилдехана» продолжается три дня. Молодежь до утра поет песни, посвященные малышу и его матери, и исполняют кюи. Организуют разные игры. Девушки и невестки вступают в айтыс. В «Шилдехана» участвует только молодежь, старшие аула не участвуют. Потому что по народному преданию сохранять и беречь от разных невзгод — обязанность только молодых.

2. Ответьте на вопросы по тексту: Шилдехана какое событие? Как празднуется? 3. По какой причине старшие не участвуют в праздновании Шилдеханы?

In the beginning of the theme «White dastarkhan» / «Ақ дастарқан басында» За белым дружным дастарханом/ were given following tasks: 1. Make sentences according to the graph.

National		Национальные		Ұлттық	
drinks	food	напитки	еда	сусындар	тағамдар
Kymyz	Kazy	Кумыс	Казы	Қымыз	Қазы
Iran	Karta	Айран	Карта	Айран	Қарта
Shubat	Zhaya	Шубат	Жая	Шұбат	Жая
	Shuzhyk		Шужук		Шұжық
	Kazakh meat		Мясо по-казахски		Қазақша ет
	Kuyrdak		Куырдак		Қуырдақ

2. Answer the questions:

1. What is the national food of Kazakh people?
2. What is prepared from horse meat?
3. What the features of horse meat?
4. What is the feature of kymyz?

2. Сұрақтарға жауап беріңдер:

1. Қазақтың басты ұлттық тағамы не?
2. Жылқының етінен не дайындайды?
3. Жылқы етінің қандай ерекшелігі бар?
4. Қымыздың қасиеті қандай?

2. Ответьте на вопросы:

1. Что является основной национальной едой казахов?
2. Что можно приготовить из конины?
3. Какими особенностями обладает конина?
4. Какие свойства имеет кумыс?

During this period, tasks limiting opportunities of grammar structuring functions were not given. For instance, at the lesson «My school my golden nest»: from the school life to listen to «Students voice», opinion of students; and on topic «Pretty Shymkent» to compound research graphic The Great Silk Road.

In the next period editing text for speech tasks are planned. Teaching for work with a text, are directed within the norms. Here, students will be able to analyze a text in a group and to compound it correctly. We divide them into several types.

And, at the latest period students were offered creative tasks. Completing such types of tasks is oriented to exact self-directed, full language means compounding speech style and thoughts, corresponding to speech goal. According to self-directed degree creative tasks are divided into 3 groups:

- 1) Creative tasks based upon working materials.
- 2) Restructuring and develop texts according to expressing thoughts.
- 3) Creative tasks of situational characteristics.

Completing tasks leading to creative works also practices students to do with interesting, translate fluently. For instance, the topic «Healthy life style»:

- What are the bad manners include?
- The harmfulness of bad manners to human life.
- How to handle with the difficulties.
- Writing an article about influences of bad manners to health.

We suggested restructuring texts according to changeability of students' opinions during completing creative kinds of tasks.

10 secrets of body and soul beauties:

First is in our mind.

Second is in breathing.

Third is in exercising.

Fourth is in healthy food.

Fifth is in smiling.

Sixth is in resting.

Seventh is in straight sitting.

Eights is in a clean environment.

Ninth is in trust.

Tenth is in loving.

These tasks are directed to experiments and coordinate individual work to group work. Students search for necessary information by themselves, by organizing obtained information and show to others. Project approach activates all sides of student's personality: intellectual quality, typological features and behavior characteristics, purposefulness, persistence, hardworking, communicative competency, feelings and emotions.

Results obtained through creative tasks are that students feel themselves freer than at the lessons, avoid stressful situations by learning practical techniques; nervous system are perpetuated and learn to organize leisure culture correctly; and developed poly-lingual abilities of students and achieve other positive changes.

By using goal-oriented project approach for agitating multilingualism can be built a specific relationship between teacher and student.

If we want several language acquisition process to be close to real situations with its basic parameters that are being of communicatively, we should build a real interpersonal relationship oriented using the language in practice.

This teaching process needs to consider as a specifically organized real relationship, and the function of this relationship is forming joined work between teacher and pupil, pupil and pupil.

This goal-oriented project alongside with communicativeness gave good results for mastering several languages. It is very effective where the classes of unequal preparation, particularly. These tasks help for learner's creative skills and thoughts to be developed.

During the formation experiment, while completing speech tasks using joined technology give to discover pupil's communicative competency. Because, these tasks can provide with necessities for developing knowability and communicative activities of each pupil at the class. That is, the main aim in language communication is teaching pupils to be able to speak and expressing opinions. Speaking is a process of expressing own opinion to others during language communication, to speak clearly. When teaching for speaking attention is given to the following notion: speaking of a human to a human by means of language, oral expression, saying and telling of thoughts to the second person.

Alongside with them, responding of second person through perceiving spoken understandable thought. This shows how the teaching to speaking is not concerns only to one person. It realizes through language communication. Speech activity is a significant step in learning and is not a language necessity only, but is a complicated activity displaying human's place and work in a society. 'Cause speech activity is one of the main indications defining human's caliber. Teaching for oral speech is not just learning a language, it means to expansion and advance of human's general thinking skills. In order to master general speaking activity these conditions should be taken into account: the necessity to speak in a learning language; environment, effect of conditions, personal ability; and distinguishing the main goal of a speech.

Research duration while forming a poly-lingual personality at the teaching and educational process are ruled by communicative direction, building a specific space for group and corporate searching of each parties for truth, expressing point of view, approve own view, paying attention and understand alternative thoughts, accepting definite opinions during the dialogue; and secondly, organizing communicative space and thirdly, making technological position of organizing in communicative space: supporting positive emotional conditions of participants; and building interrelationship important for situational dilemmas; in defining roles of participants; dividing positions of participants in debate: the author, a critic, conductor and organizer; supplying activity with problematic type; helping to participants to admit the conflict of a situation and encouraging to thinking activity necessary for making solutions.

Thus, various didactic activities necessary for organizing and analyzing relationship between pupils noticed, they are, at first, factors for satisfying extra linguistic requirements of speaking style; carrying formal and informal relationship between pupils; and thirdly, terms for having relationship between each other as alone or majority in communication; at fourth, speech activity should be between relation of each other, announcing, influencing and etc.,

Speech tasks were effective one in implementing the connection between grammar works and development of speaking in language teaching among pupils. We understand speech tasks defining by a communicative object as a knowability tasks. During completing such kind of tasks doing any other type of knowability tasks pupils learnt to overcome and found out some issues by asked questions relying upon mastered knowledge.

To sum up, during experimental work the elective course «The world of languages» conducted at schools demonstrated positive indicators of formation communicative activity results. And, only in realizing development challenges of suggested methods for directing, participation and extending stages of youth to multilingualism; and pedagogical diagnosing, motivating to show communicative competency and influencing on it, the formation results effect will be improved.

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Б.А. Тойбекова, Ж.З. Торыбаева, Г.А. Нуридинова

Сабақтан тыс жұмыстар арқылы оқушылардың коммуникативтік іс-әрекетін ұйымдастыру тәжірибесі

Мақала оқушыларды міндетті орта білім беру жүйесінде көптілділікке баулу мәселесін зерттеуге арналған. Көптілділік тұлғаны қалыптастырудың тиімді құралы ретінде қарастырылды. Көптілді тұлғаны қалыптастырудағы факультативті сабақтардың мүмкіндіктері, ұйымдастыру шарттары, оқушылардың қызығушылығын және сұраныстарын қанағаттандыруға, әр оқушыға өздерінің қабілеттерін көрсетуге мүмкіндік беретін оқушылар арасындағы тұлғааралық қатынастарды ұйымдастырудың дидактикалық шарттары зерттелген. «Көптілділік әлемі» атты 8 бөлімнен тұратын факультативті курсының бағдарламасы ұсынылған. Бағдарламаның мақсаты, міндеттері, кезеңдері, мазмұны толық ашылған және күтілетін нәтиже ретінде міндеттерді орындау арқылы қолжеткізілетін көп тілді тұлғаны қалыптастыру үшін үш тілдегі тапсырмаларды (ана тілі (қазақ) тілі, орыс тілі (ұлтаралық қарым-қатынас тілі) және ағылшын тілін (әлемдік мәдениетпен танысу құралы ретінде) бір тіл бірлігінде біріктіреді. Оқушылардың тапсырмаларды орындаудың тиімділігі қарастырылған, себебі олар көптілді қарым-қатынасқа түсу барысында сөйлеудің лексикалық, грамматикалық, стилистикалық нормаларын меңгереді және әр тілдің өзіндік ерекшеліктерін салыстыруға мүмкіндік алады. Бағдарламадан алынған тапсырмалардың үлгілері, оларды іске асыру алгоритмі келтіріліп, салыстыру, шығармашылық тапсырмаларына ерекше назар аударылып, оқушыларды сабақтан тыс жұмыс барысында көптілділікке баулу үшін ұсыныстар жасалды.

Кілт сөздер: оқушы, мектеп, полилингвалды тұлға, көптілділік, коммуникативтік, іс-әрекет, қалыптастыру, жүйе, сабақтан тыс жұмыс, факультативтер.

Б.А. Тойбекова, Ж.З. Торыбаева, Г.А. Нуридинова

Опыт организации коммуникативной деятельности школьника в процессе внеурочной работы

Данная статья посвящена исследованию проблемы приобщения школьников к полиязычию в системе общеобразовательного среднего образования. Полиязычие рассматривается как действенный инструмент формирования личности. Показаны возможности факультативных занятий в формировании полиязычной личности, условия организации факультативных занятий на основе выборности, способствующей удовлетворению интересов и запросов учащихся, позволяющих каждому школьнику проявить свои способности. Выявлены дидактические условия организации межличностных взаимоотношений школьников. Предлагается программа факультативного курса «Мир полиязычия», состоящая из 8 разделов. Подробно раскрыты цель, задачи, этапы, содержание данной программы. Ожидаемый результат — формирование полиязычной личности, который достигается посредством выполнения заданий на трёх языках (родном (казахском) языке, русском языке, как языке межнационального общения, и английском языке, как средстве приобщения к мировой культуре), объединённых в одну языковую единицу. Показана эффективность выполнения этих заданий школьниками, которые вступают в процесс полиязыкового общения, усваивают лексические, грамматические, стилистические нормы речи, имеют возможность сравнивать особенности использования языка в речи. Приведены образцы заданий из программы, алгоритм их выполнения, особое внимание уделяется заданиям на

сравнение, творческим заданиям. Разработаны рекомендации по приобщению учащихся к полиязычию в процессе внеурочной работы.

Ключевые слова: школьник, полилингвальная личность, полиязычие, школа, коммуникация, деятельность, приобщение, система, внеурочная работа, факультативы.

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Credit and per capita higher education financing in Kazakhstan: necessity and methods of realization

In this article it is considered the questions of financing of the higher education taking into account the credit learning technology. The author gives attempt to build a funding mechanism for higher educational institutions that are adequate to the features of the educational process organization for the credit learning system. In the article the attention is paid to the determination of learning cost per one student, to the calculation of an educational grant cost, to the feasibility of interaction of the academic process elements with instruments of financing of the higher education. The author proves the necessity of introduction of a synthetic academic indicator – «credit-students», and it is also developed the financing technique of the higher education taking into account the credit learning system.

Keywords: credit and per capita financing, planning, credit-student, educational grant, cost, academic credit, academic policy, account of the credit, number of students, tranche of financing.

Financing the higher education is urgent and topical issue in all countries. At the same time the most frequent questions discussed that concerning the amount and sources of the higher education financing. The matter is that all countries try to increase accessibility and openness of the higher education, involvement of foreign students.

In this article we try to analyze funding mechanism that as it has to be harmonized with educational process and provides its efficiency.

The actual funding mechanism for the higher education is caused by the existing model of formation of the student population of higher educational institutions. The essence of this model consists in the following:

A person who wants to be admitted by a higher educational institution of the Republic of Kazakhstan passes the centralized testing (uniform national testing or complex testing of entrants). Further by results a person participates in the Republican competition on educational grants. At the same time they can specify four specialties and four higher education institutions in an application form. Taking an educational grant a person goes to the chosen higher education institution. The Ministry of education and sciences of the Republic of Kazakhstan allocates funds of an educational grant in those higher education institutions in which entrants have been enlisted.

As for the students admitted on a paid basis, they sign the contract with the higher education institution. Thus, the key principle of per capita financing – «money follows the student».

It is known that per capita financing forces HEI staff to work better, to develop attractive and demanded educational programs, to give the qualitative knowledge allowing graduates to find a job. It increases the number of the entrants choosing this higher education institution, and thus increases its budget.

The determination of cost of tuition for one student per one academic year is important in per capita financing. Per capita financing is defined by calculation of cost of the educational grant financed from the republican budget. A student who is on a paid basis makes payment for tuition cost, that determined independently by higher education institution. According to the 62 article of the Law of the Republic of Kazakhstan «On education» (2007): «expenses of the organizations of education realizing educational programs of the higher and postgraduate education for one student on a paid basis can't be less than the cost of an educational grant or the state educational order» [1; 158].

Costing of an educational grant is estimated on the basis of the established structure of expenses on training in the higher education system. According to the Methodical recommendations concerning planning of expenses on training of the higher and postgraduate education and costing expenses on training of one student, approved by the Order of the acting Minister of Education and Science of the Republic of Kazakhstan (August 10, 2009 No. 381), the expenses on training specialists with the higher and postgraduate education consist of [2]:

- salary of academic staff, service and support staff, administrative and management staff and other staff;
- additional cash benefits and hourly wage fund;

- taxes and obligatory payments;
- expenses on professional practice and internship;
- utility costs;
- expenses on study materials;
- other expenses (banking services, computer equipment services, acquisition of office and other household goods, expenses on acquisition of food for some categories of students who are on full state providing according to the Decisions of the Government of the Republic of Kazakhstan, acquisition of medicines and products of medical appointment for medical specialties).

The cost of an educational grant, expenses included in its structure aren't an object of this research especially as the matters have already been considered in the articles [3-5].

Expenses on training of one student or the cost of an educational grant are defined by division of the general expenses on number of students and are annually approved by the resolution of the Government of the Republic of Kazakhstan together with the amount of the state educational order.

Planning of expenses for higher educational institutions is carried out proceeding from the number of students by courses of training, by forms of education studying (full-time, evening classes, distance education) and by the monetary and natural norms and standards defining expenses for education.

It is known that since 2008 all higher educational institutions have completely passed to the credit system of training which main essence is that the student independently defines the educational trajectory and forms the individual curriculum. In the context of the credit system of training which is accepted at the legislative level, all normative legal acts regulating the higher education and activity of higher educational institutions are revised [6-10].

It should be noted that higher education institutions are financed, irrespective of level of learning of the educational program by the student, disregarding quantity of the academic studies, volume of academic work. In fact, financing of the higher education is carried out by the gross principle and the amount of the used money, and has no direct link with quantity and quality of educational units and services. Therefore it is difficult to speak about the budget that focused on result, secondly, about per capita financing, that is allocation of money to a student. In this case a student acts only as the conditional subject – to whom funds of a grant are allocated. However, a student can't dispose of these means as its owner. As a student can't give «instructions» to the Ministry to transfer certain amount of money in a certain academic year from the cost of the educational grant corresponding to the amount of the credits of his individual curriculum. On the contrary, student is forced to apply annually for a certain amount of disciplines and to learn the set volume of the credits.

Thus, the operating funding mechanism for the higher education isn't joined to the credit system of training at which a student has the right independently to form the individual curriculum and to define an individual educational trajectory. Therefore a student studying on an educational grant irrespective of the individual abilities and opportunities within one academic year has to master standardly assigned amount of the credits and study the standard amount of disciplines. For the rational organization of educational process higher education institutions determine "life cycle" of students of paid training by the similar scheme.

In other words, the organization of educational process for the credit system of training gains formal character, and its full introduction in national higher education institutions is at a loss.

For full-scale transition to the credit system of training it is necessary to establish direct interaction of the academic processes with financial instruments and a funding mechanism.

In this regard it is expedient to carry out per capita standard financing of the higher and postgraduate education taking into account credit technology of training.

All factors and instruments of educational process need to be brought into accord. It is represented to us that it is necessary to change a funding mechanism and process of budgeting in the higher education. It is possible to establish interrelation of finance with the end results of educational activity and to strengthen their impact on quality of education.

In the State program of development of education and science in the Republic of Kazakhstan approved by the Decree of the President of the Republic of Kazakhstan (March 1, 2015 No. 205) it is noted that «since 2017 it will be handled the issue of transition to credit and per capita financing of the higher education with development of offers on financing of the state educational order taking into account the mastered amount of the academic credits with involvement of employers» [11].

Thus, the analysis of operating practice of financing of the higher and postgraduate education allows to draw a conclusion on need of its further enhancement taking into account credit technology of training that

will raise the effective financial mechanism and effectiveness of processes of budgeting. Changes envelop not only entities of standards of financing, but also organizational and legal bases of support of movement of financial flows.

It is known that the amount of the state educational order for training in the higher and postgraduate education is annually approved by the resolution of the Government of the Republic of Kazakhstan. At the same time the amount of the state educational order in the sphere of the higher education is approved in the form of educational grants by the training courses with differentiation of their cost and also with the differentiated cost by national higher education institutions, certain higher education institutions and other higher education institutions. The cost of the state educational order by postgraduate education is approved by total amount on magistracy and on doctoral studies separately.

At the same time, we consider it's necessary to analyze the issue of placement of the state order according to programs of postgraduate education (magistracy, residency, doctoral studies) in the form of educational grants. Thus, to accept category «educational grant» in the form of certain stable unit of the per capita standard giving financial security to a person who obtains the higher or postgraduate education.

We consider that it is expedient to conduct costing of one academic credit in the cost of an educational grant during transition to credit and per capita financing of the higher and postgraduate education.

The cost of one academic credit characterizes the financial expenses of a student caused by learning of a training material unit, in other words it is value terms of labor input of unit of training material. The cost of one academic credit is determined by the ratio of cost of an educational grant by a specialty (educational program) to the total amount of the academic credits by this specialty (educational program).

As a rule, the cost of one academic credit is calculated for academic year proceeding from standardly assigned amount of the academic credits necessary for learning this program for one academic year.

Higher educational institution has to conduct costing of one academic credit on the basis of the approved cost of one academic credit by specialties (educational programs), courses and forms of education. It is caused by that circumstance that in higher education institution students study both by the state order and at a paid basis. In this regard the level of cost intensity and profitability of the educational program and, so, one academic credit will deviate the approved cost.

The authorized body in the education system scoping financing of the state order by each higher education institution will act from the cost of one academic credit approved by the Resolution of the Government of the Republic of Kazakhstan.

For this purpose, it is necessary to make tuition payment in higher education institutions by quantity of the credits in which the student in this academic period and academic year has registered.

Nowadays, higher education institutions make costing of one credit. However, its binding to educational process has only formal character, and only concerning students on a paid basis. The students studying on an educational grant receive financing from the state in the approved annual sum irrespective of labor input of educational program. The controlling structures survey contracts for rendering paid educational services from the point of view of compliance of the cost to the cost of an educational grant approved by the Government resolution.

It is expedient to put in a basis of a new funding mechanism for the higher education, corresponding to the credit system of training, features of the credit system of training and the cost of one credit. At the same time the cost of one credit can be calculated according to each educational program separately as the cost of the most educational program can be various that is caused by its labor input (the budget of time for learning and volume in the credits), capital intensity, resource intensity, etc.

The cost of one credit according to each educational program is calculated as the ratio between the approved training cost for the entire period of training and the quantity of the credits established by the organization of education.

Basis for charge of payment for training of each student for the academic period or for academic year at the credit system of training is his individual curriculum (IC). At the same time the sum of payment for training for the academic period or for academic year is established equal to the work of quantity of the credits planned in IC for this period on the approved cost of one credit.

In the conditions of credit and per capita financing of educational process account of the credits should be kept according to each educational program, on each student and on higher education institution in general. On this basis the total amount (quantity) the credit students is defined.

The indicator "credit student" - is the synthetic academic indicator characterizing the total amount of the academic credits mastered by all students in academic year.

This indicator needs to be counted separately on levels of educational programs (a bachelor degree, a specialist programme, a magistracy, doctoral studies) for students on an educational grant or by the state educational order and separately on students on a paid basis.

The total amount (quantity) the credit students will determine the amount of financing from the republican budget by the program 204100 «Training of specialists with the higher and postgraduate education» by an educational grant and/or the state educational order.

This mechanism assumes establishment of interrelation and interaction between financial, accounting and academic politicians of higher education institution.

In particular, the academic policy has to provide conducting accurate accounting of the credits and the number of students on forms of education, specialties, levels and conditions of training.

The office of the Registrar has to carry out quarterly verification of the number of students and on this basis – accounting of total of the credits on higher education institution in general, according to educational programs and to students.

The basis of credit and per capita financing is provided by accurately registered academic procedures of educational process of higher education institution, since planning of the academic indicators.

These procedures have to cover the following actions:

- a) formation of students IC of 2-4(5) courses – March-May (hereinafter the recommended terms of the specified actions are given);
- b) approval of IC of 2-4(5) courses – May;
- c) settlement of total amount of credits in HEI and number of students of 2-4(5) course – June;
- d) adjustments in students IC of 2-4(5) courses taking into account results of a summer semester – 10-15 of August;
- e) updating the quantity of credits and number of students of 2-4(5) courses – till 20 of August;
- f) costing and approval of one credit cost for all educational programs on next academic year – till 20 of August;
- g) formation of 1 course students IC – from 25 till 31 of August;
- h) adjustment of 1 course students IC – from 1 till 5 of September;
- i) definition of total amount of credits and number of students of 1 course – 5 of September;
- j) costing and approval of one credit cost for all educational programs, implemented for 1 course students – till 8 of September;
- k) approval of final amount of credits and number of students for an academic year for financing – 10-15 of September.

To open the financing in new financial year the higher education institution has to send (annually in January) to the authorized body in the field of education two indicators:

- 1) the number of students on an educational grant and the state educational order on education levels;
- 2) the total amount (quantity) of the credits on higher education institution on education levels taking into account the expected number of graduates.

Per capita standard financing of the higher and postgraduate education at the expense of means of the republican budget is carried out on the basis of the contract on rendering services in training specialists with the higher and postgraduate education, put between authorized body in the fields of education and a higher educational institution in which the state educational order is placed.

This contract is signed taking into account total credit-students from January till June (inclusive) and also quantities of the credit-students from September to December.

Annually in September the authorized body in the field of education concludes the additional agreement to earlier adopted contract on rendering services in training specialists with the higher and postgraduate education taking into account correction of the number of students on graduation and new enrolment on the first course.

Forms of the contract on rendering services in training of specialists with the higher and postgraduate education and the technical specification of services within the state educational order are defined by the authorized body in the field of education. At the same time the number of students, cost of one credit and total credit-students is specified in the technical specification.

Higher educational institution in which it is placed state educational the order for training of specialists with the higher and postgraduate education:

1) counts total amount of the academic credits in which all number of students register according to programs of the higher and postgraduate education for the forthcoming academic year by each educational program (specialty), courses and forms of education;

2) makes calculation of cost of one academic credit by each educational program, courses and forms of education for the forthcoming academic year;

3) determines the total credit-students amount by higher education institution in general and presents it to the authorized body no later than 10 (ten) calendar days since the beginning of the academic period;

4) makes out the application for the sum of the amount of financing of training of specialists with the higher and postgraduate education taking into account credit technology of training;

5) conducts quarterly verification of the number of students and on this basis – the total credit-students on higher education institution in general and also by courses, educational programs and forms of education;

6) quarterly, no later than the 20th day of the previous month presents to the beginning of quarter to the authorized body the act of the performed works in which the actual number of students and quantity of the credit-students are specified.

Planning of total amount of financing of the state educational order for training of specialists with the higher and postgraduate education is carried out on the basis of an indicator of the credit-students by higher education institution and cost of one academic credit.

The total amount of financing of the state educational order for financial year by higher education institution in the conditions of credit technology of training will be determined by the work of an indicator «credit-students» (by all educational programs) and costs of one academic credit.

The authorized body in the field of education:

1) determines the amount of financing for the forthcoming period on the basis of an indicator «credit-student» according to the Technique approved by the authorized body in the field of education (further - the Technique) taking into account credit technology of training;

2) carries out quarterly verification of the number of students and on this basis – the total amount of credit-students in higher education institutions in which the state educational order for training of specialists with the higher and postgraduate education is placed;

3) carries out adoption of the act of the performed works of higher educational institutions in which the state educational order for training of specialists with the higher and postgraduate education is placed;

4) according to the signed contract carries out financing of higher educational institutions in which the state educational order for training of specialists with the higher and postgraduate education is placed, by three tranches:

– the first tranche of financing is transferred into accounts of higher educational institutions till February 1 and its volume is 40 % of the total annual amount of financing from the republican budget;

– the second tranche of financing is transferred into accounts of higher educational institutions till July 1 of 30 % of the total annual amount of financing from the republican budget;

– the third tranche of financing is transferred into accounts of higher educational institutions till October 1 on the remained amount of financing taking into account the additional agreement concluded with correction of the number of students including graduation and new enrolment students.

It should be noted that studying by students of additional disciplines over the educational program has to be paid with them from own means. Besides, elimination of the academic debt, the academic difference, repeated studying of disciplines and types of study work and also studying of the additional disciplines which are absent in the educational program it is expedient to pay at the rate of the cost of one credit approved by the organization of education for this course for the current academic year.

Financing is carried out at the rate of actually available number of students and total amount of their credits for this academic period irrespective of the achieved results of training and final control. In case a student doesn't pass examination on certain disciplines, from the academic point of view, these credits aren't to be counted, however, from the financial point of view, financing this quantity of the credits remains and carried out.

Students on a paid basis carry out payment for training at the rate of the approved cost of one credit for this academic year and of total amount of the credits according to IC.

Frequency and payment procedure for training of the student at a paid basis are defined by the contract signed between him and higher education institution.

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С.Өмірбаев

Қазақстандағы жоғары білім беруді кредиттік-жан басына шаққандағы қаржыландыру: қажеттілігі және іске асыру тетігі

Мақалада оқытудың кредиттік технологиясын есепке ала отырып, жоғары білім беруді қаржыландыру мәселесі қарастырылған. Автор оқыту үдерісін кредиттік жүйе бойынша ұйымдастырудың ерекшеліктеріне сәйкес жоғары оқу орындарын қаржыландыру механизмін құру әрекетін жасаған. Мақалада бір білім алушыға шаққанда оқыту құнын, білім беру грантының құнын, академиялық үдеріс элементтерінің жоғары білімді қаржыландыру құралдарымен өзара қатынасының маңыздылығын анықтауға көңіл бөлінген. Автор «кредит-білім алушы» синтетикалық академиялық көрсеткішін енгізу қажеттігін негіздеген, сол сияқты оқытудың кредиттік жүйесін есепке ала отырып, жоғары білім беруді қаржыландыру әдістемесін жасаған.

