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АБЫЛАЙ ХАН АТЫНДАҒЫ ҚАЗАҚ ХАЛЫҚАРАЛЫҚ ҚАТЫНАСТАР ЖӘНЕ ӘЛЕМ ТІЛДЕРІ УНИВЕРСИТЕТІ

«Индустрия 4.0: ұрпақтар сұхбаты және жас ғалымдарға жаңа бағыт-бағдар»
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Алматы, 2022

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Приветственное слово Кунанбаевой С.С.,
Ректора КазУМОиМЯ имени Абылай хана, академика НАН РК к участникам VIII Республиканской научно-практической конференции молодых ученых и специалистов **«Индустрия 4.0: диалог поколений и новые ориентиры для молодых ученых»**

Сейчас настало время, когда прогрессивно-форсированное и конкурентно-прорывное развитие мирового сообщества все более усложняет требования к модели образования третьего тысячелетия, которое не приемлет инертное и традиционно-цикличное развитие. Новое время требует прорывных и адекватных требованиям времени и конкурентной модели миропорядка, оперативных решений, которые, соответственно усложняют задачи, стоящие для реализации на ближайшую перспективу развития Казахстана.

Как вклад развития страны, КазУМОИМЯ имени Абылай хана активно участвует в международной интеграционной деятельности в сфере образования и науки. Заключено свыше 200 договоров о сотрудничестве с университетами США, Германии, Турции, Франции, Италии, Республика Кореи, Японии и Китая, а также со многими посольствами других стран. Благодаря этим договорам из года в год растет число студентов, магистрантов, докторантов, обучающихся в зарубежных вузах по программам академической мобильности, и число иностранных студентов, обучающихся в нашем вузе.

Переориентация науки на потребности экономики и научно-технического прорыва, создание фундаментального базиса для казахстанской наукоемкой продукции и её признания на мировом рынке диктует переход университета на целевую подготовку научных кадров по приоритетным научным направлениям, обеспечивая их взаимодействия с реальными секторами экономики и производства.

Сегодня мы собрались в этом зале с целю обсудить актуальные темы в формировании универсальных кадров для рынка труда. И тематика конференции **«Индустрия 4.0: диалог поколений и новые ориентиры для молодых ученых»,** обусловлена научно-техническим прогрессом во всех сферах жизни с которыми мы сталкиваемся. Искусственный интеллект, робототехника, смарт технологии завоёвывают всё новые сферы. Это развитие настолько стремительно, что порой многие знания устаревают ещё до окончания вуза. Поэтому, наши студенты должны не только усваивать образовательную программу обучения, но и должны развивать творческие способности и учится тому, чтобы постоянно учиться, и развить soft skills.

Уважаемые гости и участники конференции! Желаю успешной и продуктивной работы, творческого обмена научными идеями и научного вдохновения!

УДК 36

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TEACHING PRAGMATICS OF ENGLISH LANGUAGE

Abstract: The article is concerned with the theoretical basis of pragmatics and its practical implication in the context of teaching English as a foreign language. The author explores key aspects and methods of teaching pragmatics to English language learners.

Keywords: pragmatics, speech acts, meaning, intended meaning, culture.

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АҒЫЛШЫН ТІЛІНІҢ ПРАГМАТИКАСЫН ОҚЫТУ

Түйін: Мақалада прагматиканың теориялық негізі және оның ағылшын тілін шетел тілі ретінде оқытылуының практикалық қолданысы қарастырылады. Автор прагматиканың маңызды аспектілері және оқыту әдістеместемесін қарастырады.

Тірек сөздер: прагматика, тілдік актілер, мағына, меңзелген мағына, мәдениет.

Pedagogical implication of pragmatics has become the subject of research and discussion over the last decades. The interest into pragmatics arises from several reasons. Firstly, the change in the paradigm of language learning and teaching. This has brought the interest in expanding the scope of linguistic research, i.e. studying not only structure but also its application in real communication. Secondly, teaching pragmatics has become achievable to certain extend due to different perspectives of language use and technology. Such tendency benefits the researches and discussions on pragmatics in the context of English language teaching.

In this article the author clarifies the pragmatics conceptually and explores its basic components and issues which can be considered in terms of research and pedagogy. Also, its practical implication is evaluated on the bases of its significance and relevance.

Pragmatics has different explanations and definitions depending on its sphere. The simplest explanation is its relation with pragmatic approach, as one being practical [1:3]. Pragmatics is “the branch of linguistics which studies how utterances communicate meaning in context [5:1] and is most often defined as “the study of contextual meaning” [6:77] and is assessed to be “subconscious” [2:38] and which should be researched by instructors of language to collect and bring the most pertinent language data into the classroom [3].

The studies on pragmatics reveal common issues in terms of its scientific and pedagogical application. According to K.Bardovi-Harlig and R.Mahan-Taylor pragmatics should be rationalized from three aspects: why, what and how, which are addressed in the context of ESL classroom [2]. K.Bardovi-Harlig applies the *needs analysis* to illustrate the differences of speakers on the account of their speech act use, form, semantic formula and content [3].

Interesting point has been made by K.Bardovi-Harlig and R.Mahan-Taylor in their article “Teaching pragmatics”. They consider pragmatics as “secret language”, uncovering of which let the learner “be in the club” [2:37-39]. Pragmatics is called as something as “secret” which is drawn from its inaccessibility in the instructional terms and low interest of scholars in the past. However, things have changed considerably and language instruction could approach certain aspect more closely due to the explicit raise of pragmatics and development of communication channels and means.

Pragmatics stands superior in relation to language structure, as its boundaries are wider than the system of language. Pragmatics incorporates different aspects such as reference, presupposition, discourse structure, and conversational principles involving implicature and hedging [1:6], speech acts, politeness theory and deixis [5, 6].

The goals of teaching pragmatics are to “facilitate the leaner’s ability to find socially appropriate language for the situations they encounter. The primary goals of teaching pragmatics incorporate 1) raising leaners’ pragmatic awareness 2) providing leaners with the choices about their interactions in the target

language; 3) assisting learners to become familiar with the range of pragmatic devices and practices in target language. It is not recommended to demand adherence to a specific target-language norm [2].

Despite its raising interest, pragmatics remains as a complex aspect of language in general. Not only in terms of foreign language, but also native language pragmatics can not be mastered fully, as it is subconscious. Or even being pragmatically competent in the native language we may fail to provide accurate instruction of how we speak and act properly. Our knowledge of pragmatics is beyond explicit instruction or realization. That is, we are not taught how to act in certain situations. Such knowledge is obtained in the process of modus vivendi by living inside certain language and its culture.

D.S. Karthik claims implied meaning of the utterance is important. In his words "that the task of pragmatics is to study, how people express more than they say or express a particular meaning. It tries to study how people perform various kinds of acts through speech.". Also, he differentiates the three areas in pragmatics, which are 1) the study of speech acts, 2) politeness principle, and 3) the conversational principle [5:4].

Speech Acts is a theory that deals with human speech, actions and their interrelation. This theory incorporates the issues relating language use, functions, inferences, effect of language on human, linguistic, cultural and social aspects of language. Generally, Speech Acts are considered to be a pragmatic approach into a language study, whose development is due to a number of philosophers' scientific merits. Preliminary moves were taken by J.L.Austin (1962), J.R. Searle (1969). The main discussion of their work regarded the nature of utterance.

A prominent British philosopher J.L.Austin who promoted the idea of words' power to produce actions in his work *"How to do things with words"*. In other words, from Austin perspective there are some sentences that serve to perform actions instead of merely naming and describing ("constate") objects or phenomena. This idea has been a radical appeal in the history of language history, as it opposed to the traditional conception of words and sentences – denotative aspects and propositional meanings. According to J.L. Austin Constatives are "statements, assertions, and utterances" characterized by truth or falseness. Performatives are "statements, assertions, and utterances that do things [4:3-4].

According to J.L. Austin, who accounted own words onto other philosophers, there are two targets of "***statement***":

1. 'describe' certain situations or objects; and
2. "state some fact" which can be true or false (4:1).

Austin concerned about sentences and its "loose" definition in terms of its function and use. The doubtful nature of sentences made some philosophers to speculate on their nature or ability to be a "statement (of fact)" (p.2). So, it was suggested to place sentences into scrutiny for examination.

J.L. Austin offers some *conditions* for utterances to satisfy:

A. "they do not 'describe' or 'report' or constate anything at all, are not 'true or false'; and

B. the uttering of the sentence is, or is a part of, the doing of an action, which again would not normally be described as saying something" (4:5).

Other points, i.e. "doctrines" as offered by J.L.Austin are "Infelicities", the things that can be and go wrong on the occasion of such utterances or "Felicity conditions", propositional content, preparatory, sincerity and essential, which make sentences happy [4:14]. In fact, there are other doctrines and concepts analyzed by J.L.Austin which he himself offers for reconsideration and full description as they are either incomplete or loose.

As earlier it was defined that pragmatics is the meaning in a specific context, context and contextual meaning are the important concepts to consider separately. Language in its nature and structural construct can be straightforward, as for example, let us take the meaning of any word. What the word denotes can simply be the relation of object, its form and actual meaning, which can help be a starting point for use and also lack characteristics concerning its acquired meaning throughout human use, i.e. connotative meaning. The last type of meaning reveals insights into the different functions of word in various contexts. The context in which the word or combination of words pertain specific meaning relate with the subjects and objects, i.e. the users of those words. Their relation and who they are taken separately contribute to whole interpretation of sentence meaning in general. This is explained by the distance and status of participants in relation to one another, which add up to the language use in specific context.

Apart from two different meanings of words one should be aware of the levels of speech acts, locutionary, illocutionary and perlocutionary meanings [4]. What comes straight from our mouth or, in other words, is uttered can simply describe the situation and state the fact. Normally such descriptive sentences can be checked by either truth or falsity conditions. This type of meaning is called locutionary meaning, i.e. referential meaning. Next type is illocutionary, i.e. implied meaning. When we say something, we do

not always cover the fact or state truth or falsity, we can accomplish a number of other acts through our speech. For example, by uttering "The room is hot", can first of all, give the information about the weather conditions. When uttered inside similarly can have the function of stating either truth or falsity. In addition to the descriptive meaning, given sentence can imply specific act and this act can be directed towards a hearer, i.e. the recipient of communication. It may imply "Can someone open the window?" or "Please open the window", which are decoded by the hearer. Hence, it is recipient's responsibility to get what is implied under certain sentences. If the hearer goes and opens the open or may respond differently will be the effect of that sentence implication, which is called perlocutionary meaning.

In conclusion, pragmatics has become known as a "secret" knowledge due to scarcity of input and misinterpretation of language use. Hence, language classrooms are effective environment as a direct exposure to both input and interpretation. If the L2 learner choses to avoid cross-cultural misunderstanding, he or she should learn the use of language in a target culture. This implies the awareness of social-cultural and linguistic norms, as well as consideration of several factors: 1) culture; 2) age, gender of the speaker/listener; 3) social class and occupation; 4) social status and roles in interaction.

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ЛЕКСИКАЛЫҚ БІРЛІКТЕР – ТАНЫМ КӨРСЕТКІШІ

Түйін: Бұл мақалада когнитивтік лингвистиканың шығу тарихы шетел ғалымдарының еңбектеріне сүйене отырып, кеңінен қарастырылады. Сондай-ақ, тұрмыстық лексика туралы құнды мәліметтер келтіріліп, тіл мен этнотанымды сабақтастыра отыра, тіл арқылы халықтың ерекшеліктерін, салт-дәстүрін, түрлі құндылықтарын, ұлттық мінезін білуге болатыны жайлы нақты мысалдар келтіріледі. Когнитивтік лингвистика дамуының алғышарттарын нысанға ала отырып, ғылыми зерттеулер көрсетілген. Сонымен қатар, қазақ тілтаным ғылымының зерттелуі хронологиялық тұрғыдан бірнеше кезеңдерге бөлінетіні парадигма негізінде ұсынылады.

Тірек сөздер: когнитивтік лингвистика, тіл, халық, парадигма, концепт, этнолингвистика.

Когнитивтік лингвистика – XX ғасырдың 70 жылдары Европада кең таралған лингвистикалық бағыт болып саналағанымен, негізгі отаны Америка Құрама Штаттары болып табылады. Американдық зерттеушілердің еңбектерінде «когнитивті грамматика» ерекше көңіл бөлінген сала деп есептелінсе, Ресейде «когнитивті семантика»-когнитивтік зерттеулердің бастапқы баспалдағы іспеттес болды. Ал қазақ даласында XX ғасырдың алғашқы жылдарында қалыптаса бастады.

Тіл білімі дамыған сайын өз ауқымын кеңейтіп, лингвистикалық талдау тәжірибелерін басқа да салалармен тікелей байланыста қарастыра бастады. Талдау барысында лингвистикаға жақын,онымен туыстас немесе арналас салалардың басын біріктіріп, тілдік мағлұматтарды бір арнаға тоғыстыру белең алды. Әрине, мұндай жағдайда тіл білімі салалары дами түседі де, жаңа ғылым салаларының пайда болуына түрткі болады. Осы орайда, қазақ лингвист-ғалымдары когнитивтік лингвистика,

этнотаным, түсінік, сана жайлы зерттеу жұмыстарын жүргізе бастады. Қазақ тіл білімінің кенже дамыған саласы десек те, қазіргі таңда бірқатар еңбектер жазылып үлгерілді. Кейінгі онжылдықта зерттеулер көбінесе этносты, ұлт мәдениетін тіл арқылы қарастыру мақсатында жазылып жатыр. Әсіресе, Ә.Қайдар, Е.Жанпейісов, Р.Сыздық, Н.Уәли, Ж.Манкеева, Г.Смағұлова, Қ.Жаманбаева сынды ғалымдарды айтсақ болады. Басқаша айтқанда, антропоцентристік парадигма өз аясында жаңа бағыттарға мүмкіндіктер беруде. Іргелі еңбектердің бірі 1998 жылы жарық көрген Қ.Жаманбаеваның «Тіл қолданысының когнитивті негіздері: эмоция, символ, тілдік сана» атты монографиясында «тілдік сана құрылымын», «гешталь теориясы» туралы түсіндірілді.

М.Мақатаев еңбектерінің аясында Ә.Әмірбекованың «Концептілік құрылымдардың поэтикалық мәтіндегі вербалдану ерекшелігі» атты диссертациясын соңғы жылдардың басты табысы десек те болады.

Когнитивтік лингвистика турасында айтқанда, ең бірінші, А.Байтұрсынұлы мен Қ.Жұбановтың еңбектеріне үңілуіміз керек. А.Байтұрсынұлының тіл табиғатының ерекшелігін, тіл қызметінің жан-жақтылығын танытуға арналған ғылыми пайымдауларын саралай келіп, оларды мазмұны мен көтерген мәселелеріне қарай бірнеше топқа жіктейміз.

1. Тілтаным теориясындағы тіл-ойлау–дүние бейнесі арақатынасына байланысты пікірлермен сабақтас пайымдаулары;

2. Поэтикалық тіл табиғатын «қарапайым» тілден айыра танытуға арналған ғылыми тұжырымдары.

Таным халық тілі арқылы танылса,тілдің негізгі нысаны-сөз. Осы тұрғыда, Ахмет Байтұрсынұлы көптеген мәлеметтер келтірген: «Сөз өнері адам санасының үш негізіне тіреледі:

1. Ақылға. 2. Қиялға. 3. Көңілге.

Ақыл ісі - аңдау, яғни нәрселердің жайын ұғу, тану, ақылға салып ойлау, қиял ісі - меңзеу, яғни ойдағы нәрселерді белгілі нәрселердің тұрпатына, бернесіне ұқсату, бернелеу суреттеп ойлау, көңіл ісі - түю, талғау.

Тілдің міндеті - ақылдың андауын аңдағанынша, қиялдың меңзеуін меңзегенінше, көңілдің түюін түйгенінше айтуға жарау. Мұның бәріне жұмсай білетін адамы табылса, тіл шама қадарынша жарайды. Бірақ тілді жұмсай білетін адам табылуы қиын. Ойын ойлаған қалпында, қиялын меңзеген түрінде, көңілдің түйгенін түйген күйінде тілмен айтып, басқаларға айтпай білдіруге көп шеберлік керек» [1,10].

ХХ ғасырда өмір сүрген ғалым таным мәселесі ерекше тоқталған. Адамның жан дүниесі, психологиясын өзінше бір тысқары ғалам деп қарастырады: «адамда екі ғалам болады: ішкі ғалам, тысқы ғалам. Ақыл, көңіл, қиял сияқты адамның рухына қараған жағы ішкі ғалам болады да, онан басқалары – басқа адамдар, мақұлықтар, нәрселер, бүтін дүние тысқы ғалам болады»[1,134].

Сонымен қатар, тіл мен этнотанымды сабақтастыра отыра, «тіл-адамдық белгісінің зоры деп баға береді» [2,13]. Ғалым тіл арқылы халықтың ерекшеліктерін, салт-дәстүрін, түрлі құндылықтарын, ұлттық мінезін білуге болатыны жайлы нақты мысалдармен көрсетеді. Тіл халық табиғатының көрінісі деген ойға қалдырады. А.Байтұрсынұлы таным мәселесін, когнитивтік лингвистиканың басқа нысандарын адамның жаратылыстарына, физиологиясынан зерттесе, Қ.Жұбанов: «әрбір құбылысты адам өз тарихи дәуірі тудырған көзқарастары арқылы көреді. Сондықтан әрбір ұлттың, оның ішінде әрбір таптың өзіне жақын, hәм алыс құбылыстары болады» [3,39] – деп тұжырымдады. Ғалым танымның пайда болу алғышарттары қоршаған қоғамға, айналасына байланысты болады дей келе, ең алғашқы дәуірді адамдардың танымы абстракцияланғанын айтып өтеді. Қ.Жұбанов еңбектерінде тіл мен тарих, халық пен таным, ұлт пен мәдениет ұғымдарын сабақтастыра зерттейді. «Түркі әдебиеттер тілінің танымы» атты еңбегінде Хожа Ахметтің тіліндегі жеке қолданыстарды, шығарма мазмұнындағы кейбір фактілерді тарихи этнографиялық, мәдени таныммен сабақтастыра қарастырады.

Қазақ тілінде танымның тілдегі көрінісі жайындағы пікірлер Ә.Қайдар еңбектерінен де байқалады. Этнолингвистиканың мақсаты мен міндеттері жайлы ғалым пікірінде: «...кейінгі кезде (АҚШ-та) қалыптаса бастаған тағы бір көзқараста «этносты» «Адам» деген ұғыммен алмастыру арқылы этнолингвистиканың баламасы ретінде антропология (адам туралы ғылым) терминін қолдану үрдісі де байқалып отыр» дейді [4,9].

Когнитивтік лингвистика дамуының алғышарттары бұрынғы идеялардың қайта жаңартып, жаңа сипат алуымен түсіндіріледі. Мысалы:

1.Тіл-өзге салалармен тығыз байланыста болатын адамға тән болып табылатын когнитивтік белгілердің бірі, сондықтан ол психологиялық, мәдени, әлеуметтік факторларды бейнелей алады.

2.Тілдік құрылым «концептуализация» процесін тікелей тәуелді болып келеді, себебі оның түйсігі сыртқы қорщаған ортамен, оларды меңгерумен қатысты болып келеді.

3.Тілдік бірліктердің мағынасы-концептуалды құрылым, ол әлеуметтік негізде осы бірлікпен байланысады; ал бұл байланыс әр тілдің өзгешелігін айқындайтын физикалық ұйымдарға негізделеді;

4.Мағыналар білім құрылымына сәйкес келетін терминдер арқылы беріледі (мәселен, «концептуалды салалар»), оның ішінде негізгі және қосымша құрылымдар да бар [5,11].

Э.Оразалиева «Когнитивтік лингвистика: қалыптасуы мен даму» атты ғылыми монографиясында тілдік бірліктердің танымдық парадигмасы туралы айта келе: «адам дамуының үйлесімді көрсеткішін құрайтын тіл де, таным ұғымы да әрдайым сол тілмен қатар жүреді. Бір жағынан, жеке тұлғалардың танымдық мүмкіндіктерін уәждеуге болса, екінші жағынан, адамның дүниетанымын қалыптастырып дамытатын объективті факторларды да ойлау керек. Оларға:

1.Жалпы тіл білімінде орын алған құрылымдық әдістің кең көлемде қолданылуы;

2.Қазақ тілінің жекеленген салаларын зерттеу арқылы тілдік теориялар мен ұстанымдардың жасалу қажеттігін;

3.Тарихи ізденістердің өзектелуін, сол арқылы сөз төркінін зерделеу мүмкіндігінің қолға алынуын;

4.Сөздік қор, сөздік құрам, олардың толығу жолдары сынды проблемалардың тек ішкі тілдік заңдылықтармен шектелмей, сыртқы факторлардың ықпалымен де айқындалуын;

5.Грамматикалық бірліктер табиғатын анықтап талдауда «таным», «зерде», «жады», «қоғам», «халық», «мәдениет» сынды т.б. ұғымдардың арқау болуын жатқызған орынды» [5,52]-деп пікір қалдырады. Сонымен бірге, Н.Сауранбаевтың, Ғ.Мұсабаевтың, М.Балақаевтың, І.Кеңесбаевтың және өзге де зерттеушілер тілтаным, этнотаным негізінде еңбектері жазылып, ғылым дамуына үлес қосты.

Мағжан Жұмабаевтың тіл, ой, сана арқылы адамзаттың даму үрдісін сипаттауы қазіргі когнитивтік лингвистиканы зерттеуші ғалымдар үшін маңызы ақпара болып тұрғаны белгілі. ХХ ғасырдың 20-30 жылдарында педагогика, психология саласында өзінің соны да сындарлы пікірлерімен көрінген ағартушы, ақын, жазушы, аудармашы Мағжан Жұмабаевтың орны ерекше. Ағартушы Мағжан Жұмабаев «Педагогика», «Бастауыш мектепте ана тілі», «Сауатты бол» т.б. оқулықтарын жазды. Мағжан «Тәрбиядан мақсұт – адамды һәм сол адамның ұлтын, аса барлық адамзат дүниесін бақытты қылу ұлт мүшесі әрбір адам бақытты болса, ұлты бақытты» деп бала тәрбиесі мен ұлт мәселесін, ұлт тағдырын алға тартып отырады. Жан, яғни псхихика құбылыстары, соларға негізделген бала тәрбиелеудің жолдары, ғылыми негіздеріне де тоқталады. Жан көріністерін былайша топ–топқа бөледі: білу яки ақыл көріністері, ішкі сезім, яки көңіл көріністері, һәм қайрат көріністері. Біз бір заттың, көріністің сынын белгілейміз, заттар, көріністер арасындағы байламды, яки айырманы табамыз. Бұл – ақыл ісі. Біз қайғырамыз, қуанамыз. Бұл – ішкі сезім ісі. Біз бір істі істемекші боламыз, бір мақсатқа жетпекші боламыз. Бұл – қайрат ісі». Ғалым «суреттеулерді жоғалтпай сақтай білуі ес деп аталады». Осылай деп есті төмендегі түрлерге бөледі: 1) көру есі, 2) есту есі; 3) қозғалту есі яки мотор есі. Осы естің түрлері сөйлеу әрекетінің механизмдерінің бірлігі: қысқа мерзімдік (оперативтік) және ұзақ мерзімдік есте сақтау қабілеті, ықтималдылық, болжау, ұғыну, ойлау тұрғысынан түсіндіріледі [6,18].

Профессор Ж. Манкеева «Қазақ тілін зерттеудің когнитивтік негіздері» атты ғылыми мақаласында когнитивтік лингвистикадағы тілдің бейнелеуіштік қызметінің зор екендігін атап көрсетеді, ұстанымдарын айқындайды:

1. Қоғамдық тәжірибеге негізделу, танымның қазыналық сипаты.

2. *Таным модельдерінің символдық түрлері, яғни-тілдің қызметі – ақпарат беру емес, бейнелеуге мүмкіншілік жасау.* Яғни тіл арқылы бейнелілік пен дүниедегі обьективті шындықты субьективті түрде символдар арқылы беру.

3. *Таным модельдерінің жүйелі сипаты, сабақтастығы.* Яғни ол – таным моделінің құрылымдарының тұтасуынан тұратынын сипаттайды [7,41].

Ғалым Р.Сыздық «Тілтаным» журналына «Этнос тілі және лингвистикалық поэтикалық мәселелері» атты мақала жариялап, эпос тілінің танымдық ерекшеліктері жайлы тың ақпараттар қосты [8, 25-33]. Тіл біліміндегі қарастырылып жүрген сөз мәдениеті, тіл қолданысындағы «сөйлеу», «тілді жұмсау» дұрыстығын зерттеген ғалым Н.Уәлидің де зерттеулерінде тілдің халық болмысын, тарихын, ойлау өзгешелігі туралы тұжырымдар келтірді [8.10].

Профессор Ж.Манкеева «Қазақ тілін зерттеудің когнитивтік негіздері» атты ғылыми мақаласында негізгі үш қағиданы көрсетіп:

1.Қоғамдық тәжірибеге негізделу, яғни дәстүр жалғастығы, танымның қазыналық сипаты;

2. Таным модельдерінің символдық түрлері, яғни тілдің қызметі-ақпарат беру емес, бейнелеуге мүмкіншілік жасау. Яғни, тіл арқылы бейнелілік пен дүниедегі объективті шындықты субъективті түрде, символ беру;

3. Таным модельдерінің жүйелі сипаты, сабақтастығы. Яғни, ол таным моделінің құрылымдарының тұтасуынан тұратынын сипаттайды» [9,41]

Тілтаным теориясының ғылым ретінде қалыптасуын зерттеген Э.Оразалиева қазақ тілтаным ғылымының зерттелуін хронологиялық тұрғыдан мынадай кезеңдерге бөліп, парадигма негізінде ұсынады:

«1-кезең: «тілтану» парадигмасының қалыптасуы-ХХ ғасырдың 20-45жж;

2-кезең: тілдік бірліктердің танымдық парадигмасы-ХХ ғасырдың 45-70жж; негізгі өкілдері: Н.Сауранбаев, Ғ.Мұсабаев, М.Балақаев, І.Кеңесбаев және т.б.