Кілт сөздер: кредиттік-жан басына қаржыландыру, жоспарлау, кредит-білім алушы, білім гранты, құны, академиялық кредит, академиялық саясат, кредиттік есеп, контингент, қаржыландыру траншы.

С.Омирбаев

Кредитно-подушевое финансирование высшего образования Казахстана: необходимость и механизм реализации

В статье рассмотрены вопросы финансирования высшего образования с учетом кредитной технологии обучения. Автором сделана попытка выстроить механизм финансирования высших учебных заведе-

ний адекватно особенностям организации образовательного процесса по кредитной системе обучения. В статье уделено внимание определению стоимости обучения на одного обучающегося, расчету стоимости образовательного гранта, целесообразности взаимодействия элементов академического процесса с инструментами финансирования высшего образования. Обосновывается необходимость введения синтетического академического показателя «кредит-обучающиеся», а также разработана методика финансирования высшего образования с учетом кредитной системы обучения.

Ключевые слова: кредитно-подушное финансирование, планирование, кредит-обучающиеся, образовательный грант, стоимость, академический кредит, академическая политика, учет кредитов, контингент, транш финансирования.

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The analysis of implementation of the state program in the field of development and functioning of languages in Kazakhstan On the example of the region of Karaganda

The results of the research concerning «The state program in the field of development and functioning of languages in the Republic of Kazakhstan for 2011-2020» which realization is carried out in education system of our country in three steps are presented in the article. In the course of the research authors analyzed formation and reforming of education system in recent years on the basis of the analysis of a number of the strategic documents existing in the sphere of language policy of the Republic of Kazakhstan. Along with it, the events of each stage of introduction of the program held on promoting of broad application of the state language, creating favorable conditions for studying and preservation of languages of the ethnoses living in the territory of the Republic of Kazakhstan and also introduction of system of monitoring of efficiency of results are analyzed. In general, implementation of this Program is directed to increase the level of language culture of Kazakhstan and also to creation of pedagogical conditions for development of the linguistic capital. Conclusions and proposals of authors of article, confirm relevance of the research subject which has the scientific-theoretical and practical importance.

Keywords: state program of education, education system, language policy, monitoring of results, linguistic capital.

Education is the most important tool of mobility. Having got an education, people find the place in labor market, climb a career ladder, reach material well-being that defines importance of the state educational policy. Besides, the quality education calculated on prospect solves a problem of entry of the state into the economy based on innovations. Development of the state is in direct dependence on quality of political decisions. In the block of social and economic policy of the country the educational policy which is understood as a package of measures, undertaken by the state concerning education as social institute has key value [1; 117].

The foundation for the modern legislation on education in Kazakhstan was laid from the date of obtaining Independence. Allocate several stages of development of educational system in independent Kazakhstan:

- (1991-1994) — formation legislative and the regulatory legal base of the higher education;
- (1995-1998) — modernization of system of the higher education, contents updating (reforming of the higher education in the republic most intensively began to be carried out since 1995).
- (1999-2000) — decentralization of management and financing of education, expansion of the academic freedoms of the organizations of education.
- (2001-2007) — strategic development of system of the higher and secondary education.
- (2005-2010) — search of optimum ways of adaptation of system of the higher education to conditions of market economy.

Stage-by-stage approach to development of education served updating of the relations in this sphere and also executed important social function of preservation and protection of an education system during crisis development of the country. In the course of reforming of an education system considerable work was carried out on improvement of its legislative base in recent years. Now a number of strategic documents works in the sphere of language policy of the Republic of Kazakhstan: Laws and Codes of RK, Resolution of the Government of RK, MES of RK's Orders, Standards and regulations of public services and other documents (Table 1).

Table 1

The main strategic documents in the sphere of language policy in the Republic of Kazakhstan

Constitution of the Republic of Kazakhstan of August 30, 1995
Concept of language policy of the Republic of Kazakhstan of November 04, 1996 No. 3186
The law of the Republic of Kazakhstan «About science» of February 18, 2011 No. 407-IV
Law «About Languages in the Republic of Kazakhstan» of July 11, 1997
Concept of expansion of the sphere of functioning of a state language, increase in its competitiveness from 11.21.2007
The state program of development of education and science of the Republic of Kazakhstan for 2016-2019 from 12.7.2010 No. 1118
The law of the Republic of Kazakhstan «About education» (with changes and additions as of 12.29.2014)
Labor code of the Republic of Kazakhstan of November 23, 2015
The law of the Republic of Kazakhstan «About the state youth policy» of February 9, 2015

Standard and legal documents in the field of regulation of language policy in Kazakhstan confirm the thought-over strategy in the sphere of language policy and the stage-by-stage solution of the arising questions from the state. In them the education system role in solution of problems, connected with a new language situation in the country is noted. The essence of this role is caused by a problem of implementation of the principle of continuity of the educational process based on quality of language competence of pedagogical workers. Feature of acts is that these documents complement each other.

In an education system of Kazakhstan since 2003 occurred about the radical changes connected with introduction of new state educational standards, the multilevel system of the higher education, formation of network of the state and national research universities, creation of conditions for the choice by students of individual educational trajectories, improvement of mechanisms of development of continuous education. The new approaches in the system of public administration and reforming of the interbudgetary relations which are important factors make impact on development of education. In this regard there is an active updating of standard and legal base. Lately changes and additions were made to the Law «About Education», «About the Higher and Postgraduate Professional Education», etc. [2, 3].

The special role in an education system of modern Kazakhstan is occupied by language education which functioning and development is priority for the country in recent years. The important state document in the field of language education is the State program in the field of development and functioning of languages in Kazakhstan for 2011-2020 (further - the Program).

Before passing to the analysis of this Program, it is expedient to give it definition. It is necessary to understand the system of actions and tools in state policy which are designed to provide within realization of key state functions, achievement of the goals and priorities in state policy in the sphere of safety and social and economic development [4; 84].

It is known that programs is the tool allowing to coordinate expenses and the expected results as makes the main value of programs as instrument of public administration. State programs give the chance to look in a complex at activity of departments and to define a role of departments and their strategic mission in development of the state and also to connect the strategy, the budget and programs of departments. Besides, there is a need of annual adjustment and specification of terms, target indicators, the amounts of financing of state programs. The changes made following the results of a year to the state program have to be proved and made on the basis of assessment of efficiency of the state program. Only such approach allows authorities to use all potential of program and target methods of budget planning [5, 6].

The state program of development and functioning of languages in the Republic of Kazakhstan for 2011-2020 was accepted in 2011 for implementation of «The strategic development plan for the Republic of Kazakhstan till 2020» [7; 8]. The purpose of this Program is the harmonious language policy providing full-scale functioning of a state language as the most important factor of strengthening of national unity at preservation of languages of all ethnoses living in Kazakhstan.

The program is directed to the solution of the following tasks:

- improvement and standardization of methodology of training in a state language;
- development of infrastructure of training in a state language;
- stimulation of process of training in a state language;

- increase in prestige of the use of a state language;
- increase in demand of a state language;
- improvement and systematization of lexical fund of Kazakh;
- improvement of language culture;
- functioning of Russian in communicative and language space;
- maintaining language variety in Kazakhstan;
- studying of English and other foreign languages.

For implementation of the Program were held a number of actions according to the plan.

It should be noted that implementation of the Program is calculated on 3 stages: first stage: 2011-2013; second stage: 2014-2016; third stage: 2017-2020.

At the first stage (2011-2013) was improved the standard and legal and methodological base of further functioning and development of languages: work on improvement of standards of training in a state language, development of a legal basis of accreditation of the centers of training in Kazakh and implementation of rating assessment of their activity was carried out.

At this stage the complex was realized of organizational and practical measures for promoting of broad application of a state language, to creating favorable conditions for studying and preservation of languages of the ethnoses living in Kazakhstan and also introduction of system of monitoring of efficiency of results.

We tried to analyse implementation of the Program on the example of the Karaganda region (Karaganda and also the satellite towns of Temirtau, Shakhtinsk, Saran, Abay, Balkhash, Zhezkazgan, Satpayev).

At the first stage within implementation of the Program in the Karaganda region were achieved the following results:

- the draft of standard programs for training of Kazakh through model of continuous education «Kazakh as foreign or as the second» is created;
- conducting testing in online the mode on pages of the operating official site of www.kazakhtest.kz is organized;
- in comparison with 2011 quantity of grants on training of teachers of Kazakh languages increased by 48 units;
- in the centers for training in languages work on training of the Kazakh, Russian and English languages for all categories of citizens, including for socially vulnerable categories of citizens is begun;
- broad explanatory propaganda activities on promoting of a state language with use of PR-technologies are ensured;
- the republican competition «State Language and Media» is annually held;
- in a state language it was published 741 sheets of the state digital topographic numerical maps, 4 state catalogs;
- the first numbers of the bulletin «Onomastikalakhabarshy» and «Terminologiyalakhabarshy», the almanac «TilzhaneKogam» and «TuganEl» are issued;

Following the results of the first half of the year 2012 the following results of the Program for target indicators are achieved: in the state media made less than 1) percent of Kazakh speaking content - 51,5%, at the plan 50 %; 2) percent of the adult population in the Republic which is knowing Russian - 91% at the plan of 90 % to 2020; 3) on training courses in the native language percent of the ethnoses national and cultural associations captured - 57 % at the plan of 57 %; 4) the population of the republic which is knowing English - 8,8 % at the plan of 8 % or it is exceeded for 0,8 %; 5), the population knowing three languages (state, Russian and English) - 7,3 % at the plan of 0,3 % or it is exceeded for 7 %. Results on target indicators of the Program are presented in the Diagram 1.

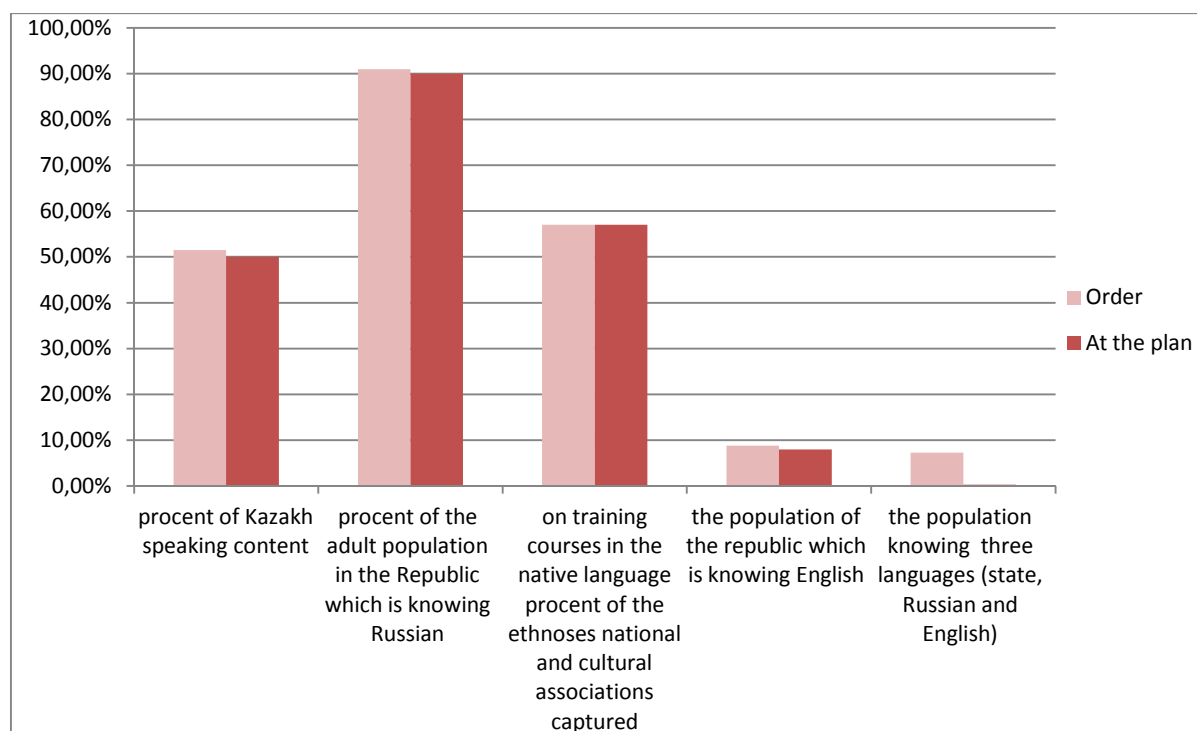


Diagram 1. Results of the Program for target indicators

It is pleasant to note that special attention is paid to development of a state language. The positive tendency is explained also by the fact that historically Karaganda region is the Russian-speaking region in comparison with other areas. Therefore development of a state language in this region is paramount.

For example, in the city of Satpayev since 2010 functions multimedia-methodical office equipped with the modern equipment. Training in a state language is provided according to state standard of RK. Classes are given in the A1, A2, V1, V2 levels of the KAZTEST system. The contingent learning a state language in Satpayev, is presented in Table 2.

Table 2

The contingent learning a state language in Satpayev

Year	Total number	Public servants	Civil servants	Physical person	Kazakhs	Other nationalities
2012	174	2	168	4	7	167
2013	153	16	112	25	24	129
Total	327	18	280	29	31	296

As shown the Diagram 2 the number of teachers of Kazakh, trainees within the state educational order – 608 people at the plan not less than 500 people; growth of number of new television projects in a state language on air of the state media – 5 % (at the plan of 10 % for 2012); a share of the state information order focused on support of the printed media leaving in a state language – 53 % at the plan not less than 50 %; a share of the state centers of training in languages providing services in studying of English and other foreign languages from the total number of the centers – 24,5 % (the plan in 2014 of 50 %). Ratio of number of teachers of Kazakh, trainees within the state educational order and other language centers we placed in the Diagram 2.

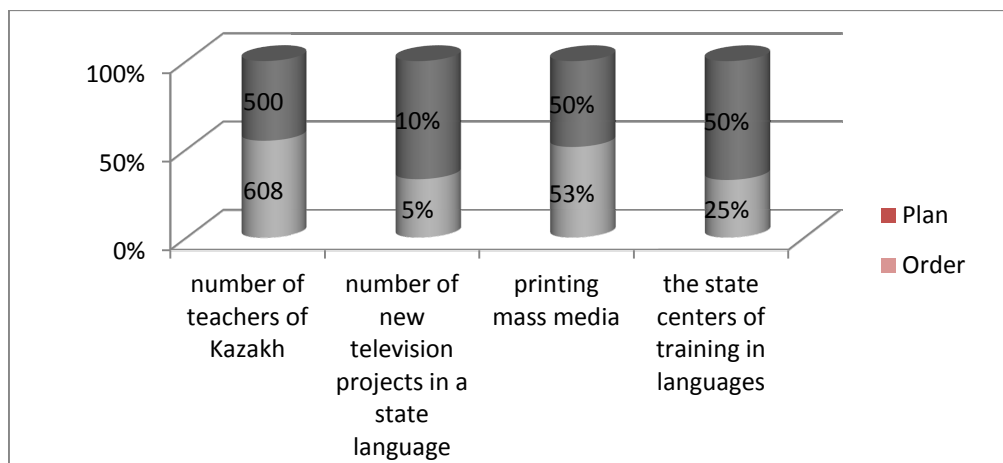


Diagram 2. Training in Kazakh in the Karaganda region

For expansion of the sphere of functioning and development of a state language is carried out a number of the actions directed to promotion of functioning of a state language. The commission is created on further improvement of the state language policy at which meeting reports are heard of executive bodies on holding actions and performance of legislations on languages in the region quarterly. The working group on further improvement of the state language policy are created also in Osakarovsky and Nurinsky districts, in the cities of Priozersk, Saran, Satpayev.

According to the regional program of development and functioning of languages are held various educational and methodical seminars, conferences. For formation of sense of patriotism to Kazakh, respect for the native languages at children and youth are held festivals, competitions, etc. actions. Monthly monitoring on work is carried out of record keeping in a state language among regional managements, city and regional akimats and also institutions subordinated to them. The document flow indicator in a state language in public authorities of area in 2009 was 39,5 %, and in 2010 makes 74,5 %.

For improvement of quality of translation work in office-work in a state language were organized advanced training courses of translators. Since 2009 on the courses «Practice of synchronous translation» work is conducted on training of improvement of practice of synchronous translation. For further activization of work on training of the public and civil servants and the adult population to Kazakh and systematization of this work at management was created «The Karaganda regional Center of training in languages of the Karaganda region».

From 2007 to 2010 2018 experts of the different sphere of work were captured by three-level training in a state language. Training is conducted on the basis of the educational-methodical Saryarka complex developed on the funds allocated from the regional budget. In 2010 the electronic textbook is created I level the study- methodical Saryarka complex. Now is developed the electronic version II the educational and methodical complex level. Today on area 2 centers which train the public and civil servants work: «Center to training in languages of the Karaganda region» and «Center of languages» of the city of Balkhash.

Thus, as a result of implementation of the Program the share of the population knowing a state language increased: 2011 - 39,5 %, 2012 - 42, 6 %, 2013 - 46 %. Increase in a share of the population knowing a state language is presented in the Diagram 3.

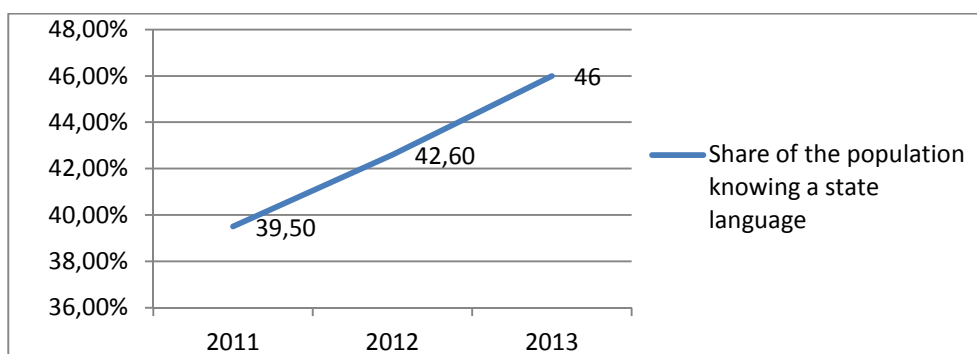


Diagram 3. Share of the population knowing a state language

For implementation of the cultural project «The Triune of Languages» since 2008 work on free training in English of public servants is carried out, today it is trained 261 public servants. The quantity knowing three languages of youth, participating at the Olympiade «TilDaryn» increases. The project «The Triune of Languages» is implemented also at schools and kindergartens of area. Growth of number of the population knowing state, Russian, English languages is shown in the Diagram 4.

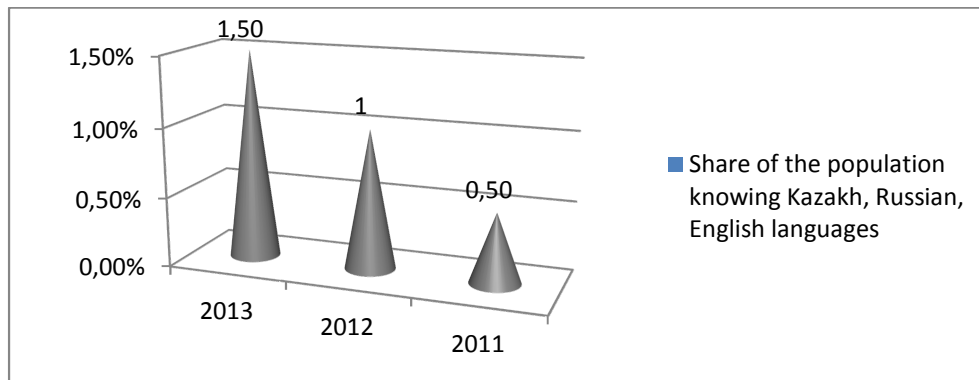


Diagram 4. Share of the population knowing Kazakh, Russian, English languages

The level educational and methodical complex Saryarka is developed for training in Kazakh 3rd. In 2010 the electronic textbook of 1 level of the educational and methodical complex Saryarka is published, the collection of tasks of development of language, the collection of tests, the illustrated explanatory dictionary, workbooks are developed and published. In 2009 UMK «Saryarka» received the second prize-winning place at the republican competition «The Best Methodical Grant on Studying of Kazakh», organized by republican fund of development of a state language at the President of Kazakhstan.

At the republican competitions organized by Committee on languages of the Ministry of Culture of RK, applicants from the Karaganda region became owners of prize-winning places. In 2006-2008 they occupied II, III, I places on republican «The best teacher of Kazakh». Participants from the Karaganda region at the republican Olympiade «TilDaryn» in 2008 took II the place, and in 2009 I the place. Representatives of the Karaganda region received the 3rd prize-winning place in 2008 at the competition «The Best Translator», a competition of young poets of M. Makatayev and in 2009 on Abay readings. In 2010 the team of the Karaganda region of Zhaskyran took III the place at the republican competition «State Language — in Public Service».

The state support is given to studying of the native languages of the ethnoses living in Kazakhstan, in this plan is carried out purposeful work on education of spiritual unity, promotion of friendship of the people. At the national cultural centers work 15 sunday schools, in them train in the native language of ten nationalities living in area. Facultative courses are also organized at 6 high schools where train in the Polish, Tatar and Korean languages. Representatives of the national cultural centers took active part in the festival devoted to Day of languages of the people of Kazakhstan and also in the competition «The Best Sunday School» in training in the native language and at a seminar on exchange of experience of work on teaching the native languages «Effective methods of training in the native language in Sunday schools».

In the areafuction over 237 means mass information, including 39 electronic, 1 news agency and 197 printing editions which also contribute to the development state and other languages. From them 16 in a state language, 94 in Russian, 126 in two languages, 1 in English. For promotion of a state language, traditions of the Kazakh people are presented to the audience in a state language in 2007 – 16, in 2008 – 18, in 2009 – 23, in 2010 – 28, in 2011 – 36 telecasts. In media articles were published propagandizing language policy in 2009 – 97, in 2010 – 147, 2011 – 385.

Within the second stage was realized (2014-2016) the complex of practical measures for introduction of new standards, technologies and methods in the field of studying and application of a state language and also maintaining language variety. Together with it at this stage was conducted work on carrying out accreditation of the centers of training in a state language and also introduction of rating assessment of their activity. On the basis of the drafted regulatory legal base along with strengthening of control of compliance with the law in the sphere of the use of languages will be begun work on streamlining of terminological fund of Kazakh, ensuring systematization of onomastic space

Dynamic growth is observed captured by training in a state language For example, in 2013 – 153, in 2014 – 157, in 2015 – 160 listeners, in 2016 – 165 listeners. The share of public servants made – 46 %. Level of assimilation of a state language is considered by the number of the persons which handed over testing on the Kaztest system and who received the certificate. In 2014 122 public servants handed over testing on the Kaztest system. By results of testing the lowest point-58, maximum point-131. In 2015 52 persons passed diagnostic test, 10 people were tested for the certificate. By results of testing the lowest point – 47, the maximum point-135. 6 people which were tested for the certificate of the A2 level received certificates. In 2016 on May 19 passed diagnostic test of 57 people, 10 people were tested for the certificate. By results of testing the lowest point – 56, the maximum point-126. From 10 employees 5 were certified which were tested for the certificate of the B1 level. In September, 2016 54 persons passed diagnostic test, 10 people passed the test for the certificate of the C1 level, 36 people for the certificate of the B1 level (Table 3).

Table 3

Diagnostic testing, people

Year	Total captured by the test on the KAZTEST system	Public servants	Civil servants	Physical person	Level				
					A1	A2	B1	B2	C1
2014	122	122	0	0	1	65	41	15	0
2015	52	14	38	0	1	18	23	9	1
2016	111	8	103	0	7	46	44	14	0
	285	144	141	0	9	129	108	38	1

1359 people wrote the all-Kazakhstan dictation devoted to the patriotic act «Mangilik El». The quality of knowledge of a dictation was – 72,2 %. Representatives of the ethnocultural centers, public figures, the public and civil servants were involved in writing of a dictation.

The second direction is promoting and expansion of scope of a state language. Target indicators: a share of Kazakh speaking content in the state media (by 2014 - 53 %, by 2017 - 62 %, by 2020 - 72 %) (Table 4).

Table 4

Share of materials in the Kazakh and Russian languages published in the state media

Name's of city	Year	Total amount		Share of the published materials In Kazakh language				Share of the published materials in Russian language			
		Newspapers magazines	TV channel	Newspapers magazines		TV channel		Newspapers magazines		TV channel	
		cm ²	min	cm ²	%	min	%	cm ²	%	min	%
Satpayev	2015	227 568	5640	113 784	50	2820	50	113 784	50	2820	50
	2016	168 052	4014	84 026	50	2007	50	84 026	50	2007	50
	2017	241 688	4473	120 844	50	2236,5	50	120 844	50	2236,5	50

The state language is widely applied when holding mass cultural, sporting and other public events which are held in the cities. In the Sharayna newspaper in headings: «Language» and «Language policy» are published 35(2015), 36 (2016) articles.

On promotion of multilingualism are held in the 4th quarter 2016 the following events. So, for example, the competition «Tilsheber» takes place annually in Karaganda within the cultural project of the President of Kazakhstan «The Triune of Languages» at the initiative of GU «Department of Culture and Development of Languages of the City of Karaganda» among experts on the Kazakh, Russian and English languages. The purpose of its carrying out is support and encouragement of talented youth, knowing three languages, formation of language culture, education of youth in the spirit of the Kazakhstan patriotism, respect for culture and languages of other nationalities. Students and teachers of the universities and colleges of the city aged from 18 up to 30 years participate in a competition.

Conference on a subject: «Yshtygurly til sayasaty - zhastardyn bolashagy men mumkindigi», creative day «Ysh til», participants of a competition of readers competed in eloquence and an oratoric in a state language, recited verses of Abay, Magzhan, Mukagali Mukatayev, Baubek Bulkyshev, creative composition

«Halychtar dostastydy», the intellectual game «Syr-sandyk», a city olimpiada «Til sheberi» among youth to knowing three languages, a regional competition of verbal artists and a seminar on a subject «KAZTEST zhyesi», the festive program by Day of languages of the people of Kazakhstan, «a round table» on a subject: «Ysh til bilim beru», «The Olympiade for experts on the Kazakh, Russian and English languages among pupils of 9-11 classes».

A Republican competition «Parasatty of polices» is annually held under the auspices of the Ministry of Internal Affairs of RK. The purpose of this competition of education of staff of Department of Internal Affairs in the spirit of patriotism to the Homeland, Language, History of the people. In Company «KEGOC» is annually held a competition on knowledge of a state language among the staff of the Company. The purpose of the competition is promotion and promoting, expansion of the sphere of use, increase in prestige of the use of a state language and also identification of the problems and solutions connected with the status of Kazakh. Here it here in the way, holding competitions, the government tries to involve the people in studying of a state language. Usually such competitions leave behind positive and positive emotions therefore holding such here competitions is very necessary.