3-кезең: тілтанымдық қағидалардың жалпы теориялық парадигмасы – ХХ ғасырдың 65-85жж; негізгі өкілдері: К.Аханов, Т.Қордабаев, Ә.Хасенов және т.б.

4-кезең: тілтанымдық этюдтер парадигмасы – ХХ ғасырдың 70жылдары мен аяқ шені; негізгі өкілдері: Ә.Қайдар, Р.Сыздық, Ш.Сарыбаев, Ә.Болғанбаев, Е.Жанпейісова, Т.Жанұзақ, С.Исаев, Ө.Айтбаев, М.Серғалиев, Ж.Манкеева және т.б.

5-кезең: қазіргі когнитивтік парадигмалар – ХХ ғасырдың аяғы мен бүгінгі күндер» [5,17].

Қорыта келе, қазақ лингвистикасында когнитивтік лингвистика саласы кенже дамыған ғылым деп ұғынғанымызбен, қазіргі таңда көптеген еңбектердің жазылып қойғандығы жоғарыда нақты айтылған. Әрине, тіл білімінің қай саласынын алып қарасақ та, Ахмет Байтұрсынұлы зерттеулерінің орны ерекше екендігін айта аламыз. Концепт ұғым, сана, этнос ерекшеліктері, таным ұғымы сынды бірқатар ұғымдарға анықтамалар қазақ лингвист-ғалымдарының еңбектерінен жинақы, түсінікті берілген.

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ҚАЗІРГІ ӘЛЕМНІҢ ГЕОПОЛИТИКАЛЫҚ ПРОЦЕСТЕРІ: ТӘУЕКЕЛДЕР МЕН МӘСЕЛЕЛЕР

Аңдатпа: Мақала халықаралық сын-қатерлер контекстінде халықаралық қауіпсіздіктің өсіп келе жатқан рөлін, практикалық мысалдармен дәлелдеуге бекіттелген. Зерттеу 1998-2021 жылдар аралығындағы (жаңалықтар, мақалалар, кітаптар және т.б.) халықаралық қауіпсіздік және жаһандық мәселелер туралы деректерді талдауға негізделген. Алынған нәтижелер бойынша, халықаралық қауіпсіздіктің рөлі, 2014-2021 жылдар аралығында орын алған саяси маңызды оқиғалар аясында аса түсті. Себебі халықаралық қауіпсіздік бейбітшілікті қамтамасыз ету үшін, басқа елдердің қатысуын талап ететін жаһандық немесе жергілікті проблемаларға қарсы әрекет етуге мүдделі, кез келген халықаралық актор пайдалана алатын механизм ретінде әрекет етеді. Бұл механизмнің рөлі төмендегі берілген мәселерге қарсы қолданылады, олар: мемлекетішілік және мемлекетаралық қақтығыстар, саяси даулар, экономикалық соғыстар, халықаралық лаңкестік, кедейлікт пен қоршаған ортаның нашарлауы. Осыған орай, халықаралық қауіпсіздіктің артып келе жатқан рөлі даусыз.

Түйін сөздер: халықаралық қауіпсіздік, халықаралық мәселелер, жаһандық проблемалар, жаһандық қауіпсіздік.

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GEOPOLITICAL PROCESSES OF THE MODERN WORLD: RISKS AND CHALLENGES

Abstract: The article aims to provide practical evidences for the increasing role of International Security in the context of international challenges. The study is based on data analysis from 1998-2021 (news, articles, books and etc.) regarding the International Security and global problems. The obtained results indicate that International Security, as an institute, is highly relevant in the lights of crucial (for the modern history of International Relations) political events from 2014 to 2021. Since International Security acts as a mechanism that can be used by any international actor, who is interested in taking measures against global nor local problem that require a participation of other countries to ensure mutual survival and safety in a world with ongoing intra-state and inter-state conflicts, political tensions, economic disputes, increased international terroristic activities, along with high level of poverty and environmental degradation. Therefore, the increasing role and importance of International Security is undoubtable.

Keywords: international security, international challenges, global problems, global security

The article is focused on investigation of the increasing role of international security by examining the causes and consequences of the international challenges, which are "International terrorism", "Weapons of mass destruction", "Regional conflicts and civil wars", "Poverty, Infectious disease, and environmental degradation". These challenges were defined by Thomas J. Schoenbaum in his book "International relations: the path not taken: using international law to promote world peace and security" (2006) and the article applies new data analysis to explain the current state of these challenges and their impact to the world peace, because they are still a main concern in the world politics.

Moreover, the article uses data from the works of authors, as: Barry Buzan, Ole Weaver "Security: A new frame work for Analysis" (1998); Paul C. Stern, Daniel Druckman "International Conflict Resolution After the cold War" (2000); Roland Dannreuther "International Security: The contemporary Agenda (2013).

Overall, it is relevant to identify the status of global peace in the modern world with several ongoing local conflicts, political disputes, economic wars, and international terroristic activities, in order to understand the importance of international security.

After the end of the Cold War, the world has faced dramatic changes. The old system is gone, and new political shifts have aroused: "the end of an era of bipolarity, a new wave of democratization, increasing globalization of information and economic power, more frequent efforts at international coordination of security policy, a rash of sometimes-violent expressions of claims to rights based on cultural identity, and a redefinition of sovereignty that imposes on states new responsibilities to their citizens and the world community"[1]. In this regard, international security gained a new momentum and became an important component of the new international relations era, because it covers a variety of interconnected issues in the world that affect states' survival. It varies from "the causes and consequences of war between states; to ethnic, religious and ideological conflicts; trade and economic conflicts; energy supplies, science-technology, and food security"[2].

Moreover, supporters of International Security characterize the world as combination of conflicts and cooperation for its anarchic feature, because International Security has no unified source of power. However, International Security and International Relations obey order and law and members of International Relations always stem towards equal and liberal cooperation[3].

Additionally, in traditional terms security is related to the threat of war between states. Therefore, nation must be strong militarily to defeat its enemies, represented by the other states. However, in the twenty first century, the term threat mostly refers to the international challenges, which were defined by Thomas J. Schoenbaum in his book "International relations: the path not taken: using international law to promote world peace and security" (2006). Main international challenges, according to Thomas J. Schoenbaum:

International terrorism is one of the severe problems, yet the effective solutions against the terroristic groups were not implemented. According to Institute for Economics and Peace "Conflict remains the primary driver of terrorism, with over 96 per cent of deaths from terrorism in 2019 occurring in countries already in conflict. The ten countries with the highest impact of terrorism are all engaged in at least one armed conflict"[4]. Consequently, it is important to decrease the number of local conflicts worldwide, in order to eliminate the terrorism.

Nowadays, terroristic activities have increased due to the technological development. A lot of terroristic groups that occur in conflict zones, then start spreading all over the world by sending their militants to another countries as refugees, tourists, workers or by recruiting new militants among locals through social media worldwide. Then, they force them to do violent terroristic attacks, in order to achieve their goals, e.g. "the Iranian Embassy siege" in 1980. Three armed men captured the Embassy of Iran in London with 20 hostages, and threatened to explode the building if their demands were not satisfied. They requested the release of 91 prisoners in Iran and an aircraft to fly out of UK. Terrorists were Arabs from Iran, seeking autonomy for their region, Arabestan in South Iran (The Guardian journal archive)[5]. This case can be applied to the current days, as it can be observed in the light of recent terroristic attack that took place in New Zealand (September 3, 2021). As stated by Al Jazeera news agency "At least six people were injured in a stabbing attack at a supermarket in the New Zealand city of Auckland before police shot the suspect dead. The male suspect, who was known to the government's "multiple agencies", was killed within one minute of beginning the attack at noon, Prime Minister Jacinda Ardern said on Friday, adding that he had been inspired by the ISIL (ISIS) group)"[6]. Despite the fact that New Zealand's terrorist didn't had any demands, this event gives us clear understanding that old terroristic method of waging war from the past century is still being used by the strongest terroristic groups, as "Al Qaeda" and "ISIS". Their aim is to instill fear in society by committing violent crimes - to achieve their political goals locally nor worldwide.

Furthermore, international terrorism has a great impact on our society, because it is strongly connected to a political, military and economic spheres of every country. Terrorism impose threat of radicalization of citizens, which can lead to a massive social unrest, civil conflict or even inter-state war. The evidence for the given statement, can be observed in the Syrian conflict, which ignited in 2011. Although, at the beginning, it was a protest against the dictatorial regime of Bashar al Assad. However, the protest quickly escalated to a full scale war between pro-governmental national army and rebel groups that received support from western states. Afterwards, part of the rebel fighters created their own and joined to existing radical groups, such as: "Ahrar ash-Sham", "Jabhat al Nusra", "al-Tawhid Brigade" and "Jaysh"[7]. Which verifies the statement of Institute of Economics and Peace "Conflict remains the main driver of terrorism". Therefore, countries should conduct friendly foreign policies, especially with their neighboring countries – to prevent possible inter-state war. Also, governmental officials worldwide should cooperate and communicate with its citizens and be transparent, in order to prevent possible social unrest and radicalization of citizens.

In the modern days, the threat from weapons of mass destruction have reduced, compared with the Cold War era. It was achieved by implementing several key policies by UN regarding the weapons of mass destruction. The policies are:

- Treaty on the non-nuclear proliferation. "The NPT is a landmark international treaty whose objective is to prevent the spread of nuclear weapons and weapons technology, to promote cooperation in the peaceful uses of nuclear energy and to further the goal of achieving nuclear disarmament and general and complete disarmament." UN Office for Disarmament Affairs[8].
- The Chemical Weapons Convention. "Which prohibits the development, production, stockpiling and use of chemical weapons and requires the destruction of both chemical weapons production facilities and the weapons themselves." Organisation for the Prohibition of Chemical Weapons[9].
- Biological Weapons Convention. "BWC effectively prohibits the development, production, acquisition, transfer, stockpiling and use of biological and toxin weapons." UN Office for Disarmament Affairs[10].

However, after the annexation of Ukrainian Crimea by Russia in 2014. The world entered to the new stage of cold war. The tensions between USA and Russia reignited and political rivalry and economic war, along with proxy war have aroused. The US officials implemented sanctions targeting, in particular economy and military industry of Russia, and in general the Russian government, who is responsible for military intervention and support of separatists in the Eastern Ukraine[11].

From 2014, the stress in US-Russian relations got worse and there are no objective reasons and hopes for improvement. Conversely, there is a risk that the shattered relations between these countries will escalate into a direct war. Because, according to US intelligence service, the Russian military forces are gathering near the Ukrainian border. The first mention was on November 11, 2021 by the several US news agencies. As reported Time Magazine "With Washington closely monitoring a buildup of Russian forces near the Ukrainian border, U.S. officials have briefed EU counterparts on their concerns over a possible military operation, according to multiple people familiar with the matter"[12].

In this regard, the threat that impose weapons of mass destruction are becoming real. If the world will face US-Russian war, which are nuclear power states. There is a risk that it could lead to a third world war. Because of the several reasons, (1) ongoing conflict between India and Pakistan, backed by China, over

Kashmir region (three states own nuclear arsenal), (2) Chinese-Indian ongoing conflict over the Himalayan region, (3) unstable Middle East with several ongoing local conflicts and active terroristic groups, (4) never-ending Iran–Saudi Arabia proxy conflict, (5) US-Chinese economic war and political tensions over Taiwan island. As a result, a possible threat of the use of nuclear weapons, will become a potential risk, that would greatly affect to our daily life and reshape our nature - if nuclear weapons are used.

In 2013 and 2014, Norway, Mexico and Austria organized three international conferences regarding the nuclear explosion impact on our society. According to the results of the three Vienna Conferences on the Humanitarian Impact of Nuclear Weapons, nuclear explosion has a lot of negative consequences some of which are[13]:

- "intense heat, and radiation and radioactive fallout – cause massive death and destruction, trigger large-scale displacement and cause long-term harm to human health and well-being, as well as long-term damage to the environment, infrastructure, socioeconomic development and social order"[14].
- "Modern environmental modelling techniques demonstrates that even a "small-scale" use of some 100 nuclear weapons against urban targets would, in addition to spreading radiation around the world, lead to a cooling of the atmosphere, shorter growing seasons, food shortages and a global famine"[15].
- "The effects of a nuclear weapon detonation, notably the radioactive fallout carried downwind, cannot be contained within national borders"[16].
- "The scale of destruction and contamination after a nuclear detonation in or near a populated area could cause profound social and political disruption as it would take several decades to reconstruct infrastructure and regenerate economic activities, trade, communications, health-care facilities and schools"[17].
- "No state or international body could address, in an appropriate manner, the immediate humanitarian emergency nor the long-term consequences of a nuclear weapon detonation in a populated area, nor provide appropriate assistance to those affected. Owing to the massive suffering and destruction caused by a nuclear detonation, it would probably not be possible to establish such capacities, even if attempted, although coordinated preparedness may, nevertheless, be useful in mitigating the effects of an event involving the explosion of an improvised nuclear device"[18].

In the context of these consequences, it is readily apparent – no country will win in a nuclear war, even the country that used nuclear weapons. Therefore, it is beneficial for nuclear states to fully dismantle nuclear arsenal and start working towards global nuclear disarmament. However, the current state of international relations will not let it happen, accordingly, it needs positive changes, intense cooperation to build trust and loyalty.

Regional conflicts and civil wars never ended in the previous decades, therefore, the twenty first century is no exclusion, even though the modern times often referred as the peaceful times. These conflicts are usually caused by the several factors, such as:

- "Wars often have cultural dimensions related to ethnicity or religion, but there are invariably underlying economic causes too"
- "Major root causes include political, economic, and social inequalities; extreme poverty; economic stagnation; poor government services; high unemployment; environmental degradation; and individual (economic) incentives to fight".

These factors were defined by Frances Stewart for his study "Root causes of violent conflict in developing countries" (2002). Despite the fact that definition of the causes for civil and regional conflicts were proposed in 2002, they are still relevant in 2021, These mentioned factors can be noticed in inter-state and intra-state conflicts in Mozambique (2017), Syria (2011), Libya (2011) and in other developing countries, who are suffering from the war on their land.

Moreover, as it was mentioned before, our world never experienced global peace with no local wars, therefore, it is impossible to eliminate the regional conflicts, because of the "selfish human nature". The Scottish philosopher, historian, and essayist David Hume in his essay titled "Of the Dignity or Meanness of Human Nature" (1776) considers that selfishness is our basic condition "All is self-love. Your children are loved only because they are yours: your friend for a like reason; and your country engages you only so far as it has a connection with yourself. Were the idea of self-removed, nothing would affect you: you would be altogether unactive and insensible: or, if you ever give yourself any movement, it would only be from vanity, and a desire of fame and reputation to this same self". However, it is possible to reduce the ignition of new wars, in order to achieve it – new jobs should be created and the payment should be competitive, the social inequality should be eliminated and replaced by meritocracy, so in general, a government should create a better condition for citizens, because as it was mentioned above, civil conflicts ignite due to individual's economic insecurity and social inequality.

In global scale, regional and civil conflicts disrupt the international security, the war can spread to a neighboring country nor a conflict zone can become a center of activity of radicals, who latter join to international terroristic groups or create their own. Hence, the international community should not disregard the problem of regional conflicts and civil wars worldwide.

Firstly, poverty defined by the UN as "a condition characterized by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information. It depends not only on income but also on access to services". According to the UN Department of Economic and Social Affairs, poverty is more than the lack of money or food, they stress out that it is connected with social inequality, inaccessibility of education, poor infrastructure, lack of public service and healthcare system, exclusion of poor groups from decision making process[19].

Secondly, Covid 19 revealed the importance of cooperation and integration in healthcare sphere, because World Health Organization (WHO) demonstrated its effectiveness during the global pandemic. It acted as an international headquarter, who implemented policies and recommendations for governments, regarding the covid-19 disease and acted as a first point of contact in emergency situation for governmental officials worldwide.

Moreover, WHO reports that the spread of infectious diseases worldwide, related with the: water supply, sanitation facilities, food and climate. In accordance with previous statement, the WHO also stated that "A lack of safe water, inadequate excreta disposal facilities, poor hygiene, poor living conditions and unsafe food can all cause diarrhoeal diseases. These diseases are a major cause of suffering and death in an emergency situation. Climate can affect disease transmission in a variety of ways. The distribution and population size of disease vectors can be heavily affected by local climate. Flooding after heavy rains can result in sewage overflow and widespread water contamination. In addition, there is some evidence to suggest that pathogens can be spread from one region to another along air streams or by wind"[20].

Thirdly, the impact of the environmental degradation is already visible. Some parts of our world are experiencing extremely cold winter and hot summer, along with drought and flood. World Wide Fund for Nature (WWF) stated key reasons for the environmental degradation:

- "Humanity's increased use of fossil fuels – such as coal, oil and gas to generate electricity, run cars and other forms of transport, and power manufacturing and industry"
- "Deforestation – because living trees absorb and store carbon dioxide"
- "Increasingly intensive agriculture – which emits greenhouse gases like methane and nitrous oxide"[21]

In this sense, UN proposed 17 Sustainable Development Goals to overcome global issues, some of which are focused on eliminating poverty, halting the spread of infectious disease, and prevention of environmental degradation[22]:

1. "End poverty in all its forms everywhere";
2. "End hunger, achieve food security and improved nutrition and promote sustainable agriculture";
3. "Ensure healthy lives and promote well-being for all at all ages";
4. "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all";
5. "Achieve gender equality and empower all women and girls";
6. "Ensure availability and sustainable management of water and sanitation for all";
7. "Ensure access to affordable, reliable, sustainable and modern energy for all";
8. "Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all";
9. "Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation";
10. "Reduce inequality within and among countries";
11. "Make cities and human settlements inclusive, safe, resilient and sustainable";
12. "Ensure sustainable consumption and production patterns";
13. "Take urgent action to combat climate change and its impacts";
14. "Conserve and sustainably use the oceans, seas and marine resources for sustainable development";
15. "Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss;
16. "Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels";
17. "Strengthen the means of implementation and revitalize the global partnership for sustainable development".

Finally, despite the fact that international community is disintegrated, the obtained results indicate

that International Security is highly relevant in the lights of crucial political events from 2014 to 2021, and increasing its importance, because it plays a crucial role in fighting international challenges and sustaining the global peace and stability. It acts as a mechanism that can be used by any international actor, who is interested in taking measures against global nor local problem that require a participation of other countries to ensure mutual survival and safety in a world with ongoing intra-state and inter-state conflicts, political tensions, economic disputes, increased international terroristic activities, along with high level of poverty and environmental degradation. Consequently, it is dangerous for states and human survival to keep neglecting the international challenges in the world that is vulnerable for infectious diseases, and that is standing on the edge of the third world war.

Furthermore, if consider above-stated facts about the causes and consequences of international challenges, along with solutions to these global problems. It is evident that all discussed international challenges demand international cooperation and communication, specifically in security area, because the international security operates somewhat differently than the national security, as it was mentioned before. Whereas national security imagine insecurity as an external threat, there is no similar external dynamic within international security. Since international community is global, insecurity in this context must necessarily come from within and not from without; it is an internal dynamic arising out of the condition of anarchy. Usually, insecurity is consequent on the action of other members of international community (i.e., states) but it can also be created by non-state actors like terrorist groups. And it was stated earlier, the supporters of International Security characterize the world as combination of conflicts and cooperation for its anarchic feature, because International Security has no unified source of power. However, International Security and International Relations obey order and law and members of International Relations always stem towards equal and liberal cooperation. J. Jackson-Preece (2011). Therefore, the increasing role and importance of International Security is undoubtable.

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«МОДЕЛЬ ФОРМИРОВАНИЯ ЦИФРОВОЙ КОМПЕТЕНЦИИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА НА ОСНОВЕ МООК ТЕХНОЛОГИИ. СОВРЕМЕННЫЙ ЭТАП РАЗВИТИЯ ЦИФРОВИЗАЦИИ ОБЩЕСТВА.»

Аннотация: В статье рассматривается формирование цифровой компетенции на основе МООК у будущих педагогов иностранного языка, общеобразовательных учреждении, главной задачей которой является успешное обучение квалифицированного специалиста по направлению подготовка учителей иностранного языка. Современный этап обучения подразумевает собой переосмысление методов и инструментов обучения, а также их содержания, иными словами обогащением новыми компетенциями. Автором рассматривается модель формирования цифровой компетентности, основанная на личностном, компетентностном, коннективистском, социокультурном, и когнитивном подходах. Проведен теоретический анализ работ, и подведен итог опытно-экспериментальной работы по реализации разработанной модели формирования цифровой компетенции будущих учителей иностранного языка на основе МООК.

Ключевые слова: цифровая компетенция, МООК, цифровая среда, иностранный язык

По сей день вопрос о создании безопасной и эффективной среды цифрового образования остается актуальным ориентиром, обеспечивающий сформированность ключевых навыков у студентов всех специальностей, способом обновления ИКТ среды, подготовки кадров и создания государственной цифровой платформы по проведению открытых онлайн курсов.[1, 10]

Современные реалии образования, подразумевают собой овладение новыми навыками или компетенциями. В состав базовых компетенции входит цифровая компетенция, характеризующая навыки работы в цифровой среде, анализировать и отбирать только необходимую информацию, применять ИКТ технологии в учебном процессе. [2, 35]

Ключевым профессиональным качеством современного учителя иностранного языка будет являться владение цифрой грамотности, подразумевающей собой «способность безопасно и надлежащим образом управлять, понимать, интегрировать, обмениваться, оценивать, создавать информацию и получать доступ к ней с помощью цифровых устройств и сетевых технологий для участия в экономической и социальной жизни» [3].

Цели и задачи современного образования требуют реорганизации учебного процесса в области усовершенствования практики его осуществления, которая состоит из реализации адаптивных, практико-ориентированных и удобных учебных программ; создания системы непрерывного улучшения педагогами личных профессиональных навыков.[4, 12]

Базовыми методами работы в учебном процессе являются уклон на самостоятельную и командную образовательную деятельность студентов на основе облачных сервисов, технологий электронного и смешанного обучения, удаленных и онлайн курсов, мобильного обучения с применением цифровых устройств и актуальных учебных электронных пособий. В ходе анализа литературы были выделены критерии сформированности цифровой компетенции у учителей: Когнитивный(степень знаний о

цифровых технологиях и возможность применения данных технологий на практике), мотивационный (степень одобрительной мотивации к цифровым новшествам, толчок инновационных изменений), деятельностный (навык поиска ключевой информации, подбора цифровой среды под цели и задачи образовательного процесса), этический (навык соблюдения цифровых норм поведения) см. табл 1

Таблица №1

Критерии сформированности цифровой компетентности у педагогов

Критерии	*Стандарный тип*	*Предприимчивый тип*	*Рефлексивный тип*
Состав	Педагоги, имеющие базовый уровень цифровой компетентности, но не ориентированные на развитие	Педагоги, ориентированные на самостоятельность и инициативность в развитии цифровой компетентности, но не стремящиеся к обмену опытом	Педагоги, являющиеся примером для своих коллег, ориентированные на взаимообогащение
когнитивный	базовый уровень знаний о цифровых технологиях	преобразующий уровень знаний о цифровых технологиях	исследовательский уровень знаний о цифровых технологиях
мотивационный	мотив выполнения	мотив ситуативно-поисковый	мотив достижения
деятельностный	индифферентная позиция	позиция активной деятельности	рефлексивная позиция
этический	базовый	средний	продвинутый

Рисунок 1 Типы педагогов по степени сформированности цифровой компетенции

Таблица №2

Модель формирования цифровой компетентности педагога

Цель: формирование цифровой компетентности педагогов в условиях МООК				
Внешние ресурсы				
Сообщества педагогов в интернет-пространстве	Инновационные площадки разного уровня	Инициативные группы педагогов	МО педагогических работников	Конкурсы педагогического мастерства, курсы повышения квалификации
Внутренние ресурсы				
Нормативно-правовое обеспечение	Методическое обеспечение	Кадровое обеспечение	Организационное обеспечение	Материально-техническое обеспечение
Содержательно процессуальный компонент				
Требования к профессиональным качествам педагога	– принцип динамичности; – принцип профессиональной мобильности; – принцип профессионального роста	Наличие мышления роста	Образовательные технологии виртуальной и дополненной реальности	Цифровая образовательн ая среда ОО
Критериально-оценочный компонент модели				
когнитивный	мотивационный	этический	технологический	ресурсный
Результативный компонент				
высокий уровень развития цифровой компетентности				

Был проведен анализ сформированности цифровой компетенции среди студентов 3 курса, будущих педагогов иностранного языка КазУМОиМЯ им Абылайхана университет международных отношении. Анализ анкетирования позволил выявить следующие результаты: среди педагогов подавляющая часть составляет самоопределяющийся тип 4,3% , 2,5%- инициативный тип, и лишь 0,5% - тип наставник (см. рис.1)

Результаты анкетирования указывают, что % учителей считают, что главным преимуществом применения компьютера в обучении является многофункциональность материала и подконтрольность самостоятельной работы студентов. % от основного числа будущих учителей иностранного языка отметили, что в работе интенсивно применяется для коммуникации со студентами, либо коллегами обширные цифровые каналы связи, такие как электронная почта, вики, форумы, онлайн платформы или мобильные приложения. Наиболее интенсивная коммуникация происходит через социальные сети VK, WhatsApp, Zoom, Teams. Самые обычные цифровые каналы связи, такие как Gmail либо mail.ru применяют педагоги в возрасте 50+, охватывающее 15% от основной численности преподавательского состава. Самый наименьший контингент состава не применяют электронную среду самостоятельно, для реализации рабочего процесса им требуется помощь наставника (см. рис.2)

Рис. 2. Использование педагогами цифровых каналов в образовательном процессе

Подавляющая часть будущих учителей иностранного языка обсуждают вопрос применения цифровой среды для улучшения качества учебного процесса, для наименьшей доли участников данный вопрос не является актуальным. Основная часть будущего преподавательского состава активно применяют всемирную сеть для подбора актуальных информационных ресурсов, потенциально значимых для учебной деятельности. По данным исследования, 75% опрошенных как правило занимаются написанием лекции из источников мировой паутины интернет, скачивают контент, создают интерактивные тесты. [5][6]

Лишь 20% из 80% смогли адаптировать имеющиеся данные под свои цели и задачи. 74% студентов временами применяют в своей работе электронные тесты как способа проверки знаний учащихся. Студенты, относящиеся к инициативному типу, в своей деятельности комбинируют индивидуальную, автономную и групповую работу учеников, применяя «облачные» службы, технологии VR и AR (см. рис. 3).

Нами была разработана модель формирования цифровой компетенции будущего учителя иностранного языка включающая следующие принципы: принцип открытости, создает широкие возможности для социализации и воспитания личности, защищенность гражданских прав и выступает гарантом его светлого общества; принцип дидактики – здесь можно назвать ориентиры координирующие весь процесс обучения и являющиеся инструментом; принцип уровневости - предполагает вертикальное расположение уровней владения цифровой компетенции, в возрастающем порядке; индивидуализация траектории – овладение студентами минимально необходимым уровнем владения цифровой грамотности, путем добавления обязательных дисциплин, параллельно с этим у студентов есть возможность свободного выбора дисциплин; независимое измерение – результаты овладения ЦК подлежат обязательному измерению, проводимые обособлено от процесса оценивания, в рамках отдельных дисциплин и проверяет наличие сквозных цифровых компетенции.

Применяя сетевое взаимодействие в учебном процессе, учебное учреждение имеет возможность увеличить перспективы по формированию цифровой компетенции у будущих учителей иностранного языка, благодаря координации их деятельности, направляя на главную цель. Таким образом можно утверждать что, условием для формирования цифровой компетенции педагогов иностранного языка, есть грамотно разработанное содержание, особенность цифровой учебной среды организации, уровень личной активности преподавательского состава учебной организации.

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ИНТЕГРАЦИОННЫЕ ПРОЦЕССЫ В АЗИАТСКО-ТИХООКЕАНСКОМ РЕГИОНЕ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ

Аннотация: Азиатско-Тихоокеанский регион есть регион, в котором сосредоточены гегемоны мировой политики. Это, в свою очередь, придает и определяет регион как один из главных в геополитических конфронтациях. Даже не учитывая, что за эти несколько десятилетий регион не ознаменовался масштабными военными действиями, стоит отметить, что страны региона имеет под собой исторически сложившиеся разногласия и интересы, которые по сей день влияют на положения дел в АТР. В статье рассматриваются актуальные проблемы Азиатско-Тихоокеанского региона и возможные перспективы развития региона.

Ключевые слова: Азиатско-Тихоокеанский регион, корейской вопрос, Корейский полуостров, Южно-Китайское море, Япония, Южная Корея, Северная Корея, КНР, США.

Азиатско-Тихоокеанский регион традиционно является регионом сосредоточения одних из самых важных акторов мировой политики, что делает АТР крупным регионом геополитических противостояний. Несмотря на то, что за эти несколько декад регион не характеризуется масштабными военными действиями, многим акторам региона свойственны исторические разногласия и споры на территориальной и исторической почве. Это, в свою очередь, ведет к проблемам, которые будут перечислены ниже.

К тому же, о сохраняющихся противоречиях говорят и стремление к увеличению военной силы государств и рост соответствующих расходов региона [1]. Здесь, стоит выделить и саму страны восходящего солнца с ее 9 статьей действующей Конституции, где расходы на Силы самообороны увеличиваются из года в год [2].

Одной из важных проблем, с которой сталкиваются страны при попытках интеграции региона АТР в ее диспропорции в развитии государств. Эта диспропорция связана не только, как, казалось бы, на первый взгляд с экономическим потенциалом стран АТР, но и одновременно имеет связь и с разным внутриполитическим устройством в целом.

К этой проблеме добавляется и соперничество как экономическое, так и политическое между Соединенными Штатами Америки и Китайской Народной Республикой в регионе. Ситуация

ухудшилась в 2018 году с ведением пошлин со стороны США, что привело соперничество в форму торговой войны.

Иной явной проблемой региона является проблема, касающаяся территориальных споров. Относится это к спорам вокруг принадлежности островов в Южно-Китайском море. А конкретно, это Спратли, Парасельские острова и Хуанъянь. Территориальные споры неизбежно ведут к дисбалансу в регионе, что в итоге ведет к угрозе безопасности. Это напрямую относится и к проблемам связанным с Корейским полуостровом.

Южно-Китайское море является зоной сосредоточения конфликтов КНР с рядом стран. До X века острова в акватории не имели особо интереса у морских стран, поскольку тогда не были выработаны соответствующие нормативные акты и не функционировали организации по урегулированию морских вод.

Однако уже в XX веке открытие технологии добычи нефти и газа привело к открытым вооруженным столкновениям, ввиду того, что акватории богат этими ресурсами. А именно отмечаются конфликты между Вьетнамом и Китаем, последний крупный из которых был в 1995 году [3], где стоит заметить, что мелкие пограничные стычки до сих пор имеют место быть. В этом акватории прослеживается тенденция в создании искусственных островов для увеличения влияния в ЮКМ, строятся военные базы и ресурсо-добывающие комплексы.

Касаясь ЮКМ стоит также не упускать из виду еще двух участниц региона, которые на первый взгляд не имеют прямого отношения к акваторию, но все равно привлечены конфликту - Япония и Америка.

Япония косвенно вовлечена потому, что у японских нефтедобывающих компании есть сделки со странами имеющие свои интересы в акватории. Иными словами, в акватории у Японии есть собственные экономические и политические интересы, связанные с уменьшением влияния Китая в ЮКМ.

В итоге, территориальные распри в Южно-Китайском море можно охарактеризовать как разрозненные, где ни одна из стран не перестает отстаивать свои интересы по спорным территориям. К этому добавляется и участие третьих стран с навязыванием их собственных интересов.

Проблема денуклеаризации Корейского полуострова стоит остро, поскольку это является проблемой не только между КНДР, но и Республикой Корея, где первой ядерное оружие приравнено сохранению государственности.

Наличие ядерной программы является той самой угрозой для целого ряда стран. А конкретно режиму нераспространения ядерного оружия принятому во всем мире. Здесь важно помнить, что из всех пяти стран, которые обладают ядерным оружием, три из них акторы АТР.

Стоит учитывать и противоречия между взаимоотношениями Японии и КНР. Связано это с разными современными интерпретациями истории двух стран, касающихся Нанкинском резни и агрессии Японии во Второй мировой войне. Также не стоит забывать о негативных последствиях после 11 сентября 2001 г., который в следствии привел к изменениям в законах о Силах самообороны Японии и Управления безопасности на море. Это непосредственно касается сферу безопасности Азиатско-Тихоокеанского региона, поскольку японским судам разрешено открывать огонь по судам в случае неповиновения в японских водах.

Отмечается и беспокойство ростом военного бюджета Китая Японией в ежегодной Белой книге от 2020 [4, с. 3] и 2021 [5, с. 19] годов, где связывается напряженность вокруг Тайваня с безопасностью самой Японии. К этому добавляется, как отмечалось выше, и территориальные распри между этими двумя важными акторами АТР. Это споры вокруг архипелага Сенкаку, перешедший Японии после японо-китайской войны. Архипелаг богат рыбными ресурсами, залежами различных природных ископаемых, что еще больше усугубляет спор вокруг этой территории.

Одной из проблем региона стоит выделить и отношения по линии Токио-Сеул, где совместное прошлое (японское милитаристическое прошлое) и территориальные споры (остров Токто) [6, с. 45] мешает продуктивному взаимодействию.

Очередной проблемой региона также видится в линии Токио-Москва, где вопрос Курильских островов остается актуальным без каких либо видных сдвигов, что мешает подписанию мирного договора между этими двумя крупными акторами региона.

Следовательно, трансформация и наращивания военной мощи в Силах самообороны Японии обуславливается положением в АТР, где из года в год увеличиваются расходы, повышается качество и количество и часто обсуждается о неопределенным юридическом его статусе в японском Парламенте.

На данный момент важный перспективой и решающим событием для региона АТР есть не что иное, как смена президента США. Это в свою очередь приобретает значимость в такой еще одной

проблеме региона как предоставление независимости Тайваню. Хотя КНР пытается разрешить ситуацию в двухстороннем порядке, смена политической элиты в США может привести к заметным переменам в статусе Тайваня. Таким образом, это также ведет к вероятным большим проблемам в регионе в связи с возможной перестановкой сил. Стоит также отметить не менее важную проблему АТР в ее отчасти неконтролируемой рождаемости в КНР.

В данном случае, исходя из вышесказанного, есть несколько возможных прогнозов в развитии АТР. А именно, самый позитивный из них видится на основе международного права и таких же международных авторитетных рычагах как ООН. Регион продолжит свое сближение посредством экономической выгоды и в дальнейшем превратится в сильное, единое экономическое сообщество. Главной идеей здесь является формирование устойчивого среднего класса во всем регионе, что в теории устраняет определенную часть нестабильности в регионе.

Иной возможной негативной перспективой является продолжение торговой войны между КНР и США, политическая нестабильность, конфликты на религиозной почве, стремление к обособлению, в особенности именно ухудшение социально-экономических проблем ведут к нарастанию национализма и радикальных политических движений.

Также стоит отметить и более реалистичную перспективу, где прямую роль в стабилизации региона будет играть ситуация на Корейском полуострове, территориальные распри и кибербезопасность. Территориальные распри останутся на уровне мелких стычек между сторонами претендующие на территории акватория и маловероятно перерастут в большие военные конфликты. Продолжится осуждения друг друга в СМИ, провокации военных судов вблизи территории, выносится на саммиты и подписываться соглашения, которые впоследствии будут нарушаться и далее будет повторяться по кругу.

Во всех трех прогнозах видна роль отношений между Китаем и Америкой.

Таким образом, отношения между странами региона АТР изменчивы, где даже малые распри имеют в себе силу приводить к появлению иных сложных путей эскалации. А война между Россией и Украиной, которой на данный момент еще рано давать оценку, возможно, частично отрежет Россию от АТР и даже определит создание антироссийского военного и экономического блока.

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ИННОВАЦИОННАЯ ДЕЯТЕЛЬНОСТЬ В ИНДУСТРИИ ТУРИЗМА АЛМАТИНСКОЙ ОБЛАСТИ

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Аннотация: Научная статья посвящена исследованию инновационных технологий используемых на территории Алматинской области, в частности оценке текущей ситуации цифровизации рынка для

рассмотрения возможностей развития туризма для нового типа туристов- Digital Nomads. Цифровые кочевники являются уникальными видами туристов, которые придерживаются устойчивого развития тех или иных сфер. В ходе оценки проведенных работ по внедрению инновационных технологий и исследования путей привлечения цифровых кочевников мы имеем возможности разработки концепции развития Диджитал туризма для диджитал кочевников в соответствии с целями Государственных программ “Цифровой Казахстан” и “Развитие туристской отрасли с 2019-2025”.

Ключевые слова: Digital Nomads, Digital Kazakhstan, IoT система, WiFi-таргет, Уроборос, BigData, Smart Taldyqorgan, Zhetysu Travel, Ashyq.

В период действующего карантина, происходит активное развитие информационных технологий, колоссальными темпами развивается глобальная сеть Интернет, увеличивается число операторов и пользователей Сети, расширяется круг оказываемых услуг. Что также, является главным ресурсом для дальнейшего развития цифровых технологий в рамках государственной программы «Цифровой Казахстан»[1].

Цифровые кочевники (англ. “digital nomads”) – это люди, которые в процессе своей профессиональной деятельности, учебы, творчества и досуга не привязаны к какому-либо определенному месту, благодаря использованию интернет-технологий и беспроводной мобильной связи [2]. Перманентная «мобильность» и «подключенность» к Сети – это базовые характеристики цифровых кочевников, благодаря которым их культура также становится супермобильной и глобализирующейся [3]. Речь идет и о географической, и о социальной мобильности, поскольку цифровые кочевники легко меняют как места своего физического присутствия, так и социальные роли, осваивая новые для себя образовательные, профессиональные, творческие и другие практики [4].

Стоит учитывать тот факт, что в период пандемии увеличилось количество желающих совмещать отдых с работой на удаленном доступе, что побудило рост фрилансов и диджитал кочевников. Некоторые эксперты утверждают, что к 2035 году в мире будет насчитываться один миллиард цифровых кочевников (digital nomads). Будучи крайне мобильным, диджитал кочевник уже не ощущает себя накрепко привязанным к малой родине, да и к большой тоже, он становится гражданином мира. Такая непривязанность к одному месту дает возможность путешествовать по всему миру, при этом одновременно зарабатывать деньги, получать образование и иметь иные стандарты, которые мы можем использовать для развития инфраструктуры тех или иных регионов, в нашем случае Алматинской области.

Таблица 1- Наиболее эффективные инновационные технологии на территории Алматинской области (в индустрии туризма). Составлено авторами статьи

Наименование	**Тип по классификации**	**Ссылка**	**Результат**
Платформа Zhetysu Travel	Сайт разработанный для туристов и гостей Алматинской области	https://zhetysu.travel/	Туристы получили возможность использовать сайт, который включает в себя следующие блоки: блог, новости, карта (единственный в своем роде на платформах ТИЦ с функцией онлайн трансляции), каталог с базой данных о 8000 туристских объектах разделенных по категориям, раздел для гостей и партнеров. Также, сайт полезен не только для туристов своим наличием 3D туров и других инструментов, но и сотрудников данной индустри, что включает в себя уведомления об обучающих курсах повышения квалификации изменениях в законодательстве и постановлениях сан.врачей районов Алматинской области, предотвращая возможные риски для туристов.
Smart Taldyqorgan	Приложение на мобильное устройство для туристов, посетителей и жителей города Талдыкорган. (город находится на территории	https://play.google.com/store/apps/details?id=kz.curs.taldykorgan&hl=en&gl=US	Мобильное приложение Smart Taldyqorgan создано в рамках Государственной программы Цифровой Казахстан. Приложение направлено для повышения информированности и доступности городских сервисов жителям и гостям города Талдыкорган. В приложении есть возможности для отслеживания ленты новостных порталов, блок с оповещениями, показатели загрезнения воздуха, погоды, курсы валют, карту перекрытия дорог, есть

	Алматинской области)		возможности для проведения оплаты любых видов услуг, для получения всех видов городских и коммерческих услуг, данные о предоставляемых транспортных услугах начиная от парковок,до приобретения билетов и расписаний рейсов, встроенное радио и раздел для туристов с календарем мероприятий, арендой хостелов, квартир и сведениями о достопримечательностях, объектах оказывающих все виды услуг.
Регулирование туристской деятельности 2021г	Используется платформа открытые бюджеты от eGOV на ПК и мобильном устройстве	https://budget.egov.kz/budgetprogram/budgetprogram?govAgencyId=3564&budgetId=1834449&budgetState=PROJECT	В рамках реализации одного из пяти ключевых приоритетов институциональных реформ, обусловленных Главой государства в Плане нации “100 конкретных шагов” в Казахстане активно внедряется концепция «Открытого правительства», суть которой состоит не только в обеспечении прозрачности госсектора, но и в вовлечении граждан страны через электронные ресурсы в процесс принятия и реализации важных государственных решений. В свою очередь, “Открытое правительство” включает в себя следующие компоненты: Открытые данные, Открытые НПА, Открытые бюджеты, Открытый диалог и Оценка эффективности деятельности ГО. Портал «Открытые бюджеты» в первую очередь был создан с целью облегчить представление граждан о понятии «бюджета» в государстве и способствовать развитию активной гражданской позиции через общественный контроль за расходованием бюджетных средств. С этой целью на портале Открытые бюджеты ведется публикация проектов бюджетных программ до их утверждения, тем самым предоставляя людям возможность внести изменения в процесс расходования бюджетных средств. Вместе с тем, на систематической основе публикуется информации о результатах государственного аудита и финансового контроля позволяющая узнать, какие именно нарушения возникают в результате проверок. Публикация бюджетной отчетности, помогает гражданам, ведущим исследовательские и другие научные работы.
проект Ashyq	Приложение на ПК и мобильное устройство. Установка и регистрация предприятия в систему Ашык.	https://ashyq.kz/	по области выдано 10 659 QR-кодов, из них 10 609 объектам участников проекта, 59 работающих в тестовом режиме. В данный список входят и объекты предоставляющие услуги туристам различного типа. Начиная от развлекательных до рекреационных.
Обучение по цифровой грамотности	Курсы, семинары и онлайн-уроки на платформе digitalkz.kz	https://digitalkz.kz/it-sektor/	Для развития цифровой грамотности населения ежегодно обучение проходят более 10 тыс. человек (в 2021 году – 12,1 тыс. чел.), который является целевым индикатором государственной программы «Цифровой Казахстан». Курсы проводятся совместо с Управлением туризма и цифровых технологий. Для сотрудников в сфере туризма проводятся специальные курсы, оповещение которых идет с рассылкой в телеграм каналах и других ресурсах с приглашением для бесплатного участия.
Обеспечение населения области качественным интернетом совместно с	Услуга реализуемая гос.органами и поставщиками (операторами).		По области из 732 СНП имеют доступ к интернету 701 СНП, где проживают более 2 млн. человек (99,9%). В 31 СНП с численностью 1,0 тыс. человек (0,1%) отсутствует интернет. 668 СНП (91%) обеспечены доступом к мобильному интернету.

мобильными операторами			В 2021 году в рамках проекта «250+» для обеспечения населения области качественным интернетом совместно с мобильными операторами проведена модернизация сетей связи в 21 сельских населенных пунктах. *социальной нормы потребления (СНП) электроэнергии

В данной Таблице-1 мы можем увидеть насколько многофункциональны цифровые технологии, которые мы можем использовать на различных уровнях (республиканский, региональный, точечный уровень). Указанные выше инновации используют не только цифровые кочевники, иные виды туристов, но и государственные органы и подведомственные организации.

Главными проблемами в развитии инновационных технологий являются две наиболее масштабные причины. Это - плотность населения в отдаленных от мегополисов территориях и отсутствие сети. Данные проблемы связаны между собой и создают некий эффект Уробороса (Мифологическое существо, которое представляет собой змея, поедающего свой хвост. Он обозначает цикличность событий) [5].

Казахстан является 9 страной по площади территории с плотностью населения менее 6 человек на квадратный километр. То есть менее 1% населения проживает в селах с численностью менее 250 человек. В связи с этим, исходя из технических возможностей операторов связи и экономической целесообразности, строительство сетей связи производится в основном на базе беспроводных технологий [6]. Учитывая данные показатели, авторами данной статьи, было сделано следующее заключения для решения данных проблем в сфере туризма.

Рисунок 1 - Картина эффекта уробороса в цифровизации туризма созданная авторами статьи

Рисунок 2 - Карта доступ к сети Wi-Fi на базе туристских объектов [7]

Согласно проведенному анализу нынешнего состояния цифровизации в регионе Алматинской области, были выявлены ранее реализованные проекты и новые возможности цифровизации которые предоставляет АО “Казахтелеком”.

Данная карта разработанная NASA, ООО ИТЦ «СКАНЭКС», Earthstar Geographics и Яндекс работает в онлайн трансляции в 4 режимах: схема, спутник, гибрид, панорамы. На данном рисунке (Рисунок-2) транслируется расположение объектов обслуживания туристов, где есть доступ к сети Wi-Fi.

В связи с чем, мы можем сделать вывод что большая часть качественного интернета и сети находится на южной, центральной, восточной и заметен дефицит на западной части. При отметке территории ГНПП виден нулевой результат.

Рисунок 3- Карта АО “Казахтелеком”[8]

Далее, следует рассмотреть возможности установки Интернет вещей (IoT) от АО «Казахтелеком» — это возможность удаленного управления и контроля за любым устройством.

Согласно данным карты по запросу на адрес Алматинской области мы видим что в данном регионе низкая вероятность технической возможности установки данной услуги, так как во всем регионе установлено всего 3 IoT точек (Рисунок-). Но есть решение данной проблемы, как расширение данных 3 точек и их сетей. Что позволит нам использовать г. Талдыкорган как централизованную точку управления областных IoT систем.

Рисунок 4 - Карта АО “Казахтелеком”[8]

Но стоит учитывать тот факт, что в развитии Алматинской агломерации и проектного офиса АГК участвует и акимат г. Алматы , а также центральной точки передачи IoT может быть несколько.

Так как территории ГНПП соприкосаются с территорией г. Алматы сравним количество установок в г. Алматы.

Рисунок 5- Карта АО “Казахтелеком”[8]

В отличии от Алматинской области на территории города Алматы находятся больше 100 IoT установок. Что также, является доказательством того, что несмотря на огромное количество природных ресурсов и дестинаций большой проблемой является отсутствие сети и интернета, что мешает проводить установку.

Казахтелеком также предоставляет возможности установки WiFi таргета. WI-Fi Target – это персональный цифровой маркетолог. Он устанавливается в общественных местах: в аэропортах, кафе, парках, торговых центрах, ресторанах, гостиницах и прочее

Туристы и иные посетители свободно подключаются к сети заведения, а заведение получает данные о своей целевой аудитории: имя, возраст, пол, район проживания, и если захотите, то даже наличие и количество детей и кулинарные предпочтения. Всё что необходимо знать, и что

может потребоваться для дальнейшей коммуникации с клиентом, можно запросить на странице авторизации. Здесь же можно предлагать пользователю WI-Fi дополнительные товары, услуги и бонусы, основываясь на собранной о нём информации.

Таблица 2 - Wi-Fi-таргет. Разработана авторами статьи

Основные возможности и функции	**Выгоды и преимущества**	**Продукт удобен для**	**Как это работает?**
Предоставить вашим клиентам безопасный гостевой доступ к сети Интернет на базе технологии Wi-Fi с использованием SMS авторизации	Страница авторизации и удобный личный кабинет	Рестораны	Точка доступа устанавливается внутри помещения и настраивается специалистом
Разместить информацию о меню и различных партнерских программах	Клиент точно увидит вашу рекламу и будет с ней взаимодействовать	Отели и гостиницы	Максимальное количество одновременно подключенных пользователей до 256
Анализировать поведение своих клиентов	Возможность лучше узнать клиентов и их предпочтения	Базы отдыха	Количество точек не ограничено и зависит от потребностей вашего бизнеса и количества клиентов, единовременно присутствующих в вашем учреждении
Фиксировать время посещения своих пользователей	Мощное оборудование	Бизнес-центры и офисы	-
Просматривать статистику по авторизированным пользователям	-	Залы ожидания	-
Проводить опросы клиентов	-	Университеты	-
Забрендировать стартовую страницу портала, разместив свои рекламные баннеры и видеоролики	-	-	-
Собирать базу данных своих клиентов (с номерами телефонов, email-адресами и прочее)	-	-	-

То есть, для выведения данных таргета определенного предприятия используется BigData (Big Data или большие данные — это структурированные или неструктурированные массивы данных большого объема. Их обрабатывают при помощи специальных автоматизированных инструментов, чтобы использовать для статистики, анализа, прогнозов и принятия решений).

В заключении, стоит отметить что были выявлены главные проблемы отсутствия цифровизации на территории Алматинской области. А также, были проанализированы результаты реализованных цифровых технологий на рынке индустрии туризма. Явное конкурентное превосходство получают те дестинации, которые умеют определять практику будущего и в соответствии с этим внедрять новые цифровые решения, в частности в сфере туризма. Предприятия в индустрии туризма становятся на два шага ближе к качественному продукту и к постоянному потоку клиентов, не теряя связь с трендами и цифровизацией. Используя цифровизацию объекты должны лишь обеспечить соответствие уровня сервиса потребностям пользователей, а именно – адаптировать цифровое развитие учитывая ценности диджитал кочевников. Если сегодня сложно предсказать скорость повсеместной цифровизации рынка в Казахстане и за ее пределами, то один факт очевиден – большинство объектов имеют риск в ближайшем будущем прекратить свою работу из-за отсутствия цифровизации. Поскольку туристам будут предлагаться более удобные и интересные альтернативы. В связи с чем, требуется поиск

инвесторов через АО “Kazakh Tourism” для привлечения частных инвесторов с целью установки сети и интернета в регионах с численностью ниже 250 человек, учитывая потенциал устойчивого туризма. Так как на данный момент мы видим наличие всех необходимых поставщиков услуг и ранее реализованные проекты с высокими показателями, мы имеем возможность сделать вывод, что диджитал кочевники являются основным ресурсом, который мы можем использовать для улучшения качества цифровизации и развития туризма в данном регионе.

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REGIONALIZATION OF BORDER RELATIONS BETWEEN KAZAKHSTAN AND RUSSIA IN THE SYSTEM OF EURASIAN INTEGRATION

Abstract: The article considers the stages of integration of regional relations of the Republic of Kazakhstan and the Russian Federation. It also contains an analysis of the positive and negative aspects of the Customs Union for the Republic of Kazakhstan. And the problems and prospects of cross-border cooperation between the regions of the Russian Federation and the Republic of Kazakhstan are considered.