In the educational and methodical center «Tiltanu» function 9 groups on training of a state language, the number of listeners - 104, 9 groups on training of English, listeners - 124.

In 2016 in the city of Zhezkazgan is held testing for determination of level of knowledge of a state language among civil and public servants on the Kaztest system. 200 people participated in diagnostic testing, from 46 employees 31 received the certificate.

Thus, increase in a share of the population knowing state, Russian and English languages considerably in the Diagram 5.

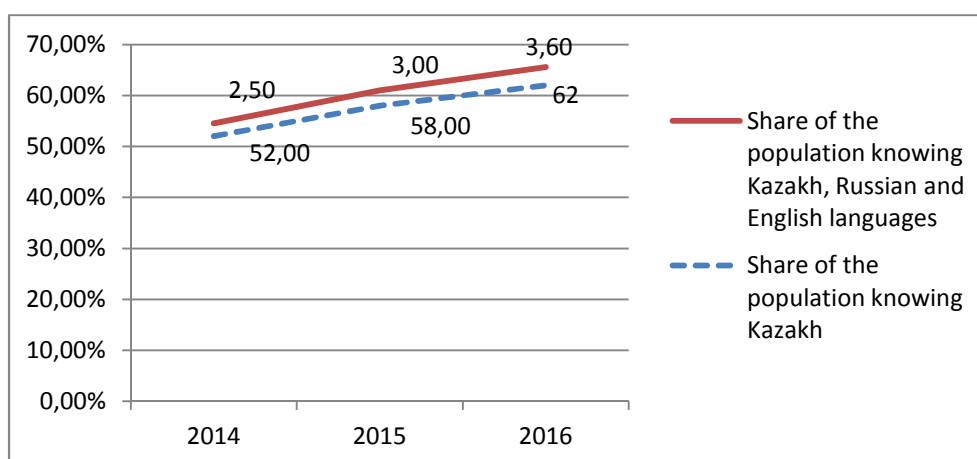


Diagram 5. Share of the population knowing Kazakh, Russian and English languages

The third stage (2017-2020) of the Program assumes the organization of work on introduction of mechanisms of control of extent of acquisition of a state language. Along with it system monitoring of degree of demand of a state language in all spheres of public life, quality of its appropriate application and level of proficiency is supposed at further preservation of positions of other languages. Work will be continued in the sphere of onomastics, terminology, promoting of application of a state language and also on preservation of the tolerant language environment.

In general, results of realization of Gosprogramma for the last 3 years showed average efficiency, on mark system are appropriated 2,66 points from 4 possible. Extent of achievement of target indicators and indicators made of results 88 %.

For identification of level of satisfaction with implementation of the State program of development and functioning of languages in the Republic of Kazakhstan for 2011-2020 by the institute of economic researches conducted questionnaire of the population. As showed poll, 85 % of respondents are informed on the Program. In general the population is satisfied with the course of implementation of the Program. More than a half of respondents constantly use a state language, the majority (63,7 %) considers that recently language culture improved, that is the level of development of language knowledge, skills, creative abilities of the personality increased. A half of respondents is satisfied with quality of educational and methodical literature on training in a state language.

Within further realization of Gosprogramma will be carried out information and explanatory works with the population about the existing opportunities of training in a state language, to fully involve the capacity of the Internet and television, to actively involve the private sector to actions for training of the population state and to other languages and also work on strengthening of material and technical resources of the centers of training in languages of the cities and areas.

The analysis showed that the advantage of the Program of development and functioning of languages in the Republic of Kazakhstan for 2011-2020 is its complex character: actions of the Program are directed to acquisition of a state language, to promoting and expansion of scope of a state language, to increase in level of language culture of Kazakhstan citizens and to creating favorable conditions for development of the linguistic capital.

The carried-out analysis of the Program allowed us to draw the following conclusions:

– the purposes and tasks which are directed to strengthening of the status of a state language on functioning of Russian and studying of English in general are implemented through the Plan of measures developed by authorized public authority for the entire period of implementation of the Program and approved by the resolution of the government of the Republic of Kazakhstan;

– all actions provided by the Program are based on priority of development of a state language as most important factor of strengthening of national unity and directed to full-fledged satisfaction of spiritual and cultural and language needs of citizens [7];

– universal work on implementation of the Program of functioning and development of languages is in the Republic on constant state control.

In general, system implementation of the Program for forecasts will lead to improvement of a situation in the field of development and functioning of Kazakh on the basis of scientific data on functioning of Kazakh as state language, data on level and quality of knowledge of Kazakh and data on relationship of the Kazakh and Russian languages.

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Қазақстан Республикасында тілдерді дамыту мен қолданудың 2011–2020 жылдарға арналған мемлекеттік бағдарламасын жүзеге асыруын талдау

Қарағанды аймағы мысалында

Мақалада біздің мемлекетіміздің білім беру жүйесінде үш кезеңде жүргізіліп жатқан «Қазақстан Республикасында тілдерді дамыту мен қолданудың 2011–2020 жылдарға арналған мемлекеттік бағдарламасына» қатысты зерттеудің нәтижелері көрсетілген. Авторлар Қазақстан Республикасының тілдік саясатында қолданыстағы бірқатар стратегиялық құжаттар негізінде білім беру жүйесінің соңғы жылдардағы реформалау мен қалыптасуын талдады. Сонымен қатар мемлекеттік тілді кеңінен қолдану, Қазақстан Республикасының аумағында тұратын этностардың тілдерін оқу үшін қолайлы жағдай жасау және сақтау бойынша жүргізілетін бағдарламаның әрбір кезеңінің іс-шарасы, сондай-ақ

нәтижелердің тиімділігіне мониторинг жүргізу жүйесін енгізу талданды. Жалпы, берілген Бағдарламаны жүзеге асыру қазақстандықтардың тілдік мәдениетінің деңгейін арттыруға, сонымен қатар лингвистикалық капиталды дамыту үшін педагогикалық жағдайларды жасауға бағытталған. Мақала авторларының қорытындылары мен ұсыныстары ғылыми-теориялық және практикалық мағынасы бар зерттеу тақырыбының өзектілігін дәлелдейді.

Кілт сөздер: мемлекеттік білім беру бағдарламасы, білім беру жүйесі, тілдік саясат, нәтижелерге мониторинг жасау, лингвистикалық капитал.

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Анализ реализации Государственной программы в области развития и функционирования языков в Казахстане На примере региона Караганды

В статье представлены результаты исследования, касающиеся Государственной программы в области развития и функционирования языков в Республике Казахстан на 2011–2020 гг., реализация которой проводится в системе образования нашей страны в три этапа. В процессе исследования авторы проанализировали становление и реформирование системы образования за последние годы на основе анализа целого ряда стратегических документов, действующих в сфере языковой политики Республики Казахстан. Наряду с этим рассмотрены мероприятия каждого этапа внедрения программы, проведенные по популяризации широкого применения государственного языка, созданию благоприятных условий для изучения и сохранения языков этносов, проживающих на территории Республики Казахстан, а также введение системы мониторинга эффективности результатов. В целом реализация данной Программы направлена на повышение уровня языковой культуры казахстанцев, а также на создание педагогических условий для развития лингвистического капитала. Выводы и предложения авторов статьи подтверждают актуальность темы исследования, которое имеет научно-теоретическую и практическую значимость.

Ключевые слова: Государственная программа образования, система образования, языковая политика, мониторинг результатов, лингвистический капитал.

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Dynamics of the formation of the socially active student youth in the activity of social associations of a higher educational establishment

In the article the attention is paid to the necessity of forming social activities of the student youth as an important goal of social education. The definition of the notion «social activity» is given, the types of social activity are considered. The authors represented the results of the experimental pedagogical investigation on the formation of the social activity and also there were revealed peculiarities of forming social activity of the student youth in the activity of the student social associations. The object of the research was the student youth of Astana - city, particularly, the students of pedagogical specialties of the Eurasian Humanities Institute. Diagnosis at the ascertaining stage of the experiment shows a low level of the social activity of the students of the experimental and control groups. The programme on the formation of social activity of the students of the experimental group was realized at the formative stage of the experiment in the process of the activity of the student associations. The effectiveness of the programme is confirmed by the dynamics of the results of all three stages of the experimental-pedagogical work – ascertaining, formative and control.

Keywords: social work, student youth, student social associations, formation, diagnosis, experimental-pedagogical work, programme, stages of the experiment, dynamics, activity.

Formation of social activity of the young generation of our country is becoming an important problem of our contemporary life, a decisive factor of the progressive social development. Today even under the most favorable conditions of life the youth are often inactive, not interested in independent activity and are able only to acquire the established experience making no efforts for transforming the surrounding environment.

If we speak about the youth we mean that they are the most socially active part of the population who represent the most perspective group of the citizens capable to realize the key directions of the society development.

In the Message of the President of the country N.A. Nazarbayev to the people of Kazakhstan «Kazakhstan-2050» the role of the youth in the development of the state is not once emphasized: «I rely on you, a new generation of the Kazakhstani people. You must become the stimulus of a New course. You are the embodiment of all our hopes for the future. Everything that we are doing now is for you. The further way of the country is to be determined by you [1].

The student years are an important stage in the formation and development of the significant part of the youth. It is the student youth that have a peculiar role as far as the intellectual elite who are able to have a decisive influence on all the spheres of the society life is formed in higher educational establishments.

The term «studentship» serves to mean «not only the specific social group, the definite social position, the role and status but also the specific phase of social activity» [2; 56]. «The student age, as L.Ya. Rubin marks, is the most important in the formation of a person, as an active member of the society acquiring the complex of social functions of an adult person... This intermediate stage of social formation, the low boundary of which is the moment of receiving the secondary education and the upper one - mastering professions, initiation in the sphere of labor» [3; 57].

Modern life sets before the student youth the tasks which need active involvement in social relations, in the interrelation with the people and social institutions in the economic, political and spiritual spheres. The youth initiative, striving to the independent participation in the life of the society and the state, to the satisfaction and realization of different social needs and interests are the qualities of leadership, good will and other forms of social activity.

Analysis of scientific literature allowed us to confirm the idea that the social activity is considered as an integrative personal quality which includes two aspects: a social aspect – accumulation of social knowledge, social skills, experience of the socially significant activity; a personal aspect that is reflected in the needs, interests, direction (motives), emotionally – precious experience, reflection, in the responsible, positive attitude to social reality. A personality is formed in the social activity directed to different spheres of socially-significant activities.

Let us consider the basic types of social activity of the student youth:

1. Cognitive activity is directed to the acquisition of a definite set of knowledge and skills, necessary for achieving the goals set by the personality and is realized either in the educational process or in the independent activity of the individual directed to receiving knowledge and skills.

2. The source of the cognitive activity is in knowledge, self-realization, acknowledgement in society, material well-being, etc. For determining the level of the cognitive activity of the students it is necessary to clear out the importance, independence and awareness of this type of activity by them. For this the objective indicators characterizing the fact of activity for the individual, stipulation by one's own needs are expressed in relation to the activity.

3. The objective indicators of the cognitive activity of the student youth are as follows: attendance of the studies; the level of progress; time expenditures on the cognitive activity; reading of the educational and scientific literature; attendance of libraries, internet resources of the educational direction, watching cognitive television programmes; the degree of independence of carrying out different types of works, etc.

The subjective indicators are as follows: the motive of entering the higher educational establishment; the degree of getting interested; evaluation of the possibility to use the received knowledge and skills; evaluation of the degree of the influence of the cognitive activity on achieving the life goals; plans to continue education, etc.

Taking into account the chosen indicators the degree of the cognitive activity includes the following types:

- high level of the cognitive activity – knowledge and skills of their acquisition are the basic aim. The most expressive demand of a personality is the demand in knowledge, a high level of all objective indicators;
- medium level of the cognitive activity – cognition is a means of achieving other goals, receiving of the knowledge is not the first consideration. A student refers to the cognitive activity positively, understands its importance for achieving life goals; progress is good; a significant part of the time is devoted to the studies; he/she is aware of the possibility and the sphere of using the received knowledge; there are plans for continuing education (receiving the second higher education, studying for the Master degree programme, etc.);
- low level of the cognitive activity – knowledge is not the basic value, only the necessity of its receiving is important. The document about education is more important. A student studies in order to pass examinations. He/she is rarely interested in the studied subjects and has a vague imagination where to employ the received knowledge.

4. The objective indicators of the social-political activity are as follows: participation in social and political associations (political parties, youthful movements, student communities and others); participation in elections; implementation of socially useful activity; being initiative in social activity; time expenditures on social-political activity, etc.

The subjective indicators are as follows: the attitude to the social-political activity; awareness of the importance of one's own social-political activity, etc.

The degree of social-political activity may be characterized as follows:

- high level of social-political activity – a student deals with the social useful activity regularly and is a member of social associations; a student takes an active part in the work of the meetings; a student positively refers to the social-political activity and is aware of its importance; a student shares the goals of the associations in which he/she takes part; a student often takes the initiative and devotes a lot of time to the social-political activity;
- medium and low levels of social-political activity (depending on the degree of the criteria) – participation of a student in the socially useful activity is not systematic; a student attends the meetings of social associations quite rarely only in case of necessity; a student is rarely initiative and tries to achieve his/her own goals different from the group mates.

5. Labor activity may be directed either to obtaining the definite experience in the professional sphere, the skills directed to the perspective of the further career growth or to receiving a salary in spite of the type of activity and further goals. Speaking about the labor activity we should take into account the degree of importance of the process and results of labor for the individual. The activity directed exclusively to getting profits will not witness about a person interested in the process of labor and may be conditioned by external circumstances and may not have internal motivation. The objective indicators of the labor activity are as follows: productivity of labor; using the working time; the state of the labor discipline; the quality of the work; mastering the advanced methods of labor; the level of qualification and professional skills; participation in labor competitions, etc.

The subjective indicators are as follows: satisfaction with the fulfilled work; motives of the labor activity; the attitude to the activity of the collective and some parts of it; the attitude to the state of the degree of the organization and normalization of labor and introduction of the advanced forms of its organization; the attitude to the labor payment, the degree of organizing labor competitions, etc.; the attitude to the improvement of qualification and the level of education, etc. The degrees of labor activity are characterized as follows:

- high level of the labor activity – the process of labor itself is important including an interesting creative job (self-realization in labor). The attitude to labor is positive; work is done in full accompanied with taking the initiative in labor;
- medium level of labor activity – getting interested in the labor activity but the results of labor are of more importance. The objective indicators may be the same as under a high level of labor activity.
- low level of labor activity – the results of labor are the most important depending on the material reward. The students are quite indifferent to labor; only from time to time they work in full measure of forces, but without initiative.

The main criterion of the effectiveness of managing the formation of the student youth social activity is a high level of all activity types and a high degree of coherence of the interests with the interests of other social subjects [4; 35].

The students' social activity is an obligatory condition of their training as future specialists. It is stipulated by the fact that after the graduation from the educational institution they will implement technical, organizational servicing, production facing different problems. They receive knowledge in the process of the studies, in the course of the educational and production practices. An important element of the students' social activity is their participation in the social life of the educational institution, the city, the oblast. It is also characteristic of the communication with the group mates and the teachers.

To solve such tasks a big role is played by the student social associations (SSA), which alongside the social experience give the young people an opportunity to be independent, conscientious, active; they create conditions for accumulation and improvement of the communication experience and collective cooperation. The students' social associations, being one of not many youth social institutions, are able to improve the effectiveness of the process of the formation of social activity significantly giving the student youth, first of all, an opportunity to get realized in the process of the social-constructive activity.

Creation of the youth social associations became for the youth the possibility to attract attention to their interests and problems, to provide their leisure time and employment independently. It is the creation and support of the youth organizations and movements that will allow revealing valuable orientations of the youth, to use lively abilities, entrepreneurship, non-standard approaches to the solution either of their problems or building of the future of the whole society.

For forming the students' social activity the activity of the student social associations is widely used.

The activity of the student youth in SSA is organized on the principle of self-government which opens new, non-standard educational forms, allows revealing activity, initiative, civil position, intellectual abilities, helps to clear out the existing social order, to understand the social and civil responsibility [5; 72].

Working at the preparation and realization of the idea of the activity of the new SSA, expansion of the activity of the present SSA is a great possibility to unite the collective. In the course of the business interaction the members of the organization will get to know each other better, the natural environment will be created where each student will show his/her abilities and responsibilities. The members of the SSA develop different social projects that demand serious preparation which gives necessary knowledge and skills in the sphere of the managerial and organizational activity, strengthening of social skills obtained during the process of training and interacting with peers, supervisors, leaders.

For realizing the programme on the formation of social activity of the student youth during the 2015/16, 2016/17 academic years we conducted the experimental-pedagogical work which was implemented in Astana city, particularly in the Eurasian Humanities Institute. The work was conducted during 2 years and included ascertaining, forming and control stages.

For participating in the research there were chosen 67 students of pedagogical specialties. There were formed control and experimental groups. The age of the students participating in the experiment is 18-19 years old; distribution according to the sex is as follows: boys -15 %, girls – 85 %; as for the nationality structure, the majority are the representatives of the Kazakh and Russian nationalities.

At the ascertaining stage there was used the developed complex of diagnostic methods for defining the degree of the formation of social activity of a student's personality; there were defined the degrees of the

formation of social activity of a student's personality; there were formed the control and experimental groups with equal initial data, there was made the analysis of the data of the ascertaining stage of the experiment

With the help of questionnaires, polls, observation and conversations there were revealed qualitative characteristics of social activity: initiative, execution, consciousness, responsibility in the activity of the student social associations in relation to the whole activity.

At the beginning of the experiment we studied the notion «social activity» for the purpose of making the analysis among the students of the control and experimental groups with the help of the content analysis. It should be noted that the most often notional word-combinations of the experimental and control groups are: «participation in the Institute life» – 33 %, «participation in the life of society» – 18 %, «activity in everything» – 9 %, «interesting days of a student» – 3 %, «belonging to different organizations» – 6 %, «participation in different events» – 28 %, «desire to be involved in the social activity» – 3 %.

This proves that as a whole the students of the experimental and control groups understand the essence of social activity.

According to the results of the questionnaire on revealing the level of social activity of the student youth we can ascertain that the level of social activity in the experimental and control groups is practically the same. In the experimental group 25 % of the students have a high level of social activity that is 2 % more than in the control group, the medium level of social activity in the control group makes up 38 % that is 4 % higher than the medium level of the experimental group, a low level of the control and experimental groups is the same.

The data of the conducted questionnaire demonstrate practically the same level of knowledge in the experimental and control groups. If in the experimental group a high level of knowledge makes up 30 % and this is 10 % higher than in the control group, then a medium level in the control group makes up 40 % and this is 10 % higher than in the experimental group. A low level in both groups makes up 35 %.

Thus, the ascertaining stage of our experimental research was directed to the study of the level of social activity of the youth. The received data show that most of the EAGI students of pedagogical specialties have low and medium levels of social activity. We can mark insignificant activity of a small group of students.

This allows making a conclusion that the students participating in the experiment mainly reveal activity of reproduction, their independence in the activity is not high, they are disciplinary, executive but not initiative. The students are aware of their own participation in the socially-significant activity as the way of getting involved in the life of the educational institution. The majority of the students are selfish, they are all individuals, and their activity is directed to obtaining some advantages personally for themselves.

This confirms our supposition that it is necessary to involve the student youth in the activity of the SSA as the form and methods of the governmental influence on the formation of social activity.

And for this we had to clear out which social associations the students joined: we held questioning among the students of the experimental and control groups. On the results of the questioning it was stated that the participants of the experimental group are the members of the chess club, dancing collective «Шаттык», and also the Youth Debate club «Папасат» (the L.N. Gumilyov ENU). The students of the control group take part in the dancing collective «Шаттык» and the vocal studio. And such participation in both of the experimental and control groups is mainly of elemental and episodic character.

At the stage of the forming experiment we implemented the purposeful work on the formation of the students' social activity. In the course of the experimental work in order to acquire the essence of the notion of social activity there was delivered a special course in the experimental group, there was realized the programme on the formation of social activity in the activity of the student social associations. The programme suggested using the interactive technologies of forming social activity of the personality of a young person in the activity of the SSA; creation of the conditions for improving the degree of the formation of social activity as the integrative quality of a personality as the bearer of democratic and humanistic relations in the society; development of the students' reflection and self-regulation, the feeling of self-dignity, responsibility, tolerance, formation of socially active life position. And we oriented the activity of the associations for creating conditions for the formation and realization of the youth social activity, development of the skills of the social and political participation, creative independent thinking, realization of the priority of common human values in the process of organizing and implementing of different socially-directed creative projects.

After having completed the special course, the repeated questionnaire for the students on revealing the level of knowledge of the students of the experimental group allowed making a conclusion that the level of the students' knowledge in the experimental group became higher. At the forming stage a high level increased by 20 %, a medium level – by 15 %, a low level decreased by 30 %. The students' answers witness about full understanding of the essence of social activity.

In the control group the level of knowledge also increased, but not so significantly. A high level increased by 5 %, a medium level – by 10 %, a low level decreased by 10 %.

During the experimental-pedagogical work the students of the experimental group took part in different republican, city and Institute events. It should be noted that the percentage of participation of the student youth in the activity of the social associations increased. Thus, for example, having joined the volunteer organization the students of the experimental group took part in organizing and holding the events in the Akkol Zhalymbet children's houses. The students-volunteers of the student club «Asylzhurek», implemented the work with the students of limited possibilities and their curators. The members of the club carried out their activity not only at the Institute but also in the kindergarten «Balazhan» where they had an opportunity to employ not only the methods of the psychological-pedagogical research but also to learn the new aspects of the future profession of a pedagogue-psychologist. There was also implemented the work in the National Guards, where the Asylzhurek members helped the young soldiers to get adapted to the conditions of the military service. Trainings were held for the children with limited possibilities at school-gymnasium № 65. The students of the specialty «Foreign language: two foreign languages» worked as home tutors with the children from the guardian families.

Effectiveness of the suggested programmes is proved by the results of diagnosis. Participating in planning, preparation, conducting collective work, acquiring the experience of the organizational work the students became more responsible and active. By the end of the academic year the students demonstrated not only the knowledge about social activity but they were ready to get involved in different events.

The intermediate analysis allowed to state that the implemented experimental work enabled to increase the level of social activity of the student youth.

In conclusion we made control analysis of the experiment. A high level of social activity in the experimental group became higher than at the forming stage – by 10 %, a medium level – by 5 %, a low level decreased by 15 %.

In the control group, in comparison with the experimental one, the changes are insignificant. A high level at the control stage increased by 2 %, a medium level remained the same and a low level decreased only by 3 %.

One of the results of the experimental work became 100 % - participation of the students of the experimental group in the elections of the deputies to the Majilis of the Parliament and Maslihats of all the levels.

At the end of the experiment we held another questionnaire to clear out the participation of the students in the activity of social associations. Among them there were : the theatrical circle, the English speaking club, the vocal studio, the studio of folk dances, the debate club «EAGI Victoria», the volunteer organization, the studio of modern dances, scientific circles: «Түпан», «Жасалым», the sections on volleyball, basketball, the chess club. Among other organizations (higher educational establishments, non-governmental organizations, the youth wings of political parties, the organizations of the additional education, etc.) the students called: МК «ЖасОтан» НДП«НұрОтан», «Жасыл Ел», the youth organization «Жастар», the International language centre «InterPressIN», the Academy of business «Іскер», the centre «Daryn».

Thus, the results of the control analysis demonstrate that the data of the experimental group differ much from the data of the control group. The students' answers witness about the understanding of the essence of social activity and the necessity of the formation of the purposeful character of the process. The implemented experimental-pedagogical work proved the effectiveness of the activity of the student social associations in forming social activity of the student youth.

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Жоо-ның қоғамдық бірліктерінің әрекетінде студент жастардың әлеуметтік белсенділігін қалыптастыру динамикасы

Мақалада студент жастардың әлеуметтік белсенділігін әлеуметтік тәрбиелеудің маңызды міндеті ретінде қалыптастыру қажеттілігіне назар аударылды. «Әлеуметтік белсенділік» ұғымына анықтама беріліп, әлеуметтік белсенділіктің түрлері қарастырылды. Авторлар әлеуметтік белсендіруді қалыптастыру бойынша тәжірибелік-педагогикалық жұмыстың нәтижелерін келтірді, сондай-ақ студенттердің қоғамдық бірлестіктері қызметінде студент жастардың әлеуметтік белсенділігін қалыптастырудың ерекшеліктерін анықтады. Зерттеудің нысаны ретінде Астана қаласының студент жастары, атап айтқанда Еуразия гуманитарлық институты педагогикалық мамандықтарының студенттері, алынды. Тәжірибенің дәлелденіп отырған кезеңіндегі диагностика-эксперименталдық және бақылау топтары студенттерінің әлеуметтік белсенділігінің төмен деңгейін көрсетті. Эксперименталды топ студенттерінің әлеуметтік белсенділігін қалыптастыру бойынша бағдарлама студенттік бірлестіктер қызметі үдерісінде тәжірибенің қалыптастыру кезеңінде жүзеге асырылды. Бағдарламаның тиімділігі тәжірибелік-педагогикалық жұмыстың барлық, атап айтқанда, констатациялау, қалыптастыру және бақылау кезеңіндегі нәтижелердің динамикасымен расталды.

Кілт сөздер: әлеуметтік белсенділік, студент жастар, студенттердің қоғамдық бірлестіктері, қалыптастыру, диагностика, тәжірибелік-педагогикалық жұмыс, бағдарлама, эксперимент кезеңдері, қозғалыс, қызмет.

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Динамика формирования социальной активности студенческой молодежи в деятельности общественных объединений вуза

В статье обращено внимание на необходимость формирования социальной активности студенческой молодежи как важнейшей задачи социального воспитания. Дано определение понятия «социальная активность», рассмотрены виды социальной активности. Авторами представлены результаты опытно-педагогической работы по формированию социальной активности, а также выявлены особенности формирования социальной активности студенческой молодежи в деятельности студенческих общественных объединений. Объектом исследования выступила студенческая молодежь г.Астаны, в частности студенты педагогических специальностей Евразийского гуманитарного института. Диагностика на констатирующем этапе эксперимента свидетельствует о низком уровне социальной активности студентов экспериментальной и контрольной групп. Программа по формированию социальной активности студентов экспериментальной группы была реализована на формирующем этапе эксперимента в процессе деятельности студенческих объединений. Эффективность программы подтверждается динамикой результатов всех трех этапов опытно-педагогической работы – констатирующего, формирующего и контрольного.

Ключевые слова: социальная активность, студенческая молодежь, студенческие общественные объединения, формирование, диагностика, опытно-педагогическая работа, программа, этапы эксперимента, динамика, деятельность.