Keywords: “border cooperation”, “integration”, “EAEU”, “Customs Union”.

Under the concept of cross-border cooperation in political science, it is customary to mean relations and contacts between adjacent territories of states. At the moment, cross-border cooperation is “a concerted action of federal executive authorities, executive authorities of the constituent entities of the Russian Federation, local governments aimed at strengthening interaction between the Russian Federation and neighboring states in resolving issues of sustainable development of the border territories of the Russian Federation and neighboring states, strengthening friendship and good neighborliness” [1].

Well, regionalization process is a redistribution of power competencies, transfer of functions from the state to the regional level, the emergence and development of new institutional forms that meet the new role of regions in the decision-making process at the national and supranational levels [2]. As it seems, the process of regionalization is inevitability, which has its positive and negative sides. If we consider integration processes as an interaction between open regional systems of various ranks, then they are inherent in any system functioning within the framework of the territorial division of labor, and are manifested in the material and material flows of imported and exported products, in the cooperation of specific industries, in the migration of the population and labor resources, in the creation of elements

of a common infrastructure, etc. [3]. And nowadays our country is in the zone of impact at least with three international organizations: Customs Union, system of the Common Economic Space and Eurasian Economic Union. Integration stages: CIS free trade zone, Customs Union, Common Economic Space, Eurasian Economic Union. The core principal behind this process is creation of national and international institutions that will help create the image of the region, an attractive investment climate, as well as focus on the needs of target groups of buyers of services of the territory. However, it is necessary to analyze whether these agreements and organizations really have a positive impact on the economy of our country. And I consider the example of cooperation with Russia.

It is important to consider the pros and cons of the Customs Union. A customs union is an agreement between two or more neighboring countries to remove trade barriers, reduce or abolish customs duty, and eliminate quotas. Such unions were defined by the General Agreement on Tariffs and Trade (GATT) and are the third stage of economic integration. The purpose of a customs union is to make it easier for member countries to trade freely with each other. The union reduces the administrative and financial burden of barrier trading and fosters economic cooperation among nations. However, member countries are not given the freedom to form their own trade deals. The countries in the customs union usually restructure their domestic economy and economic policies in order to maximize their gain from membership in the union. The European Union is the largest customs union in the world in terms of the economic output of its members [4].

There are advantages of CU:

1. Increase in trade flows and economic integration

The main effect of a free-trade agreement is that it increases trade between member countries. It helps improve the allocation of scarce resources that satisfy the wants and needs of consumers and boosts foreign direct investment (FDI).

Customs unions lead to better economic integration and political cooperation between nations and the creation of a common market, monetary union, and fiscal union.

2. Trade creation and trade diversion

The effectiveness of a customs union is measured in terms of trade creation and trade diversion. Trade creation occurs when the more efficient members of the union sell to less efficient members, leading to a better allocation of resources.

Trade diversion occurs when efficient non-member countries sell fewer goods to member countries because of external tariffs. It gives less efficient countries in the union the opportunity to capitalize on their position and sell more goods within the union.

If the gains from trade creation exceed the losses from trade diversion, that leads to increased economic welfare among member countries.

3. Reduces trade deflection

One of the main reasons a customs union is favored over a free trade agreement is because the former solves the problem of trade deflection. This occurs when a non-member country sells its goods to a low-tariff FTA (free trade agreement) country, which then resells to a high-tariff FTA country, leading to trade distortions. The presence of a common external tariff in customs unions helps avoid problems that arise from tariff differentials.

These are disadvantages of CU:

1. Loss of economic sovereignty

Members of a customs union are required to negotiate with non-member countries and organizations such as the WTO. This is necessary to maintain a customs union; however, it also means that individual member countries are not free to negotiate their own deals.

If a country wants to protect an infant industry in its market, it is unable to do so by imposing tariffs or other protective barriers due to the liberal trading policies. Similarly, if a country wants to liberalize its trade outside the union, it is unable to do this due to the common external tariff.

2. Distribution of tariff revenues

Some countries in the union do not receive a fair share of tariff revenues. This is common among countries like the UK that trade relatively more with countries outside the union. Around 20%-25% of the tariff revenue is retained by the member who collects the revenue. It is estimated that the cost of collecting this revenue exceeds the actual revenue collected.

3. Complexity of setting the tariff rate

A common problem faced by customs unions is the complexity of setting the applicable tariff rate. The process is very costly and time-consuming. Member countries often find it hard to forgo the trade of certain goods or services because another country in the union is producing it more efficiently.

Kazakhstan had a free trade regime with Russia and Belarus before the creation of the Customs Union, so the only change is the introduction of a common external tariff [5]. In particular, since the original CET was essentially a Russian tariff, Kazakhstan's terms of trade with Russia have not improved.

Within the framework of the EAEU, a comparative analysis of economic cooperation between the Republic of Kazakhstan and Russia was carried out.

Tab. 1- Main indicators of mutual trade between the Republic of Kazakhstan and the Russian Federation within the framework of the EAEU (million US dollars)

Country/ year	2018	2019
Kazakhstan	5279,9	5670,9
Russia	13041,2	14286,9
Overall	18321,1	19957,8
Source: [6]		

These data show a low level of export deliveries from Kazakhstan, and a high level of import deliveries from Russia. This factor is a negative effect of the presence of the Republic of Kazakhstan in the EAEU.

The problems of the development of Russian-Kazakh cooperation at the present stage can be conditionally divided into the following:

- shortcomings of the legal framework;
- the need to improve the forms of cooperation;
- the difference in the economic potential of countries.

In the practice of cross-border cooperation between Russia and Kazakhstan does not use a wide range of model clauses and contracts, which is part of the framework convention on cross-border cooperation adopted in Europe. Namely: 13 model agreements on the development of cross-border cooperation at the interstate level, 9 model agreements between subjects of the regional and municipal level, 4 framework agreements and 2 framework contracts between local authorities for cross-border cooperation. The same is the case with the application of standard legal documents that are annexes to the Convention on Cross-Border Cooperation of the Member States of the Commonwealth of Independent States, adopted on October 10, 2008 (two model laws "On Cross-Border Cooperation" and "On Interregional Cooperation" and 5 standard agreements on certain areas of cooperation) [7].

In general, there is a need for intensive development of the legal framework for cross-border cooperation in Russia and Kazakhstan. At the same time, it is very important that this process be synchronized between countries in time, and most importantly, in content. Only with an identical legal framework, effective cross-border cooperation in various forms and effective work of interregional cooperation bodies between the two countries is possible.

Cooperation between local self-government bodies in the border regions of Russia and Kazakhstan is less developed than at the level of state power. This is largely due to the fact that this institution of civil society is in its infancy, as well as the lack of experience and qualified personnel. The participation of municipalities in the cross-border cooperation of the countries of the European Union is actively carried out within the framework of such an institution as euro regions. They are territorial formations consisting of administrative-territorial units that are part of the border zone of two states and involve the formation of a single economic entity with facilitated conditions for economic cooperation [8].

To increase the activity of the regions themselves, it will be necessary to create joint structures with the participation of state authorities, local self-government and other participants in interregional and cross-border cooperation. This task can be solved by creating Commissions for cross-border cooperation within the boundaries of Russian federal districts and adjacent regions of Kazakhstan with conditional names: South-Kazakhstan, Volga-Kazakhstan, Ural-Kazakhstan and Siberian-Kazakhstan.

Tab.2 - The representation of the Russian and Kazakhstani regions in commissions formed according to this principle would look like this

Federal District of the Russian Federation	Subjects of the Russian Federation bordering with Kazakhstan	Border regions of Kazakhstan
Southern Federal District	Astrakhan region	Atyrau region
	Volgograd region	West Kazakhstan
Privolzhsky Federal District	Orenburg region	West Kazakhstan
	Saratov region	Aktobe region
	Samara Region	

Ural Federal District	Kurgan region	Kostanay region
	Tyumen region	North Kazakhstan
	Chelyabinsk region	
Siberian Federal District	Altai Republic	North Kazakhstan
	Altai region	Pavlodar
	Novosibirsk region	East Kazakhstan
	Omsk region	
Source: [Created by author]		

The binding of the commissions to the Russian federal districts is due to the fact that it is within their borders that the complex socio-economic development of the constituent entities of the Russian Federation is currently being carried out and large-scale investment projects (there is an investment officer on the staff of the district apparatus). In addition, representatives of the President of Russia, heading districts, control and coordinate the activities of territorial bodies of federal ministries and departments, as well as state authorities' subjects of the Russian Federation operating in the district. It is also necessary to take into account the fact that Russia already has the practice of creating bodies for coordinating cross-border cooperation in individual federal districts.

Each of these commissions should include heads of subjects of the Russian Federation included in the federal district and heads of akimats of adjacent regions of Kazakhstan; representatives of territorial bodies of sectoral ministries and departments of the two countries, associations of municipalities, associations of industrialists and entrepreneurs of the regions. If the adjacent regions of Russia and Kazakhstan simultaneously border on a region that is within the scope of another commission, then they can be represented in it by one of the deputies of the akim or the head of the subject of the Russian Federation.

In conclusion, the cross-border cooperation between Russia and Kazakhstan is developing on the basis of intergovernmental agreements and programs. The weak side of the latter is the concentration on individual projects and a limited number of performers. A qualitative change in this area is possible through the transition to the integrated development of the border regions of Russia and Kazakhstan on the basis of bilateral long-term targeted economic programs. In their implementation, it is advisable to use such effective forms of cooperation, such as: the creation of joint ventures, border trade centers, industrial and agricultural clusters, free economic zones, as well as the development and implementation of joint infrastructure projects. So, the development of Russian-Kazakh border economic cooperation in the long term should be aimed at creating an economic macro-region with the participation of the regions of the two countries.

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THE ROLE OF SOCIALLY-ORIENTED GAMES IN FOREIGN LANGUAGE EDUCATION

Abstract. This article discusses the role of socially-oriented games in foreign language education. The thesis deals with detection theoretically substantiate for teaching foreign languages to schoolchildren through socially-oriented activities that promote participants' learning and cognitive activity. Also included are definitions and an example of a game that can be used in a foreign language lesson to improve student learning.

Key words: foreign language education, socially-oriented games, schoolchildren, method.

Introduction. The issue of early foreign language education is becoming increasingly pressing currently. For decades, psychologists, methodologists, and linguistic scientists have given adequate attention to this aspect, since it is at school age that a child is ready to master a foreign language at an elementary level with greater ease and interest. Likewise teachers use various methods in teaching a foreign language. There are numerous techniques in the methodology of teaching a foreign language that contribute to the construction of the necessary competences in schoolchildren for future development. Learning foreign languages through play, on the other hand, is an excellent strategy that pays off in practice because play is the primary activity of schoolchildren.

The purpose of this article is to consider the role of socially-oriented games in foreign language education.

As before said, one of the most effective methods in learning a foreign language is a game. D.B. Elkonin analyzed the phenomenon of game, comes to the conclusion that game is an activity in which social relations between people are recreated outside the conditions of directly utilitarian activity [1]. Games are enjoyable activities that encourage engagement, critical thinking, and problem-solving skills.

We refer to socially-oriented games as any activity that takes place in the setting of circumstances aimed at replicating and assimilating social experience and in which self-management of behavior grows and improves [4, p. 76]. Socially-oriented games have the following pedagogical meaning: conditions are modeled for social trials, circumstances of choice, where the learner is looking for a solution to specific social problems. He is founded on his own personal social experiences, morals, and moral attitudes [5, p. 253].

Several games offer a feature that allows participants to provide information in a short amount of time. Some games require the participants to engage in a physical activity and/or complete a mental challenge. Of course, children do not consider how busy their brain is with the process of integrating new knowledge when playing socially-oriented games. Gaming is a pleasurable pastime for them. The particular reason for the circumstance, everyone is equal in the game, it is possible to include even pupils with limited expertise in the learning process using socially-oriented gaming technology. As a result, learning new content for each youngster will be straightforward [2]. Furthermore, the pupil has the option to imagine himself in the role of someone else and shift responsibility from himself to the hero being portrayed, the anxiety of making a mistake can be eliminated when playing [3].

A number of characteristics distinguish socially oriented games:

- ✓ The activity's collective aspect (i.e., the game's involvement of both direct performers and spectators), which emphasizes the importance of social connections in schoolchildren's intellectual development;
- ✓ Relevance of the content (the game should be sharp, offensive), which allows you to create a motivational basis for the general intellectual, general cultural and socio-moral development of schoolchildren;
- ✓ A pedagogical approach to the distribution of roles (for example, using the technique of "status therapy", when schoolchildren with problems in intellectual development is paired with a mentally gifted child who helps him solve the problem faster than usual, and thus help the entire schoolchildren's team) ;
- ✓ Such a game is not a performance, although roles are distributed in it, therefore it is impossible to rehearse a socially oriented game (by its nature, such a game is "one-off", therefore it depends on the creativity and improvisation of the participants, is aimed at the formation of an individual cognitive style of solving problem social situations for each participant);
- ✓ Game contributes to the formation of a collective subject in unity with the active position of each child, and, which is important, the unity of the content of the intellectual and socio-moral development of schoolchildren.

For instance, let's get the game – role play. For a role-playing game, you can take one story that happened in Kazakhstan or a fairy tale. The social role-playing game has a dual purpose: it motivates and incentivizes people to communicate, and it also serves as a teaching tool. There is a choice of communication ways, the growth of speaking skills, and modeling of speech scenarios during the game. That is, a game like this is an exercise for mastering speaking abilities in the context of student interpersonal contact [6, p. 5].

"Role play is defined as the projection in real life scenarios with social activities," according to Qing (2011). [9, p. 37]. "In a role play," writes Ments (1999), "each player acts as a component of the social environment of the others and provides a framework in which they can test out their repertoire of behaviors or study the group's interacting behavior" [8, p. 5].

In comparison to D.B. Elkonin's proposed structure for a role-playing game, the structure of a socially oriented game is altered by incorporating non-game goals and designing and implementing communicative and didactic conditions necessary and sufficient to achieve game and non-game (educational) goals.

The following are the main structural components of an educational socially oriented game:

1. Gaming, as well as developing, practical, and educational goals;
2. The content of a socially oriented game, which is based primarily on educational material of the current conversational topic and acquires a certain plot organization and development;
3. A set of social and interpersonal roles through which students realize a significant part of the content of a particular role-playing game;
4. Communicative and linguodidactic settings, i.e., a communicative-game environment established by students under the supervision of a teacher;
5. Props - any items that are involved in the role-playing game in some way and have a symbolic, communicative significance [7, p. 231].

A socially oriented game is a somewhat complete cycle of controlled connection between a teacher and a student that includes the preparation, conduct, and completion of the game in terms of time. Preparation (from 1–2 to 3–5 minutes) and a small role-playing game are combined into a single class and are structured similarly to foreign language communicative studies (without relying on cards). Almost every foreign language class can include small games. At the same time, some of the small games serve as preparation for large socially oriented games, which can last from 10 to 20 days.

To sum up everything that has been stated so far, the game has been examined as a teaching method by both local and foreign scientists for a long time, and it is still being studied by numerous specialists in the fields of science and education. As well as the use of socially oriented games in foreign language classes boosts students' willingness to participate and communicate while also allowing them to express themselves. Furthermore, incorporating games into the process of teaching a second language fosters a culture of collaboration and teamwork. All of this qualifies the game as a psychological, socio-psychological, and educational phenomenon.

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РОЛЕВАЯ ИГРА НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА

Аннотация: В статье рассматриваются вопросы, касающиеся использования ролевых игр на уроках иностранного языка. Как мы знаем, основной задачей каждого учителя является постоянное поддержание интереса к изучению иностранного языка. Скучный урок не доставляет удовольствия ни учителю, ни учащимся. Исходя из этого, становится ясно, что актуальность данной темы вызвана несколькими факторами. С другой стороны, наиболее важной проблемой преподавания иностранного языка является обучение устной речи, создающей предпосылки для раскрытия коммуникативной функции языка. Наиболее эффективным способом решения этих проблем являются учебные игры и вовлечение учащихся в игровой процесс.

Ключевые слова:ролевые игры,обучение,задания,сюжет,иностранный язык.

Об обучающих возможностях использования игрового метода известно давно. Многие ученые, занимающиеся методикой обучения иностранным языкам, справедливо обращали внимание на эффективность использования игрового метода. Это объясняется тем, что в игре проявляются особенно полно и порой неожиданно способности любого человека, а ребенка в особенности. Й. Хейзинга отмечал, что человеческая культура возникла и развертывается в игре, как игра. Однако хочется отметить, что использование игры недостаточно хорошо изучено в преломлении к обучению иностранным языкам. А ведь именно игра может выполнять исключительную роль усиления познавательного интереса, облегчения сложного процесса учения, создания условий для формирования творческой личности учащихся, а также вывести профессиональное мастерство учителя на уровень современных технологий.

В настоящее время большой интерес вызывает использование ролевых игр на уроке иностранного языка для моделирования реальной ситуации общения. Поэтому, думается, что необходимо подробнее остановиться на ролевой игре. К ролевой игре методика обучения иностранным языкам идет уже давно. Упражнения типа «прочитайте по ролям, инсценируйте диалог (Role-play the Dialogue)» занимают прочное место в арсенале методических приемов, а подобные инструкции можно встретить во всех учебниках иностранного языка. Секрет популярности ролевых игр среди учителей и учащихся прост. Являясь учебной моделью межличностного группового общения, специфической организационной формой обучения устно-речевому общению, основанному на коммуникативном принципе, ролевые игры легко вписываются в урок и, кроме всего прочего, доставляют учащимся неподдельное удовольствие.

Ролевая игра используется для решения комплексных задач усвоения нового материала, закрепления и развития творческих способностей, а также для формирования обще учебных умений. Она дает возможность учащимся понять и изучить учебный материал с различных позиций. Социальная значимость ролевых игр в том, что в процессе решения определенных задач активизируются не только знания, но и развиваются коллективные формы общения. Что касается собственно ролевых игр, то их вид и свойства можно представить следующим образом:

• Контролируемая
• Умеренно контролируемая
• Свободная
• Эпизодическая
• Длительная

Контролируемая ролевая игра является более простым видом и может быть построена на основе диалога или текста.В первом случае учащиеся знакомятся с базовым диологом и отрабатывает его. Затем совместно с учителем они обсуждают содержание диалога,прорабатывают нормы речевого этикета и необходимую лексику.После этогоучащимся предлагается составить свой вариант диалога,опираясь на базовый и используя написанные на доске опоры.Новфй диалог может быть похож на базовый, но в нем необходимо использовать другое наполнение,другую форму вопросов и ответов,диалог этот может быть короче или длиннее базового.Кроме того, по мере необходимости учитель может давать инструкции по ходу ролевой игры.

Вторым видом контролируемой ролевой игры является ролевая игра на основе текста. В этом случае после знакомства с текстом учитель может предложить одному из учиников сыграть роль какого-либо персонажа из текста,а другим учиникам –взятьунего интервью.Причем учиники-репортеры могут задавать не только те вопросы,ответы на которые есть в тексте ,но и любые другие их интересующие,а учиник ,исполняющий роль персонажа, может проявить свою фантазию при ответе на эти вопросы.Как и в первом случае,учитель может давать инструкции, помогая учащимся походу ролевой игры.

Более сложной является умеренно контролируемая ролевая игра, в которой участники получают общее описание сюжета и описание своих ролей.Проблема заключается в том, что особенности ролевого поведения известны только самому исполнителю.Остольным участникам важно догадаться,какой линии поведения следует их партнер,и принять соответствующее решение о собственной реакции.

Наиболее сложными являются свободная и длительная ролевые игры,открывающие простор для инициативы и творчества.

Что касается свободной ролевой игры,то при ее проведении сами учащиеся должны решить, какую лексику им использовать ,как будет развиваться действие.Учитель только называет тему ролевой игры, а затем просит учащихся составить различные ситуации, затрагивающие различные аспекты данной темы. Также учитель может разделить класс на группы и предложить каждой группе выбрать тот аспект предлагаемой темы,который им наиболее близок. При этом, если потребуется, он помогает учащимся в распределении ролей и в обсуждении того, что необходимо сказать по выбранной ситуации,или оказывает какую-то другую помощь.

Творческое ролевое общение требует развития социальных умений. Поэтому ролевые игры на уроках инастранного языка нередко включают элементы социальноготренинга (упражнений в общении).Приведем примеры подобных заданий:

- line-up (учащиеся стараются как можно быстрее выстроиться в ряд в соответствии с предложенными признаками);

- rounds (участники «круга» произносят каждый свое слово таким образом, чтобы образуемое предложение звучало так плавно, как если бы произносил один ученик);

- strip-story (каждый ученик получает свою фразу и старается быстрее занять соответствующее место в «рассказе»);

- smile (учащиеся подходят друг к другу и с обязательной улыбкой обмениваются репликами);

- flower (ученики дарят друг другу цветок, произнося при этом: «Я дарю тебе цветок, потому что ты хороший друг и т.п.»), учащиеся говорят друг другу приятные слова;

- contacts (ученики подходят друг к другу и начинают беседу);

- reflection (ученики пытаются представить, что о них думают другие школьники);

- listening (ученики слушают друг друга и кивают в знак согласия или несогласия);

- politeness (ученики обращаются друг к другу с вежливыми просьбами);

- respect (ученики говорят о своем уважении друг к другу, подкрепляя высказывания примерами);

- concessions (школьники учатся уступать друг другу в споре);

- gratitude (работая вместе, ученики выражают друг другу благодарность за оказанную помощь);

- conflict (ученики учатся правильно реагировать на «эмоциональную фразу» партнера).

К перечисленным заданиям можно добавить и еще много других, но все они должны быть направлены на формирование у учащихся необходимых социальных умений.

Ролевая игра может использоваться при обучении иностранному языку школьников любого

возраста. И поскольку игра остается в младшем школьном возрасте пока еще ведущей формой деятельности ребенка, то с её помощью следует обучать детей иностранному языку. Тем самым повышается мотивация школьников к изучению иностранного языка. В процессе обучения иностранному языку старших школьников применятся деловая игра, в основе которой лежит модель некой реальной деятельности. Широко известны такие игры, как «Суд», «Дискуссия», «Выборы» и другие. Игра позволяет приблизить обстановку учебного процесса к реальным условиям порождения потребности в знаниях и их практическом приблизить обстановку учебного прцесса к реальным условиям порождения потребности в знаниях и их практическом применении, что обеспечивает личностную познавательную активность школьникоков . Что же касается примениния ролевой игры в процессе обучения школьников средного звена, то здесь целесообразность данного приема обуславливается тем, что основной психологической потребностью подростка является овладение формами общения . А так как ролевая игра как раз и моделирует межличностное групповое общение, то она находит отклик у учащихся 7-9 –х классов.

Рассмотрим свойства ролевой игры и ее характеристики. Прежде всего, необходимо уточнить, что в данном контексте под ролевой игрой будет пониматься любое условное воспроизведение ее участниками реальной практической деятельности людей. Как считают Р.У. Родригес и Р.Г. Вайт,«ролевая игра соединяет классную комнату и жестокую реальность».

Ролевая игра обладает большими обучающими возможностями, которые заключаются в следующем:

Обучающие возможности	**Содержание**
Ролевая игра как самая точная модель общения	Предполагается подражание действительности в ее наиболее существенных чертах
Ролевая игра обладает большими возможностями мотивационно-побудительного плана	Точно обозначенные предполагаемые обстоятельства создают общий побудительный фон, а конкретная роль, которую получает ученик, сужает его до субъективного мотива
Ролевая игра предполагает усилия личностной сопричастности ко всему происходящему	Ясно ощущаемое личностное ядро повышает эмоциональный тонус актера-ученика, что положительно сказывается на результате и, в конечном счете, на усвоении иностранного языка
Ролевая игра способствует формированию учебного сотрудничества и партнерства	При правильной постановке дела игру можно расценивать как организационную форму, способствующую созданию сплоченного коллектива, и в этом ее воспитательное значение
Ролевая игра способствует расширению сферы общения	Предполагается предварительное усвоение языкового материала в тренировочных упражнениях и развитие соответствующих навыков, которые позволят учащимся сосредоточиться на содержательной стороне высказывания, поэтому ролевой игре следует отводить достойное место на всех этапах работы над темой
Ролевая игра имеет образовательное значение	Учащиеся, хотя и элементарной в форме, знакомятся с технологией театра

В соответствии с данными характеристиками можно обнаружить сходство ролевой игры и реальной деятельности. Отличие же заключается в том, что ролевая игра это условное воспроизведение ее участниками реальной практической деятельности людей. Чтобы роль могла стать средством обучения, она должна отвечать целому ряду требований, учитывающих как учебные задачи, так и индивидуальные особенности и потребности учащихся. Ролевая организация общения требует отношения к учащемуся как к личности с присущими ей особенностями, которая может предпочесть те или иные роли. Именно поэтому распределение ролей является ответственной педагогической задачей. Знание мотивов, интересов, индивидуальных отношений учащихся позволит учителю предложить им те роли, которые в наибольшей степени соответствуют особенностям их личности. При подборе ролей важно учитывать не только интересы учащихся, но и их психологические особенности. На начальном этапе ролевого общения целесообразно давать учащимся роли, наиболее полно соответствующие их темпераменту. Преодолевать застенчивость, робость можно начинать лишь тогда, когда учащийся уже привык к ролевому общению, обрел уверенность в себе. Важную роль при распределении ролей играет учет социально-психологических характеристик учащихся, под которыми понимается статус учащегося в группе. Поэтому учитель должен сознательно управлять этим статусом, выдвигая то одного, то другого ученика на ведущие (лидерские)позиции в ходе организации игры. Целесообразно время от времени давать ученикам, занимающим в жизненной

практике положение ведомых, роли главных героев, а лидерам Коллектива (в психологии их называют «звездами») поручать роли персонажей, находящихся в зависимом положении (младший брат, сестра и т.п.). Особенно тщательно отбираются роли для учащихся, не пользующися авторитетом в классе (так называемые «отверженные»). Такие ученики должны получать роли положительных личностей, имеющих влияние и популярность по сюжету игры.

Попробуем рассмотреть ролевую игру с позиции учащихся и учителя, учитывая, что ролевая игра - это, прежде всего, речевая деятельность, игровая и учебная одновременно. Сточки зрения учащихся, ролевая игра - это игровая деятельность, в процессе которой они выступают в определенных ролях. Она выполняет определенные функции, которые можно увидеть на следующей схеме:

Рассмотрим эти функции подробнее.Целью ролевой игры является осуществляемая деятельность, так как именно игра, мотив лежат в содержании деятельности, а не вне ее. Являясь моделью межличностного общения, ролевая игра вызывает потребность в общении на иностранном языке. И именно в этой позиции она выполняет мотивационно-побудительную функцию.Как уже говорилось выше, ролевая игра обеспечивает обучающую функцию, поскольку она в значительной степени определяет выбор языковых средств, способствует развитию речевых навыков и умений, позволяет моделировать общение учащихся в различных речевых ситуациях. Воспитательная функция ролевой игры заключается в том, что именно в ролевых играх воспитываются дисциплина, взаимопомощь, активность, готовность включаться в разные виды деятельности, самостоятельность, умение отстоять свою точку зрения, проявить инициативу, найти оптимальное решение в определенных условиях.

Ролевая игра формирует у школьников способность играть роль другого человека, увидеть себя позиции партнера по общению. Она орентирует учащихся на планирование собственного речевого поведения собеседника, развивает умение контролировать свои поступки, давать объективную оценку поступкам других. Таким образом, ролевая игра выполняет и ориентирующую функцию.

Компенсаторная функция ролевой игры проявляется в том что именно в игре разрешается противоречие между потребностью действия у ребенка и невозможностью осуществить требуемые действием операции. Дети стремятся к общению, и ролевая игра дает им возможность реализовать свое стремление.

Джон В. Оллер отмечает, что ролевая игра делает человека более гибким, т.е. добившись мастерства в языковом Поведении, он с легкостью сможет применять полученные навыки и умения в новых ситуациях .

В структуру ролевой игры как процесса входят:

а) роли, взятые на себя играющими;

б) игровые действия как средство реализации этих ролей;

в) игровое употребление предметов, т.е. замещение реальных вещей игровыми, условными;

г) реальные отношения между играющими;

д) сюжет (содержание) — область действительности, условно воспринимаемая в игре.

Задача учителя состоит в том, чтобы отобрать необходимые ситуации-иллюстрации и ситуации-проблемы на конкретном материале, подготовить дидактический материал: карточки-задания для каждого (можно сподсказкой о характере его деятельности), подобрать группы учащихся и распределить роли, поставить задачу, по которой учащиеся должны высказывать свою точку зрения, продумать предполагаемые ответы и реплики (если необходимо, подсказать их определенным учащимся), проявлять к учащимся интерес и внимание во время проведения игры.

В заключение хочется отметить, что ролевые игры строятся на принципах коллективной работы, практической полезности, соревновательности, максимальной занятости каждого учащегося и неограниченной перспективы творческой деятельности в рамках ролевой игры. В процессе ролевой игры формируется сознание принадлежности ее участников к коллективу, сообща определяется степень участия каждого из них в работе, ощущается взаимосвязь участников при решении общих задач. В процессе ролевой игры развивается логическое мышление, способность к поиску ответов на поставленные вопросы, речь, речевой этикет, умение общаться друг с другом. Поэтому использование ролевой игры на уроке иностранного языка повышает эффективность учебного процесса, помогает сохранить интерес учащихся к изучаемому языку на всех этапах обучения.

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BRAND-NAMING МАРКЕТИНГТІК СТРАТЕГИЯСЫНДАҒЫ ТІЛДІК ИЛАНДЫРУДЫҢ РӨЛІ

Түйін: Жаһандану кезеңінде кең өріс алған бренд-нейминг маркетингтік стратегиясын тілдік тұрғыдан талдап, оның әлеуметтік өмірдегі рөлін айқындау бүгінгі күн лингвистикасындағы өзекті мәселелердің бірі болып отыр. Экономикалық ұғым бренд-неймингтің тілдік коммуникативтік құндылығы заманауи медиа кеңістіктің ажырамас бөлігі. Тұтынушы санасын мақсатты түрде бір идеяға когнитивті-психологиялық тәсілмен иландыру бұл маркетингтік стратегияның тілдік және экономикалық сырын ашуға мүмкіндік береді.

Тірек сөздер: brand-naming, иландыру, стратегия, идея, коммуникация.

Әрбір зайырлы мемлекеттің өмірінде ақпараттық еркіндік адамзат санасының еркіндігімен өлшенеді. Бұрын жат саналған тақырыптар ендігіде кеңінен талдауға түсіп, оқырман талғамына қарай сан түрлі шешімін тауып, әлеуметтік өмірге өзіндік әсерін тигізуде. Азаматтық құқық, ұлттық құндылық, тарихи жәдігер, болашаққа жоспардан бөлек, жалпылама тақырыптардың арасында жиі қолданылатын ұғымдар күнделікті тұрмыспен тығыз байланысты. Ел көкейінде жүрген мәселені қозғауда тілдің тұлға санасын арнайы мақсаттың растығына когнитивті-психологиялық тұрғыда иландыру міндетін ұтымды қолдана білген коммуникант көздеген нәтижесіне жеңіл жетудің жолын тапқан. Ақпараттық хабарламалардан бастау алған бұл тәсіл кейін әлеуметтік өмірдің өзге де салаларынан көрініс табатын болды.

Қарапайым сұраныстарды қанағаттандырушы мекемелерге адам күніне бірнеше рет саналы түрде жүгінеді. Әдетте тек кішігірім міндеттерді жүзеге асыруға бағытталған ұйымдар ендігіде халық арасындағы сұранысы артып, кеңінен таралып, өз ісін жетілдірген. Солардың біріне күнделікті көше бойын толтырған дүкендер мен дәріханалар, асханалар мен кафелер, мейрамханалар мен қонақ үйлерді жатқызуға болады. Алғашқыда арнайы атау берілмеген бұл мекемелер санының өсуі ендігіде оларды өзара ажырату үшін ат қойып, оқшаулау қажеттігін туындатты [1, 17 б.]. Нәтижесінде оларға мекен еткен жер-су атауларын беруді әдетке айналдырып, кейіннен адам есімін беруге де көшкен. Бұл адамзат тарихының беттерінде қалған естеліктер болса, қазіргі заманның аталмыш мекемелері өз тұтынушыларының назарын аударту мақсатында көптеген жаңа иландыру әдістерін қолдануды жүйеге енгізген. Ондай әдістердің барлығы әлеуметтік ұйымның атауын ұтымды қоюға негізделген. Лингвистика тұрғысынан *naming* деп аталатын бұл сала компанияның, өнімнің немесе қызметтің

бренд атауын әзірлеу процесі, маркетингтік стратегиясының маңызды бөлігі, брендті позициялаудың ажырамас бөлігі және иландыру коммуникациясының табиғатын түсіндіруде жиі қолданылатын ұғым [2, 29 б.]. Кәсіпорындарға, жобаларға, тауарларға есте қалатын атауларды жасауға байланысты қолданылатын бұл стратегияны тілдік зерттеу саласында *коммерциялық номинация* немесе *семонемика* деп те атайды. Брендке айналған тауардың, мекеменің немесе әлеуметтік қызмет түрінің атауын тұтынушыға түсінікті әрі тартымды қылып қою неймингтік басты мақсат. Оңтайлы қойылған атау өз тұтынушысын күттірмейді, ал қолайсыз қойылған атау өз тауарының бизнес болашағын бұғаттайды. Сондықтан неймингтік басты міндеттерге жатады:

- ассоциативтік – тауардың тұтынушымен нақты байланысын көрсету үшін маркетинг объектісінің (тауардың) маңызды белгілерін қоса сипаттау;
- номинативтік – маркетинг объектісінің атын көрсету;
- эстетикалық – тұтынушы санасында тауар жайлы жағымды эмоция қалдыру;
- дифференциалдық – тауардың ерекшеліктерін айқын сипаттау;
- иландырушы – тұтынылар тауар қасиеттері жайлы тұтынушы санасында дұрыс түсінік қалыптастыру;
- тартымдылық – тауардың жағымды ерекшеліктерінің негізінде тұтынушы санасында жалпы ұйым жайлы жағымды естелік қалдыру [3].

Алматы қаласы көшелерінің бірінде келесідей мекемелер тілдің неймингтік қасиетін нақты сипаттайды:

1. *Әлеуметтік дүкен*. Ассоциативтік міндетке негізделген бұл сөз тіркесі қала бойынша кең таралған мекемелердің біріне жатады. Иландыру сыры жергілікті тұтынушылардың әлеуметтік жағдайы мен талғамына қарай өзге дүкендермен салыстырмалы түрде қолжетімді бағамен ұсынылатын тауарлар санының көптігінде. Демек, қарапайым атауы бар дүкенге қарағанда өсірмелі бағаны жиі қолданбастан, халық сұранысын мейлінше қанағаттандыру мақсатында сатылатын азық-түлігі бар орта екенін тұтынушыға ашық жариялаған бұл мекеменің атауы қызмет орталығы мен тұлғаның арасындағы сенімділік байланыстың бар екенін дәлелдеу арқылы тартымдылығын арттыруға тырысқандай. Дегенмен, тұтынушылардың арасында жиі жолығатыны зейнет жасындағы азаматтар мен арнайы әлеуметтік жеңілдігі бар азаматтар екені анықталды.

2. *Ас болсын*. Жол-жөнекей дәм татуға болатын қалалық типтегі асхана. Тұтынушысы көп. Оның себебі атауында. Күнделікті тұрмыста жиі айтылатын сыпайылық сөзін асхананың атауына айналдырған маркетологтар құлаққа жат естілмейтін тіркестің кім-кімге де жақсы көңі-күй силап, тартымды боларын аңғарған. Ендеше бір жағынан жақсы тілек, екінші жағынан қазақы менталитеттегі өзіндік құндылығы бар *ас* («Ас – адамның арқауы») концептісінің ұтымды қолданылуы бұл бизнестің тұтынушылар санын арттырмаса, кемітпейтіні анық [4, 16 б.]. Нәтижесінде, бір емес, бірнеше жерден орын тапқан алғашқы ұйымның атауы өзіндік иландыру мақсатына толықтай жетті деп саналады.

3. *Ақ бата*. Мейрамханалардың атаулары да өзіндік тілдік құндылығы бар мекемелерге жатады. Оған себеп бір отбасының қуанышын атап өтер орынның дәл сол қуанышқа сай аталуында болса керек. Жас отау құрған отбасыға жасы үлкен ата-апаларының берген баталары қабыл алынуын меңзегендей «Ақ бата» деп атау берген маркетологтар той дәстүрін қадірлейтін халық үшін бұл әсерлі, мәнді концепт боларын анық білген. Ақ жол тілеп, ақ отаудың ардақты отағасы мен отанасын ақ батамен қолдайтын туыс-бауыр, жолдастар маркетингтік стратегияға сай тілдің иландыру қасиетінің жүзеге асқанына айқын дәлел бола алады.

4. *Жан-ұя*. Қалалық дәмханалардың бірі «Жан-ұя» мекемесінің коммуникативтік сырын оны көрген әрбір азамат ұғынады. Әрбір индивидке қатысы бар жанұя концептісін ұтымды қолданған бұл мекеме аталмыш сөзді мақсатты түрде *жан* және *ұя* тіркестерімен ажыратып жазғаны кез-келген тұлғаға менталитетке сай құндылығын еске салып қана қоймай, сонымен қатар *жан* бірлігінің номинативтік қасиетін бірінші қолдану арқылы отбасылық бақыт өзінен басталатынын ескерту үшін осы ретпен аталғандай. Демек, жанұялық құндылықты индивидтік махаббаттан бастап білдіртетін бұл мекеменің тілдік иландыру мақсаты әрбір отбасының назарын өзіне аудартып қана қоймай, жалғыз емес, топтық қуанышты бөлісудің мәнін арттыру мақсатында маркетингтік стратегияны оңтайлы қолданған. Иландыру мақсаты толықтай жүзеге асты.

5. *Janym Soul*. Бұл сан түрлі әндер атымен аталатын караоке клубтарының арасында дарасы болған мекеме. Себебі заманауи қазақ тілді әндерде жиі қолданылатын *жаным* сөзі мен ағылшын тілінің *soul* сөзін ұтымды үйлестіру арқылы жастар тілінде жиі қолданыста жүретін «жаным сол» тіркесін айтылуы жағынан сөз ойын тісілімен оңтайлы пайдаланған. Дифференциалдық тұрғыдан бір жағынан жаным және soul (қаз. «жан») сөздерінің бір мағынада негізгі индивидтік құндылықты білдіретін концепт болуы әсер етсе, екінші жағынан музыка жанры ретінде көпке танымал әндердің

ерекшелігін сипаттаушы терминдік әсері бар бұл мекеме әуен сүйер қауым үшін тартымды атау болмақ. Иландыру коммуникациясының бірнеше тәсілін ұтымды пайдаланған маркетологтар караоке клубтың қонақтарын қалай қызықтыру керектігін жақсы білген.

6. *Тәп-тәтті*. Кондитерлік дүкендердің бірі болған бұл мекеме үлкенді де, кішіні де өзінің атауымен тартымды етері анық. Алайда, бұл жай ғана кондитерлік орталық емес, сонымен қатар кішкентай сәбилерге арналған мерекелік іс-шараларды өткізуге арналған ұйымның кеңсесі екені анықталды. Маркетолог-авторлар тәп-тәтті деп тек жеуге арналған тағамды емес, одан бөлек, бүлдіршіндерді де атап, екі міндетті қатар атқаратын ұйымға атау берген. Brand-naming саласында эстетикалық және иландырушы міндетке сай, тәттілік деген ұғым қай адамға қандай мағынада қабылданса да, барлығы жағымды мәнге ие. Демек, жақсы көңіл-күй сыйлайтын ұйымның қызметін қолданушы адамдар ендігіде өз іс-шарасына осы ұйымның тәттілерін алып, екі есе пайда келтірері анық. Расымен де ұтымды атау.

7. *Mooz*. Жастар қауымында белгілі саналатын әнші топтарының бірі негізін қалаған бұл дүкен балмұздақ сатуға арналған. Атын «Мұз» деп бекер қоймаса керек, себебі бұл сөз аталмыш әнші топтың ел арасында жиі естілетін танымал әнінің атауы. Бір жағынан тыңдаушыларға арнап топтың жұмысын жүргізу барысында жасалған бизнес болса, екінші жағынан танымалдылықты арттырудың бір қадамы. Бірін-бірі толықтырып тұрған екі себептің екеуі де әнші топтың әндерімен тығыз байланысты. Дей тұрғанмен, *мұз* сөзі жалпы *балмұздақ* ұғымынан алыс кетпеген бірлік. Ендеше балмұздақтың мұздаған қоспалардан жасалғанын ескере отырып, оны танымал топтың әнімен байланыстыра отырып қойылған атау бұл бизнестің тұтынушыларын көбейтуі ғажап емес. Сөздің номинативтік қасиетін де, заманауи қолданыстағы мәнін де ұтымды қолдану кез-келген brand-naming талаптарын толықтай қанағаттандырушы тәсіл болмақ.

Жаһандану заманында адамзат назарын апаттай тап берген ақпарат толықтай жаулап алған. Күнделікті жаңалықтан еститін мәліметтердің арасында қажетті-қажетсізін саналы түрде саралап отыратын азаматтың көзіне ілініп, санасына әсер ету бүгінде оңай тапсырма емес. Дегенмен, жан-жақты біліммен жанданған мамандар бұл шаруаның да кетігін тапқан. Арнайы маркетингтік стратегиялар мен коммуникативтік тактикаларды ұтымды қолдану арқылы кез-келген индивидтің назарын өзіне аудартып қана қоймай, сонымен қатар оған өзіндік тауарын ұсынып, тұрақты тұтынушысына айналдырудың сырын ашқан. Мыңнан дараланған маркетологтар тапқыр ойдың көмегімен тұлға санасына когнитивті-психологиялық әсер ету арқылы әрбір саланың таңдаулы брендтеріне ұтымды атау беру арқылы бизнес саласын жаңа дәрежеге көтеріп, адамзаттық қарым-қатынасқа жаңаша сипаттама беруде. Ендігіде әлеуметтік өмірдің барлық саласына енген бұл тәсіл лингвистика саласына тағы бір даулы сауалдың енуіне себеп болды.

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THE IMPORTANCE OF SCIENCE IN THE INNOVATIVE AND DIGITAL DEVELOPMENT OF KAZAKHSTAN

Abstract: The article is is concerned with the Science and technology in Kazakhstan, which describes the state policy on the development of science, technology and innovation in Kazakhstan, also the Strategy “Kazakhstan 2030 and 2050”, the legal framework of science and innovation, Technology policy, Research funding, and Investment trends are considered.

Keywords: “Kazakhstan 2030 Strategy”, “Kazakhstan 2050 Strategy”, investment trends, State Programme, Technology policy, UNESCO.

Science and technology in Kazakhstan outlines government policies to develop science, technology and innovation in Kazakhstan.

Kazakhstan 2030 Strategy

The Kazakhstan 2030 Strategy was adopted by presidential decree in 1997. Apart from national security and political stability, it focuses on growth based on an open-market economy with a high level of foreign investment, as well as on health, education, energy, transport, communication, infrastructure and professional training.

After the first medium-term implementation plan expired in 2010, Kazakhstan rolled out a second plan to 2020. It focuses on accelerating diversification of the economy through industrialization and infrastructure development; the development of human capital; better social services, including housing; stable international relations; and stable interethnic relations. According to the 2009 census, Kazakhs make up 63% of the population and ethnic Russians 24%. Small minorities (less than 3%) make up the remainder, including Uzbeks, Ukrainians, Belarusians and Tatars.

Two programmes underpin the Strategic Plan to 2020, the State Programme for Accelerated Industrial and Innovative Development (2011−2020) and the State Programme for Educational Development (2011−2014), both adopted by decree in 2010. The latter is designed to ensure access to quality education and fixes a number of targets. For instance, by 2020:

- 90% of secondary schools are to be using an e-learning system;
- 52% of teachers are to hold a bachelor's or master's degree;
- the standard of all secondary schools is to be raised to the level of the country's Nazarabayev Intellectual Schools, which foster critical thinking, autonomous research, a deep analysis of information and proficiency in Kazakh, English and Russian;
- Government scholarships for university students are to increase by 25% (by 2016);
- 80% of students who complete their degree under a government grant scheme are to be employed in their field of specialization a year after graduation.

Kazakhstan 2050 Strategy

In December 2012, President Nursultan Nazarbayev announced the Kazakhstan 2050 Strategy with the slogan 'Strong Business, Strong State.' This pragmatic strategy proposes sweeping socio-economic and political reforms to hoist Kazakhstan among the top 30 economies by 2050. In his January 2014 state of the nation address, the president observed that 'OECD members have covered a journey of deep modernization. They also demonstrate high levels of investment, research and development, labour efficiency, business opportunities and standards of living. These are the standards for our entrance into the ranks of the 30 most developed nations.

Promising to explain the strategy's goals to the population in order to ensure public support, the president stressed that 'the well-being of ordinary citizens should serve as the most important indicator of our progress.' At the institutional level, he pledged to create an atmosphere of fair competition, justice and rule of law and to 'shape and implement new counter-corruption strategies.' Promising local governments more autonomy, he recalled that 'they must be accountable to the public.' He pledged to introduce principles of meritocracy into human resources policy for state-owned enterprises and companies. The president recognized the 'need to update relationships between the state and non-governmental organizations and the private sector' and announced a privatization programme. A list of state enterprises to be privatized was to be drawn up by the government and the Samruk−Kazyna sovereign wealth fund in the first half of 2014.

The first stage of the 2050 Strategy focuses on making a 'modernization leap' by 2030. The aim is to develop traditional industries and create a processing industrial sector. Singapore and the Republic of Korea are cited as models. The second stage to 2050 will focus on achieving sustainable development via a shift to a knowledge economy reliant on engineering services. High value-added goods are to be produced in traditional sectors during this second stage. In order to smooth the transition to a knowledge economy, there will be a reform of laws related to venture capital, intellectual property protection, support for research and innovation and commercialization of scientific results. Science and technology transfer will be a key focus, with the establishment of research and engineering centres, in cooperation with foreign companies. Multinational companies working in major oil and gas, mining and smelting sectors will be encouraged to create industries to source required products and services. Technology parks will be reinforced, such as the new Innovative Intellectual Cluster at Nazarbayev University in Astana and the Alatau Information Technology Park in Almaty.

In February 2011, Kazakhstan adopted the Law on Science. The law encompasses education, science and industry. It has established national research councils in priority areas, including both Kazakh and foreign scientists, thereby enabling Kazakh scientists to participate in high-level decision-making. The

decisions adopted by national research councils are executed by the Ministry of Education and Science and line ministries. The law has prioritized the following areas: energy research; innovative technologies in the processing of raw materials; ICTs; life sciences; and basic research. It has introduced three streams of research funding:

- basic funding to support scientific infrastructure, property and salaries;
- grant funding to support research programmes; and
- programme-targeted funding to resolve strategic challenges.

The Law on Science has established a system of peer review for research grant applications from universities and research institutes. These competitive grants are examined by the national research councils. The government also plans to increase the share of funding for applied research to 30% and that for experimental development to 50%, leaving 20% for basic research. The law introduced a change to the tax code which reduces corporate income tax by 150% to compensate for businesses' research expenditure. In parallel, the law extends intellectual property protection. In addition, public and private enterprises are eligible for state loans, so as to encourage the commercialization of research results and attract investment. In order to ensure coherence, independence and transparency in the management of projects and programmes involving science, technology and innovation, the government created the National Centre for State Scientific and Technical Expertise in July 2011. A joint stock company, the centre runs the national research councils, monitors ongoing projects and programmes and evaluates their impact, while maintaining a project database.

Within the State Programme for Accelerated Industrial and Innovative Development, a law was adopted in January 2012 to provide state support for industrial innovation; it establishes the legal, economic and institutional bases for industrial innovation in priority sectors of the economy and identifies means of state support. Within the same programme, the Ministry of Industry and New Technologies has developed an Inter-industry Plan to stimulate innovation through the provision of grants, engineering services, business incubators and so on.

Picture1. GDP growth trends in Central Asia, 2000−2013. Source: UNESCO Science Report: towards 2030 (2015)

Picture 2. GDP growth trends in Central Asia, 2000−2013. Source: UNESCO Science Report: towards 2030 (2015)

Picture 3. Scientific publications from Central Asia catalogued by Thomson Reuters' Web of Science, Science Citation Index Expanded, 2005–2014, UNESCO Science Report: towards 2030 (2015)

The Council on Technology Policy was established in 2010 within the State Programme for Accelerated Industrial and Innovative Development. The Council on Technology Policy is responsible for formulating and implementing the state policy on industrial innovation. The National Agency for Technological Development, which was established in 2011, co-ordinates technology programmes and government support. It carries out foresight exercises and planning, monitors programmes, maintains a database on innovation projects and their commercialization, manages relevant infrastructure and co-operates with international bodies to obtain information, education and funding. The main focus of innovation policy for the first three years (2011–2013) is to make enterprises more efficient through technology transfer, technological modernization, the development of business acumen and the introduction of relevant technologies. The following two years will be devoted to developing new competitive products and processes for manufacture. The focus will be on developing project finance, including through joint ventures. In parallel, efforts will be made to organize public events, such as seminars and exhibitions, to expose the public to innovation and to innovators.

Like the other four Central Asian republics, Kazakhstan is a member of several international bodies, including the Organization for Security and Co-operation in Europe, the Economic Cooperation Organization and the Shanghai Cooperation Organisation. Kazakhstan and the other four republics are also members of the Central Asia Regional Economic Cooperation (CAREC) Programme, which also includes Afghanistan, Azerbaijan, China, Mongolia and Pakistan. In November 2011, the 10 member countries adopted the CAREC 2020 Strategy, a blueprint for furthering regional co-operation. Over the decade to 2020, US$50 billion is being invested in priority projects in transport, trade and energy to improve members' competitiveness. The landlocked Central Asian republics are conscious of the need to co-operate in order to maintain and develop their transport networks and energy, communication and irrigation systems. Only Kazakhstan and Turkmenistan border the Caspian Sea and none of the republics has direct access to an ocean, complicating the transportation of hydrocarbons, in particular, to world markets.

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THEORETICAL BASIS OF FORMATION OF COMMUNICATIVE COMPETENCE OF STUDENTS OF BASIC SECONDARY EDUCATION USING THE "JIGSAW" TECHNIQUE

Abstract: This scientific article describes how communicative competence is important in our days, foreign languages are deeply rooted not only in the minds of modern people, but also in the cultural space in

which peoples live together. Therefore, the main purpose of teaching foreign languages in modern schools is to develop students' ability to use a foreign language as a means of communication or communication skills of modern world cultures and civilizations. Analyzing students' learning activities, ability to communicate with each other in their native language it can be concluded that students' communication skills have not considerably improved. They lack lexical material and sometimes do not know how to behave in certain communicative situations. This issue is very relevant today.

Key words: teaching ways, cultures, students, analyzation, puzzle games studies, foreign language, development, competence, school, modern technologies, communication, interactive teaching methods.

Teaching English as a means of communication has an advantage, because changes in public relations today require the development of students' communication skills, language skills.