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Model of Foreign Language Syllabus for Master's Degree of Non-Linguistic Departments

The article describes experience in the organization of educational process on foreign language in the Master's degree in non-linguistic specialties by department of European and Oriental Languages of Karaganda State University. Author examined models for masters' preparation of non-linguistic high school, which are shaped by a number of parameters: professional specialization, initial level of undergraduates' preparation in the first foreign language, and intensity of second foreign language course, as well as actual market needs. Article focuses on modern standards of FLT of Master's degree students of non-linguistic departments. Methods and forms of teaching organization for master's degree have to imitate ways of master's future professional activity, be communicative and problem oriented, aimed getting new result, take into account required level for mastering material by teachers. Stages of construction program in foreign language for master's degree of non-linguistic university are reflected. Stages determine logical sequence of necessary components program - goals, content, methods, organizational forms of training and monitoring progress in accordance with goal of teaching. Proposed model of constructing program in foreign language for master's degree in non-linguistic university should ensure management process of mastering system competencies in teaching conditions, which is close to learning outcomes of professional and level control of organization. The model of a foreign language syllabus for Master's degree based on the competence approach to higher education has been described. Principles are identified and substantiated, which constitute methodological basis to development of modular teaching program in foreign language for masters of non-linguistic institution. Components of modular teaching program are analyzed for foreign language, and methodological recommendations on their structural and content organization are formulated.

Keywords: model, foreign language syllabus for Master's degree, non-linguistic department, non-linguistic specialties, communicative competence, speech activity, professional competence, system.

In line with competence approach to organization of higher professional education, new requirements are set for level of foreign language master's preparation, and academic disciplines are assessed on their contribution to formation of professional competence [1; 77].

New requirements for higher professional education in modern society are closely connected with one of the central problems of pedagogy — problem of education content. Answer to the question «what to teach» devote and devoted great attention to educators and practitioners in national science and abroad. However, criteria for formation of content education of foreign language in logic modern pedagogical problems remain unclear.

B.A.Lapidus' opinion content teaching practical knowledge of non-native language can be defined as «totality of what students need to learn that quality and level of their knowledge of learning language is matched to tasks of institution. Teaching content includes experience, and part of such operating skills with material in foreign language, which correspond with teaching objectives directly, with final requirements and proceeding from methodical meaningful social order» [2; 288]. Consequently, tasks of pedagogy are reorganization of social order in content of general education, also in content of specific academic discipline particularly.

In this way, mastering of foreign language communication should promote development of professional competence. Hence, goal of teaching foreign language in magistracy is formed system of general cultural and professional competencies process of mastering foreign-language communication.

System competences determine need phased organization of curriculum for master's degree in non-linguistic university that provides management of development competencies and acting as learning system.

Stages determine logical sequence of necessary components program - goals, content, methods, organizational forms of training and monitoring progress in accordance with goal of teaching.

First stage program is based within framework of competence approach is analysis of prerequisites aimed correlating competencies formed with future professional tasks of the master for correct targets of purpose and content of teaching.

Second stage is setting goals of teaching. Accordingly, I.L.Bim's concept of organizations teaching foreign language, effective implementation of learning goals is possible. If there're communicative orientation of learning, learning tasks are allocated in each kind of speech activity, subordination of learning process to practical formation of proficiency and skills [3; 6].

In this way, establishing a system of general cultural and professional competencies, as masters' goal of foreign-language education occur through acquirement of professional foreign language communication, which are perform informative, regularly procedural, reflexive and etiquette functions.

Informative function is realized through information, research and prognostic skills. *Regulatory* and *procedural* function is expressed through communicative, organizational, managerial and design skills. *Reflexive* function is expressed through analytical and evaluative skills. *Etiquette* function is manifested in culture of business communication.

The above functions of professional communication allow to specify purpose of learning in tasks of business communication.

Third stage is presentation of goal learning in tasks of master's professional communication in foreign language. Formation skills of foreign language communication occur in various types of speech activity: reading, speaking, listening and writing. Hence, the question arises as to what tasks have to set for each type of speech activity in order to form skills that characterize masters' communication in foreign language.

Fourth stage is selection of teaching content. Teaching content considers masters' innovative and creative, heuristic-prognostic, organizational character of future professional activity that is built in context of this activity, is functional and meaningful for realization of goals set by communicative minimum, integrates with content of professional disciplines, ensures variability of communicative and educational professional tasks, creates conditions development for undergraduates of research and creative qualities, ability for self-employment and objective assessment of results.

Thus, selection of content learning is based on personal and active, professional oriented, integrative, systemic and communicative approaches, taking into account the principles of context, minimization, functionality, variability, innovation, interdisciplinary.

Fifth stage is organization of content teaching. Modular step by step organization of mastering subject content is necessary for formation of competency systems, which each module is logically completed piece of teaching material that repeats structure of the program. Module offers fragment of content future professional activity and creates conditions for training methods of this activity.

In the introductory and teaching stages of module practice work with information, problem solving, presentation of material, professional communication. Control stage is focused on obtaining new result during process of work on project and combines all types of activities.

Methods and forms of teaching organization for master's degree have to imitate ways of master's future professional activity, be communicative and problem oriented, aimed getting new result (knowledge), take into account required level for mastering material by teachers.

In magistracy activity is being developed according to given algorithm with output to create its own algorithm of actions in new situations in process of solving problem tasks and work on project.

Sixth stage is evaluation learning outcomes for forms of intermediate and final control in construction of programs. These's considered as expedient to single out and describe levels of mastering skills in activities with educational and professional nature that contribute complex manifestation of formed skills in learning process. They're identified three levels of skills assessment in master's key activities: level of understanding (reproductive), level of application (transformational) and level of research (productive).

Stages of construction program in foreign language for master's degree of non-linguistic university are reflected in Figure.

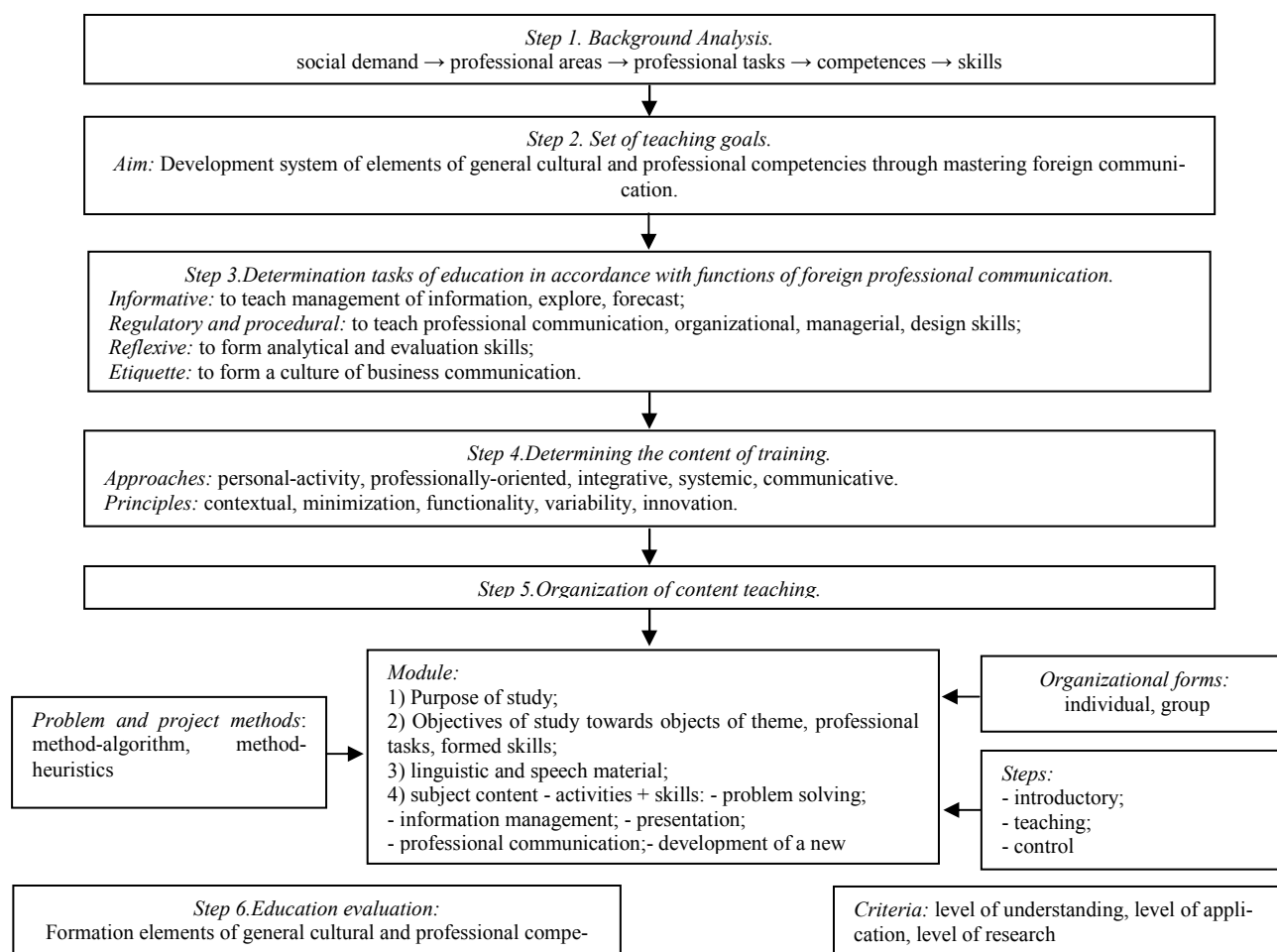


Figure. Model based a program in foreign language for master's degree in non-linguistic institution

Thereby, proposed model of constructing program in foreign language for master's degree in non-linguistic university should ensure management process of mastering system competencies in teaching conditions, which is close to learning outcomes of professional and level control of organization.

Structure of modular program is determined; we proceed to next stage - determination of studying components of its modules. In scientific and methodological literature, there are two main forms of learning trajectory: a linear one, which involves sequential study of modules, ramified one, according to which individual modules can excluded or included in training program additionally, based to teachers' initial level of foreign ownership language and individual needs [4; 308].

In the context of our study, we believe that linear trajectory of studying modules is priority in relation to branched model for following reasons. Firstly, linear trajectory can ensure complexity and continuity of process formation and development of students' communicative and cultural competence in another language from module to module, from stage to stage of foreign language preparation.

Secondly, foreign language like an academic discipline is characterized as presence of special attitudes from teachers (low level of motivation, poor academic performance, etc.) in a technical college. In this regard administration of university, collective of teachers and teachers themselves are required much hard work on formation, develop and maintain positive attitude, interest and motivation of students that they study foreign language and culture. To handle this task, it is required to provide optimal conditions for full understanding content of program modules within classroom by students, timely monitoring of attendance, monitoring in quantitative and qualitative terms their academic progress in the course of studying each module.

Thereby, motivational function of pedagogical control is realized in conditions of modular learning — students are motivated to systematical raise level of foreign communicative and cultural competence.

Thirdly, linear way of studying modules allows to realize principles of systemic, sequence, differentiation, individualization and priority of independent learning, since blocks of educational material aimed to

teachers with different levels of foreign communicative and cultural competence, which are provided in structure of each module-A2, B1 and B2. Thus, teachers have a unique opportunity by themselves, and sometimes with teacher's help, firstly, to assess level knowledge of foreign language with help of specially created control materials objectively, secondly, to choose educational trajectory for mastering foreign communicative and cultural competence, which correspond to initial level of their foreign language preparation, abilities, interests and motivation. There is one more important point. There're results of final control in first four semesters, where kind of technology of inter-level transition is implemented, according to students who have demonstrated results that exceed their own in comparison with previous semester, they have opportunity to move to higher level group and continue learning. In this way, motivational function of pedagogical control is realized in conditions of modular learning — students are motivated to raise systematically the level of communicative and cultural competence that is foreign-speaking [5; 271].

The most common methods and forms allocated by majority teachers are performed in traditional practical classes, active forms, forms with technology information, technical learning tools, extracurricular forms of work (contests, olympiads, conferences, round tables, etc.)

Traditional forms include practical classes in foreign language, which are characterized by stringent sequence of introduction learning material sufficiently, subsequent development in exercises and assignments, which leads to teacher's domination, as a result decreasing in amount of students' individual work. Unlike traditional forms, active forms (communicative-role games, classes-discussions, creative workshops, debates, talk shows, presentations of creative works and projects, etc.) are distinguished by high level of activity on students' part, oriented for pair or group work of students. At the same time, with drawbacks of active forms are included complexity in formation of evaluation criteria, additional requirements for audiences in conducting classes, and difficulties in compensating for missed classes [6; 7-11].

Preference is unjustified only traditional or only active forms, since it is necessary to maintain harmonious balance between forms of instruction and use in an appropriate amount individual, pair and group work of students both in classroom and in extracurricular time, thus building process of teaching in foreign language on basis of mixed forms.

Application model of modular program are developed on basis of proposed algorithm, allows to solve such important problems in aspect of improving quality teaching in foreign language of technical college students as a continuous development and control of formation students' communicative and cultural competence in all stages of their preparation in university; structuring content of teaching foreign language in form of modular blocks, modules, learning elements and subelements of modules, taking into account areas and situations of foreign-language communication, communicative intentions, needs and abilities of future graduates of technical university; minimization time costs associated with mastering teaching content, thanks using mixed forms of teaching and built system rationally of students' independent work with educational material of modules, implemented at extracurricular time.

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Г.К. Тлеужанова, Д.Е. Абдикерова, У.Л. Кшеновская

Тілдік емес жоо-дағы магистратурада шетел тілі бойынша оқытудың үлгісін әзірлеу бағдарламасы

Мақалада Қарағанды мемлекеттік университетінің еуропалық және шығыс тілдері кафедрасы магистратурада шетел тілінен тілдік емес мамандықтарға оқу жоспарын ұйымдастыру тәжірибесі баяндалды. Авторлар тілдік емес жоо-ның магистранттарды дайындау үлгілерін қарастырды, құралған көрсеткіштерімен есепке алынған реті: кәсіби мамандандыру, магистранттарды бірінші шет тілінен дайындаудың бастапқы деңгейі және екінші тілді білу қарқындылығы, сонымен қатар нарықтағы қажеттіліктердің маңыздылығы. Тілдік емес жоо-да шетел тілін оқытудың қазіргі талаптары сипатталған. Магистратурада оқыту ұйымының әдісі мен нысаны магистрдің болашақ кәсіптік қызметіне ұқсас болуына тиіс, коммуникативтік мәселеге және жаңа нәтиже алуға бағытталған, білім алушылардың материалына сәйкес меңгеру деңгейіне қарай ескеру қажет. Тілдік емес жоо-ның магистратурада шетел тілі кезеңдерден құралған бағдарламасы камтылып көрсетілген. Бағдарламада логикалық бірізділіктің қажетті компоненттері білім беруге қойылған мақсаттарына сәйкес кезеңдерде беріледі — мақсаттар, мазмұны, әдістер, оқытудың ұйымдық нысаны және бақылаудың қолжеткізген нәтижелері. Тілдік емес жоо-ның магистратурасында шетел тілі құрылым модельнің бағдарламасы ұсынылған, оқу шартта құзырет жүйесін меңгеру үдерісі камтамасыз етілді, білім берудің кәсіптік және кезеңдік нәтиже бақылау ұйымы жуық болады. Тілдік емес жоо-дағы магистратурада құзыретті тәсілдің шарты мен жоғары кәсіби білім беру ұйымына үлгі әзірлеу бағдарламасы ұсынылған. Сонымен қатар шетел тілін модульдік оқыту арқылы әдістемелік негізінде қағидалар анықталып, дәлелденген. Шетел тілін модульдік оқыту бағдарламасының компоненттеріне талдау жасалған, әдістемелік сипаттаманың ұйымдастыру құрылымы және мазмұны тұжырымдалған.

Кілт сөздер: үлгі, тілдік емес жоо, магистратураға арналған шетел тілді бағдарлама, тілдік емес мамандықтар, коммуникативтік құзырет, сөйлеу әрекеті, кәсіби құзыреттілік, жүйе.

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Модель разработки программы по иностранному языку для магистратуры неязыкового вуза

В статье изложен опыт кафедры европейских и восточных языков Карагандинского государственного университета им. Е.А. Букетова в организации учебного процесса по иностранному языку в магистратуре на неязыковых специальностях. Авторы рассмотрели модели подготовки магистров неязыкового вуза, разработанные с учетом ряда параметров: профессиональной специализации, исходного уровня подготовки магистрантов по первому иностранному языку и интенсивности курса по второму иностранному языку, а также актуальных потребностей рынка. Описаны современные требования к иноязычной подготовке магистров неязыкового вуза. Методы и формы организации обучения для магистратуры должны имитировать способы будущей профессиональной деятельности магистра, быть коммуникативно и проблемно ориентированными, нацеленными на получение нового результата, учитывать требуемый уровень освоения материала обучаемыми. Отражены этапы построения программы по иностранному языку для магистратуры неязыкового вуза. Этапность задает логическую последовательность необходимых компонентов программы — целей, содержания, методов, организационных форм обучения и контроля достигнутых результатов в соответствии с поставленной целью обучения. Предложена модель построения программы по иностранному языку для магистратуры неязыкового вуза, которая обеспечивает управление процессом овладения системой компетенций в учебных условиях, приближенных к профессиональным, и организацию уровневого контроля результатов обучения. Представлена модель разработки программы по иностранному языку для магистратуры неязыкового вуза в условиях компетентностного подхода к организации высшего профессионального образования. Выявлены и обоснованы принципы, составляющие методологическую основу разработки программы модульного обучения иностранному языку магистров неязыкового вуза. Проанализированы компоненты программы модульного обучения иностранному языку, сформулированы методические рекомендации по их структурной и содержательной организации.

Ключевые слова: модель, неязыковой вуз, программа по иностранному языку для магистратуры, неязыковые специальности, коммуникативная компетенция, речевая деятельность, профессиональная компетентность, система.

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Problems of macrosocietal structure of the contemporary community, their communication and interrelation

The article reveals the sociocultural directions of communication processes, the communication model of the community on the basis of the principles of the sociocultural approach. We believe that, given the reference to the methodology of structural and functional analysis, it is possible to identify the corresponding societal structures. These structures have the widest level of the social system, meaning the consideration of society as an aggregate of the most complex and large systems with developed and ramified social structures.

Keywords: social structures, functions, structural and functional analysis, social life, communication channels.

Introduction

Sociocultural directions of communication processes contain the potential for a holistic and systematic revision of views on public life and the exchange of information in it [1-3]. This trend can be realized by transferring to the macrolevel of the communicative-logical analysis of the already known concept of integration, which assumes the stabilizing role of various components of the culture of communicants - life values, experience of cognition, social ideas, customs and traditions acting as generally shared, i.e. accepted by the majority of members of this community [4].

Another basic assumption concerns the process of psychologization and socialization, during which the individual assimilates constructive value-normative patterns of communicative behavior in society and, through his roles, integrates into the macrosocietal structure of the modern community.

This search leads to the development of a number of special concepts, such as «function», «functional imperatives or requirements», and a number of others, which make it possible to identify the corresponding societal structures [5, 6]. Given macrosocietal structure have the widest level of consideration of society as a set of the most complex and large systems with developed and ramified functional structures, social institutions that are closely related to each other and interact, performing numerous communication functions.

Materials and methods

The societal system (from the Latin *societas* - community) is a system of relations and interconnected acts of communication, considered at the level and in different statuses of the community. The term «societal» was introduced by A.G. Keller, who compared it, above all, with the organizational moments of communication in the social life of a person [7].

The societal system as a reproducer of not only social qualities and functional communication structures as bio-psycho-neurolinguistic indicators of communicants included in communication proves that the phenomenon of expectations and mutual clarification of the meanings and meaning of a communicative dialogue plays the role of a socially important process. Where statements as acceptable and reasonable actions represent communicative behavior, allowing participants in the interaction to induce a partner to interact with actions [8, 9].

The societal structure in its turn is a stable connection of the components in the social system and the psychological environment of the person. The main elements of the societal structure of the community are individuals with their in-vividness in relation to the internal multiple criteria of the communication resource.

Modern humanities lawfully calls the process of communication a communicative approach to the processes of managing the exchange of information and are in search of a methodology for ensuring the effectiveness, efficiency and quality of communication contacts in societal aspects.

The most important conclusions about communication can be summarized as follows. Communication is the interaction of two or more universal and multifaceted systems, occurring in different situations using technology with natural means as bio-neuronally electronic message channels.

Characteristics, parameters of modern interacting communication systems, situations of information interchange, at best, are typologized by common types of communication at the expense of different socio-economic relations, according to different ideological or socio-psychological criteria [10].

As in any system, all the types of communications allocated are in complex interaction, affect each other, and the identification of a database of these types of communications is necessary only for structuring the knowledge base, deepening the sign-semantic structures in a narrow area of the communication process.

Classification and systematization of the knowledge base and data bank of information technologies allows later to determine the similarity and differences between the phenomena, the possibility of applying knowledge from other areas, to put forward scientific hypotheses, to model the modernization processes.

The real process of communication includes simultaneously a lot of allocated as a spring types of social features of communication, and contains internal psychological signs with different types of neurolinguistic properties of communicants. The essence of social communication is the transmission of a message containing information, one participant in the communication to another participant. The act of conveying a certain content of information in the course of communication in sociology is called a signal. When choosing a signal means through communication channels, its dependence on the level of retranslation styles of erudition and personal characteristics, as well as the internal psychological, moral and moral status of the communicant, is manifested [11].

These personal characteristics of communicants affect both the perception and reproduction of information content, and a real assessment of the level of genetic memory for the condition of forming a situation of internal communication. Psychological science determines the presence of internal genetic memory in communication subjects that allow them to process information in their minds, forming an image of the perception of the communication situation.

Communication processes, especially business ones, or as business communications, are carried out with specific goals and intentions, therefore, the parties of communication strive to provide not just data, but already, in their opinion, the finished information, processed, structured, formulated in such a way that in contacts get the expected result, the necessary behavior, a positive reaction.

However, business communication involves the possibility of a response that does not accurately reflect the expected result. Since the communicant is not always able to «turn off» immediately its communicative uniqueness, individuality and present the objective content of information, since the process of «presenting» is a product of the work of the consciousness of the individual and must reflect its subjectivity [12].

By the signs and properties of communication types, communication subjects can be associated with the diverse parameters of these communications (between whom and by whom communication takes place) and all kinds of communicative barriers (Table 1).

Table 1

Typologies of communication on the grounds

No.	Types of communication	Content
1	Interlevel communication	Communication «leader-subordinate», «leader-subordinate group»
2	Informal communication	Related to informal groups and unofficial issues, as well as the dissemination of rumors about official matters
3	Formal communication	Written and oral speech

Each member of the social community at the societal level must have the opportunity to include in the system of public relations. The social personality, has a huge number of social ties, has a certain status. This status defines a set of standard rules for communication and communication and puts forward a number of different provisions for each status with a set of roles, specific ideological directions, psychological properties and character composition. It is impossible to take into account the diversity of the properties of each personality, so the social and psycho-linguistic properties of the individual are important for similar, objective conditions and the definition of communication barriers. These barriers are grouped and analyzed in different ways. Thus, in the open information sources, the micro-level and macro-level communication barriers are distinguished (Table 2).

Communication barriers of microlevel and macrolevels

Communicational microbarriers	Communicational macrobarriers
Psychological attitude of the sender of information in relation to the recipient (addressee)	Increasing the capacity of networks, channels, means of transmission and coding of information, as a result of which some of the information is lost or distorted due to overloading
Psychological attitude of the recipient (addressee) in relation to the information sender;	Simplified information, carrying in itself a few constructive ideas, loosely related to the context of communication
Low ability of the recipient's perception of the format of the given information (difficult or specific vocabulary, complexity of phrases, national accent, etc.)	Language barrier (foreign-language communication environment, professional slang, not perceived non-verbal communication style)
Absence of feedback	Organizational causes
Biased relationship of both contractors of communication to the discussed topic (idea) and the argument given	Technical causes

Despite a variety of reasons, one can try to imagine the internal structure of communication barriers as a factor linking several root causes - the causes of misunderstanding. In this regard, the emergence of a barrier of misunderstanding is also associated with a number of psychological and other order of situations in the societal structure of the community. These kinds of situations arise because of a number of speech-language errors in the transmission of information; this is the so-called semantic misunderstanding. First of all, it occurs when communicants communicate on various lexical slangs, have significant distortions in the linguistic system of speech. While implementing communications, take into account the presence of such «barriers of misunderstanding» as semantic, stylistic, logical, and phonetic. And therefore there is a need for communicants to master methods of overcoming them. Overcoming of communication barriers is carried out in various ways - ways of transferring the communication process to the interpersonal level: influence on positive motives of behavior and influence on negative motives. You need to know how to prevent the undesirable impact of communication on events [13].

Considering the communicative process, it is necessary to determine the violations that have arisen among the participants of communication. These errors are most related to the processes of perception and understanding of speech and to individual statements of communicants.

The factors of communicative failures also include language errors. Nevertheless, as practice shows, not always situational language errors are errors of behavior.

In this article, we propose to consider communicative errors as a violation of the formula models of behavior, including a set of rules governing our mode of action in accordance with social requirements - etiquette - on the example of behavioral culture.

Formal models of behavior as an integral part of the external and internal culture of communication in the activity of societal structures are presented as a factor that forms communicative activities, knowledge, attitudes and behavioral responses.

It is known that communication could be implemented between units of different sizes and complexity of social groups. The communication activity expands the movement of basic meanings and meanings of communication in social space and acts as a spiritual part of the activity of every individual.

The convergence of information technologies and communication interrelations also lead to the emergence of a new concept of «information and communication technologies» (ICT), which standardize communication procedures at a certain level [14].

It is known that this type of communication leads to the level of communication culture and the type of models of the communication mode of action with a set of bio - psycho - neurolinguistic systems of rules of interaction and information exchange.

Considering the present fact, it can be concluded that only by following a certain pace and rhythm of communication interactions of the rules of the culture of communication, and also adhering to the existing

accepted by the communicants of the accepted established system of values, there is recognition of oneself as a member of this societal structure.

The rate of human activity can connect communicants or isolate them from each other, while the rhythm shows the synchrony or asynchrony of communication process. Therefore, the ability to observe the space-time tempo-rhythm of communication phenomena is the basis of successful communication.

What are the technologies of this process? In order for communication to take place, the psychological mood, conditioned by both social and personal circumstances, are also important.

Results

First, consider the term psycho-linguistic tonality. This is a positive attitude of the individual to the perception of information, which makes him either sympathetic, or an opponent, or a neutral consumer of information. Information is collected on the basis of two main criteria - social motivation and individual orientation of the communicant's personality. Thus, the needs, interests, values, goals of communicants are different levels of socio-psychological knowledge and communication technologies. These technologies show the level of communication at different stages of communication (Table 3).

Table 3

The level of communication at different stages of communication

No.	Communication level	Content
1	First level	Consumption of something, extraction of something, is there an accounting for the needs of others
2	Medium level	Deep psychological motivation, orientation of action
3	Below average level	Deep psychological and more informational
4	Deep level	Rational motivation, orientation of action on some result

The result of the communication process, from the point of view of its development, can be estimated according to the following parameters (Table 4).

Table 4

Communication parameters at different stages of communication

No.	Parameters	Content
1	Width	A parameter that reflects the diversity of motivational factors of communication: motives, needs and goals. The more a person's motives, needs, goals, the more developed his motivational sphere of communication
2	Flexibility	More flexible is the motivational sphere which has more communication motivators are used to meet the needs of communicants
3	Hierarchy	The more differences in strength and frequency of actualizations of motivational formations of a certain level of communicants, the higher the hierarchy of their motivational sphere

The initial concept for the study of communicative personality is the concept of personal motivation in communication has a great importance. So, the motivation for communication is developed relatively independently, and only the integration of the positive content of communication has an ability to give a complete picture of the determination of communicative behavior in communication.

Conclusion

Summarizing the above, we can note that motivational communication will be effective only when the communicant not only successfully masters all available psychological and technological methods and communication skills, but also follows the development of science, annually updates the content and form of the communication material, regularly uses feedback from communicants of the societal structure.

This convergence in communication between communicants makes it very easy to reconcile the initial target positions of communicants, the methods of communication, the terminology of established forms of communication.

Analyzing the communication situation in the societal structure, we noted that the transfer of information could be considered not only as a language structure, but also as patterns of behavior, which often shows the sign of a speaker's belonging to a common communicative-behavioral culture.

And this phenomenon often leads to communicative luck, which is a sufficient environment for its emergence. Sociability is a useful component of the individual in general, since communications occupy 80 % of the entire human existence.

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З.К. Күлшарипова, Ж.О. Жилбаев, Б.Д. Қайырбекова

Заманауи қоғамдастықтың макросоциеталдық құрылымының мәселесі, олардың байланысы және өзараалмасуы

Мақалада коммуникациялық үрдістердің әлеуметтік-мәдени бағыттары, қоғамның коммуникациялық моделі әлеуметтік-мәдени көзқарас негізінде айқындалды. Құрылымдық және функционалдық талдау әдіснамасына сілтеме жасай отырып, тиісті әлеуметтік құрылымдарды анықтауға бағытталған. Бұл құрылымдар әлеуметтік жүйенің ең үлкен деңгейіне ие, яғни қоғамда дамыған және кеңейтілген әлеуметтік құрылымдары бар ең күрделі және ірі жүйелердің жиынтығы ретінде қарастырылды. Әлеуметтік қасиеттерді және байланыс функционалды құрылымдарын репродукциялайтын қоғамдық жүйе, тиісінше, коммуникациядағы коммуникаторлардың әлеуметтік қасиеттерін көрсетеді. Авторлармен қоғамдық жүйе қоғамдық өмірдегі қарым-қатынастың ұйымдастырушылық аспектілерімен байланысты қатынастар мен байланыс үрдістер жүйесі ретінде ұсынылған.

Кілт сөздер: әлеуметтік құрылымдар, функциялар, құрылымдық және функционалдық талдау, әлеуметтік өмір, байланыс арналары.

З.К. Кульшарипова, Ж.О. Жилбаев, Б.Д. Каирбекова

Проблемы макросоциетальной структуры современного общества, их связь и взаимообмен

В статье раскрыты социокультурные направления коммуникационных процессов, показаны формы коммуникационных моделей на базе принципов социокультурного подхода. Выделены условия обращения к методологии структурно-функционального анализа, которая выявляет возможности соответствующих социетальных структур. Данные структуры имеют самый широкий уровень социальной системы, означающий рассмотрение общества как совокупности наиболее сложных и крупных систем с развитыми и разветвленными социетальными структурами. Социетальная система показана авторами как воспроизводитель социальных качеств и функциональных структур коммуникации, которая, соответственно, показывает социальные качества коммуникантов, включенных в диалоговое общение.

Ключевые слова: социальные структуры, функции, структурно-функциональный анализ, социальная жизнь, каналы коммуникации.

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Formation of a competitive specialist in the field of teaching computer science in the context of updating the content of education

The article considers the issues of training competitive specialists in the field of teaching computer science, capable to conduct the teaching and educating of students taking into account the specifics of the taught subject; to contribute socialization, the formation of common culture of the individual, the perceived choice and subsequent development of professional educational programs; to use a variety of techniques, methods of teaching; to ensure the level of training of students who are able to solve tasks creatively and professionally at the modern scientific and practical level in the pedagogical sphere of activity. The content of the educational program, which contribute to the formation of fundamental knowledge in the field of pedagogy, computer science, information and communication technologies, integrated with the modern trends in the teaching activities of the computer science teacher, is analyzed. The conditions of integration of the education system of the Republic of Kazakhstan into the international educational space are shown for improving the quality of the training bachelor of education.

Keywords: training, competitive specialists, teaching computer science, educational programs, fundamental knowledge, education system, information and communication technologies.

Today training of specialists in the field of computer science requires comprehensive high-quality training of the teacher, who must be capable to navigate in dynamic information space, in any sphere of activity and to provide competitiveness in labor market. Therefore even if the higher education institution does not train specialists in the field of computer science, requirements to preparation in the field of computer science are rather high. On the other hand, the content and the organization of process of learning computer science need essential updating, for support of its adaptation to conditions of the market economy, the changed system of financing of educational institutions, the radical reorganization of structure of the national economy.

The process of computer science training must quickly adapt to the requirements of external factors, such as the market of educational services, the labor market, the level of training of the leavers of schools, lyceums and gymnasiums in the field of computer science.

The purpose of the educational program 5B011100 – «Information science» is the training of competitive specialists in the field of teaching computer science, capable to conduct the training and education of students taking into account the specifics of the taught subject; to contribute socialization, the formation of common culture of the individual, the conscious choice and subsequent development of professional educational programs; to use a variety of techniques, methods of teaching; to ensure the level of training of students who are able to solve tasks creatively and professionally at the modern scientific and practical level in the pedagogical sphere of activity [1].

In the process of learning, the student acquires knowledge in the field of: pedagogy of secondary education; computer science of the school course, according to the standards of the Republic of Kazakhstan; the issues of teaching computer science at school; planning and managing the educational process of students; modern ways to the development of educational materials based on methods, tools and technologies in accordance with established standards; implementation and use of the remote education, multimedia tools of learning, electronic forms of control of academic achievement; creation and processing of information resources with use information and communication tools and technologies.

The main task of training of specialists in the specialty 5B011100 – «Information science» is the formation of fundamental knowledge in the field of pedagogy, computer science, information and communication technologies, integrated with modern trends in the teaching activity of the computer science teacher. This task contributes to the formation of a competitive personality, who ready for life in the modern high-tech world.

Graduates of this educational program have profound and comprehensive knowledge in the field of informatization of education, methods of teaching computer science and competences of organizational activities for development and implementation of electronic educational resources in the field of education are formed.

As a result of training graduates will have profound knowledge and skills in the field of the solution of standard professional tasks in institutions of education.

The bachelor of education of specialty «Information science» implements their professional activity in the sphere of education.

Objects of professional activity are institutions of education: organizations of primary, main secondary, general secondary education, specialized organizations of additional education, pedagogical colleges, institutes of professional development and retraining of pedagogical staff, departments of education [2].

In the process of learning the student acquires knowledge in the area such as:

- pedagogy of secondary education;
- computer science of the school course, according to the standards of the Republic of Kazakhstan;
- issues of teaching computer science at school;
- planning and management of educational process of pupils;
- performance of motivational, diagnostic, correctional, communicative, methodical work in conditions of use of modern pedagogical and information-communication technologies;
- modern approaches to the development of educational and methodical materials based on methods, ways and technologies in accordance with established standards;
- introduction and use of various E-Learning forms, including remote education, multimedia tutorials, electronic forms of the control of progress;
- creation and processing of information resources with use information and communication tools and technologies.

The educational program allows to the student to acquire skills and abilities:

- possession of a system of subject, psychological, pedagogical and methodical knowledge and skills of applying theoretical knowledge in professional activity, taking into account specific social and pedagogical conditions;
- possession of methods and forms of the organization of educational and cognitive activity in accordance with the age and individual characteristics of pupils;
- ability to organize pedagogical collaboration (teacher-student, teacher-teacher, teacher-parent), including the conditions of profile training;
- skills of using of the information and communication technologies in pedagogical activity;
- possession of skills of application programming, using the modern tools and programming languages;
- ability to development and use of the electronic educational resources in the educational process;
- knowledge of software development technologies;
- application of modern technologies of training and education;
- ability to evaluate and analyze the activities of students during the educational process;
- ability to realize methodical knowledge and applied skills in specific situations;
- possession of methods of organization innovative activity in the teaching of computer science;
- ability to own knowledge in the field of the theory of pedagogical integration;
- ability to social partnership and pedagogical cooperation;
- possession of Kazakh, Russian, foreign languages;
- knowledge in the field of pedagogical innovation, pedagogical technologies.

As part of the training, students will study disciplines:

- Introduction to the pedagogical profession
- Pedagogy
- Methods of teaching computer science
- Theoretical Foundations of Informatics
- Innovative technologies in the organization of educational process at school
- Information and communication technologies in education
- Introduction to programming
- Development of Windows applications
- Programming in C, C ++, C #
- Computer architecture and operating systems
- Computer networks
- Creation of electronic educational resources
- Application Packages
- Computer technology three-dimensional graphics and animation

- Multimedia Technologies
- Web technologies
- Technology for solving tasks of increased complexity
- Databases in the information systems
- Development of client-server applications, etc.

In the context of integrating the education system of the Republic of Kazakhstan into the international educational space, with the aim of improving the quality of the bachelor's degree in education in the specialty 5B011100 of «Information science» at the Karaganda State University of a name of the academician Ye.A. Buketov international cooperation is carried out with such educational institutions and organizations: Charles University (Czech Republic, Prague). Rating: Academic Ranking of World Universities – 2014, 244; International center of education and professional development (Germany, Dusseldorf), Georg-August-Universität Göttingen (Germany), Istanbul University (Turkey), The University of Sofia «St. Kliment Ohridski» (Bulgaria). Rating: European country ranking 2014-2; Ss. Cyril and Methodius University (Slovakia, Tyrnava). Rating: Web university ranking 2014-5271; Adam Mickiewicz University (Poland, Poznan). Rating: Academic Ranking of World Universities – 2014. – 379; Hacettepe University (Ankara, Turkey) QS World University Rankings 651-700; State Educational Institution of Higher Professional Education «Omsk State Pedagogical University» (Russia, Omsk). Rating: Top Russian universities 2014-12; Vyatka State University. Rating: Top Russian universities 2014-54.

Within the framework of this educational program, students have the opportunity to pass the work (pedagogical) practice in general schools, lyceums and gymnasiums, also in the organizations of additional education [3].

The organizations and institutions in which students pass the work practice: Department of education of the Karaganda region, the Republican scientific and methodological center, Republican Institute for development of leading and research-pedagogical staff of education system of the republic of Kazakhstan, Nazarbayev Intellectual School of Chemistry and Biology in Karaganda; The Karaganda regional specialized boarding school for gifted children «Daryn»; State Administration «M.Zhumabayev gymnasium №39»; State Administration «Jambyl Specialized Boarding School №7 for gifted Children»; State Administration «High School №27»; State Administration «High school №66»; State Administration «High School №81»; State Administration «High School Lyceum №53»; State Administration «School Lyceum №101»; State Administration «S.Sattarov School Lyceum №57»; Karaganda State Administration «Karaganda Engineering College».

Thus, training must become an important component of professional training for the future teacher. The modern teachers must have knowledge not only in the field of information and telecommunication technologies, which is included in the content of computer science courses, but also must be an expert in the use of new technologies in their professional activity.

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Д.А. Казимова, А.А. Хасенова

Білім беру мазмұнын жаңарту жағдайында информатиканы оқыту саласында бәсекеге қабілетті мамандарды қалыптастыру

Мақалада информатиканы оқыту саласы бойынша, оқытылатын пән ерекшелігін ескере отырып, білім алушыларды оқытуды және тәрбиелеуді жүзеге асыра алатын, бәсекеге қабілетті мамандарды дайындау мәселелері қарастырылған. Білім беру бағдарламасы әлеуметтендіруге, тұлғаның жалпы

мәдениетінің қалыптасуына, кәсіби білім беру бағдарламаларын саналы түрде таңдауға және игеруге жағдай жасайды; оқытудың түрлі тәсілдерін, әдістерін және құралдарын пайдалану педагогикалық қызмет саласының міндеттерін заманауи ғылыми-тәжірибелік деңгейде шеше алатын білім алушыларды дайындау деңгейін қамтамасыз етеді. Информатика мұғалімінің оқытушылық қызметін дамытудың заманауи тенденцияларымен біріктірілген педагогика, информатика және ақпараттық-коммуникациялық технологиялар облысында терең білімді қалыптастыруға мүмкіндік беретін білім беру бағдарламаларының мазмұнына талдау жасалды. Білім бакалаврын дайындау сапасын жоғарлату мақсатында Қазақстан Республикасының білім беру жүйесінің халықаралық білім беру кеңістігіне бірлесу шарттары көрсетілген.

Кілт сөздер: дайындау, бәсекеге қабілетті мамандар, информатиканы оқыту, білім беру бағдарламалары, терең білім, білім беру жүйесі, ақпараттық-коммуникациялық технологиялар.

Д.А. Казимова, А.А. Хасенова

Формирование конкурентоспособного специалиста в области преподавания информатики в условиях обновления содержания образования

В статье рассмотрены вопросы подготовки конкурентоспособных специалистов в области преподавания информатики, способных осуществлять обучение и воспитание обучающихся с учетом специфики преподаваемого предмета; способствовать социализации, формированию общей культуры личности, осознанному выбору и последующему освоению профессиональных образовательных программ; использовать разнообразные приемы, методы и средства обучения; обеспечивать уровень подготовки обучающихся, способных творчески и высокопрофессионально решать на современном научно-практическом уровне задачи в педагогической сфере деятельности. Проанализировано содержание образовательной программы, которая способствует формированию фундаментальных знаний в области педагогики, информатики и информационно-коммуникационных технологий, интегрированные современными тенденциями развития в преподавательской деятельности учителя информатики. Показаны условия интеграции системы образования Республики Казахстан в международное образовательное пространство с целью повышения качества подготовки бакалавра образования.

Ключевые слова: подготовка, конкурентоспособные специалисты, преподавание информатики, образовательные программы, фундаментальные знания, система образования, информационно-коммуникационные технологии.

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Profile training in the system of general secondary education in Kazakhstan

The article deals with the modernization of the structure of the secondary educational system in Kazakhstan, based on the phased introduction of the updated school education content in the framework of 12-year education with the transition to profile education at the senior level of education. The definition of two leading concepts of profile education is given, such as differentiation and individualization. The concept of modernization of Kazakhstan education at the senior stage of the 12-year secondary school provides for profile training, the task is to form a system of specialized training (profile training) in the general upper secondary school, focused on individualization of education and specialization of pupils, which includes the real needs of the labor market. The leading principle of building a modern learning process is differentiation, which has become a means of solving the problem of satisfying the interests, vocations and needs of schoolchildren, a stimulus for the development of their creative activity. The authors list the goals and objectives of profile training within the system of secondary education in Kazakhstan. The stages of formation and development of profile differentiation of training are considered. The definition of the phenomenon of «profile education» by various authors is being traced.

Keywords: updating content of education, 12-year training, profile education, general secondary education, differentiation, individualization.

In modern world, the ability to adapt quickly to the conditions of competition is becoming a critical factor of sustainable development. Competitive opportunities of any developed country are associated with the development of its social capital, which is largely determined by the condition of the education system. Education has always been one of the most important components of the state, since the future of the country depends on the quality of education.

In 2015, amendments and additions were made to the Law of the Republic of Kazakhstan «On Education». Legislation regulates a staged transition to the updated content of school education.

In the State Program for the Development of Education in the Republic of Kazakhstan for 2016-2019, it is strategically determined that general secondary education programs «will be developed on the basis of differentiation, integration and professionalization of the education content».

Modernization of the general secondary education structure is aimed at implementation of general school at senior stage of the 12-year school; it is oriented to individualize education and specialize students according to the needs of labor market; also it is aimed at flexible relationship between school and vocational education organizations [1].

Profile training is a method of differentiation and individualization of education, which allows to take into account interests, inclinations and abilities of students due to changes in the structure, content and organization of the educational process. This method helps to create conditions for the education of high-school students in accordance with their professional interests and intentions with regard to further education [2].

There are two leading concepts in the definition of profile training: «differentiation» and «individualization».

Differentiation is consideration of students' individual characteristics when grouping students on the basis of any features for individual education; usually education in this case occurs on several different curricula and syllabi. Individualization is consideration of students' individual characteristics in the learning process in all its forms and methods, regardless of what features and to what extent they are taken into account [3; 31].

Differentiation of learning is not a new form of the learning process organization in education. In this direction, a certain amount of experience has been accumulated.

The starting point of differentiation in secondary education can be seen in the specialization of Soviet school. In order to improve the work of general secondary school, elective courses were introduced in Soviet school (math lessons) in 8-10 grades as well as classes with in-depth study of subjects (mathematics), the system exists even today.

The main goal of the courses in mathematics was to deepen and expand knowledge in mathematics, develop students' interest in the subject and their mathematical abilities, foster interest in self-guided study of mathematics, develop initiative and creativity.

Statements about the need for an individual approach to any student in the conditions of collective work belong to J.A. Komensky [4], who in his work «The Great Didactic» pointed out the need for combining individual and group learning activities in a class-lesson system. In his works K.D. Ushinsky refers to the idea of implementing a differentiated approach to students in the conditions of collective class work [5].

The analysis of scientific and methodological literature made it possible to highlight the main historical stages in the development of differentiation in education. Historical periods of differentiation development in school education have been determined by political situation in the country.

Until the middle of the XVIII century differentiation of education was carried out in the following areas: church or secular, class, masculine or feminine. It was characterized by the development of the following educational institutions: gymnasiums for men and women, non-classical secondary schools, commercial schools, cadet corps and parochial secondary schools for girls.

From the middle of the XIX century, on the background of intensified struggle against serfdom law, there were attempts to create schools and classes with in-depth study of individual subjects. They were the «prototypes» of specialized classes. Implementation of the curriculum for senior classes of general secondary school on cycles (streams) had resulted in the creation of two types of seven-year gymnasiums: classical and non-classical. The goal of classical gymnasium was general education and admission to the university upon graduation. The goal of non-classical gymnasium was general education necessary for practical activities and admission to specialized educational institutions. Subsequently, there were non-classical secondary schools, in which the volume of knowledge in mathematics, physics and natural science was much higher than the volume of knowledge in these subjects in comparison with classical gymnasium [6].

At the foundations of Soviet government more than 30 decrees on public education were proclaimed. The main emphasis of education was aimed at the need for differentiation of education, conditioned by the interests of society and the abilities of students. Educational process implied the possibility of dividing students into groups or in several areas, beginning at age 14 [7].

The beginning of the XX century was characterized by introduction of school reforms, in which construction of the curriculum in senior grades of general education school was designed according to profiles. When making the curriculum, attention was paid to a group of educational subjects (liberal, science-mathematical and technical sciences). Due to the circumstances, none of the projects was implemented, but the pedagogical community did not refuse the idea [8].

At the beginning of the 1930s a new resolution of the Council of People's Commissars of the USSR and the Central Committee of All-Union Communist Party (B.) «On the organization of educational work and internal regulations in primary, incomplete secondary and secondary schools» was implemented. On the basis of this decree, a course was adopted in Soviet pedagogy for the uniformity of the school, strict adherence to the principle of common education for everybody, differentiation was considered from the point of students' orientation to social work; practical activity, ensuring the connection between theory and practice by education [9].

Since the mid 50's. differentiation of learning is becoming particularly relevant, which was facilitated by negative manifestations in secondary education: overload of school students, decline of the education reputation. There was a need to create a system of education in senior school, in which students along with obtaining general secondary education study the subjects of their chosen field, for getting a particular profession, while participating in social and productive work at an enterprise or in agriculture [6]. Orientation to the industrial training resulted in the division of general educational subjects into major and minor subjects, i.e. differentiation of general education. By reducing the hours of general and industrial education subjects, the hours for major subjects were appointed. The profile training did not limit the development of students in other areas, which indicated beneficial effect of educational process on the attitude of students to learning. However, with a general positive evaluation of the experiment results, there were negative aspects, such as overload of students [6].

The second half of the 60's was characterized by increased attention to differentiation: Facultative lessons were introduced, profile classes were created on the basis of specialized classes and special schools with in-depth study of mathematics, computer technology, physics, agrobiological, and liberal subjects. But attempts to form classes with in-depth study of individual subjects due to mechanical increase in the number of hours

led to significant overload of the students and decrease in academic performance. The idea of creating optimal learning conditions for each student had been violated, the educational process was not provided with objective criteria for admission of students to specialized classes.

In the 70's and in the first half of the 80's, implementation of differentiation ceased to be a priority in educational practice. The teacher must ensure achievement of the content in general education by all participants in secondary education, regardless of the possibilities and needs.

The middle of the 80s was marked by a crisis, the consequence of which was the perestroika period, which later led to the «collapse» of the Soviet Union and independence of Kazakhstan. In education, there is a fairly clear scientific position regarding the need to take into account abilities, interests, as well as the students' future profession. The search for implementation of differentiated education within the framework of common content have been conducted taking into account individual and typological characteristics of students, organizing frontal and group activities, activating cognitive activity, classifying forms and types of differentiated education. During the classification of education forms we focused on electives, in-depth study of subjects and specialization. However, despite all the taken measures, current situation (decrease in the interests of students, the quality of education, «percentomania», etc.) has shown the insufficiency of the measures and led to a search for new approaches to solving problems of differential education [9].

Thus, the historical analysis confirms the thought expressed by A.V. Perevozchny: «The search for ways to improve school education constantly lead to differentiation» [10]. It allows us to establish the following.

In different periods of the society development differentiation have been carried out on different grounds, and evolution took place in the following manner:

- from elite education, serving various social stratum (ecclesiastical, secular, class);
- through nature-aligned, taking into account the abilities of students (gymnasiums, non-classical and commercial schools, vocational school);
- to the utilitarian for the purpose of improving the vocational guidance of students to specific branches of social and production fields (profiled classes in general secondary schools).

The next stage in the development of education is a turning point, as it must «transfer» the learning process to a higher level of differentiation; the level of interests, needs and capacities of each individual satisfaction. This quality is demanded by modern transformations in Kazakhstani society, its new strategic milestones in development.

Acceleration of all life aspects, caused by the transition of Kazakhstani economy to market relations. This transition leads to the need for adequate highly skilled workers and specialists capable to respond to increasing changes in the labor market caused by the need of people to change their profession several times in their lives [11].

In order to keep up with these changes, workers and professionals must possess the relevant qualities, not only professional, but also personal, such as self-management, problem-solving, creativity, entrepreneurship, risk, employment, readiness for change, motivation for learning [12].

The period from 90's to 2005 we defined as an initial stage of the newest history for the development of national education. The Law of the Republic of Kazakhstan «On Education» (1991) defines a number of cornerstones, including variability of general secondary education, professional orientation of students, and creation of general secondary education organizations (vocational school, gymnasiums, colleges), that widely implement variational education programs.

A new typology concept of education differentiation [9; 2] offered an external form of education differentiation within the framework of which it became possible to clearly outline the idea of profile training [13]. It was supposed to create groups on the basis of interests, inclinations, abilities, achieved results, projected by the future profession, differing in education content and educational requirements.

Since 1992, Kazakhstan initiated the reform of school education. The leading idea of this reform was the creation of the conditions for variable general educational preparation of students while preserving a common education space. Since 1994 the common basic curriculum and its 28 variants contributed to the opening of gymnasiums and vocational schools, general education institutions, aimed at in-depth education of school students for the purpose of further education at the university [14]. Classes with in-depth study of individual subjects were actively opening in the common schools.

Three parts have been distinguished in the structure of the plan: invariable «compulsory lessons for all», variable «compulsory lessons and elective courses», general developmental part as «club activities and work practice» [10; 4].

In 2002, the State Obligatory Standard of General secondary education (hereinafter, the State Compulsory Educational Standard-2002) was introduced, in which the principles of education organization at the senior stage of general education school are described: Introduction at the senior stage of industry-oriented and differentiated education, which depends on the needs of an individual and society can be organized in two directions: social-liberal and science-mathematical.

2006-2007 academic year was the new step in history of the development of Kazakhstani education as the year of common profilisation at the senior stage. The problem that arose in the process of common profilisation was the issue of ensuring students' choices of the profile training in accordance with their professional interests and intentions with respect to further education. Education is conducted only in one of the directions in the schools where senior grade is small or the only one in parallel. In these schools, when choosing an profile training, management is guided at best by the wishes of the majority of students, the needs and opportunities of the minority remain beyond the attention. The cases of a real choice in profile training for students in small schools are rare and are exception rather than the rule [15].

Practically every pedagogical publication has materials on the theory and practice of profile training, introducing sections and special journals. Nevertheless, despite the «excitement» to profile training, in modern pedagogical science there is no unambiguous interpretation of the «profile training» concept.

In order to get an idea, developed in pedagogical science about this phenomenon, let us turn to the definitions of the «profile training» concept by the following scientists.

A.V. Aglushevich: «Educational work aimed at studying educational areas that contain typical knowledge and skills of a certain field of activity, profession, specialty» [16].

E.V. Voronina: «A special kind of education differentiation and individualization. The form of educational activity organization of high school students, in which their interests, inclinations and abilities are taken into account. The conditions are created for the maximum development of students in accordance with their cognitive and professional intentions» [17; 26].

V.A. Orlov: «External, selective form of education differentiation based on the separation of students in the upper school according to several fields, correlated with subject educational areas, taking into account the structure of labor market and employment» [18].

A.A. Ostapenko, A.Yu. Skopin: «The system of specialized education in the upper school of general education focused on the individualization of education, successful socialization of students, as well as on the cooperation of the upper school with institutions of secondary and higher vocational education» [19].

B.A. Almukhambetov, K.A. Sarmanova: «The system of specialized training in the upper school of the general education school, focused on the individualization of education and socialization of students, taking into account real and long-term needs of the labor market of the Republic» [20; 5].

U.B. Zheksenbayeva: «The final stage of complete secondary education, which implements the principles of educational differentiation and individualization, that is aimed at creating conditions for the formation of high school students in accordance with their needs and interests, meeting the intentions to continue education and contribute to the personal and life self-determination of the students» [21].