What are communication skills? In other words, the ability to communicate verbally and nonverbally with another person, or simply these relationships and connections and these connections can be used in one language or another to create a partner who speaks a foreign language. This is difficult to do when reading in Russian, even if the thoughts and actions of the participants are understood by each other. In this regard, it is more difficult to learn a foreign language because students do not understand each other. Therefore, the basic principle of communication-focused learning is the act of speaking. And if you want to learn a language, you need to find unique ways and solutions to learn that language. In our case, we will look at the topic of "puzzles" called enigma puzzles.

As you know, the success of learning foreign languages is determined by the proper organization of the curriculum itself. One of the main tasks of the teacher is to engage students in active speaking in the classroom. School experience shows that when students work together in the classroom, group discussions are natural. Learning and speaking situations in the classroom are designed to perform two main functions.

1) Motivation

2) Training.

Such a situation must be created, taking into account the basic conditions for the development of speaking skills and abilities of students in the classroom, only in this case the educational function can be performed. Often what teachers do in the classroom can be silent or formal. Psychologists have found that stories that children like during adolescence convey new facts and information in other areas, and conversations are also stories of relationships and behavior.

The method of puzzle with parts is discussed, in which the teacher divides the class into groups and gives assignments that students should collect as a task. There is mutual trust and collective responsibility for communication, and this is one of the most effective methods because students communicate with each other and make them part of a foreign language, part of responsibility. they are assigned, that is, learn to work with them. The problem-solving process is also important for the group; While working in groups, the teacher encourages active listening, participation and empathy, which gives each member of the group an important role in the learning process.

This method has many advantages for both parties, for example: the method is relatively easy to learn, it is very similar to the game, greatly increases student participation, it can be used in combination with other pedagogical methods. The method can be used even if the teacher's goal is to explain only one lesson. Next, I told you step by step more detailed instructions on how to use this method.

First, you need to divide the students into 5-6 people into several groups, but see that the groups should be diverse and as equal as possible in terms of opportunities, so that all excellent students and active students are not in one group, as well as some weak ones in another. The teacher simply invites the students to share and observes the process. Thus, it is possible to understand who is friends with whom, who remains outside the groups, how different participants manifest themselves in the course of collective work.

Secondly, each group should have a main representative, in other words "leader". The teacher should pay attention in different variations. The teacher should not choose the same person every time, you need to help each student to develop their leadership qualities, you should not always choose the strongest student, you need to pay attention to how others will show themselves.

Thirdly, you can divide the lesson into several segments. But before dividing, you need to think about how many puzzles are in the puzzle in general, so that everything adds up into one. For example, if the goal is to study a historical figure, you can divide the biography of a historical figure into the following segments:

1) Childhood years of the historical figure

2) Family life

3) Historical achievements of such a person

4) How the achievements of this figure influenced that period.

5) How the achievements of such a figure have influenced our modern world.

Fourth, divide the segments into groups. It is important to make sure that each student has enough information to study a certain segment, and it is also important to see to it that there is not more information than necessary.

Fifth, wait 7-10 minutes for the students to analyze the information. You need to understand that the students need to understand what is at stake without studying every single point.

Sixth, give the children a moment where they have to share opinions, clues with each other, thereby encouraging the communicative competence of students. Students show curiosity and close gaps in their knowledge.

Seventh, start checking the answers. Proceeding from one group to another, make notes by observing the process, if any group has problems, direct its activities in a constructive direction. Or you can instruct the group leader to keep order, giving everyone the same amount of time.

A communicative task to create a variety of discussions, which complements communication in a foreign language with the target audience to achieve the expected results and the writer's ability as a person in the socio-cultural context and written communication skills as a component in a foreign language. Learning and classroom situations are designed to perform two main functions: stimulation and leadership. These situations should be created taking into account the basic conditions for the development of speech skills and abilities, only after they have fulfilled their teaching role. Often the situation created by the teacher in the classroom can be a state of formal silence or participation. Psychologists have found that conversations that are interesting to children in adolescence are, above all, conversations that convey new facts and information from various fields, as well as conversations about thoughts and actions.

Thus, speech situations are seen as a model of life situations in which students eagerly and enthusiastically say what their age-appropriate foreign language program requires. Opportunities for learning and role-based learning can be fully realized if roles are properly distributed. Puzzles are both controlled and free when I cover their topic. Example: "Expand English Grammar Today" Explain this topic. Properly chosen role in the group allows the student to reveal their talents and abilities, feel the joy of communication and pleasure, so the leadership role is usually chosen leader, who gives everyone rights. For embarrassment and shyness, I first choose "secondary" roles, gradually preparing them for role-playing. The results of the annual survey show that role-playing games and different types of presentations are of great interest to students. Students are clearly convinced that language is a means of communication. The speech situation should be adequate and should not be too complex for a particular class for a particular situation; This will be very clear to students, they will be able to cultivate in them a caring attitude towards classmates, a sense of collectivism, initiative and stimulate the subject. motivation to learn. Students' language skills should be taken into account when presenting thematic situations.

Schoolchildren have similar texts or fragments of the same text of one student, are absent in the text of another student, and the lack of information needs to be filled with jigsaw reading. According to the research results, the group puzzle is one of the most effective technologies for influencing the academic results of students. Pupils learned to apply the JigSaw puzzle method. We found this method to be the most effective in improving academic performance based on research results. In the list of factors influencing learning outcomes, he is one of the ten most influential. The participants were divided into groups and actively worked with the educational material.

In modern conditions, it is naive to believe that full-fledged communication is possible only on the basis of the ability to operate with linguistic material. For a successful communication process, it is necessary to have a total amount of knowledge that students receive by studying other subjects of the general education cycle. Russian language, literature, history, geography, music, biology, physics - these are subjects, the content of which is reflected in one way or another in the subject matter of a foreign language program, where jigsaw puzzle can be used in each of them.

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FORMATION OF METALANGUAGE COMPETENCE OF STUDENTS OF NATURAL SCIENCE PROFILE

Abstract: This article considers methods for developing metalanguage competence through content and branch training. Metalanguage competence is among the most important professional competences for the specialist's formation in the sphere of foreign-language education within the framework of content and branch training. Metalanguage competence implies the accumulation of terminological knowledge and the ability to properly use foreign terms.

Key words: content and branch training , metalanguage competence, foreign language education,terminological knowledge.

Linguistic competence is an individual variant of the national language, i.e. a person's idea of the language system and the basic rules of speech behavior. In linguistic ability, it is customary to distinguish phonetic, grammatical, semantic and pragmatic components [Shakhnarovich 1991; Bates, Dale, Thal 1995]. Each component includes both declarative (system of units) and procedural (rules for using units) knowledge. The phonetic component of linguistic competence reflects the formation of the processes of perception and generation of sounding speech and ideas about the phonetic structure of the native language. In the process of the formation and development of the phonetic component in a child, the articulatory (pronunciation) and perceptual (perceiving) bases of the national language are formed on a psychophysiological basis. The perceptual base includes, first of all, phonemic hearing, i.e. standards of the main variants of phonemes, the rules for varying the sound appearance of phonemes in different positions and combinations. In the process of speech experience, the norms of orthophony (correct pronunciation of a sound) and orthoepy (norms of pronunciation of a word) are mastered. Declarative knowledge of phonetic competence is a system of phonemes and intonation contours, procedural knowledge is the rules of phonemic compatibility, variation in the sound of a word and intonation of a phrase.

The grammatical component of linguistic competence concerns ideas about the rules for the formation of new vocabulary units and the deployment of a speech utterance. Grammatical competence presupposes: first, knowledge of ways of expressing grammatical meanings (gender, number, case, person, time, etc.); secondly, knowledge of the rules for the deployment of basic syntactic constructions, structural schemes of the sentence. Declarative knowledge of grammatical competence is an inventory of morphemes and syntactic constructions, procedural knowledge is the rules for choosing a way of expressing grammatical meaning and transforming syntactic structures.

The lexical and semantic aspect of linguistic competence is a lexicon (a system of linguistic nominative units) and an internal lexicon (a system of linguistic meanings). The formation of a vocabulary implies:

a) the formation of a lexical stock (number of units);

b) an assessment of the probability (frequency in speech) of words and expressions;

c) knowledge of the general linguistic meaning of words and expressions;

d) an idea of the emotional-evaluative and stylistic coloring of units;

e) the consistency of connections between units: the idea of synonymy, antonymy, differences in the meaning of words similar in sound (and spelling) (paronymy).It is generally assumed that the lexicon constitutes the declarative knowledge of the language and the grammar the procedural ones. Finally, the pragmatic aspect of linguistic competence is knowledge of the rules of speech behavior in a specific communicative situation. For adequate speech behavior in different communication situations, it is necessary: first, to represent the dialectal, social, stylistic stratification of the language, i.e. own "sublanguages" (at least passively); secondly, to own expressive means (to understand and use the paths correctly); thirdly, to have a developed "linguistic flair" (to distinguish speech errors from speech techniques). Obviously, the pragmatic component is procedural knowledge of patterns of speech behavior.

Meta-language competence (metalanguage or metalanguage ability) is understood in different ways in linguistic and psychological literature. Meta-language function is manifested in the use of language to

describe oneself, including to clarify or clarify one's speech. General linguistics 1983: 30]. Thus, in the definition of the metalanguage function, the additional secondary of the code and the situation. Secondaryness is manifested in the fact that the language acts as a descriptor of itself, i.e. by myself. The secondary nature of the situation is expressed in the fact that the communicative situation itself needs comments. Obviously, metalanguage competence is the ability to use language in the metalanguage function, the ability to explain one's statements using language. In turn, the explanation of one's own statements presupposes the realization that the same meaning can be conveyed in different verbal ways, depending on the communicative situation. "Just as a child needs a word to become aware of object-related activity, in the same way, to understand a language, a child needs a meta-language ..." with a language "[Shakhnarovich 1998: 33]. In the child's metalanguage ability, A.M. Shakhnarovich emphasizes a conscious attitude to speech, solidarity with A.R. Luria. In this case, the conscientiousness of the attitude is understood not as a reflection on one's speech and the speech of others, but as the ability to clearly and distinctly express the results of one's observations and observed patterns. Note that the interpretation of metalinguistic competence in foreign psycholinguistics is less rigidly connected with the metalinguistic function of language. The focus of researchers is not on the secondary nature of the code, but on the secondary nature of the situation. Reflection as a component of metalanguage. Note that the interpretation of metalanguage competence in foreign psycholinguistics is less rigidly connected with the metalanguage function of language. The focus of researchers is not on the secondary nature of the code, but on the secondary nature of the situation. Reflection as a component of metalanguage competence is associated with awareness of communicative intention and a conscious choice of means. The age boundaries of the emergence of metalanguage competence are determined on the basis of various criteria. The emergence of complex speech acts is used as a criterion for the development of pragmatic competence. The first criterion is considered to be the time when indirect requests appear; this occurs in five years [Bialystok 1993: 48].Note that the interpretation of metalanguage competence in foreign psycholinguistics is less rigidly connected with the metalanguage function of language. The focus of researchers is not on the secondary nature of the code, but on the secondary nature of the situation. Reflection as a component of metalanguage competence is associated with awareness of communicative intention and a conscious choice of means. The age boundaries of the emergence of metalanguage competence are determined on the basis of various criteria. The emergence of complex speech acts is used as a criterion for the development of pragmatic competence. The first criterion is considered to be the time when indirect requests appear; this occurs in five years [Bialystok 1993: 48]. competence is associated with awareness of communicative intention and a conscious choice of means. The age boundaries of the emergence of metalanguage competence are determined on the basis of various criteria. The emergence of complex speech acts is used as a criterion for the development of pragmatic competence. The first criterion is considered to be the time when indirect requests appear; this occurs in five years [Bialystok 1993: 48]. Metalanguage competence includes:

pragmatic component of language competence;

reflection on the language (linguistic material and the linguistic system in the form in which it is presented in the linguistic material);

assessment of their knowledge of the language and about the language.The metalanguage ability is formed on the basis of linguistic competence. Obviously, a certain level of development of vocabulary and grammar is required for the "launch" of the metalanguage ability: the level that the child masters by the age of 2-3.

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TASK-BASED LEARNING METHODS IN FOREIGN LANGUAGE LESSON ON SECONDARY SCHOOL

Abstract: The article examines the possibility of using the "task-based learning" method of active learning in foreign language classes in secondary school; the stages of solving the cases are given; the effectiveness of the application of this method is substantiated. "Task-based learning" is aimed at developing students' interest in learning and positive motivation, stimulates the independent acquisition of knowledge and professional experience.

Keywords: foreign language, method of specific situations, professional competence, case study method, upbringing education, system analysis, problem method, thought experiment, methods of description.

At the present stage of development of school education, one of the most pressing problems requiring new solutions is the need for a qualitative improvement in knowledge of the English language. Successful mastering of a foreign language today is a necessary prerequisite for obtaining interesting work in the country and abroad, strengthening friendship with representatives of various countries, for continuing education in international secondary educational institutions and professional growth in the chosen field of specialization. However, unfortunately, most school programs, with the exception of those for specialized linguistic schools, provide 2-3 English lessons per week. This is far from sufficient to ensure the proper level of language proficiency when using traditional methods and forms of work in the classroom. It is necessary to develop and use new approaches and technologies aimed at increasing the motivation of the educational activities of schoolchildren, and, accordingly, the level of language proficiency. And active teaching methods meet these requirements, since their essence is to interest students, to make them an active participant in the educational process.

Task-based technology fully meets the tasks facing the teacher. A task is a specially prepared material describing a specific problem situation based on facts from real life. Moreover, the problem itself has no unambiguous solutions. Working on a case involves discussing a problem and looking for a solution in a group, while the teacher is assigned a guiding and consulting role.

The advantages of this technology are that the search for solutions to the problem actualizes a certain set of knowledge on the topic, encourages students to actively participate in the educational process; stimulates independent work to obtain additional information, and also develops critical thinking, skills in analyzing textual information; fosters a communicative culture.

In working on a case, it is not the end result that is important, but the process. During the analysis and discussion of the task materials, students should show the ability to separate secondary information from the main one, interpret it in accordance with the assignment, discuss possible solutions to the problem, and also interact with each other, distributing roles, participating in the discussion, defending their point of view. The role of the teacher in this case is the direction and coordination of these interactions in accordance with the set educational goals.

The use of task technology in English lessons allows you to solve a number of problems, namely:

• implement a system-activity approach to learning;

• implement a differentiated approach to teaching: talented children have the opportunity to prove themselves, weak students can take part in the discussion;

• to promote the activation of initiative and self-expression of students, which contributes to their social and psychological health;

• to form educational, cognitive, value-semantic, general cultural, informational and communicative competences.

Methods of research: analysis of psychological and pedagogical literature on the research problem, content analysis, content analysis of teaching materials in English for secondary school, pedagogical observation, generalization of advanced pedagogical experience.

Currently, there are various classifications of task-based methods. For example, case studies are a form of task-based learning. The most optimal of these methods, in my opinion, is proposed by N. Fedyanin and V. Davidenko. So, according to the structure, these authors distinguish:

• highly structured cases, which are a short description of the situation with statistical data, the scale of the problem, the consequences of its continuation, etc. or a formula;

• small sketches (short vignettes), represent a number of key concepts, based on which students need to independently analyze the problem situation and make a decision, this type of case requires maximum use of their own knowledge and activation of search activity, since in order to find a solution, it is necessary to independently find and analyze a number of information accompanying the case;

• unstructured cases (unstructured cases) contain a large amount of data designed to assess such mental processes of students as: information processing speed, synthesis, analysis, classification, abstraction, etc. These are ready-made informational messages of large size, up to 50 pages;

• ground breaking cases involve the search for non-standard, creative solutions to the proposed situation.

By volume, the authors distinguish:

• full cases (from 20 pages and more) that develop over several days in the course of teamwork;

• concise cases (3-5 pages), which, within the framework of one lesson, allow you to analyze a problem situation and discuss ways to solve it;

• mini-cases (1-2 pages) are intended for analysis in a classroom environment and are most often used as illustrative material for the theory provided in the lesson.

According to the purpose of use, N. Fedyanin and V. Davidenko propose to consider:

• practical cases aimed at practicing certain skills;

• training cases, the main task of which is teaching the skills of analysis, searching for a creative solution, etc.;

• research cases, the purpose of which is to enhance the research activities of students.

Analysis of literary sources allows us to identify a number of conditions that contribute to the effectiveness of the use of case technologies: reliance on previously studied material; developed criteria for evaluating students' decisions; the competence of the teacher in the problem under study; maximum closeness to the real situation; the relevance of the situation under consideration for society; compliance with pedagogical goals; compliance with the age and mental characteristics of students.

When introducing case methods into curricula, it is necessary to pay attention to the sequence of their application, taking into account the previous educational stages and the skills acquired by the students. In connection with this provision, the most suitable plan for studying various topics in English lessons using case technologies can be presented as follows:

• starting up, these are the first classes involving the lexical preparation of students, the formation of speaking skills on the topic under study;

• listening, this is classes aimed at developing the skills of auditory perception of the studied material, developing writing skills and mastering new lexical units;

• reading, this is a group of classes aimed at developing reading skills, understanding the English text, mastering new lexical forms on the topic of the lesson;

• grammar review, these are classes aimed at repeating the grammar of the studied material;

• the fifth group of exercises: researching a problem or directly a case-study.

Case topics should correspond to the curriculum and sections of the textbook. These can be the following topics: "Family", "Food", "Hobby", "Ecology", "Computer technologies", "Education", "Choosing a profession", etc. But at the same time, these should be topics that excite students at one time or another of their lives, topics that are close to them in age, social status, etc. The case study can be formulated in the form of problematic tasks: "The problem of proper nutrition in modern society", "Plastic or paper bags, what do you choose?", "The most demanded professions and specialties of our region", "For and against plastic surgery" "How important is secondary education in modern society", etc., or have a more practical focus: "Developing a menu of delicious and healthy food for every day", "Choosing a country for travel: what we like and what we can afford", " Putting together a bag for vacation: what is useful for all occasions "," Organization of a party: where, when and how ", etc.

Methodologically, the case method can be compared to a pyramid, where the base is simpler tasks, and at the top are modular tasks based on previous knowledge. The method itself includes the following components: game methods, systems analysis, problem method, modeling, thought experiment, classification. Each of these constituent parts performs its important functions, and gives us a complex interdependent system, where a small flaw in one aspect can significantly reduce the results in others.

The case itself is trying to reflect a certain life situation, within which a certain practical problem is disguised. Of course, the best option is the one where there can be several solutions, especially if they contradict each other. The method implies that the student solving the problem will sooner or later be able not only to find important details for the solution, but also to compare and evaluate the influence of these details on each other. That is, the operations of the research process and the analytical procedure are simultaneously involved, which makes the method a special type of research technology. In addition, by combining developing learning technologies, the case is able to be effective both in individual and group development, forming certain personal qualities of the trainees.

Certain conditions that the case must meet:

1) A group of people or an organization, on the basis of which the situation develops, must really exist.

2) Events must have a specific time frame, observing the correct chronology.

3) An interpretation of the real problem or existing conflict is required.

4) Be sure to describe events in the style where the emphasis is shifted from the events themselves to the characters, their actions and deeds.

5) In addition, the action should grab the student's attention - and therefore keep the intrigue.

The case method, like any other, has a number of advantages, but there are enough risks in it. What is important in modern society, the case method allows not only to optimally combine theory and practice, but also to develop the skills of analyzing and selecting the necessary information. The coefficient of assimilation of information is much higher (about 80%) if the student managed to independently come to the necessary conclusions. In the case of ready-made knowledge that a student can get in the classroom, the assimilation rate is approximately 50%. In addition, the process of solving a problem is, first of all, an opportunity to show oneself from a creative side, and since the solution to a problem will often be discussed in a team, the student will simultaneously learn the rules of communication. It is important that each student could work in a group, be able to listen to someone else's point of view and prove his own, bringing the most rational and logical schemes for solving the problem, even if the case itself implies more than one solution.

Summarizing the data obtained as a result of the study of questions about the types, sources, main characteristics of the case method and the development of an educational and methodological case, the following conclusions can be drawn:

1. The main sources of educational cases are the life of society, science and education, while the source of educational and methodological cases is the educational process, in our case the process of teaching foreign languages.

2. The case-study method forms analytical, practical, creative, communicative, social skills and introspection skills, which are an integral part of methodological competence.

Of course, the use of case technologies in teaching will not solve all problems and should not become an end in itself. It is necessary to take into account the goals and objectives of each lesson, the nature of the material, the capabilities of students. The greatest effect can be achieved with a reasonable combination of traditional and interactive learning technologies, when they are interconnected and complement each other

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"TOPICAL ISSUES OF THE INNOVATION AND INFORMATION SPACE OF FOREIGN LANGUAGE EDUCATION"

Abstract: The article has deeply studied the works touch upon the problems of national specifics of world perception, speech behavior and innovative approaches in foreign language education. The article defines the main means of teaching, which are based on the use of modern technical means, in particular, computer technologies and Web resources. ... On the basis of new information opportunities and innovative technologies, the main requirements for changes in the competencies of foreign language teachers, as well as in the educational process, are determined.

Keywords: ICT, foreign language, information technology, communication competence, computer technology, multimedia, multimedia tools, training, software

Text of article

Technologies, changing the structure of society and social relations, are reflected in language and culture and consequently in the process of teaching foreign languages and linguistic theoretical disciplines. Informatization process defines certain demands concerning highly qualified personnel training in the field of language education. In accordance with advanced educational standards teachers should be able to organize the process of teaching foreign languages and cultures using information and communication technologies. Information technologies (news sites, blogs, wikis, videos, multimedia presentations, virtual space, distance teaching / learning and others) promoting effective learning, helping students to carry out prospecting activities are widely used in the institutes of higher education. The use of active and interactive forms of training, including modern information and communication technologies is supposed to be one of the requirements of the educational standards of a new generation. Besides, the resources of the global Internet provide teachers of foreign languages with unlimited authentic educational material, as well as real communication with native speakers.

At this time, there are ever-increasing demands on foreign language acquisition and practical expertise, both in ordinary communication and in the professional sector. The amount of data being sent, stored, and processed is increasing, yet traditional methods of transmission, storage, and processing are often insufficient.

The utilization of information technology demonstrates the computer's enormous potential as a learning tool. Traditional teaching techniques have significant disadvantages when compared to computer technology. It is possible to train various types of speech activity using computer technologies; this training also aids in the realization of language phenomena, the formation of linguistic abilities, the creation of communicative situations, the automatization of speech and language actions, as well as the intensification of students' independent work and the implementation of an individual approach to learning [1].

Information and communication technology (ICT) are a critical component in educational modernisation. Information and communication technologies include a variety of devices as well as information processing methods. First and foremost, they include computers, software, telecommunications infrastructure, and the data stored on them.

Training is a particularly structured and regulated process of interaction between students and teachers with the objective of acquiring skills, information, and skills, building a worldview, developing pupils, and consolidating self-education skills in accordance with predetermined goals [2].

The objective of teaching a foreign language is the most significant methodological category. The primary goal of teaching foreign languages, according to the Council of Europe's definition of modern foreign languages, is to develop communicative competence. Several components of this skill, such as linguistic competence, sociolinguistic competence, sociocultural competence, and strategic competence, are identified at the same time [3].

Multimedia technologies may help students study at various levels and for various objectives. Updating information on multimedia educational resources may result in high-quality work for both teachers and students, as well as the ability to work with current and trustworthy sources.

These chances link learning to the most significant events of the moment, as well as stating the fundamental principle that knowledge is not fixed or complete, that there are an infinite number of discoveries and sources of information available to students [4].

Educational audio devices are presently providing technological resources. A CD player and a cassette recorder are two of the most popular and commonly utilized equipment that may be used in training. Simultaneously, Internet resources provide a vast array of additional listening materials, which are made available via a system for fast finding and downloading MP3 files required for the learning process.

Under the meaning of innovation (the word appeared in the middle of the XVI century from Lat. verb. "Innovare") we understand the renewal, entry and generation of a number of changes in a certain area [1].

Today, innovation in education is understood as the successful application of the developed technologies and techniques, but there is a difference between the concepts of "technology" and "methodology". A number of scientists consider technology to be a form of technique execution, while others argue that the very concept of "technology" is much broader than "methodology". Zagvyazinsky solves the problem of discussion: "Both the technology and the methodology are systematic (they should be based on a system of scientific law-like provisions), but the ideal technology has a rigidly defined system of prescriptions that are guaranteed to lead to the goal, i.e. instrumentality"

Today, innovative education, which has replaced the traditional one, plays the role of developing and developing education. It is characterized by a form of educational interaction with a high level of activity. Considering the innovative role of technology in education, it should be noted that an important factor in this problem is the formation of educational practice to increase its effectiveness. Consequently, the criteria for technology intensification are the quality of training and time savings. Therefore, there is a need to modernize teaching methods and techniques, to create relevant forms of activation of cognitive and mental activity of students studying foreign languages.

Technologies of adaptive pedagogy in the final result assume the following competencies:

the ability to systematize the data obtained taking into account technological training (structuring, modularity, integration, etc.);

formation of students' professional skills and abilities;

development of self-control skills and opportunities for self-organization of the educational process.

Let's **consider the key technologies** and learning tools that contribute to improving the level of students' competencies:

problem-searching activity: creative activity that includes cognitive processes necessary to accompany creativity: psychological, methodological, organizational;

technology of the situational aspect of learning: a training element, the purpose of which is the independent formation of a personal cognitive component by students. The result should not have a specific forecast, the issues being brought out presuppose a specific technology of activity. This aspect forms creative activity, which is based on the process of improvement;

heuristic innovations: creative projects, intellectual debates, communicative games [3, p. 104].