Thus, in the period immediately preceding modernization of the Kazakhstani education system the profile training:

- from the social point of view, profile training is vocational guidance of students taking into account real and prospective needs of labor market development;
- from the psychological and pedagogical point of view, profile training is a student-centered process based on the interests, inclinations and abilities of students, contributing to personal determination, which creates conditions for their maximum development in accordance with their intentions to further education;
- from the didactic point of view profile training is a kind of education differentiation, providing forms and methods that adequately and most fully contribute to realization of the basic idea of profile training.

Today the essence of the «profile training» concept in Kazakhstan is to provide high-school students with the right to choose the variants of education in the senior grades for a particular field.

The main goal of profile training is self-determination of students, formation of an adequate understanding of their capabilities. This means the deepening of knowledge; inclinations, improvement of the previously acquired skills through the creation of a specialized system in the upper grades of general secondary school in the natural-mathematical, socio-liberal, technological and other areas. This training is focused on individualization of education and professional orientation of students, taking into account real needs of the labor market.

The objectives of profile training in the general secondary school:

- 1) to give students deep and solid knowledge in relevant subjects;
- 2) to develop students' skills of independent cognitive activity, prepare them for solving problems of different levels of complexity;
- 3) to orient students in a wide range of problems related to a particular field of activity;
- 4) to develop students' motivation for the research and development activity;
- 5) to develop students' thinking that allows them to critically and creatively process information; to have their own opinion and be able to defend it in any situation.

In accordance with the methodology for selecting the content of profile education, the structure of its content includes: compulsory general educational subjects (studied at a basic level). Obligatory profile subjects (studied at the advanced and in-depth levels), elective courses.

Compulsory major curricular subjects for the designated fields are:

- physical and mathematical field - mathematics, physics;
- chemical-biological field - chemistry, biology;
- philological field: Kazakh language and literature - Kazakh language, Kazakh literature; Russian language and literature - Russian language, Russian literature; foreign language - foreign languages;
- Historical and social history field - history of Kazakhstan, world history, course «Man. Society. State»;
- natural geographic field - geography, biology (chemistry);
- informatics and mathematics field - computer science, mathematics;
- artistic and aesthetic field - domestic and world art culture, music, theater, fine arts, etc.;
- physical culture and sports field - physical culture and health, biology (chemistry), preliminary military training and medical training; technological field - technology (labor training) [2].

Introduction of the industry oriented education allows to successfully solve the strategic task of reforming the Kazakhstani education in the transition to a 12-year education. In this regard, priority direction of the functional activities of the school is profile training with a view to implementation before the professional education of students.

The new generation must be prepared for life differently than before. A turn to the individual, his problems, interests, creative development is qualitative content of the basic pedagogical paradigms regarding functions and priorities of school as a social institution, values and goals of education that best correspond to the modern requirements of society [22].

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Қазақстандағы жалпы білім беру жүйесінде бейіндік оқыту

Мақалада Қазақстандағы орта білім беру жүйесінің құрылымын модернизациялау мәселесінің негізінде 12-жылдық білім беру оқытуда жоғары сыныптарда бейіндік оқыту енгізу туралы айтылған. Дифференциация және жекелендіру бейіндік оқытудың екі басты тұжырымдамаларының анықтамасы берілген. Қазақстандағы орта білім беру деңгейінің модернизация тұжырымдамасында 12-жылдық жалпы білім беру мектептің жоғарғы сынып оқушыларына бейіндік оқытуды енгізу қарастырылуда. Оқытуды жекелендіру және оқушыларды мамандыру бағытында, сонымен қатар еңбек нарығының қоятын талабына сәйкес, орта білім беру мектептерінде жоғарғы сыныптарында мамандырылған дайындық жүйесі қалыптастыру міндеті қойылған. Оқушыларға шығармашылық қызметіне және жеке қабілетінің дамуына ерекше орын берілді, дараланған білім беру бағдарламаларын таңдауға мүмкіндік бар. Жинақталған білім алуға, өздігінен және шығармашылықпен қолдана білуге ұмтылу, әлем, қоғам және адам туралы жүйеленген түсініктерді кеңейтіп, тереңдетіп игеруге көшу қамтамасыз етілді. Авторлар Қазақстандағы орта білім беру жүйесінде бейіндік оқытудың мақсаты және міндеттерін тізімдеді. Бейіндік дифференциациялық оқытудың қалыптастыру және даму сатылары зерттелген. Өртүрлі авторлардың «бейіндік оқыту» феномені анықтамасы түсіндірілген.

Кілт сөздер: 12-жылдық білім беру, еңбек нарығы, бейіндік оқыту, қалыптастыру міндеті, мамандырылған дайындық жүйесі.

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Профильное обучение в системе общего среднего образования в Казахстане

Статья посвящена модернизации структуры системы среднего образования Казахстана, в основе которой лежит поэтапное внедрение обновленного содержания школьного образования в рамках 12-летнего образования с переходом на профильное обучение на старшей ступени обучения. Дано определение двух ведущих понятий профильного обучения, таких как «дифференциация» и «индивидуализация». Концепцией модернизации казахстанского образования на старшей ступени 12-летней общеобразовательной школы предусматривается профильное обучение, ставится задача формирования системы специализированной подготовки (профильного обучения) в старших классах общеобразовательной школы, ориентированной на индивидуализацию обучения и специализацию обучающихся, в том числе с учетом реальных потребностей рынка труда. Ведущим принципом построения современного процесса обучения является дифференциация, ставшая средством решения задачи удовлетворения интересов, склонностей и потребностей учащихся школ, стимулом развития их творческой активности. Авторами перечислены цели и задачи профильного обучения в рамках системы среднего образования Казахстана. Рассмотрены этапы формирования и развития профильной дифференциации обучения. Трактуются определение феномена «профильное обучение», данное различными авторами.

Ключевые слова: 12-летнее образование, рынок труда, профессиональная подготовка, задача формирования системы специализированного обучения.

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On the methodological concept of foreign language education

The foreign paradigm of education is considered from the standpoint of the cognitive-linguocultural approach in the article. It is specified that modern achievements of foreign language education are connected with the substantiation of the conceptualization of the world by man, the understanding of the language and its role in cognitive processes. It is found out that phenomena of categorization of the cognitive-linguistic and cultural methodology of foreign language education, which allow to use scientific results in a complex scientific object - thinking-language-communication. The theoretical and practical essence of modern cognitive-linguoculturological methodology of foreign language education is substantiated, which serves as a conceptual platform for the training of teaching staff. This is one of the modern theories of training specialists, which is based on the cognitive-conceptual complex study of language-culture-personality. Approach to the problems of education from the standpoint of modern linguistic science is indicated, taking into account the relationship of language and man to reality through the functioning of language karting of the world of ethnic groups, that allows students to form intercultural communication. In this regard, the article examines the theoretical origins of foreign language education, analyzes the main works of teachers, psychologists and linguists who formed this scientific branch. It is specified that in the training of specialists of a foreign language specialty it is important to teach students to use the inventory of language tools (in the form of statements and discourses) in order to implement the didactic tasks for carrying out the intercultural communication in various situations.

Keywords: cognitive-linguocultural methodology, foreign-language education, intercultural competence, cognitive skills.

The modern stage, which has a huge impact on the system of teaching foreign languages is characterized by globalization and informatization.

In the given conditions, the requirements facing the system of foreign language education are changing, while along with innovative conceptual approaches to identifying subject content and setting educational objectives, the new methodological positions raise questions about the use and purposeful introduction of the latest information and communication technologies for FL teaching.

Informatization of foreign language education is the result of truly revolutionary changes:

- in the society, when the emergence of a new social state on the ground of transition from traditional industrialism to the development of the «service economy» has required the creation of a new «intellectual technology» of teaching, including foreign language teaching;

- in foreign-language education, when the concept of «language personality» and its derivatives are declared as the result of foreign-language education based on familiarization through a foreign language, not only with the language system of inophonic linguistic culture, but also with the conceptual picture of the world, where native speakers form their national character and national mentality of . The Internet communication is claimed to be the place of intersection of many cultures possessing the following progressive potentials: provides and accumulates the experience of cooperation with representatives of different cultures, the experience of living in the cultural and social space, and also contributes to the preparation of students for communicating with people with different worldviews and various social statuses;

- in pedagogy, when appeared the teaching of the American psychologist Karl Rogers, which at the center of educational process puts a learner, with his diverse needs and interests, according to which the study of nature and the definition of structure of language personality should be conducted using the prevailing competence approach in the field of methodology.

The informatization presupposes intercultural communication not as direct contacts of representatives of different linguistic cultural communities, but rather as mediated and constantly updated electronic educational resources.

Under the influence of these factors, the requirements to intercultural-communicative competence in the informatization conditions, the purpose-oriented category of foreign-language education, change in a certain way. Formation of intercultural and communicative competence in the conditions of informatization of foreign language education requires the creation of a system of foreign language education that would rely on

modern methodological approaches to the educational system (V.P. Bespalko [1], A.A. Verbitsky [2], B.S. Gershunsky [3], V.V. Davydov [4], V.I. Zagvyazinsky [5], A.V. Hutorskoy [6], etc.), modern cognitive-linguistic and cultural methodology (S.S. Kunanbaeva [7]), the theory of informatization.

Theoretical prerequisites for the development of a system of foreign language education in the conditions of informatization were addressed in the works of E.G. Azimov, A.N. Bagrova, E.I. Dmitrieva, D.D. Klymentyev, M. Levy.

Many researchers understand informatization as an objective process, which has prepared a «methodological platform» for the emergence of new technical, informational, printed, audiovisual tools, with their inherent new techniques that become an integral component of the educational process.

In order to build a truly effective system of foreign language education in the context of informatization, it is necessary to determine the priorities in the system of foreign language education. Therefore, the purpose of this section is to analyze the status and trends of foreign-language education at the present stage.

A complex of tasks is set before the modern foreign language education due to the search for new ways of forming the personality of a modern specialist, able to freely navigate in a globalizing information society, understanding its values and meanings, embodying them in a personal existential position. In this regard, foreign language education faces a concrete task: the development of the axiological attitudes of the individual through its enrichment with the universal and national-specific values of one's own and other cultures; strengthening of humanitarian aspect, the general cultural content of education, associated with the extent of understanding the phenomena of human life, a polyphonic worldview and suggesting the harmony of knowledge, feelings, and creative actions.

Similar changes in the strategic direction of foreign-language education, the increased demand for knowledge of foreign languages, and, correspondingly, the increased socially significant status of foreign-language education, have led to changes that occur both in the educational policy and in the methodological system.

The educational policy in the field of foreign-language education is aimed at:

- the developing potential of a foreign language (I.L. Bim, I.A. Zimnyaya, G.A. Kitaygorodskaya, E.I. Passov, E.S. Polat, G.V. Rogova and many others) ;
- the communicative-oriented foreign language teaching (I.L. Bim, A.A. Verbitsky, V.P. Kuzovlev, R.P. Millrood, I.R. Maksimova and many others);
- the studies of theoretical models of communicative competence;
- the intensification of foreign language teaching process;
- the harmonization of the levels of foreign language acquisition with European requirements;
- the development of educational and methodological materials for teaching foreign languages.

Methodological basis of such researches are:

- pedagogical psychology (D. Dewey, D. Rogers, J. Brown, P.Ya. Halperin;
- designing of pedagogical systems (N.A. Alekseev, E.N. Gusinsky).

The comparative-inventory analysis of the development of methodological science and its methodology, draws a conclusion about the evolutionary path of the theory and practice of methods of foreign language teaching and that the development of the methodology for co-learning of a foreign language and culture is realized in accordance with the main trends in the evolution of methodological approaches to foreign language teaching [3].

Following a British methodologist E. Anthony, the approach to foreign language teaching is usually defined as the realization of «a set of correlative assumptions dealing with the nature of language teaching and learning».

In Russian linguistic literature, this concept is also treated as a teaching strategy, in contrast to the method (sometimes identified as an approach in a foreign methodology) it represents a tactical model of teaching process [5].

At the same time, one has to agree with I.A. Zimnyaya that the concept of «approach to teaching» is broader and more significant: it is a worldview category that reflects social attitudes of subjects of teaching as bearers of public consciousness, as well as global and systemic organization and self-organization that includes all its components.

In particular, because of the multidimensionality of the concept, there are many descriptions of the most diverse typologies of approaches to foreign language teaching in the modern methodological literature.

In the mainstream of this research, the term «approach» is understood as «a strategy, a general direction in foreign language teaching» [7].

In this sense it is legitimate to use it both for determining the general scientific direction, such as, for example: action-oriented, anthropological, culturological, etc., and in identifying such strategies for teaching foreign languages as «communicative-oriented», «inductive-conscious», «integrative» and other approaches.

Depending on the specific socio-economic conditions and dominant pedagogical ideas, different approaches to solving the problems of teaching foreign languages existed at various stages in the development of the methodology for teaching foreign languages. Supporters of each approach emphasized the advantages of some and proved the inconsistency of others, being in constant search of ways to increase the effectiveness of the process of foreign language teaching.

The variety of approaches to foreign language teaching requires the observance of one of the existing approach classifications, among which the following can be named:

- typology of M.N. Vyatyutnev (grammatical, direct, behavioral, reading, collective, communicative-individualized), built with the account of a large number of linguistic and psychological factors;
- classification of I.L. Bim (complex, differentiated, individual), described in terms of didactics [6];
- typology of T.I. Kapitonova and A.N. Shchukin, which is based on the criterion of consciousness or intuition of the process of foreign language acquisition or a combination of them (intuitive, conscious, communicative-activity).

In our work, we adhere to the classification, which is based on the criterion of co-studying of language and culture.

The introduction of the cultural component in foreign languageteaching is due, above all, to the continuity of the concepts of language and culture. Learning a foreign language can not be limited to its sign system, since any language contains information about the culture, history, realia and traditions of native speakers of the language.

Among the reasons that served as the basis for the introduction of the cultural component in foreign language teaching according to psychologists can be named the characteristics of a person's mental activity, in particular, such a phenomenon as the threshold of mentality, meaning the designation of a conditional line, after which an adequate reaction becomes possible / impossible, while the term «mentality» is understood as the inner readiness of a person for certain mental and physical actions, i.e. there are three interdependent components, forming a peculiar triangle: relationships - knowledge - behavior. According to R.P. Millrud, study of the threshold of mentality enables understanding of national characterpeculiarities, foreseeing possible misunderstandings, preventing complications in relationships, etc.

According to the classification, which is based on the criterion of co-studying of language and culture, we will consider such approaches as:

- communicative-ethnographic approach;
- socio-cultural approach;
- linguaculturological approach;
- communicative-culturological approach.

Communicative-ethnographic approach was developed in modern foreign methodology of teaching foreign languages. Its supporters (M. Byram, V. Esarte-Sarries, G. Zarate, C. Morgan, Cl. Kramsh, P. Doy) argue that «language teaching has always and inevitably meant and means teaching of language and culture». In their opinion, the communicative-ethnographic approach provides a deeper and more thorough penetration into the world of native speakers and their culture, allows learning the language from broader, anthropological and ethnographic positions.

According to the researchers, the advantages of the communicative-ethnographic approach are that, firstly, the phenomenon of culture itself is multidimensional, since it includes cultural phenomena that are considered not only in the present state (synchrony) but also in development (diachrony), as well as the phenomena of philosophy, art, literature, realia of everyday life and their manifestation in various subcultures. Secondly, the researchers note that, if the main trend of the last century in the interaction of cultures was the desire to create a universal planetary culture, now we are talking about the pluralism of cultures, the real diversity of cultural and historical systems and the dialogicprinciples of their interaction. Thirdly, exactly during the process of intercultural interaction the features and national peculiarities of these cultures are actualized.

In the process of teaching a foreign language, according to M. Bayram, special attention should be given to «preparing learners for the unforeseen, instead of training the predictable». The function of the teacher in such conditions is to select the necessary data from related sciences for using it as a teaching material, and the learner acts as an «ethnographer», a researcher of the culture and life of the country of the studied FL.

Independent study of a «different» culture by a learner, together with the teacher and other students, interpreting it, allows him to «speak about his culture, evaluate it, perceive it and understand it from the point of view of an outside observer».

An intensively developing socio-cultural approach concretizes and supplements the above-mentioned approach. As a theoretical trend in the theory and methodology of foreign language teaching, the sociocultural approach has been developing intensively since the beginning of the 1990s in Russia and in Western Europe in the framework of the European project «Learning and teaching foreign languages for European citizenship» («A Common European Framework of Reference for Language Teaching and Learning»).

This approach arose in connection with the need to make significant changes in the purpose and content of study of languages and cultures. Such an approach, according to the developers (E.I. Passov et al.) allowed us to move away from the simplified factual approach to mastering the components of spiritual and material culture. E.I. Passov believes that this is due to the fact that the assimilation of disparate (albeit numerous and interesting) cultural facts does not necessarily provide penetration into another culture.

As noted in methodological literature, sociocultural approach allows to form and then dynamically develop polyfunctional sociocultural competence, which helps an individual to orient in different types of cultures and civilizations and correlated with these communication standards, to adequately interpret the phenomena and culture facts (including verbal culture), and to use these guidelines for selecting communication strategies in dealing with personally and professionally meaningful tasks and problems in different types of modern intercultural communication (E.I. Passov).

The content of teaching foreign languages within the framework of the described approach includes an introduction to:

- value systems that dominate in the co-studied societies (in social, professional, age, ethnic and other groups);
- historical memory of the co-studied societies as a whole and the communities that they comprise;
- political, economic, scientific, artistic, and religious cultures, and their reflection in the styles of life of different social classes, ethnic groups and other societies;
- traditional and new material culture, industrial and economic potential of the country as a part of the value system;
- socio-cultural features of speech etiquette of oral and written communication, the technique of participation in it;
- socio-cultural characteristics and speech behavior of national-specific forms of communication as a characteristic feature of the style of life in the country of the studied foreign language;
- methods of grammatical and lexical variation of foreign speech in the framework of formal and informal communication;
- value-orientational connections of the co-studied countries with a value-orientation core of regional-continental culture (for example, European culture);
- public life and culture of the country of the studied foreign language as a member of the world community;
- awareness of oneself as a carrier of certain socio-cultural views, as a citizen of one's country, a member of the world community.

In the interpretation of the Council of Europe on foreign language education, the main thing in interpreting the sociocultural aims and the content of foreign language education is the focus on the personality of the learner, to the national cultural background of his native environment and to the role that his experience and ideas, formed in his native culture, play in the process of comprehending the foreign culture.

The most important factors in this respect are: socio-political context of life in the home country; historical, cultural, socio-economic, aesthetic and ethical standards of the native for the learner sociocultural environment; features of the process of socialization in his home country through interpersonal communication, mass media, religion; individual factors, such as the age of the learner, the degree of his awareness in the culture of the countries and peoples being studied, his interests and the need for mastering foreign languages.

According to European normative documents, the discussion of such problems as individual features of perception of a foreign-language reality by the learner, his thoughts about it, his linguistic experience in situations of perception and interaction, the ability to adequately resolve the situations of disruption of the communication process, i.e. processes of metacommunication - all this is characteristic for the organization of foreign language teaching in accordance with learner-centered socio-cultural approach.

The methodological dominant of the sociocultural approach, according to the researchers, incorporates problem sociocultural assignments that are applied in respect of their educational and methodological acceptability and have a learner-centered nature and are aimed at the development of a foreign language communicative competence and a common culture of communication and cognition.

As for the linguistic-cultural approach, it combines elements of regional studies with linguistic elements, that is, it forms a communicative, linguistic-cultural and cultural competence (M.A. Ariyan, M.K. Borisenko, I.N. Zoteeva, K.V. Krichevskaya, G.D. Tomakhin and others). The founders of this approach E.M. Vereshchagin and V.G. Kostomarov have substantiated the idea of the need for simultaneous study of the national culture of people and their language. Addressing the problem of co-studying the language and culture, according to the proponents of this approach, allows us to combine elements of regional studies with linguistic phenomena, which act not only as a means of communication, but also as a way of acquaintance of learners with a new reality for them. The subject of linguistic investigations was the study of the language in order to reveal the national and cultural specifics in it. In the framework of the described approach, the lexical composition of the language was recognized by the researchers as the main source of linguistic and cultural information. Therefore, the main attention of researchers was paid to the national and cultural semantics of words, to the study of equivalent and nonequivalent lexical concepts, to the background and terminological vocabulary, phraseological units and aphorisms, in which, according to linguistic experts, national-specific information is «hidden». A special place in foreign-language education was given to specific linguistic-regional texts, questions of their selection and enhancement of linguistic-cultural studies of its various types (pragmatic and projective).

Language and regional researchers made a great contribution by detailing one of the leading instructional principles in the modern context – the interrelation of foreign and native languages of learners, and its role in encouraging the positive transition of some abilities and skills, as well as in prevention of language interference which makes learning difficult.

Summarizing the above mentioned on the modern cultural approaches to foreign language teaching, the following conclusions can be drawn. In the modern methodology of foreign language teaching, there are various methodological concepts which put forward co-studying of language and culture as priority provisions. These include linguistic-cultural, communicative-ethnographic and sociocultural approaches. Differences between them are observed in the interpretations of the original assumption. Thus, the linguistic-cultural approach focuses on the study of the products of the national culture (which are manifested mainly in vocabulary), the communicative-ethnographic approach focuses on the national and ethnic aspects of communicative behavior of communicants, while the sociocultural focuses on cultural phenomena manifested at the national, ethnic and social levels.

Culturological approaches allow us to move from universal methodological concepts to differentiated ones, in which the interests of students are placed at the center of the learning process, and the main aim of education is the formation of culturological and communicative competence. However, from the point of view of the realization of the culturological component in foreign language teaching, in the opinion of many researchers (M.G. Atstovatsatryan, G.V. Elizarova, T.K. Sattarov), one of the most optimal approaches is a communicative approach, as it takes into account the specific needs of students and provides real communication skills.

As it was mentioned above, the approaches, as a rule, reflect one or more components of the modern methodology of foreign language education with an obligatory conceptual reflection of this methodology in a single «methodological system» of foreign languages teaching or the concept of foreign language education. This concept is currently recognized by the theory of intercultural communication of S.S. Kunanbayeva [7].

According to this theory, the instrument of intercultural interaction is the language as the expresser and mediator of the national and cultural identity of peoples in the interaction and communication of various linguistic societies. All this led to consideration of intercultural communication as a new scientific and educational objective sphere. The basic category of intercultural communication is linguoculture, synthesizing «language-culture-personality» into an organic whole. According to S.S. Kunanbayeva, only such an interdisciplinary construct «language - culture - personality» «reflects the material and spiritual identity of linguistic groups allowing the subject of intercultural communication to effectively interact in the global living space, using the language and culture of communication partners as the basis of mutual understanding and cooperation, while remaining a national-ethnic self-identified personality where reflects the national-cultural mentality of its own nation, the generic bearer of this culture and language, because ontogenically the structure of the personality was formed in the process of self-realization of individual in his own linguistic culture».

The category of linguistic culture is defined by the author as the methodological basis of the theory of foreign language education. This is the category that makes it possible to provide knowledge and study of specific laws of interaction of «language - culture - personality» in their integrated refraction. This postulate was derived on the basis of the conclusion made by the author that an objective manifestation of the socialization of the individual is his inclusion, mental reflection and mastery of such organic unity as the language and culture of a certain ethnos that has a basic and fixed form of thinking based on native linguoculture.

As for the choice of the basic science for the foreign language education, there are also controversies in scientific and educational literature.

According to one group of researchers, the scientific and educational field of foreign language education is linguodidactics.

In the early 1980s of the last century G.I. Bogin, who was one of the first to build a linguodidactic model of the linguistic personality, assigning it the place of the central category of linguodidactics as a science, believed that linguodidactics examines the laws of mastering the language.

A.B. Bushev, calling linguodidactics the theory and practice of teaching foreign languages, which studies the general laws of teaching languages, emphasized the developing character of the language personality of the learner.

This idea had many supporters. For example, O.L. Kamenskaya revealed that «the theory of language personality is not a fixed constant concept. It can be diversified both vertically (by allocating new levels) and horizontally (due to the detailing of existing levels)

All this confirms the position of N.D. Gal'skova, who believes that linguodidactics as a science is designed to comprehend and describe the linguistic cognitive structure of the language personality, to justify the conditions and laws of its development, as well as its specifics as the object of learning / teaching, and the interaction of all subjects of this process.

A.S. Markosyan understands linguodidactics as the principles of describing the language for teaching purposes. She believes that linguodidactics is the theory of constructing models describing the studied language, and intended for use in the learning process.

R.K. Minyar-Belorucheva not only recognizes the right of linguodidactics as an independent science, but also gives a priority to the use of the term «linguodidactics», instead of «methodology» in developing the theory and practice of teaching foreign languages in the modern conditions.

The central to this row is the definition given by I.I. Khaleeva, who believes that linguodidactics acts as a methodological aspect of the theory of FL teaching in relation to the various desired results of this process. Linguodidactics makes it possible to reveal the objective laws, according to which a model of foreign language teaching should be built, at the center of which is a linguistic personality.

However, in S.S. Kunanbayeva's monograph is proved the inexpediency of differentiation between scientific areas of linguodidactics and private methodologies, because judging by the sciences on which it is based (private linguistics, contrastive linguistics), it can be stated that we are referring not to general methodology of teaching foreign languages, but to private methodologies.

Even in case of adopting according to the concept of «language education»: mastering native and non-native languages as the object of research, linguodidactics goes beyond the methodological science and becomes a theory that studies the mechanisms and laws of mastering languages, the development of the linguistic and communicative ability of a person to any language, but taken collectively as an object of psychological sciences.

According to S.S. Kunanbayeva, «linguodidactics» can claim scientific independence as a scientific domain when it comes to natural or near to natural conditions for mastering the language, as a theoretical and methodological foundation for new educational sphere introduced by researchers - «language education», designed to study the specifics and laws of the formation of verbal-linguistic ability in ontogenesis while mastering one's native language or in the conditions of multilingualism and multi-ethnicity of states for ensuring theoretical and technological data for the formation of a multilingual and multicultural personality [7; 162].

I.I. Khaleeva shares the opinion that the differentiation of approaches based on the specificity of objects is eligible. She highlights:

1) linguoecological education for the solution of educational and linguistic problems of poly-linguistic-ethnocultural states;

2) intercultural education for the realization of the aims of intercultural communication in the context of global interaction of countries and the need for foreign languages to ensure international cooperation.

Thus, S.S. Kunanbaeva believes that linguodidactics can become a scientific field that studies the entire set of problems of «language education» with the spheres outlined above, concentrating on the specifics and mechanisms of the formation of verbal and cogitative ability and language mastering in ontogenesis and phylogenesis, both in the conditions of the natural linguistic culture and in the conditions of an artificially created environment, simulated and controlled process of studying/learning language [7; 162].

The author proposes the following for the recognition of linguodidactics as an independent scientific field providing a theoretical-didactic platform for the whole set of problems of «language education»:

- firstly, to make more clear definition of the object of the scientific attention of «linguodidactics»;
- secondly, to delineate this object from the objects of psycholinguistics, methodology of teaching foreign languages, and general theory of teaching languages;
- thirdly, to determine its own subject-object area, to clarify its own conceptual-categorical composition as an obligatory requirement to the status of independence of any science, designed to investigate the general mechanisms of the formation of the verbal-linguistic and communicative ability of the person providing the platform, as well as for the theory of mastering languages, predicting the possibility and for the didactic re-fraction of psychology and psycholinguistics data for all variants of language education.

Following the author, we adhere to the opinion that the «foreign language education» can be singled out as an independent sphere of education aimed at studying and researching a complex object (foreign language - foreign culture - personality of the subject of intercultural communication) in the interaction of languages and cultures. This object is based on the structure of the «language personality», formed on the basis of mastering one's own language and knowledge of one's own culture. Consequently, it is advisable to consider the scientific field that studies the problems of foreign language education as a methodology of teaching foreign languages or «foreign language education» as two subsystems: the general methodology of foreign-language education and the private methodology of foreign-language education teaching a particular foreign language [8; 275].

Examples of the private methodology of foreign language education are the works on the theory and practice of «language for special purposes» - «English for philologists», «English for historians», «English for economists», and etc. The great advantage of this research group in the light of the highlighted problem is the clear professional orientation of the proposed methodologies. «Language for special purposes» is understood as a special system of linguistic means, united thematically in the corresponding narrowly specialized sphere of human activity.

There are also a number of works devoted to the methodologies of teaching foreign language to specialists in various fields

The general methodology of teaching foreign languages in its turn, adequately reflects the modern subject-object structure of methodological science, which considers not any foreign language in isolation, but a complex object - «language - culture - personality». This interdisciplinary construct is not a discrete object, but represents an integral object of such an independent and specific sphere of education as a foreign language education [9; 125].

Such a reconsideration of the theory and practice of teaching foreign languages has predetermined the renewal of targets in foreign language teaching. The updated targets are manifested in a new final result: the formation of intercultural competence and the ability of an individual (the subject of intercultural communication) to intercultural communication. Managing the formation of the subject of intercultural communication in the educational process is realized on the basis of the primary linguistic personality or language personality formed on the basis of native linguistic culture; the latter, in this case, recognizes oneself as a subject of native linguoculture, mentally possessing a holistic linguocultural concept of one's own linguoculture [10; 87].

The linguistic personality became the object of attention in the theory and methodology of teaching foreign languages in connection with the change in the paradigm and ideology of linguistic research. Linguistics has always had a language as an object of study, which is also a subject of teaching in foreign language classes. The methodology has used and uses the basic linguistic concepts and laws; and above all, the data of comparative linguistics, as they determine the specificity of the object of teaching. The more learner-centered modern linguistics demanded a revision of the methodological foundations of teaching foreign languages.

Addressing the problem of the language personality is based on the theory of anthropocentrism in humanitarian knowledge in general and the anthropological approach in linguistics in particular, which considers the concept of «language personality» as the fundamental one [11; 74].

The main idea of the anthropological approach in linguistics is based on understanding human through the knowledge of language. At the same time, the linguistic personality is viewed not as part of a multifaceted understanding, but as a type of a fully represented, integral personality, containing psychological, social, ethical, and other components, but refracted through its language, its discourse

the following most common definitions of the term «language personality» in linguistics, can be cited:

– the linguistic personality is a person expressed in language (texts) and through language, reconstructed in its basic features on the basis of linguistic means;

– the linguistic personality is a combination of abilities and characteristics of a person that determine the creation and perception of speech products (texts), which differ by a) the degree of structural and linguistic complexity, b) the depth and accuracy of reflection of reality, c) a specific target orientation .

Taking into account trends in linguistics, the methodology of teaching foreign languages also takes into account the achievements of psychology and connects the teaching process with the formation and development of the individual. Therefore, the methodological aspect of the development of the concept of language personality is correlated with the development of the concept of «personality» as a whole. Thus, F.I. Buslaev builds the methodological principles of his work «On the teaching of the domestic language» on the ideas of the inseparable unity of the native language with the personality of a student: «Mother tongue is so intertwined with any personality that teaching it means to develop the student's spiritual abilities».

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Шетел тілін оқытудың әдіснамалық тұжырымдамасы туралы

Мақалада білімнің шетелдік парадигмасы когнитивтік-лингвомәдени көзқарас тұрғысынан қарастырылды. Шет тілін оқытудың заманауи жетістіктері адаммен әлемнің тұжырымдамасын негіздеуге, тілдің түсінуіне және оның танымдық үрдістердегі рөліне байланысты екендігі нақтыланған. Ойлау-тілдік қарым-қатынас деген кешенді ғылыми нысанда ғылыми нәтижелерді қолдануға мүмкіндік беретін шеттілдік оқытудың когнитивтік-лингвистикалық және мәдени әдіснамасын санаттау құбылыстары атап көрсетілген. Шет тілін оқытудың заманауи танымдық-лингвомәдени әдіснамасының теориялық және практикалық мәні негізделген, ол педагогикалық кадрларды даярлаудың тұжырымдамалық алаңы болып табылады. Бұл танымдық-тұжырымдамалық-тілдік-мәдени-тұлғалық кешенді зерттеуге негізделген мамандарды даярлаудың заманауи теорияларының бірі. Студенттерде мәдениаралық құзыреттілік қалыптастыруға мүмкіндік беретін этностардың тілдік әлем бейнесі қызметі арқылы тіл мен адамның шынайлыққа деген қатынасын

есепке алатын заманауи лингвистикалық ғылым позициясынан білім беру мәселелеріне амал көрсетілген. Осыған байланысты мақалада шетел тілін оқытудың теориялық негіздері қарастырылған, осы ғылыми саланы қалыптастырған мұғалімдердің, психологтардың және лингвистердің негізгі жұмыстары талданған. Шет тілдер мамандығы бойынша мамандарды даярлауда әртүрлі жағдайларда түрлі мәдениетаралық қарым-қатынастарды жүзеге асыру мақсатында дидактикалық тапсырмаларды орындау үшін студенттерге тілдік құралдарды (сөйлеген сөздер мен дискурстар түрінде) пайдалануға үйрету маңызды екендігі атап көрсетілген.

Кілт сөздер: когнитивтік-лингвистикалық-мәдени әдіснама, шет тіліндегі білім, мәдениетаралық құзыреттілік, когнитивті дағдылар.

Т.Кульгильдинова, Г.Жумабекова

О методологической концепции иноязычного образования

В статье рассмотрена иноязычная парадигма образования с позиций когнитивно-лингвокультурологического подхода. Уточнено, что современные достижения иноязычного образования связаны с обоснованием концептуализации мира человеком, пониманием языка и его роли в когнитивных процессах. Выделены явления категоризации когнитивно-лингвокультурологической методологии иноязычного образования, которые позволяют использовать научные результаты в комплексном научном объекте — мышление–язык–коммуникация. Обоснована теоретико-практическая сущность современной когнитивно-лингвокультурологической методологии иноязычного образования, которая служит концептуальной платформой подготовки преподавательских кадров. Это одна из современных теорий подготовки специалистов, которая базируется на когнитивно-концептуальном комплексном соизучении языка–культуры–личности. Указан подход к проблемам образования с позиций современной лингвистической науки, учитывающий отношение языка и человека к действительности через функционирование языковых картин мира этносов, что позволяет формировать у студентов межкультурную компетенцию. В связи с этим в статье рассмотрены теоретические истоки иноязычного образования, проанализированы основные труды педагогов, психологов и лингвистов, формировавших эту научную отрасль. Отмечено, что в подготовке специалистов иноязычного профиля важно научить обучающихся пользоваться инвентарем языковых средств (в виде высказываний и дискурсов) в целях реализации дидактических задач для осуществления межкультурной коммуникации в различных ситуациях.

Ключевые слова: когнитивно-лингвокультурологическая методология, иноязычное образование, языковые навыки, межкультурная компетенция, когнитивные процессы.

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Information technology and its importance in modern teaching methods

The article explains the concept of «informatization». One of the priority directions of informatization of the society is the process of informatization of education, which involves the use of information technologies, methods and means of informatics to implement the ideas of developing education. Multimedia technology is considered, which has special didactic capabilities. The application of multimedia technology in the educational process is shown, which significantly increases the motivation and interest of students, as well as the level of mastering the necessary knowledge and skills. The definition of the term «information technology of training (ITO)» is proposed in the modern understanding as a pedagogical technology using special methods, software and hardware (cinema, audio and video facilities, computers, telecommunication networks) to work with information. The authors pay special attention to one of the main points—the importance of information technologies for teaching as an application of information technologies for creating new opportunities for transferring knowledge (teacher's activity), perception of knowledge (learner's activity), assessing the quality of instruction and, of course, educational process. The main goal of the informatization of education is identified, which consists in preparing the trainees for full and effective participation in the everyday, social and professional life activities in the information society.

Keywords: informatization, information technologies, information space, communication technologies, education modernization, software, multimedia technologies, multimedia, multimedia presentations, multimedia lessons.

The modern society is in a state of transition from the industrial to the information stage of its development, which is characterized by the shift of the center of gravity to the production, processing and the fullest use of information in all types of human activity. This lies in the basis of the informatization process, information becomes a strategic resource of society, turns into a commodity product.

All the information, accumulated by mankind by the end of the twentieth century and newly generated, is translated into a computer representation. There are global information networks emerging, which cover users' workplaces and their households. These trends are due to the urgent need to increase the amount of information available, the variety of forms of its presentation [1].

«Informatization», in the broadest sense of the word, is a process of restructuring the life of society based on the increasingly complete use of reliable, comprehensive and timely knowledge in all socially significant types of human activity. This process involves the restructuring of the instrumental basis of human activity in various subject areas on the basis of the ubiquitous dissemination of information technology.

An educated person of an «information» society should be able to do the following:

- access the databases and information services;
- understand different ways and forms of data representation;
- know about the existence of publicly available sources of information and be able to use them;
- be able to evaluate and process the data available to him or her from various points of view;
- be able to use statistical information analysis techniques;
- be able to use the available data when solving the problems he or she faces [2].

Informatization is accompanied by rapid introduction of electronic computing in all areas of human activity and development of communication systems, leading to the creation of a computer-information environment and accelerating the turnover of knowledge. This process initiates radical changes in the structure of social production: the nature of technological processes changes rapidly, which requires constant updating of knowledge and skills for mastering new technologies, raising the requirements for the level of general cultural and general scientific training of all social production participants. This means that during the working life most of the social production participants will have to repeatedly change their qualifications, replenish their knowledge, master new types of activities. Therefore, the information society is also often called a «learning society» [3].

In the coming decades, the intellectualization and humanization of labor, the improvement of its technical base, the expansion of individual capabilities, the enhancement of the personal significance and responsibility of each social production participant will remain the leading factors of the scientific and technological revolution.

That is why one of the priority directions of the computerization of society is the process of informatization of education, which involves the use of information technologies, methods and means of informatics for realization of the ideas of developmental learning, intensification of all levels of the educational process, increasing its efficiency and quality, training the younger generation for a comfortable (both in psychological and practical terms) life under new conditions [4].

The rapid expansion of the use of computers and their peripheral equipment has led to the emergence of new commonly used concepts: «information-based learning technology», «computer-based learning technology», «new information technology» in education (NIT). As a synonym for NIT, such a notion as «computer technology» very often appears, however, in the first notion, the object of technological processing – information (in terms of education – educational information) is emphasized, and in the second – the technical means of implementing information technology – the computer. Here it is important to emphasize that not only computers are the technical means of NIT education. The NIT assumes the use of a whole variety of modern information processing devices, including computers, their peripheral equipment (video materials, printers, devices for converting data from graphic and audio presentation to numeric and vice versa, etc.), communication equipment, video equipment, etc. This is the technical base of the process of informatization of society unfolding before our eyes [5].

Information-based learning technology can not be studied and explained outside the process of general technological development, which is inherently a deep social process. The reduction of information technology exclusively to technical progress, the refusal to consider it in the context of complex economic, social, political, cultural and social development, limit or even make it impossible to study the phenomenon of new education technology, both in complex and in specific cases. Therefore, proceeding from the fact that the technological revolution is a process of global social transformation, it is necessary to assume the following: the education system will enter the XXI century, enriched by radically altered philosophy, goals, structure, content, organization and methods of education and upbringing that have emerged as a result of the introduction of new information technology in educational institutions [6].

The most significant changes as a result of the development of information technology will occur in the following four areas:

- modernization of macro - and microstructures;
- differentiated orientation to individual and group teaching methods;
- effective use of modern means of communication in the learning process;
- expanded use of various teaching aids and forms of so-called «mobile learning».

Based on the consideration of the process of informatization of education as a complex in its essence, the determining trend is the creation of an environment model, within the framework of which effective co-operation of the educational process participants is carried out. In this regard, there is a tendency to use the modes of study aimed at the independent acquisition of knowledge based on the use of developed forms of hyper- and multimedia technologies, which combine the audio, graphic, animation, video capabilities of the computer [7].

The education is facing the task of mastering pedagogical information technologies (by which we will understand the complex, integrative learning process using information and computing technology), introduction of intensifying methods and forms into the educational process. There is a need to accelerate the adaptation of teachers and learners under the conditions of rapidly developing scientific fields and pedagogical knowledge.

The information technology means are of a dual nature: on the one hand – this is the subject of study, on the other hand – a means of teaching. The teacher is ceasing to be the primary source of information, turning into an intermediary, facilitating its acquisition [8].

Conventionally, we can distinguish a number of stages in the informatization of education:

1. Computers are used as a subject of study within the school computer science course.
2. Use of computers in traditional courses.
3. Use of computers in the professional work of the teacher to remove the routine load.
4. Mastering of new means: multimedia technologies, local and global databases, organization of network projects, etc.

With the increase in the volume of scientific and professional knowledge, there is a need to create a single information space for pedagogical information.

Under the information space of some object (or a set of objects) is understood the totality of all information components of this object (or a set of objects), regardless of the ways and means of displaying these components.

In the education system, individual information components of the information space are being developed today. For example, information databases with statistical data of educational and methodical, personnel, material and technical condition of educational institutions of the regions are created, telecommunications facilities are used to transfer the management and methodological information [9].

As relevant as ever is the problem of the use of information technology tools (hardware and software) for processing of professionally important information. In general, the processing of pedagogical information can be understood as follows:

- the process of processing the teaching material by the teacher and presenting it in a form understandable to the student;
- the process of analyzing learning outcomes.

The rapid entry into our lives of information and communication technologies (which took less than a generation) was made possible by the widespread use of personal computers and the creation of the global Internet network. The changes taking place have only one historical analogue from all the discoveries that previously influenced the worldwide exchange of information and knowledge (telephone, radio, television). The life of society was similarly affected by the invention of Johann Gutenberg in the 1440s – the printing press.

The printing press changed the world drastically: it ensured the rapid creation and distribution of materials, contributed to the improvement and unification of fonts, which greatly facilitated the reading of printed books in comparison with manuscripts. Books became cheaper, and the number of publishers grew rapidly. For instance, 30 years after the invention of the printing press only in Venice, which back then was one of the recognized European cultural and shopping centers, more than 150 presses were in operation in printing houses. Undoubtedly, all this contributed to a wider dissemination of knowledge and, accordingly, greater accessibility of education, the achievements of science and culture.

Later on, the discovery of Gutenberg entailed the development of forms of communication, dynamic exchange of information — from newspapers to television and the Internet [10].

The question of the role of modern information and, more recently, communication technologies in improving and modernizing the existing educational system has remained relevant for the last two decades. However, it became of the greatest acuteness during the introduction of relatively inexpensive and therefore affordable personal computers, integrated into local networks, and having access to the global Internet network. Successful implementation of the program for the modernization of secondary education, largely based on its computerization and «Internetization» will not only require modern technical equipment for educational institutions, but also the appropriate training of teachers and organizers of the education system [11].

In order to understand the role of information technology in education, it is necessary to understand the essence of this concept.

When speaking of information technology, in some cases, there is a certain scientific direction implied, in others it is a specific way of working with information: it is both a set of knowledge about the ways and means of working with information resources, and the way and means of collecting, processing and transmitting information to obtain new information about the object being studied [12].

In the context of education, we will be guided by the latter definition. In a sense, all pedagogical technologies (understood as methods) are information ones, since the educational process is always accompanied by the exchange of information between the teacher and the learner. But in the modern sense, information-based learning technology (ILT) is a pedagogical technology that uses special methods, software and hardware (films, audio and video facilities, computers, telecommunications networks) to work with information.

Thus, the ILT should be understood as an application of information technology in order to create new opportunities for transferring knowledge (teacher's activity), perception of knowledge (learner's activity), evaluation of the quality of education and, of course, comprehensive development of the learner's personality during the educational process. The main goal of the informatization of education is «in training the students for full and effective participation in the everyday, social and professional life activities in the information society».

The systematic research in the field of application of information technology in education has been conducted for more than forty years. The education system has always been very open to the introduction of information technology in the educational process, based on software products of the broadest application. In educational institutions, various software complexes are successfully used — both relatively accessible (text and graphic editors, tools for working with tables and preparing computer presentations), and complex, sometimes highly specialized (systems for programming and managing databases, packages of symbolic mathematics and statistical processing) [13].

At the same time, these software tools have never satisfied all the needs of educators. Since the 1960s, a large number of specialized computer systems have been developed in scientific centers and educational institutions in the United States, Canada, Western Europe, Australia, Japan, Russia and a number of other countries, specifically for the needs of education, aimed at supporting various aspects of teaching and educational process.

Development of full-fledged software for educational purposes is a costly matter, since this requires the joint work of highly qualified specialists: psychologists, subject teachers, computer designers, programmers. Many large foreign companies and a number of domestic producers of software products finance projects aimed at creation of computer-based training systems in educational institutions and conduct their own development in this field.

The software used in the ILT can be divided into several categories:

- teaching, monitoring and training systems,
- systems for information retrieval,
- modeling programs,
- microworlds,
- cognitive tools,
- tools of universal character,
- communication tools.

The specificity of new information technologies lies in the fact that they provide tremendous opportunities for users — teachers and students [14].

It is obvious that the twenty-first century requires fundamentally different approaches to education. Education should be developmental in terms of developing independent critical and creative thinking. It is necessary to have a broad informational field of activities, various sources of information, different views, points of view on the same problem, inducing the students to independent thinking, searching for their own reasoned positions. For this, methods and means of instruction that are adequate to the goal are also necessary.

Particularly rich didactic possibilities has the multimedia technology, which is an interactive combination of text, graphics, sound, video and animation on the basis of a single interactive software.

Multimedia technologies are successfully used now in the field of education and vocational training, because multimedia-based media can, in some cases, significantly improve learning efficiency. It has been experimentally established that, in the oral presentation of the material, the student perceives and is able to process up to one thousand conventional units of information per minute, and when «connecting» the eyes — up to 100,000 such units [15].

Multimedia is:

- a technology describing the order of development, operation and application of tools for processing different types of information;
- a special generalized kind of information that combines both traditional static visual (text, graphics) and dynamic information of different types (speech, music, video clips, animation, etc.).

Under the conditions of the information society and the informatization of education, the independent continuous replenishment of knowledge and its application becomes a person's need throughout his or her life. Therefore, when discussing the didactic and methodical aspects of using computer and multimedia resources in general secondary education, the main emphasis is on organizing self-cognitive (individual and/or group) activities of students, developing critical thinking, a culture of communication, and the ability to perform various social roles [16].

The methodology of using multimedia technologies implies the following:

1. improving the teaching management system at different stages of the lesson;
2. strengthening the learning motivation;
3. improving the quality of education and training, which will increase the information culture of students;
4. Demonstration of the capabilities of the computer not only as a gaming tool.

Multimedia lessons help solve the following didactic tasks:

- acquire the basic knowledge of the subject;
- systematize the acquired knowledge;
- develop self-control skills;
- form a motivation for learning in general and for informatics in particular;
- provide methodological assistance to students in independent work on educational material [17].

This technology can be regarded as an explanatory-illustrative teaching method, the main purpose of which is to organize students' learning by communicating the educational material and ensuring its successful perception, which is enhanced by the connection of visual memory. It is known (studies of the «Eurolinguist» institute, Netherlands) that most people remember 5 % of what they heard and 20 % of what they saw. Simultaneous use of audio and video information increases memorability up to 40 -50 %. Multimedia programs present information in various forms and thereby make the learning process more effective [18].

Students are attracted by the novelty of multimedia lessons. During such lessons, a real communication environment is created, in which students tend to express their thoughts «in their own words», they willingly perform assignments, show interest in the material being studied, they lose fear of the computer, they learn to work independently with educational, reference and other literature on the subject. Students have an interest in getting a higher result, willingness and readiness to do extra tasks. When performing practical actions, self-control manifests itself.

It should be noted that the stage of motivation in this case is increasing and carries a cognitive load. This is a necessary condition for the learning success, since without the interest in replenishing the missing knowledge, without imagination and emotions, the creative activity of the student is inconceivable [19].

The structural layout of the multimedia presentation, with the use of hypertext links, develops system, analytical thinking. In addition, through the presentation, you can use a variety of forms of organization of cognitive activity: frontal, group, individual.

Presentations accompanied by beautiful images or animations are visually more attractive than static text, and they can maintain the proper emotional level, complementing the material presented, contributing to the improvement of learning efficiency.

The use of multimedia allows students to work with learning materials in different ways: the student decides how to study the materials, how to use the interactive possibilities of information technology, and how to work together with his fellow students. Thus, the students become active participants of the educational process [20].

Working with multimedia tools, students can influence their own learning process, adapting it to their individual abilities and preferences. They study the very material that interests them, they repeat the study as many times as they need, which contributes to a more correct perception.

Multimedia tools in education have a number of advantages in comparison with traditional printed textbooks and teaching aids:

- possibility of individualizing the educational process, adapting it to the individual characteristics of the students;
- increase in demonstrativeness of the presentation of the material with the help of several media perceived by the human;
- increase the activation of cognitive activity of students, thanks to interactivity;
- strengthening the monitoring function of the training course by using built-in tests of different levels, facilitating the activities of the teacher and creating effective feedback.

Thus, the use of multimedia technology in the educational process significantly increases the interest and motivation of students' activities, as well as the level of mastering the necessary knowledge and skills by students, as it requires them to activate independent cognitive activity.

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Заманауи оқыту әдістемесіндегі ақпараттық технологиялар және олардың маңызы

Қоғамды ақпараттандырудың маңызды бағыттарының бірі болып ақпараттық технологияларды, дамытушы оқытудың идеяларын жүзеге асыру үшін информатика әдістері мен құралдарын қолдануды көздейтін білім беруді ақпараттандыру үдерісі саналады. Мақалада ерекше дидактикалық мүмкіндіктерге ие мультимедиа технологиясы қарастырылған, «ақпараттандыру» ұғымына түсініктеме берілген. Білім беру үдерісінде мультимедиа технологиясын қолдану оқушылардың қажетті білім мен икемділіктерді меңгеру деңгейін, оқуға деген қызығушылығын арттыратындығы көрсетілген. «Оқытудың ақпараттық технологиясы» (ОАТ) ұғымының ақпаратпен жұмыс істеу үшін арнайы амалдарды, бағдарламалық және техникалық құралдарды (кино, аудио- және бейнеқұралдар, компьютерлер, телекоммуникация желілері) бүгінгі күні қолданатын педагогикалық технология ретінде анықтамасы ұсынылған. Авторлар негізгі кезеңдердің біреуіне — оқытудың ақпараттық технологияларының мәніне білім берудің (оқытушының әрекеті), білімді қабылдаудың (оқытылатынның әрекеті), оқу сапасын бағалаудың және оқу-тәрбие үдерісі барысында оқытылатын тұлғаның жан-жақты дамуының жаңа мүмкіндіктерін туғызу үшін қажетті ақпараттық технологиялардың қосымшасы ретінде ерекше зейін аударған. Білім беру ақпараттандырылуының басты мақсаты анықталған, ол оқытылатындарды ақпараттық қоғам жағдайындағы өмір сүрудің тұрмыстық, қоғамдық және кәсіби салаларына толыққанды және нәтижелі қатысуға дайындаудан тұрады.

Кілт сөздер: ақпараттандыру, ақпараттық технологиялар, ақпараттық кеңістік, коммуникациялық технологиялар, білім беруді жаңғырту, бағдарламалық қамтамасыз ету, мультимедиялық технологиялар, мультимедиа, мультимедиялық презентациялар, мультимедиялық сабақтар.

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Информационные технологии и их значение в современной методике обучения

Одним из приоритетных направлений информатизации общества является процесс информатизации образования, предполагающий использование информационных технологий, методов и средств информатики для реализации идей развивающего обучения. В статье рассмотрена технология мультимедиа, которая обладает особыми дидактическими возможностями. Показано применение технологии мультимедиа в образовательном процессе, которая значительно повышает заинтересованность

и мотивацию деятельности учащихся, а также уровень усвоения учащимися необходимых знаний и умений. Дано пояснение понятия «информатизация». Предложено определение понятия «информационная технология обучения (ИТО)» в современном понимании как педагогической технологии, использующей специальные способы, программные и технические средства (кино, аудио- и видеосредства, компьютеры, телекоммуникационные сети) для работы с информацией. Авторами уделено особое внимание одному из основных моментов — значению информационных технологий обучения как приложению информационных технологий для создания новых возможностей передачи знаний (деятельности педагога), восприятия знаний (деятельности обучаемого), оценки качества обучения и, безусловно, всестороннего развития личности обучаемого в ходе учебно-воспитательного процесса. Выделена главная цель информатизации образования, которая состоит в подготовке обучаемых к полноценному и эффективному участию в бытовой, общественной и профессиональной областях жизнедеятельности в условиях информационного общества.

Ключевые слова: информатизация, информационные технологии, информационное пространство, коммуникационные технологии, модернизация образования, программное обеспечение, мультимедийные технологии, мультимедиа, мультимедийные презентации, мультимедийные уроки.

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Organization of mobile learning as a new technology in education

The article is devoted to the forms and methods of introducing mobile technologies into the educational process. The authors analyzed the advantages and disadvantages of mobile education. The definition of the concept of «mobile learning» as one of the key requirements for students is proposed, since computers and the Internet have become necessary educational tools, the technologies have become more portable, affordable, efficient and easy to use. In addition, the authors propose to familiarize themselves with the wide possibilities for expanding participation and access to ICT, in particular on the Internet. One of the main points to which special attention is paid is the introduction of tablet PCs, which makes it possible to use mobile Internet access with equal, if not more, functionality than desktop computers. The role of the student and the teacher in the process of performing independent work is singled out. It is noted that most mobile devices are useful in the field of education, management, organization and teaching for practitioners, as well as technical support tools for students.