In conclusion, we want to say that the modern educational process today is impossible without inclusion It is included in the information space, and therefore, the interactive factor is included in the educational process behind Internet mobility. The use of multimedia teaching tools in the classroom assumes the multifunctionality of the use of program elements and the expansion of the spectrum of information. In this regard, there is a great activity in the use of interactive testing programs in the learning process, providing the student with the opportunity to choose different modes of knowledge control.

All of this points to the necessity for a qualitative jump from traditional information carriers to novel information and communication learning aids while learning a foreign language. Simultaneously, training methods and concepts should be revised.

As a result, experts in the field of information technology-based education prefer to talk about information and communication technologies (ICT), emphasizing the important role played by computers in allowing language teachers and students to participate in global exchanges and communication at this time. ICT is widely used in modern culture, and it has an impact on practically every aspect of human interaction. Its application has resulted in a shift in communication models, particularly in the fields of business and administration, while governments in many countries are becoming increasingly aware of the need to provide educational and training opportunities based on information resources in order to address the problems and opportunities that come with globalization processes.

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THE TWO CORE APPROACHES IN ENGLISH GRAMMAR PRESENTATION

Abstract: The article deals modern methods and approaches to grammar presentation. The advantages and disadvantages of modern methods and approaches were investigated in the article. As a result of the research, modern approaches to grammar presentation were considered and identified.

Keywords: grammar, language, methods, approaches, grammar in tables, grammar in texts, a conscious-raising approach, a deductive approach, an inductive approach, a communicative and a structural approach.

INTRODUCTION

Since ancient times, language has been the main means by which a human personality expresses itself and satisfies its basic need for social interaction with other people. Even in the modern world where technology has surpassed all the expectations of mankind, language is and remains an important means of communication.

The role of international education in modern society is increasing. Therefore, the subject “English”, due to its specificity, has more opportunities than other subjects of the school cycle. Now, more than ever, it is necessary that people speak foreign languages.

Grammar occupies an important place in teaching. As a spoken language in a foreign language; it is a kind of foundation on which vocabulary is based. Teaching grammar and the correct formalization of utterances, as well as the recognition of grammatical forms in speech and writing occurs through the formation of grammatical skills.

Nowadays, there are difficulties in learning English; especially for people whose English is not their native language. For example, in Kazakhstan, many students in high school have problems in learning English. For many, it is the grammar of the English language that is particularly difficult to learn. Nevertheless, it is grammar that is an important component in learning to be able to use the language. Because nowadays many people tend to use English for different purposes.

Learning English, like any other language, is based on three pillars: phonetics, grammar and vocabulary. English grammar is quite difficult to master, because the language is abundant with many non-equivalent constructions and forms. English grammar in tables and texts is a convenient way to systematize information for better understanding and memorizing and the subsequent use.

Each language has its own rules that are obeyed. All these rules create the grammar of the language. Grammar is the structure of a language. Grammar turns language into speech. The study of grammar is crucial important when mastering a foreign language.

The grammar of the English language has been subject to intense debate over the years. In the modern century, the role of grammar in teaching foreign languages has changed: it either increased or was underestimated. In recent decades, there has been a tendency to reduce the role of grammar, which has led to a significant increase in the number of errors in the speech of students [4].

The three aspects of the language - phonetics, vocabulary and grammar, it is when mastering the grammar of the English language that students, as a rule, experience difficulties. They are caused both by the difference in the grammatical structure of English and the native language, and by the lack of theoretical knowledge of students in the field of their native language.

The problem of the lack of analogies. Students often get acquainted with the grammatical phenomena of the English language before they study similar phenomena in the course of their native language, for example, modern forms of verbs, categories of numbers, accessories, parts of speech, and sentence members.

Also, the assimilation of grammar causes many difficulties, which are aggravated by grammatical terms, rules and an infinite number of exceptions. Often in high schools, grammar teaching is limited to dry memorization of constructions, similar exercises, using which the student is not completely convinced of the practical benefits of what he is doing. A large number of terms make learning difficult. The forms of work do not always alternate, which causes passivity of students in the classroom. Meanwhile, the study of this aspect should be no less interesting and informative than, for example, learning vocabulary.

Many European teachers note that educational and developmental goals in teaching are not achieved due to the fact that schoolchildren are taught grammar in the traditional approach, and, according to numerous observations, do not understand the practical significance of studying grammatical terms and concepts. Therefore, it is now very important to use various modern methods, techniques and approaches in the teaching of grammar.

It is important to develop students' quality or skills, to feel the language. That is, to show them how the language works with the help of visual aids. To do this, it is currently important to use new approaches in language teaching: **grammar in tables** and **grammar in texts.**

Methodologists distinguish two main approaches to teaching grammar - explicit and implicit. The explicit approach is distinguished by the explanation of grammatical rules and phenomena. Implicit, on the contrary, is characterized by repetition and memorization of grammatically correct structures without studying the rules themselves.

The explicit approach to teaching grammar is implemented by two main methods - inductive (students are offered a fragment of the speech / language situation, analyzing which, they must find grammatical patterns and formulate a grammatical rule) and deductive (first the teacher gives a grammatical rule, and then students work out new structures in a communicative way - oriented tasks) [2].

The implicit approach is divided into two types: a structural approach (exercises for working out structural models; wildcard tables), a communicative approach (situational and functional exercises; language as a means of transmitting thoughts).

Currently, various approaches to teaching and presenting grammar are used in modern methods to improve the effectiveness of learning English: **a conscious-raising approach, a deductive approach, an inductive approach, a communicative** and **a structural approach.**

The study of traditional approaches of teaching grammar allows us to conclude that each approach occupies its own specific place in the process of learning a foreign language. At the initial stage of training, the most effective will be the use of an implicit approach, at the middle and senior – an explicit one. Currently, there is no single approach to teaching a foreign language. All approaches have their positive and negative features and complement each other in the learning process.

One of the principles of working with high school students who, due to their age, are still able to understand complex grammatical phenomena, it is simplification. At these stages of learning, it is very advantageous to use students' imaginative thinking, colorful and memorable tables, texts with pictures or texts with elements of games. A grammatical phenomenon gets a name, an image, a story, as if a legend, and comes to life in front of the student. The image should be close and understandable to the student, vital and even consonant in the title in two languages - English and native language. The figurative name of the grammatical phenomenon under study simplifies its understanding; its figurative image helps the teacher and the student to communicate using symbols. The image can be "animated" by gesture, sound, drawing, which saves time on explaining grammatical terms incomprehensible to the student, correcting mistakes during training and helps to avoid referring to the native language.

Many techniques and teaching methods can help to effectively develop the grammar skills of students. However, in today's time, for the presentation of English grammar, it is effective to use the methods grammar in tables and grammar in texts.

Let's consider the above mentioned method 'grammar in tables" as a teaching method that can be used as part of the presentation of English grammar.

Learning English grammar is one of the most difficult issues in learning. Any student of English, of course, tries to master his/her grammar, relying on knowledge of the grammar of the native language. And often difficulties are caused by those grammatical structures, which have no analogues in the native language.

It is in such cases that the grammar of the English language comes to the rescue in tables, where you can clearly trace the common features and differences of different grammatical forms. Teachers note that English grammar in tables and diagrams is much easier to be stored in memory and subsequently turns out to be easier to apply in practice.

"I forget when I'm told

I remember when I'm shown

I learn when I'm involved" – Jeremy Harmer.

As Jeremy Harmer says, we always forget what we are just told. Because people take words at the moment of conversation and forget about it after. And when something is shown to us, we will remember it in the subconscious. Because what you see is remembered for a long time and faster than what you hear. And when a person is a participant in some action, in our case it is learning grammar, then he learns from his own experience. That is, in teaching grammar, it is also important to be visual and participate in the process.

For example, tables of tenses of the English language help to easily understand the logic of constructing various grammatical structures of the English language and it is a good help in performing exercises.

Text is a unit of the language used. This applies to any passage, oral or written, of any length, which really forms a single whole - a semantic unit.

Text grammar is the study of texts above the sentence level. It shows how texts are composed, how sentences in texts are interconnected and of course shows the correct use of grammar in texts. Thus, in order to convey ideas, facts, messages and fiction, all sentences and even words must follow a certain grammatical rule. Regardless of their specific features, all text units are united by a common function - they represent the text as a whole, holistically expressing the text theme.

Grammar is best taught and practiced in context. This means using whole texts as contexts for teaching grammar.

We should not teach students only grammatical correct, but artificial texts. In this case, it is important that the text is from real life. Unfortunately, currently there are examples and texts in textbooks, only to show the grammatical correct situation. Such situations or texts are rarely found in real life. Based on this, in the presentation of English grammar in texts, it is important that the text is from fiction, from newspapers or magazines; we can even use dialogues from films. Thus, students can understand how to use this or that grammatical form correctly in communication in real life.

No method of grammar presentation will be suitable for all grammatical subjects, for all students, or for all educational contexts. Much will also depend on what opportunities for practice the teacher provides.

CONCLUSION

Summing up, we concluded that each approach in the presentation of English grammar is unique and important for learning. Sometimes the abundance of words makes it difficult to concentrate or memorize the material. Especially in our case, for Kazakhstani students, English is not the first language or even the second. For us, this is already the third language, and that is why grammar is an important key for successful language acquisition.

Learning a foreign language is one of the requirements in the modern world. The language is learned through successful grammar presentation. Many methods and approaches are provided for the development of foreign languages in schoolchildren. However, it is important to pay attention to the formation of grammar skills, since it is the key to the development of the communicative aspect of the language.

The aim of our article is to reveal the grammar skills and the theoretical basis of modern educational technology, and to prove that grammar in tables and grammar in texts are the most effective method for developing and presentation grammar in a foreign language, and it is a suitable material for learning purposes. There are many opportunities to develop grammar skills. As one of the effective ways of forming the grammar aspects in high school students, the approaches of grammar in tables and grammar in texts can be suggested by many methodologists.

In the article reveals the essence of traditional and modern (new) methods and approaches in grammar presentation and gives its definition. Therefore, as an overall learning goal, grammar isn't limited to simple explanations and exercises from books; it is also communication between people. Without knowledge of grammar, communication will not be complete.

The use of tables and texts can greatly influence the opinions and values of children. Tables and especially texts provide a space for students to use their imaginations in the classroom.

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«THE SYSTEM OF CONTROL TASKS DIAGNOSING THE DEGREE OF FORMATION OF INTERCULTURAL COMMUNICATIVE COMPETENCE OF SENIOR STUDENTS»

Abstract: The article deals with the system of control tasks that diagnosing the degree of formation of intercultural communicative competence of senior students. Intercultural communicative effectiveness enhances students' understanding of intercultural interactions. More importantly, we must continually explore and develop intercultural communication effectiveness in order to achieve our goals.

Key words: intercultural communication, skills, system, competence, pedagogy, students, efficiency, society, goals and objectives.

Modern society progresses only through constant interaction with people from different cultures. These people may be our colleagues, neighbors or just acquaintances. Unfortunately, sometimes communication with them can cause some difficulties due to the cultural characteristics and differences in the perception of the world. This situation requires the development of communication skills, tolerance for other cultures, the ability to quickly adapt and have the flexibility of thinking in order to build an effective interaction successfully. We can name all these problems with one broad term «intercultural competence. »

In relevance, intercultural communicative competence is necessary for any kind of interaction among groups of different cultures. The higher level of cultural competence in various companies and firms, the more effective the communication skills of staff will be, therefore the development of intercultural competence requires a systematic approach to overcoming layers of culture and the effectiveness of the company. Today intercultural competence has an important role in professional mobility, since it changes the behavior and attitude of people, it also makes people open to other cultures, and these qualities are extremely important for workers to survive in the globalized society of our century. Currently, in the global economy all sectors of industry and the provision of services now operate in a multicultural environment in relations with customers. multinational work tends to mean establishing collaborative partnerships.

Intercultural communicative competence is a crucial skill-set in today's global workplace, where people interact with colleagues, vendors or customers (who have been shaped by different values, beliefs and experiences) from different cultures and countries on a daily basis; they are interacting with issues related to culture. Awareness of cultural differences improves business development, maintaining good relations with staff, profitable customer service and intercultural relations in general. In order to communicate with foreigners, it is vital to have a high level of intercultural competence.

We should keep in mind that intercultural communicative effectiveness has complementary goals. Intercultural communicative effectiveness increases students' understanding of intercultural interactions. More importantly, we should constantly study and develop intercultural communicative effectiveness to achieve goals. Intercultural communicative effectiveness should help students understand the vital role of culture for human society. Intercultural competition is complex, where certain skills cannot be obtained only as a result of personal experience and reflection. Studying intercultural communicative effectiveness is curious about the new cultural experience, and destroys students' cultural stereotypes. In this regard, study groups should consist of local and foreign students. It is not surprising that intercultural communicative effectiveness facilitates communication between teacher and students as well as among students. Thus, various aspects of the language are studied depending on the goals and objectives of teaching foreign language lessons in Kazakh schools and universities.

Communicative learning involves the formation of communicative concepts, that is the internal willingness and ability to verbal communication, orienting students to the "entry" into a different cultural space. Such training is characterized, first of all, by non-traditional forms of training.

The initial stage of teaching a second foreign language in secondary school is the period of learning a second foreign language, which allows to lay the foundations of communicative competence necessary and sufficient for their further development and improvement in the course of studying that subject.

To lay the foundations of communicative competence, it takes quite a long time, because students need from the first steps to get acquainted with the studied language as a means of communication. This means that they should learn to understand foreign language speech by ear (listening), Express their thoughts by means of the language being studied (speaking), read, that is, understand a foreign language text read to themselves, and write, that is, learn to use graphics and spelling of a foreign language when performing written tasks aimed at mastering reading and speaking, or be able to Express their thoughts in writing. Indeed, in order to lay the foundations for each of these types of speech activity, it is necessary to accumulate linguistic means to ensure the functioning of each of them at an elementary communicative level, allowing to move to a qualitatively new stage of their development in the future.

The progress of modern society and the processes of globalization force humanity to interact constantly with each other through different cultures, languages and mentality. This process is inevitable; however, having the necessary communication skills and choosing a more suitable approach, it is possible to make these interactions effective and comfortable.

The purpose of this research is to demonstrate the importance of the potential of teaching intercultural competence in foreign language teaching courses in high schools. Numerous examples are given illustrating that in the modern world there is an acute shortage of competent specialists with a high level of language proficiency in the field of international communications. The integration of this subject provides students with a skillset that focuses on global awareness and communication as well as language and cultural literacy. In addition, these activities potentially increase student engagement in the classroom and lead to higher achievement in assessing the condition in several disciplines

Thus, summing up the results of analysis of scientific educational research and personal teaching experience, it can be concluded that improvement and development of competence and language courses for high school students, as well as teachers of relevant disciplines in order to constantly improve communication skills and competencies based on a comprehensive professional activity approach to learning a foreign language, can contribute to the preparation of highly competitive specialists and further effective cooperation between cultures. Nevertheless, there are still some important issues that require further research and methodological studies.

Distinguish between natural (common) and artificial (learning) lingua. It is noted that natural polylinguism occurs in the appropriate language environment and due to the wide speech practice. In this case, the awareness of the language system may not occur. And with artificial polylinguism second foreign language must be taught, making strong-willed efforts and using special methods and techniques. That is why the creation of the mechanism of polylinguism should be considered the primary task of the methodology when teaching a foreign language. And the effectiveness of teaching a second foreign language at school largely depends on the extent to which methods and techniques are focused on the age characteristics of students, since educational activities in high school has its own characteristics: it becomes an educational and professional, implementing professional and personal aspirations of boys and girls.

Learning activities students polylinguistic at lessons of a foreign language can be represented as a number of tasks: perceptual-thinking (while listening, and semantic perception of written text), formal grammar (in the performance of tasks in grammatical analysis, application of rules, cross-language comparisons), intellect. Most tasks require serious effort, and this fact should not be hidden from students. The

fact that students are attracted by the atmosphere of overcoming difficulties, perseverance and independence. It is necessary to emphasize the problem solving tasks, stimulate the emergence of intellectual emotions, emphasize the importance of students ‘ intellectual efforts for their overall mental development.

The research revealed various facts and benefits of the effectiveness of integration of Intercultural Communicative Competence into foreign language teaching courses confirming the hypothesis, which led to a high level of language proficiency among students, as well as the context of the subject in both the native and the target languages.

In my opinion, the role of intercultural competence is great because it leads to successful communication, trusting relationships, overcoming intercultural barriers, resolving misunderstandings and conflicts, and working effectively in a group from different cultures. It follows that intercultural competence is necessary as the main means of any interaction. If you want to understand the interlocutor at all levels of communication, and effectively interact with him as well as with entire foreign groups, I strongly recommend following the tips and rules described in this research.

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THEORETICAL FRAMEWORK OF RESEARCH OF “FORMATIVE ASSESSMENT”

Abstract: Rapid changes in the system of education requires a new form of assessment that differs from the traditional model, and places students at the center of the educational process. So, the concept of formative assessment and its implementation became an extremely relevant topic in modern education. This article is concerned with the notion of formative assessment, its advantages, and the ways of using it during the lessons. The research was conducted to find out whether fellow course mates and future teachers were familiar with the concept of formative assessment and to look into their general outlook on it.

Keywords: formative assessment, feedback, self-development, motivation of students.

In his message the First President of the Republic of Kazakhstan noted: “To become a developed and competitive country, we must become a highly educated nation. It is necessary to pay great attention to the functional literacy of our children, in general, of the entire younger generation. It is important that our children are adapted to modern life” [1, p. 5].

Today, the traditional education system does not meet the requirements of a rapidly changing world, which is becoming increasingly unstable. Often students, having academic knowledge, do not know how to use the acquired knowledge in life. Therefore, there is a need for new approaches in the formation of general educational competencies and in the system of assessing student achievements.

The traditional assessment system is mainly focused on checking the academic knowledge of students, reflecting biased assessment of students' achievements. As Poortman stated there are no clear criteria in the evaluation system, as a result, the evaluation process is subjective [4, p. 230].

A new approach in the assessment system that meets the requirements of modernity is formative assessment. Formative assessment is an effective tool that allows you to increase the motivation of students to learn, allows you to see the progress of each student, taking into account their ages and individual characteristics.

Formative assessment can be used in various ways, using different techniques, since it is a continuous feedback process between teacher and students. According to Furtak this feedback can be oral and written, formal and informal [5, p. 290].

Formative assessment is an effective tool that allows you to improve the motivation of students to learn(since it is strongly based on working on individual strength and , and allows the teacher to see the progress of each student, depending on their age characteristics and peculiarities.

According to P. Black and D. William there are 5 components of formative assessment:

1. The effectiveness of effective response to communication by students.
2. Active participation in the educational process of the student himself/herself.
3. Making adjustments to the learning process, taking into account the results of the assessment.
4. Assessment of the significance of the impact on self-esteem and interest in lessons, and this, in turn, creates a huge impact on learning.
5. Students are able to evaluate their knowledge [5, p. 291].

Formative assessment is important for both students and teachers. The student puts before learning goals, determines solutions and evaluates own progress, plans further steps under the guidance of the teacher. Formative assessment means being close to a student and leading him/her to success.

Formative assessment allows the teacher to objectively assess the current level of assimilation of knowledge, diagnose insufficient assimilation of educational material and helps to improve the further learning process

Formative assessment involves the use of clearly defined criteria of evaluation. They should be presented in an accessible language and understandable to students and parents. This will make the evaluation process objective and transparent. Every student should know the criterias by which their work is going to be judged.

For the lessons, teachers quite often develop assessment criteria together with students.

An approximate plan for the joint (teacher-student) development of assessment criteria:

1. After the announcement of the topic, discuss the objectives of the lesson.
2. Ask each student to develop 1-2 criteria to achieve the goal(s) of the lesson.
3. Write on the board the criteria proposed by the students. 4. Discuss with students and choose priority assessment criteria [5, p. 268].

I would like to note that this process increases the responsibility of students for achieving results. Students enjoy developing assessment criteria. This creates a positive attitude towards assessment and increases the responsibility of students for their own learning.

When using formative assessment during the lessons, you can use the following forms: assessments such as self-assessment and mutual assessment. Assessing each other, students identify positive and negative aspects of the work performed, thereby reinforcing the studied material. In self-assessment, students track and review their own progress.

At the initial stage, these forms of assessment are quite difficult for students. Often students insufficiently and objectively evaluate each other and themselves. Therefore, when conducting self-assessment and mutual evaluation, it is very important to have evaluation criteria.

It is known that those students who find it difficult to study lose interest in learning, they lose their desire to learn. A new approach to teaching and learning in the student assessment system will help solve this problem. This "new" type of assessment is called "formative" or "assessment to improve learning" and is designed to shape the personality of students. Such an assessment system allows you to track the achievements of students at the individual level, which significantly contributes to improving the quality of education. The key components of formative assessment that improve learning are: 1) providing effective feedback to the student; 2) active participation of students in the process of their own learning; 3) constant

adjustment of pedagogical activity, taking into account the results of assessment; 4) increasing the level of motivation; 5) the ability to evaluate their knowledge independently.

Peer assessment helps students provide each other with the necessary feedback for mutual learning, mutual support, and enabling them to reason, discuss, explain, and critically evaluate each other. Successful peer assessment can help develop self-esteem and, in the long run, ensure that students are willing to take increasing responsibility for their own progress in learning.

There are many ways to encourage students in self-assessment and peer-assessment, which are not limited to just giving marks for work. "Self-esteem is an assessment of oneself, one's achievements and shortcomings" [3, p. 199]

There are many ways to encourage students in self-assessment and peer-assessment, which are not limited to just giving marks for work. "Self-esteem is an assessment of oneself, one's achievements and shortcomings" [3, p. 211]

"Self-assessment is much easier to introduce into the educational process if the student has no other assessment experience, if he has not experienced the influence of external assessments, that is, he immediately began to study in the developmental learning mode, acquiring the skills of self-assessment and self-control ... The main role of the teacher's oral assessment, carried out after self-assessment student, consists, firstly, in balancing the student's judgments about the pros and cons of his work, in order not to allow the student to praise himself or feel like an eternal loser, and secondly, in developing, on the basis of the ascertaining part of the self-assessment of its design function, that is, learning child to independently determine the program of his activities for the next stage of work" [2, p. 39].

The participation of students in their own assessment or assessment of their classmates gives them the opportunity to be involved in learning and encourages responsibility for their own learning rather than just keeping the teacher informed about the progress of the learning process. Students must learn how to evaluate themselves and others according to certain criteria for success. Teachers need to support their students in this matter. "Students need to be taught that assessment should be based on criteria and not based on emotions. The essence of self-assessment and mutual assessment is as follows: children can evaluate themselves only when they have goals that they must achieve in the learning process and clear assessment criteria" [1, p.47].

Formative assessment enables the teacher to work with each student on an individual level and in a systematic way, to diagnose students' lack of mastery of the material at an early stage and helps the teacher to organize the learning process, and the student to take responsibility for their education. Formative assessment offers teachers various forms of tracking student achievement. The use of forms and methods of formative assessment is currently becoming one of the most important criteria for a new system for evaluating a teacher's work. The results of this evaluation can be used to develop recommendations for improving teaching and learning. Formative assessment, more than other assessment methods, helps to deepen the student's understanding of the material, and also encourages him to think about how to analyze and apply this material in life.

Formative assessment is a continuous process of feedback between the teacher and the students. Feedback can be oral and written, formal and informal. This is a continuous process of obtaining information about the achievements of the student in order to adjust the further actions of students to achieve the learning goal. The use of new approaches in evaluating students' achievements helps to increase students' motivation for learning, the formation of skills for educational independence, and responsibility for their own learning.

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'METHODS FOR FORMATIVE ASSESSMENT OF ACADEMIC ACHIEVEMENTS OF SECONDARY SCHOOL STUDENTS'

Abstract: The given article provides information about the methods of assessments currently used in a senior stage of secondary school students. It deals with the main features of the formative assessment methods. The purpose of this research is to examine the methods and effects of formative assessment practices on a senior stage of secondary school students' academic achievement, attitudes toward lessons, and self-regulation skills.

Key words: formative assessment, academic achievement, attitudes toward the lesson, foreign language education

In The State of the Nation Address of the first President N.A.Nazarbayev noted: "In order to become a developed competitive state, we must become a highly educated nation. It is necessary to pay great attention to the functional literacy of our children, in general, of the entire younger generation. It is important that our children are adapted to modern life"[8, p.12]

Today there is a lot of talk about the individualization of the educational process, increasing the educational motivation and academic independence of students. The most appropriate mechanism for the requirements of modern society, which takes into account the individual abilities of students and their age characteristics, is formative assessment, which can also be called assessment for learning.

There is a demand for such an approach to assessing student achievements, which would eliminate negative aspects in learning, would contribute to the individualization of the educational process, increase educational motivation and academic independence of students. One of these approaches is formative (formative) assessment, which can also be called assessment to improve learning.

Structure of Criteria based assessment.

When we hear the word 'assessment', we as a rule think of tests or exams – but these are regularly shapes of summative assessment. Unlike summative assessment, evaluation for learning – now and then alluded to as formative evaluation or persistent assessment – happens all through the learning handle. It looks forward, utilizing evaluation hones to impact the learning travel and offer assistance learners make supported advance, rather than centering on conclusion comes about.

Formative assessment is a purposeful continuous process of observing the student's teaching. Formative assessment is an "informal" (most often non-marking) assessment. It is based on evaluation in accordance with criteria and assumes feedback. "If the assessment results are used to improve the learning process, taking into account the identified needs, the assessment becomes "formative"[4,p.13].

Principles of formative assessment. Only if you follow the same principles when conducting an assessment, you can achieve a better result [11, p.41].