Keywords: competence, initiative, innovativeness, mobility, flexibility, dynamism, contractibility, effective use of information technologies, ICT, m-learning.

The term «mobile learning» (m-learning) refers to the use of mobile and portable IT devices, such as PDAs (Personal Digital Assistants), mobile phones, laptops and tablet PCs in teaching and learning. As computers and the Internet have become essential educational tools, technologies have become more portable, accessible, effective and easy to use, this opens up wide opportunities for increasing participation and access to ICT, particularly on the Internet. Mobile devices, such as phones and PDAs, have much more reasonable prices than desktop computers, and therefore represent a less expensive way of accessing the Internet (although the cost of connection may be higher). The introduction of tablet PCs now allows you to use mobile Internet access with equal, if not more, functionality than desktop computers.

Most mobile devices are useful in the field of education, management, organization and teaching for practitioners, as well as technical support tools for students.

Recently, the term «mobile learning» appears in the teaching methodology of various disciplines in Kazakhstan and abroad, which implies technologies that allow organizing the learning process using mobile communication devices, such as mobile phones, PDAs, laptops, gadgets. These technologies can be used anywhere, at any time, including at home, in the train, in hotels, etc. [1].

«Mobile learning» attracts young people who have lost interest in learning. The main task of teachers is to learn the advantages of mobile learning, which can be as follows:

- students can interact with each other and with the teacher, rather than hiding behind large monitors;
- It is much easier to place several mobile devices in the audience than several desktop computers;
- Pocket or tablet computers and e-books are easier and take up less space than files, papers and textbooks, and even laptops;
- recognition using the touch screen becomes more visual than using the keyboard and mouse;
- You can exchange tasks and work together.

Mixed training which makes the learning process more efficient and interesting to use. It should combine the advantages of various forms of learning, which best fits the context of learning in an interactive learning environment. Mobile training can be combined with other types, providing interactive learning conditions for students.

Let us dwell on concrete forms and methods of introducing mobile technologies into the learning process.

1. A mobile phone provides access to the Internet to sites with learning information - is used as one of the forms of distance learning.

The first (and most common) way is to use a mobile phone as a means of accessing the global network. It is possible to organize access to specialized sites containing electronic training courses, tests, practical assignments and additional training materials (drawings, photographs, audio and video files). Also, it is possible to exchange e-mail for educational purposes and instant messaging in ICQ, QIP, versions of which exist

for mobile phones. Thus, at all stages of training, there are many opportunities for transferring information materials to the trainee, as well as monitoring the entire learning process and helping to solve emerging problems.

An example of such use of mobile phones is the actively developing project M-Ubuntu, developed by the large Swedish organization Learning Academy Worldwide in the second half of 2007. Within the framework of this project, a distance learning platform was presented, allowing to create all conditions for obtaining new knowledge and active use of the latest information technologies, even in remote regions and countries of the third world. M-Ubuntu developers paid special attention to training with the help of mobile phones, and not only students can take advantage of this system. Specifically for teachers, applications have been developed for the development of skills, as well as programs for testing and controlling students. Any teacher, regardless of his whereabouts, using the M-Ubuntu platform, is able to consult professors from the largest universities.

2. Mobile phone - a means of reproducing audio, text, video and graphic files containing educational information.

The second way to use mobile phones for training is to use special programs for cell phone platforms that are able to open and view office software files, such as Office Word, Power point, Excel. Thus, having in the memory of a mobile phone such files containing training information, you can view their versions, adapted specifically for the phone screen, with convenient scroll bars, a suitable font and a user-friendly interface.

Also, the source of information can serve as video and audio files, the player programs for which there is in each phone in recent years. Especially valuable this opportunity is for those wishing to learn foreign languages - there is a huge variety of audio courses and audio books, including files of different formats and lengths.

An example of the successful application of this method of education is a series of educational programs in the universities of Japan and China. Considering mobile technologies, teachers of these universities consider them very promising in the context of informatization of modern society. The National Cyber Institute in Japan, specializing in distance learning via the Internet, in 2008 proposed an innovative system of training - using a mobile phone, which allows you to study any discipline, either at home or in a cafe or subway. If on the computer during the lesson in the center of the screen the text of the lecture and all the necessary drawings are displayed, and in the corner the video of the lecture itself is broadcast, the version for the mobile phone is based on the technology of streaming video, and all texts and drawings are downloaded additionally. Students were asked to study about 100 different subjects, including ancient Chinese culture, journalism and English literature.

3. The mobile phone and its functionality allow organizing training using adapted electronic textbooks, training courses and files of specialized types with training information - training manuals are developed directly for mobile phone platforms.

Another way to use mobile phones for training is to use specialized electronic textbooks and courses, adapted for viewing and execution on students' mobile phones. Students are encouraged to download Java applications to their phone, containing, for example, testing in certain subjects, as well as information (electronic textbooks, lecture texts) necessary for their successful implementation. Modern technologies allow to easily design and programmatically implement such electronic benefits. The ability to place schemes, drawings and formulas makes writing electronic training courses for mobile phones universal and applicable to absolutely any subject under study. It is also possible to implement training programs in the game shell, using the graphics capabilities of phones, but the implementation of such applications is a rather complex and time-consuming process. As a result, the writing of electronic textbooks and subject testing programs for mobile phones seems to be a more promising direction. There are a lot of special applications for mobile phones, such as calculators of varying degrees of complexity (simple, scientific), office programs for mobile phones, applications containing various tests with answers (for example, for psychologists), etc.

The following advantages of mobile education can be distinguished:

- Students can interact with each other and with the teacher, rather than hiding behind large monitors.
- It is much easier to place several mobile devices in the classroom than several desktop computers.
- Pocket or tablet PCs and e-books are easier and take up less space than files, papers and textbooks, and even laptops. Recognition using a stylus or touch screen becomes more visual than using a keyboard and mouse.

- There is an opportunity to exchange tasks and work together; Students and teachers can send text by e-mail, cut, copy and paste, transfer devices within a group, work with each other, using the infrared functions of a PDA or a wireless network, for example, Bluetooth.

- Mobile devices can be used anywhere, anytime, including at home, in train, in hotels - it is invaluable for on-the-job training.

- New technical devices, such as mobile phones, gadgets, gaming devices, etc., attract students-young people who may have lost interest in education.

- The latest trends in learning are mixed learning, which combines various types of training to make learning more effective and interesting. Mixed training combines the advantages of various forms of learning, and is best suited to the context of learning in an interactive learning environment. Mobile training can be combined with other types of training, providing interactive learning conditions for students.

However, it is also necessary to consider the following possible disadvantages:

- Small mobile screens of PDAs limit the amount and type of information that can be displayed.
- There are limited opportunities for storing mobile phones and PDAs.
- Batteries should work regularly and data may be lost if this is not done correctly.
- They can be much less reliable than desktop computers (although Tablet PCs start to solve this problem).
- It's difficult to use graphics, especially with mobile phones, although 3G and 4G eventually allow it.
- The market is changing rapidly, especially for mobile phones, so devices can become obsolete very quickly.

- Bandwidth may decrease with a large number of users using wireless networks.

Scientific research of the possibilities of mobile technologies and conditions of implementation in the education system are actively continuing, and today their practical application is beginning to develop in Russia. A large number of online resources offer students electronic English-Russian dictionaries, calculator programs and a variety of cheat sheets for various subjects for use on mobile phones. Thus, the publishing house «Drofa», is developing a project m-learning, which is based on the development of teaching materials for the study of various disciplines, as well as preparing for the USE using special programs for mobile phones [2].

To date, mobile phones - the most accessible technology for students and students, representing a wide range of opportunities. Not surprisingly, the students themselves have long used it to «facilitate» the learning process - a lot of cribs «wrapped» in a java application, the ability to find an answer on the Internet or ask a friend with mms or instant messaging (for example, ICQ).

Thus, a mobile phone from a conventional means of communication turns into a device for obtaining new information, for learning and entertainment.

Summarizing the aforesaid, it can be concluded that the introduction of mobile technologies in education:

- allows the participants of the educational process to move freely and expand the scope of the educational process beyond the walls of the educational institution;
- gives an opportunity to study people with disabilities;
- does not require the purchase of a personal computer and paper educational literature, i.e. Economically justified;
- allows training materials to easily spread among users due to modern wireless technologies (WAP, GPRS, EDGE, Bluetooth, Wi-Fi);
- By submitting information in a multimedia format, it helps to better assimilate and memorize the material, increasing interest in the educational process.

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Scientific research of the possibilities of mobile technologies and conditions of implementation in the education system are actively continuing, and today their practical application begins to develop in Kazakhstan. A large number of online resources offer students electronic English-Russian dictionaries, calculator programs and a variety of cheat sheets for various subjects for use on mobile phones.

Mobile devices penetrate all spheres of our life and mobility becomes one of the key requirements for students [3].

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Білім берудегі жаңа технологиялық мобильді оқытуды ұйымдастыру

Мақала оқу үрдісіне ұтқыр технологияларды енгізудің формалары мен әдістеріне арналған. Авторлар ұтқыр білім берудің артықшылықтары мен кемшіліктерін талдады. Студенттерге қойылатын негізгі талаптардың бірі ретінде «мобильді оқыту» ұғымының анықтамасы ұсынылды, себебі компьютерлер мен интернет қажетті білім беру құралдарына айналғандықтан, технологиялар портативті, қолжетімді, тиімді және пайдалануы оңай болды. Бұдан басқа, авторлар АКТ-ға қатысудың кең спектрі мен интернет желісіне қолжетімділіктің кең мүмкіндіктерімен танысуды ұсынды. Ерекше назар аударылатын негізгі нүктелердің бірі планшеттік компьютерлерді енгізу болып табылады, бұл, үстелдік компьютерлерге қарағанда, тең емес, көп емес функционалды мүмкіндіктері бар ұтқыр интернетке қолжеткізуге мүмкіндік береді. Студенттің және оқытушының өзіндік жұмыстарды орындау үрдісінде рөлі айқындалады. Көптеген мобильді құрылғылар оқыту, менеджмент, практиканттарды ұйымдастыру және оқыту, сондай-ақ студенттерге арналған техникалық қолдау құралдары саласында өте пайдалы және тиімді.

Кілт сөздер: құзыреттілік, бастамашылдық, жаңашылдық, ұтқырлық, икемділік, серпінділік, келісімшарттық, ақпараттық технологияларды, АКТ, мобильді оқытуды тиімді қолдану.

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Организация мобильного обучения как новая технология в образовании

Статья посвящена формам и методам внедрения мобильных технологий в учебный процесс. Авторами проведен анализ преимуществ и недостатков мобильного образования. Предложено определение понятия «мобильное обучение» как одно из ключевых требований к обучающимся, так как компьютеры и интернет стали необходимыми образовательными инструментами, технологии стали более портативными, доступными, эффективными и простыми в использовании. Помимо этого, авторы предлагают ознакомиться с широкими возможностями для расширения участия и доступа к ИКТ, в частности в Интернете. Один из основных моментов, которому уделено особое внимание, — внедрение планшетных ПК, что позволяет использовать мобильный доступ в Интернет с равной, если не с большей, функциональностью, чем у настольных компьютеров. Выделены роли обучающегося и преподавателя в процессе выполнения самостоятельной работы. Отмечено, что большинство мобильных устройств являются полезными в области образования, управления, организации и преподавания для специалистов-практиков, а также техническими средствами поддержки обучения для учащихся.

Ключевые слова: компетентность, инициативность, инновационность, мобильность, гибкость, динамизм, сократимость, эффективное использование информационных технологий, ИКТ, мобильное обучение.

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Introduction of polylingual education in Kazakhstan: experience and problems

In the article, on the basis of language, according to scientists, a deal with some topical problems of modern linguistic diversity is real. One of the important aspects of economic and social modernization taking place in society change, including in Kazakhstan, said it is in the sphere of language policy. In a world of many modern and multilingual culture languages, and thus relevant, effective and viable search programs the consolidation of society on the basis of language analyze the problems in this area. The integration of Kazakhstan into the world community related to the implementation of the understanding of a simple truth: new knowledge, open doors for fluency and attention of Asian, that the priority for language training. The language of the ethnic community is an integral part of the cultural life of the people. The revival and development of certain infrastructure elements of language structure dependent national groups, as well as the influence of external factors. Orientation of the public language has certain characteristic functional of the system with features, history, and social, political, determined by clear phenomena. According to the authors, speech, interaction, only in any language and the dictionary with the Fund and its structure, the interaction of linguistic action is carried out using one or more languages. The interaction of social relationships, or «especially in the style of the selected one language or in different languages, as well as socially in the team's only one-not only in society, among the wider social formation of several societies forming part of the territory of mastering the language». In bilingualism and multilingualism the term «concept» means equality of languages. Multilingualism in the end is important, however, the requirement of sign of the priority of the state language was one of the main legal Independence of implementation.

Keywords: linguistic development, language development, social education, language policy, the Instrument of State power, the Role of the State language, the Language process.

Introduction. In activity of any modern society language holds special position and exerts considerable impact on many parties of its functioning as an element of culture. Kazakhstan society is not an exception, especially, when we speak about importance of economic, social and interethnic stability. The social and economic, political processes happening in Kazakhstan in recent years led to change of a conduct of life and thinking of many Kazakhstan citizens. Harmonization of the interethnic relations on new democratic basis is integrally connected with national and language processes of society and, respectively, with language policy of the state.

The social and political events which gained the development at the beginning of 90 years caused a number of the problems connected with obtaining sovereignty of federal republics and, as a result of it is finding by national languages of the status state. One of the main theoretical methodological problems of process of formation of a state language is definition of its functional orientation.

Materials and methods. Language is the integral component of cultural life of ethnic community. Revival and development of language structure of separate national groups depends on both infrastructural elements, and on influence of external factors. The functional orientation of language has the distinctive features, determined by history, social, political phenomena inherent in a certain public system. In this regard, V. Humboldt's remark that «so far the spirit of the people with its live originality continues both to work itself is fair and to influence language, this the last is improved and enriched that in turn inspiring influences spirit» [1].

At the same time V. K. Zhuravlev analyzes that «in the history of linguistics it is difficult to find a little serious linguist who essentially denies the influence of society on development of language», but a lot of things was not allowed and do not allow a possibility of the natural self-movement of language matter, language structure without influence of external forces» [2; 5]. Level of scientific development of problems of a ratio of external and internal factors in the course of language activity of public system suggests that the problem is very difficult.

As Y.D. Desheriyev determines «it was to some extent analyzed in many studies, however, a comprehensive review of the problem of influence within social and structural factors on the functioning and development of language in a broad historical context for the first time in the work of V.K. Zhuravlev, regarding

the problems of correlation of language and speech, notes that «the language of communication is verbal interaction. A direct reality of language is speech» [2; 4-9].

According to the author, speech interaction takes place only in any language and is connected with its structure and lexicon, and language interaction is possible by means of one or several languages. Social interaction is implemented or «by specially selected styles of the same language, or – different languages», and also «is carried out not only in this social collective — society, but also between several societies entering larger social education» [2; 10].

V. K. Zhuravlev specifies that "in the interaction mechanism «language – society» at least three main educations come to light:

1) Actually social education, public collective, society as something whole, integrated with the purpose of a certain social interaction;

2) Language collective united by a community of speech interaction, a Socio Alem;

3) language education is the Lingvema performing function of speech interaction in this or that society, in this or that sphere of communication» [2; 12]. In activity of any society the culture holds special position and exerts considerable impact on many parties of its organization. Besides, proceeding from the analysis of the concept of V.K. Zhuravlev, it is possible to assume that the culture, and also economic growth exert impact on formation of society of the social Socio Alem Volume group - groups of the individuals communicating in one language depends on extent of development of such important social institutes of society as science and education where in this process an important role is played by the frequency of language interaction. Civic consciousness formation Kazakhstan societies are an important task in questions of formation of statehood. Extent of social and language interaction of individuals fully depends on extent of interaction of language collectives. According to the famous researcher L. Bloomfield, «language collective is a group of the people interacting by means of the speech. All so-called highest forms of activity of the person, that is kinds of activity, specific to it, are generated by close cooperation between certain people which we call society, and this cooperation, in turn, is carried out by means of language; thus, language collective is the most considerable of social groups» [3].

It is necessary to recognize that language as the phenomenon social, serving as the means of communication and communications of language collectives has creative character as it is difficult to find any subsystem deprived of language application in public system. «It is necessary to take that circumstance that any languages develop in a context with each other into account, and loans of new lexicon belong to one of ways of designation of the new realities and concepts which are inevitably appearing in the presence of political, economic and cultural ties between the people. And communication is closer, the more arises the reasons of language loan» [4].

Factor of preservation of international peace and harmony is the language policy promoting interaction and mutual enrichment of their cultures. Language of any ethnos is a basis, the main condition of preservation of its traditions and culture.

According to definition of the state language formulated in the Law «About Languages in the Republic of Kazakhstan», the state language is «the language of public administration, the legislation, legal proceedings and office-work operating in all spheres of the public relations in all territory of the state». Function of public administration identifies function of the government as which element the state language can serve. It emphasizes the special priority provision of a state language in relation to other national languages.

Developing R.M. Blakar's theory about language as the tool of the social power, it is possible to assume that the state language should be considered as the government tool. The concept «state» from which there is a definition of the «state» language represents, first of all, the sovereign organization of the power, the defining element of the state which functions by means of action of system of the special bodies and institutes which are carrying out such functions as management, expression of public concerns, providing a legal order and others. It is necessary to carry institute of «state language» to one of such institutes of the modern state which important feature of a political system is the institutionalization characteristic of all main types of activity in society [5].

As L.A. Baydeldinov fairly notes, «In general the Law «About Languages in the Republic of Kazakhstan», having brought necessary base to development of an ethnolinguistic situation in the country, assists in the social plan to consolidation of the Kazakhstan society, forms a situation of mutual trust, a consent of citizens, provides moral and psychological comfort in the multiethnic state» [6; 65].

Discussion. At the present stage the situation in the ratio of functioning of the Kazakh and Russian languages in the multiethnic state significantly changed that demands more active scientific studying of this problem. It is still insufficiently mastered and studied.

Let's try to make attempt of studying of a similar question on the example of the North Kazakhstan area where still Russian-speaking population prevails. It is necessary to stipulate at once that preliminary work demanded great efforts. Several factors which need to be considered were revealed.

First, the number of schools increased in national language, the Institute of language and literature opened, there is a department of Kazakh at the North Kazakhstan state university, quality of professional and scientific training of specialists in a state language of training improved, newspapers in Kazakh are issued.

Secondly, in the area on the basis of Small Assembly of the people of Kazakhstan with assistance of Akimat of area and a multinational asset of the intellectuals the School of the national Renaissance was created (the second in our republic). It is according to the status an independent legal entity, in its eight offices: Azerbaijani, Armenian, Jewish, German, Polish, Tatar, Ukrainian, Checheno-Ingush. In each office the native language, literature, geography, history, art and culture, ethnography, national crafts is learned.

Thirdly, a part in language policy is played by public and cultural associations among which «There is a Cossack Tili», «Ladas», «The Russian community» and others.

Fourthly, the significant role is played by literary collections and books of authors, masters of the word. Their role would be more considerable if government institutions gave them financial support.

Fifthly, it is necessary to celebrate holidays and anniversaries of great writers Abay, Pushkin, etc. cultural figures and literature to support a role of clubs and literary and art salons, as potential opportunities are.

It should be noted this important humanitarian act which successfully decides in difficult social and economic conditions which was not carried out at relative economic stability in time of the Union State. Every year the role of a state language in institutions of preschool and secondary education increases. Considering that circumstance that children receive the first skills of social communication at communication with peers, in their primary language training preschool institutions have to play a huge role. In all places all possible measures for increase in their quantity, especially on expansion of number of the preschool organizations with training Kazakh are taken. Kindergartens work with training at a state language, in some kindergartens training in two languages is entered. Life requires from us close attention to education by the principle of a continuity, creation of training in the classical scheme: the preschool organization of education – school – the highest (specialized secondary) educational institution. In these educational institutions language training of citizens of the republic is carried out.

When determine tactics of language policy we have to consider such important factors as the hard to determine nature of objective assimilatory language processes, their lag effect, upon transition from the ideology assuming a possibility of the quick and painless translation to domination of Kazakh to ideology of gradual and stage-by-stage development of spheres of its application, creation of conditions for carrying out natural laws of language interaction and development of languages. In this plan it is difficult not to agree with N.G. Shaymerdenova's opinion: «Functioning in the territory of Kazakhstan typologically the versatile of the Kazakh, Russian languages and languages of other ethnos gives the chance to speak about existence in the territory of our country of the Eurasians union of languages» [7].

Questions of implementation of the Law «About Languages in the Republic of Kazakhstan» and implementation of the program for development of languages are regularly considered at meetings of management, department of domestic policy, at meetings on the supervised questions. The most noticeable results are achieved in office-work of public institutions here. According to the approved schedule in the organizations of the city office-work in two languages is entered. Established posts of translators increase. Further expansion of the sphere of the use of a state language in system of public authorities demands the corresponding language training of shots. At the enterprises, city institutions the number of the groups learning a state language increased. Heads of institutions carry out monitoring of acquisition of shots of a state language. The government employees participating in a competition have an interview on knowledge of Kazakh. Over time it has to become an obligatory norm for all categories of government employees, irrespective of qualification requirements and functional duties.

Results. Recently increase number of the government employees understands and read in a state language, however for the solution of the main objective of language policy – ensuring functioning of a state language as the main language of public administration is noted – it still is not enough.

Actively there is a work on intensive training in the Kazakh, Russian, English languages. Laws RK provide legal guarantees and respect for all used languages, protect inalienable right of citizens of any nationality to development of the language and forbid any forms of discrimination of citizens.

Certain positive shifts in development of a state language are in the sphere of work of mass media. The volume of transfers increased in Kazakh. Besides the information program, on the channel various programs in a state language weekly go on the air.

From year to year in higher education institution set of the students study at a state language increases, there are groups of students in three languages. In average special educational institutions the number of groups of the students studying at Kazakh increases. In pedagogical and medical colleges conditions for implementation of the state program of functioning of development of languages are created.

Conclusion. The most important cure of a language problem is the principle of free development of languages of all people living in one territory. It is clear, that it is a problem not only linguistic and social, but also political.

We are convinced that Russian will keep the major functions of language of international communication in the nearest future in Kazakhstan including in the territory of our region. In this sense, the important stabilizing role is played not only by the biggest diaspora in the republic which the Russian diaspora and Russian-speaking, but also the fact that it is connected with it by close economic and cultural contacts. Practice shows that material resources and training of highly qualified personnel of linguists, continuous increase in their qualification are necessary for expansion and deepening of opportunities in the field of effective acquisition of languages. In this direction a lot of things become. All schools have specialized offices of the Kazakh, Russian, English languages. Modern language laboratories works, in educational process computer technologies are used. Considerable work is carried out on high-quality selection and arrangement of teachers of Kazakh: within academic year courses at institutes of retraining and professional development are organized; the school of the best practices of teachers of a state language works; holding seminars on introduction of new technologies is planned; the state language is learned in all staff of schools, and academic year comes to an end with certification on knowledge of Kazakh. Russian will play an important role as language of science and education in Kazakhstan though over time its functions will be narrowed a little at the expense of the state and English languages.

In general, language policy of Kazakhstan nevertheless did not go for speeding up of privileges of national language too hastily and preserved the international peace in multiethnic Kazakhstan by this.

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Қазақстанда көптілділік білімді енгізу: тәжірибе және мәселелер

Қазақстан қоғамында болып жатқан экономикалық және әлеуметтік жаңғыртумен қатар, ең маңызды аспектілердің бірі тіл саясаты екендігі белгілі. Мақалада көптілді және көпмәдениетті заманауи әлемде ең өзекті мәселе тілдердің қатар жүруі, қоғамды біріктіру негізінде тіл саласында тиімді және өміршең бағдарламалар іздеу мәселесі талданды. Әлемдік қоғамдастықтағы Қазақстанның кірігуі қарапайым шындықты түсіну және іске асыруға байланысты: жаңа ғылым-білімді, басым тілді еркін игергендер үшін әлем есігі ашық екендігіне назар аударылды. Тіл адамдардың мәдени өмірінің

этникалық қауымдардың ажырамас бөлігі болып табылады. Қайта жандандыру және дамыту, тілдік құрылымның жекелеген ұлттық топтардың тәуелді инфрақұрылымдық элементтерінің, сондай-ақ сыртқы факторлардың әсері, тілдің функционалдық бағыттылығы өзіне тән белгілі бір қоғамдық жүйесі бар ерекшеліктерімен, тарихымен, әлеуметтік, саяси құбылыстармен айқындалатыны анық. Авторлардың пікірінше, сөйлеу өзара іс-қимыл, тек кез келген тілде және оның құрылымы мен сөздік қорымен байланысты, өзара тілдік іс-қимыл бір немесе бірнеше тілдердің көмегімен жүзеге асады. Өзара әлеуметтік қарым-қатынас не бір тілдің арнайы таңдалған стилінде, не әртүрлі тілдерде, сондай-ақ бір ғана әлеуметтік ұжымда-қоғамда ғана емес, кең әлеуметтік білім алу аумағына кіретін бірнеше қоғамдардың арасында жүзеге асырылуда. Қазақстанда «билингвизм» және «көптілділік» терминдері тілдер теңдігі ұғымын білдіреді. Қорыта келгенде, Қазақстанда көптілділік үлкен мәнге ие болып отыр, алайда Тәуелсіздіктің негізгі белгісінің бірі болатын мемлекеттік тіл басымдығын іске асыру — заңды талап.

Кілт сөздер: тіл білімі, мемлекеттік тілді дамыту, әлеуметтік білім беру, тіл саясаты, мемлекеттік билік, мемлекеттік тілдің рөлі, тілдік үрдіс.

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Внедрение полиязычного образования в Казахстане: опыт и проблемы

На сегодняшний день одной из приоритетных задач в Республике Казахстан является развитие языковой политики. В статье выделены важные аспекты экономической и социальной модернизации, происходящие в обществе, в том числе и в Казахстане, в сфере языковой политики. Проанализированы вопросы интеграции языковой политики Казахстана, связанные с реализацией новых знаний, свободного владения и приоритетного обучения языкам. Рассмотрены проблемы языковой политики и принцип многоязычия в Казахстане, актуальные вопросы применения концепции полиязычия в области образования. Авторами актуализирована необходимость концептуально-целостного подхода к проблемам обучения языкам в условиях полиязычного образования. Обоснованы приоритеты языкового образования и принципы формирования языковой личности в полиязычной образовательной среде Казахстана, сравнены различные точки зрения по данной проблеме. Сделан вывод, что в условиях развития новой государственности такого многонационального социума, как Республика Казахстан вопросы формирования языковой личности приобретают особую актуальность.

Ключевые слова: языкознание, развитие языка, социальное образование, языковая политика, инструмент государственной власти, роль государственного языка, языковой процесс.

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