There are such principles of formative assessment:

• Significance: focus on evaluating the most significant learning outcomes and student activities

• Adequacy: tracking the conformity of the assessment of values, competencies to the goals and results of training

• Objectivity and fairness: developing assessment criteria together with students

• Integration: assessment as a planned process in the lesson

• Openness: methods and evaluation criteria are available to the student in advance

• Accessibility: simplicity of forms, methods and the evaluation process itself

• Systematic: assessment is carried out at each lesson

• Benevolence: creating conditions for a favorable relationship between teacher and students

Based on the results of formative assessment (self-assessment, mutual assessment, assessment of work in a group, activity in the classroom), it is easier to apply summative assessment. Thus, the purpose of formative assessment is to monitor student progress, provide ongoing feedback that can be used by teachers to improve their learning process and improve student learning. More specifically, formative assessment helps: students identify their strengths and weaknesses and achieve goals in the area where it is necessary to work out; ability to recognize where students overcome difficulties and solve problems immediately [6, p.14].

Formative assessment is an integral part of learning

Formative assessment is a powerful tool in the hands of teachers and students, and the closer to everyday learning, the stronger. Grading a class is closer to what teachers and students do on a daily basis, and is most capable of providing clear and accurate feedback in learning and it is aimed at developing the ability of students to control and adapt to their own teaching [7,p.224].

In order for students to achieve high-quality results in the process of learning activities, modern assessment should be:

• understandable to all participants of the educational process;
• flexible;
• multi-instrumental;
• psychologically comfortable;
• multi-component.

The use of formative assessment involves the use of self-assessment by a student or assessment by classmates. These techniques contribute to improving the effectiveness of formative assessment. When students have the skills of self-assessment and mutual evaluation, the question of reliability and adequacy of the assessment does not arise. It is necessary to teach students that evaluation should take place on the basis of criteria, and not on the basis of emotions. The essence of self-evaluation and mutual evaluation is as follows: children can evaluate themselves only when they have goals that they need to achieve in the learning process, and understandable evaluation criteria.

The criteria based assessment system is part of an integrated educational program implemented in the NIS of Kazakhstan, appeared in connection with the law adopted in the Republic of Kazakhstan on January 19, 2011 "On the status of "Nazarbayev University", "Nazarbayev Intellectual Schools" and "Nazarbayev Foundation". In Kazakhstan, the results of the formative assessment are presented daily in an electronic/ paper magazine in the form of points. At the lesson, the number of students for formative assessment is determined by the teacher independently [12,p.32].

The maximum score for formative assessment is no more than 10 points in grades 2-11, while 1-3 points meet the criteria of a low level, 4-7 points - average level, 8-10 points - high level [21,p.80].

To achieve academic independence, initiative and responsibility of the senior student, the control and evaluation independence of the child is of particular importance, that is, the ability to independently monitor and evaluate their activities and the activities of their classmates, to identify and eliminate the causes of difficulties arising during training.

"Snowball"

This method allows you to find out what students know at the end of a section or before the teacher starts a new section. Throwing a snowball is a fun way that helps to activate preliminary knowledge or repeat the material passed at the end of the section.

Traffic light

In order to constantly check understanding, teachers can give each student or each group of students the following three round cards with an inscription. The teacher explains to the students for what purpose these cards are used and what they mean.

Thus, the use of different methods of formative assessment in the classroom gives students the opportunity to adequately assess how well the work is done, how many criteria it meets, and what needs to be done for further improvement.

In conclusion, formative assessment provides effective feedback between the teacher and students. At the same time, this article showed that the teacher receives objective information about the degree of mastering of the educational material by each student, timely identifies shortcomings and gaps in students' knowledge.

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USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN MASTERING STRAND "CONTENT" IN 6th GRADE IN ACCORDANCE WITH THE UPDATED CONTENT OF FOREIGN LANGUAGE EDUCATION

Abstract: The aim of this research was to observe language teachers' use of ICT for professional purposes and the development of practical recommendations to enhance the effectiveness foreign language teaching using ICT "Content" in 6th grade in accordance with the updated content of foreign language education. The article is based on the idea of using modern technologies and digital educational resources in teaching a foreign language. The paper summarizes the most effective types of ICT for the development of key skills and ability of 6th grade students. An analysis was made of the state and prospects of development of modern Kazakhstan's education in the aspect of the use of information and communication technologies, the scientific and methodical foundations of the use of ICT were studied, which lead to an increase in the quality of the educational process, make it both more intense and closer to the individual characteristics of the student.

Keywords: ICT (information and communication technologies); teaching and learning foreign language; Content;

Introduction

The educational system plays a special role in the informatization of society, since education is both a consumer of information and a creator of new information technologies. In order to make effective use of IC technologies in education, it is necessary to know their properties and functions in order to clearly define which didactic tasks (from the point of view of pedagogy and psychology) it is appropriate to use them. IC technologies are seen as a means of organizing the learning activities of students. The aim of this research was to observe language teachers' use of ICT for professional purposes, their strategies of professional development and the practical recommendations to enhance the effectiveness foreign language teaching using ICT to mastering strands of "Content" in 6th grade in accordance with the updated content of foreign language education. From the point of view of M.G. Sokolov (2004) the teacher should introduce the logic of the work of the information medium and the logic of the activity of the teaching into a reasonable didactic correspondence. In the studies of L.V. Nefedova (2001) the mass of teachers is not psychologically ready, first of all, for the use of modern information technologies of training as a mastered model of activity. However, difficulties arise in Kazakhstan's educational institutions, such as the social organization of "new education" teachers who are able and willing to provide appropriate professional intercultural communication in the context of a future profession through ICT and insufficient knowledge of teachers about the literate use of information and switching technology in teaching a foreign language to children at 6th grade to modern skills like to think critically speaking and listening creatively; collectively solve problems; respect different points of view; use feedback to define the goals of personal learning; use imagination to express thoughts, ideas, experiences and feelings; develop intercultural awareness through reading and discussion; to develop and maintain a consistent argument during speech or writing; the use of oral or written speech as a means of reflection and learning from a range of perspectives on the world. The problem is that in the process of learning a foreign language, not all teachers are aware of the extent to which certain and key skills in the coded class are used effectively by ICT. In view of the above, the relevance of foreign language education with the introduction of digital subjects is beyond doubt, as this area is not sufficiently studied. The topicality of the problem under consideration and its lack of theoretical and practical development in the field of pedagogy led to the definition of the topic of the study. This article examines the effective use of ICT in the development of methods for teaching future language teachers using information and communication technologies in the "Content" strand in 6th grade, in accordance with the updated content of foreign language education. S.S. Kunanbayeva (2017) believes: "In the end of the 20th century, finding a rational method to meet the social requirements for the quality of language acquisition does not necessarily mean that we cannot go to sleep. It demonstrates the progressive development of foreign language teaching methods based on today's socio-historical context". So, methodical bases of research work: Information and

communication technologies (D.M. Dzhusubaliyeva, 2019; G.K. Nurgaliyeva, 2017); New directions in the field of modern foreign languages (Kunanbayeva, 2010) is the methodological basis of this work. We were really immersed in the evolution of technology in teaching process. In this article we try to understand the effective using ICT to mastering strands in education in response to the questions: *What kind of ICT will be used in 6th grade when teaching a foreign language? What skills and strands should be developed in 6th grade? And What IC technologies will be effectively useful for teachers learn "Content" in Grade 6 in accordance with the updated content of Foreign Language Education?*

ICT in Teaching a Foreign Language

Firstly, let's find out what information and communication technologies mean. The word technology in translation from Greek means "art", "mastery", "the ability to do things", which means action or process, that is, a set of actions aimed at the achievement of a given goal. The process is being implemented through various means and methods (John Giles, 2018). Information and communication technologies (ICT) are of key importance at all levels of the educational system. At each stage of cognitive activity, research and practical applications in all branches of knowledge ICT perform both the functions of tools and objects of knowledge.

Methods

Research methods: analysis of scientific and methodical, psycholinguistic and linguistic and didactic literature; questionnaire; get acquainted with the experience of using digital resources in the field of FLT. Most of teachers know some of the web 2.0 technologies and digital educational resources by ear, but cannot give each of them an exact definition. Moreover, students can be creators or co-authors of information using modern social services and services of the Internet Web 2.0, which includes Blog, Twitter, YouTube, Wiki, podcast etc. Each program separately is an interactive method in the form of a coherent system of modules, each of which is grouped around one theme and includes various multimedia exercises. Programs also assume the inclusion of exercises performed in such sections as, "listening", "writing" and "speaking" in order to contribute to the development of skills in understanding of oral and written speech, as well as to the correct use of grammatical forms. Table 1 shows the key skills of 6th grade and ICT tools can improve their in foreign language education. In survey survey identified 6th learners' key skills and questions based on ICT development.

The basic skills from programme content for 6th grade	ICT tools
Speaking and listening skills to solve problems creatively and cooperatively in groups.	WebQuest; Digital Recorders; Mobile Device; IOE; Socrative; Plickers;
Speaking and listening skills to provide sensitive feedback to peers. Respect differing points of view.	QuizTools; GroupMap; StoemBoard; Rubistar; Vialogue;
Evaluate and respond constructively to feedback from others.	Authoring Tools; exeLearning; Xerte; LAMS; Blogging;
Use feedback to set personal learning objectives.	Personalized Feedbacks; Learning Analytics; RealTime Feedbacks;
Organize and present information clearly to others.	Office Application; Presentation Reports; World Processors; Genially;
Develop and sustain a consistent argument when speaking or writing.	FOSS; TAO; Concept Map; Mindmeister;
Develop intercultural awareness through reading and discussion.	Jigsaw; Cloze; Short Answers;
Use imagination to express thoughts, ideas, experiences and feelings.	Simulation; Virtual World; Augmented Reality;
Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;	Virtual World; Automated Interpretation;

Table 1. *The using ICT tools of the "Content" strand in 6th grade, in accordance with the updated content of foreign language education*

The exercises themselves can be associated with the following tasks: compose thematic phrases according to the proposed model; match phrases with relevant pictures; make a route around your city and accompany it with appropriate phrases; place the events in a logical order in the anticipated plot; find the right answers to the questions you heard; after viewing the video answer the questions; compose a small dialogue; restore a dialog. In our research study for making the practice of using a foreign language in the 6th grade more effective, the following digital ICT resources are used: Internet resources (World Wide Web site);

Hot Potatoes, Audacity, Nice.net, Camtasio Studio, Actice inspire, Quizilet, Kahoot; Electronic textbooks composed of authentic texts and discourses; Web resources such as Web 2.0, Blog, Twitter, You Tube, Wiki, Voki, Webquest, Preszi, Podcasting, Microblogging, Lingua Leo, Duolingo, Eliademy platforms, MOOC, Moodle, Mobile learning, Vialogue, Voxopop, Blendspace, Lesson-writer, Scoop.it; Electronic synchronous communication facilities (chat, messenger, video conferencing, flipchart); Asynchronous communication facilities (e-mail, forums, study groups in social networks); Internet resources for learning (multimedia scrubbing, treasure hand, classic sampling, webcams). For example, with the help of *WebQuest* a student develops the ability to think analytically, to look critically at things, to find the right information from a large amount of materials. Using *Pic-Lits* in English lessons will increase the interest and motivation of schoolchildren to create the conditions for students to soak up and realize themselves through writing, teach them to generate ideas, stimulate thinking and imagination, consciously use speech in accordance with the purpose of communication to express their feelings and thoughts. Using *Webblog* for educational purposes allows to create both learning environments and virtual learning communities. The main advantage of this type of software is to evaluate and comment on the work of other students. It allows the student to respect other points of sight.

Results

This article aimed to analyze the use of ICT in foreign language education and to develop foreign language teaching methods in 6th grade based on the use of information commutation technologies. Also, it was demonstrated to the reader how to use the potential tools for the teaching of FLT, specifically, ICT that can be used in teaching activity identified ways to improve the development key skills of the 6th grade learners in Kazakhstan as an integral part of the State program for the digitalization of education. This is the basis for the development of online learning, the transition to the widespread use of social networks in professional education of the university. Thus, in the study, ICT have a wide range of tools and resources for storing information in various formats based on computer and mobile technologies. In the context of today's approach to dominant competitiveness, the goal of learning a foreign language is to develop FLE leaners' Speaking and listening skills to solve problems creatively, respecting differing points of view by increasing motivation to learn a foreign language. Accessibility mode can be divided into digital resources available on a computer (offline resources), a local network or on the Internet (online resource). This phenomenon is due to the fact that technology is developing rapidly and almost all aspects of the world are moving to a quantitative level.

Discussion

Currently, the number of programs and systems used with digital technology in education continues to grow. Summing up the study, it can be noted that digital educational resources, compared with the forms, methods and means of educational and methodical support, can significantly increase the technological effectiveness of teaching and mastering knowledge, and over time, their functions will specialize in connection with the development of methods of online education itself, which will lead to mastering new technologies in the process of their creation. In the presented study, the goal was set and realized, which was to develop a methodology for the effective using of ICT in 6th grade teaching of foreign language education-based accordance with the updated content of foreign language education. An analysis was made of the state and prospects of development of modern Kazakhstan's education in the aspect of the use of digital educational resources, the scientific and methodical foundations of the use of ICT were studied, which lead to an increase in the quality of the educational process, make it both more intense and closer to the individual characteristics of the student. The conducted experimental test, during which an assessment was made of the quality of teaching a foreign language using digital educational resources, convincingly showed a positive impact on the effectiveness of the use of electronic learning tools in the educational process.

Conclusion

Thus, summarizing the aforesaid, we will outline the main points that should be taken into account when developing key skill of 6th leaners by effective using ICT. In the framework of our study, sets a new round in the development of vocational education in a language school. Summing up the study, it can be noted that digital educational resources, compared with the forms, methods and means of educational and methodical support, can significantly increase the technological effectiveness of teaching and mastering knowledge, and over time, their functions will specialize in connection with the development of methods of distance education itself, which will lead to mastering new technologies in the process of their creation. The study shows that the effective use of ICT by teachers involved in international school projects is as follows: to use imagination to express thoughts, ideas and experiences; develop intercultural awareness through reading and discussion; organize and communicate information clearly to others; use of feedback to define the objectives of personal education, etc. All these skills define the basic direction of compliance with the updated content

of instruction in a foreign language. Finally, the study demonstrated that the integration of ICT in the process of teaching a foreign language makes it more dynamic, information-intensive, helps efficiently organize the learning process, increases the efficiency of formation of communicative competence, provides a positive motivation of learning and cognitive activity of students, facilitates the activation of independent work of students. On the basis of the foregoing, it can be argued that the use of ICT is a promising direction in foreign language teaching and needs further study.

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ҚАЗАҚ ЕРТЕГІЛЕРІНДЕГІ ГЕНДЕРЛІК СИПАТТАРҒА ЛИНГВОМИФОЛОГИЯЛЫҚ ТАЛДАУ

Түйін: Аталмыш мақалада қазақ ертегілері мен мифологияны сабақтастыра отырып, гендерлік тілдік құбылыстардың түпнегізінде мифтік сананың көрінісі мен образдарын ашу.

Тірек сөздер: гендер, миф, лингвомифология, лингвистика.

Қазіргі кезде ойлау жүйесінің аясы ұлғайып, ауқымдалып, ғылымды, қоғамды, адам өзін дұрыс бейнелеу белесіне жетуге мүмкіншілігі бар. Оның басты бағыты – зерттейтін обьектісі осы заманнан шығып, өткенді, қазіргіні, келешекті жүйелі түрде ақыл-ой өрісінен, елегінен өткізіп, сол арқылы өз бойындағы жаңаша ойлау мәнерін, өрнегін таразылау, сақтау және жаңарту. Философ ғалым Аманжол Қасабектің «Тарихи философиялық таным: Оқу құралы» атты еңбегінде (Алматы, ҚазГЗУ, 2002) «Философия тарихын зерттеген еңбектер ерте заманнан белгілі. Небір ғұлама ойшылдардың шығармашылық мұралары олардың философияға қосқан үлестері, көтерген өзекті мәселелері туралы кезінде әр елдің, әр заманның тарихшылары айқындап кеткен тұжырымдар, ақыл мен сезімге, даналық пен түсінікке негізделген идеялар баршылық. Оларда қоғамдық сананың ерекше түрі ретіндегі философияның пайда болуының алғышарттары мифологияның, дінтанудың, халықтардың қарапайым санасының, алғашқы ғылыми ойлардың тигізген әсерлері толыққанды да жан–жақты сипатталған» [1]. - дейді. Өйткені философия тарихы мен философия пәндері тіл білімінің философиялық– методологиялық мәселелерін жаңаша көзқарасын қарауға, бақылауға мүмкіндік береді.

Қазіргі тіл туралы ғылымның алғы шарттары мен бағыттарын ғылыми танымның жалпы методологиялық ізденістері мен сәйкес байланыстыра зерттеу негіз болады.

Философия – біртұтас көзқарастарды қалыптастыруға бағытталған ғылым жүйесі.

Философия бүкіл әлемді, оның басты салалары: табиғат, қоғам, адам санасын тұтас құбылыс ретінде алып, оның жалпы заңдылықтарын ашады, обьективті шындық жөніндегі белгілі қағидалар жүйесін қалыптастырады. Осы философияның алғышарттарының бірі – мифология туралы, яғни лингвомифологиялық таным негіздері жайында болмақ.

Адамның адам болып қалыптасуымен біте қайнап келе жатқан тілдің төркінінде сан алуан мифтік дүниетаным қалыптасқандығы мәлім. Бұл жайлы Ю.М. Лотман өз еңбегінде тілдік құрылымның негізінде адамның дүниеге деген көзқарасы қалыптасатынын және ғаламның объективті бейнесі тілде әртүрлі бейнеде сақталғандығын атап көрсеткен [2]. Академик Ә.Т. Қайдар: «Кез келген тілдің қоғамда атқаратын өзара байланысты үш түрлі қызметі бар. Оның басты қызметі – коммуникативтік, яғни қоғам мүшелерінің өзара қарым- қатынас жасап, бір-бірін түсінуі үшін қажетті қызметі; екіншісі – көркем шығарма тіліне тән адам баласына образ арқылы ерекше әсер ететін, ләззат сыйлайтын эстетикалық қызметі; үшіншісі – ғылыми терминмен айтқанда, кумулятивтік қызметі, сөз байлығын өз бойына жиып, сақтап, оны келешек ұрпаққа асыл мұра ретінде түгел жеткізіп отыратын игілікті қасиеті», – деп көрсетеді [3].

Академик Ә.Қайдар атап көрсеткен тілдің кумулятивтік қызметі арқылы тілдің даму тарихында қалыптасып, мифтік мазмұнын сақтап келе жатқан тіл бірліктерін зерттеу тіл білімі саласында жаңа өрістер ашуға, ұлттық танымды айқындауға мүмкіндіктер береді. В. фон Гумбольдт бұл жайлы: «Тіл – сөйлеу арқылы ойды жеткізу үшін тұрақты қайтыланып отыратын рухтың күші. Демек, әрбір ұлт өз тілінің шеңберімен қоршалған», – дейді [4]. Лексикалық бірліктердің берер мағынасы тек жақсы жағына қарай дамудан тұрмайтыны белгілі. Ол өзінің эволюциялық даму барысында мағынаның кейеюі, тарылуы, ауысуы, күңгірттенуі немесе мүлде ұмыт болуы сияқты құбылыстарды бастан кешіреді [5]. Фольклор тілін зерттеу XIX ғасырда бастау алғанымен, нақты ол жайлы тұшымды тұжырымдарды А.А. Потебняның, В.Я. Пропптың еңбектерінен аңғарамыз.

А.А. Потебня тіл мен мифологияны сабақтастыра қарай отырып, тілдік құбылыстардың түпнегізінде мифтік сананың көрінісі мен образдардың трансформациясы жатыр, яғни мифтік таным лексикалық бірліктердің «ішкі формасында» деп есептейді. Зерттеушінің пайымдауынша, мифтік танымда сөздердегі образ бен мағына әлі бөлінбеген заттың қасиеттері, одан бөлінгенде ғана мифтік образ тілдік метафораға айналады.

XX ғасырдың аяғында орыс тілші-ғалымдары ертегілер тілін зерттеуде лингвофольклористика терминін алғаш ұсынады. Лингвофольклористика терминіне А.Т.Хроленко өзінің 1974 жылы жарық көрген «Что такое лингвофольклористика» атты мақаласында алғаш түсінік берді. Ғалымның пайымдауы бойынша, «лингвофольклористика – фольклорлық мәтіндерді зерделейтін тіл білімінің саласы. Лингвофольклористердің назарында фольклор тілінің ерекшелігін, оның халық говорымен және жалпыхалықтық тілмен байланысын, ондағы грамматикалық категориялардың қызмет ету ерекшелігін, халықтық-поэтикалық тілдегі көркемдік тәсілдердің қалыптасуын, халықтық-поэтикалық лексиканың құрылуы мәселелерін, ауызша-поэтикалық сөздердің мағынасын ашу» болып табылады [6].

Мифологиялық шығармалар тілі – халықтық көркем өнердің керемет түпнұсқалық үлгісі болып саналады. Мифологиялық шығармалар тілін зерделеудің бағалылығы халықтың сол кезеңдегі ойлау өрісінің, дүниетанымының, өзін қоршаған ортаны қабылдауының тілдік қабатта сақталуымен айқындалады. Ауыз әдебиетінің озық үлгісі – ертегілер ұрпақтан ұрпаққа ауызша тарайтындықтан, ертегілер тілінің табиғаты өңделу, сұрыпталу кезеңдерін бастан кешіріп отырады [7].

Миф ұғымын ашуда «Адамзаттың ерте кезеңнен–ақ рухани қазынасы болған мифтер мен аңыздар – бүгінгі күннің ғылыми жетістіктері мен айнала қоршаған әлемді танып түйсінудегі жинақталған тәжірибелерінен туындаған түсінік» - деген анықтама беріп, бірде «миф - аңыз» деп бір ұғымды алса, екіншісінде «мифтер мен аңыздар» - деп екі ұғымда алады, үшіншісінде «миф – ғылыми жетістіктер» деген ой айтады, төртіншісінде «әлемді танып түйсіну» дегенді қосады, қорытындысында «миф – түсінік» деп, қорытады.

Сонымен бірге: «Аңыздар мен мифтерді көркем әдебиетте әдеби тәсіл ретінде қолдану XX ғасырдың 70-80 жылдарынан бастап кеңінен өрістеп дамыды» деп, миф - әдеби тәсіл екендігін көрсетеді.

Ал «аңыздың басқа жанрлары: миф, хикая, хикаят, күй аңыздары сияқты түрлері көркем шығармашылықта еркін қолданысқа түсе бастады» - деп мифті аңыз түріне жатқызады.

Балкенже Ақбердиеваның сөзімен қорытындыласақ: «Мифологиялық таным-түсініктерді сұрыптау және оны тілдік жағынан түсіндіру қазіргі кезеңде өте маңызды. Себебі тарихи - әлеуметтік тұрғыдан алғанда, тіл – мифологиялық дүниетанымның жинақталған бірден–бір көзі. Миф және тіл мәселесін тілдің пайда болуымен байланысты қарастыратын авторлардың бұл бағыттағы басты жетістігі – тілдің, оның құраушы элементі болып сөздің түп негізінде бейнелеу амалының жатқандығын, тап басып тануында деп білеміз. Сонымен, мифология – адамның өзін айнала қоршаған әлемге, бүкіл дүниеге деген қатынасы және оны танудың арханикалық формасы. Жоғарыда айтылған еңбектерде мифтің құрылымын анықтау, оның бір бүтін ретіндегі функционалдық бөліктерін тексеру – миф феноменін жанжақты зерттеуде жаңа теориялық мүмкіндіктерге алып келді» деп тұжырымдайды.

К.Леви-Стросс өзінің «Структурная антропология» еңбегінде: «Ертегі – көнерген, ескірген миф болып табылады. Кезінде адамдар үшін жоғары деңгейдегі ақиқат және оған иланып сенген миф уақыт өте келе аталған әлеуметтік қызметін жоғалтқан. Адамдар мифке сенімін жоғалтқан кезде ол ертегіге трансформацияланған», - деп көрсетеді [7]. Демек, ертегі мен мифтің генетикалық байланысы бар.

Ал, В.Я.Пропп керісінше ертегі мен мифтің генетикалық байланысы жоқ деп санайды. Е.Бете, В.Вундт, Д.Бринтон, О.Рэнд, Ф.Боас сынды батыс ғалымдарының көзқарастарын талдай келе В.Я.Пропп олардың миф, ертегі, аңыз, әфсана-хикаят секілді категорияларды бір-бірінен ажырата алмайтындығын атап көрсетеді. В.Я.Пропп мынадай тұжырымдарды ұстанады:

1) миф ертегіге қарағанда әлде қайда бұрынғы құрылым;

2) миф сакралды мағынаға ие, ал ертегі – көңіл-көтеретін дүние;

3) миф дегеніміз – ежелгі халықтардың әңгімелері және олар киелі қасиетке ие дүниелер [8].

Жалпы, ертегілерде мифтегідей уақыт пен кеңістіктің нақтылығы айқын емес. Көптеген халық ертегілері, оның ішінде қазақ ертегілері де төмендегідей гендерлік тілдік құрылымдармен басталады, яғни ертегілер басталғанда көбіне ер адамдардың басымдығын жиі көрсетеді. Мысалы: *«Ерте, ерте, ертеде жомарт хан болыпты, Баяғы өткен заманда бір шал өмір сүріпті, Өткен уақытта Бопай батыр елі үшін жаугершілікке аттаныпты. Ертеде шал мен кемпірдің мұрагері дүниеге келіпті...» және т.б.* Осындағы *хан, шал, батыр, мұрагер* концептілері гендерлік тұрғыдан тек ер адамға тән екенін және қай кезде де ер адамның басшы екенін көрсетеді.

Қазақ ғалымдары С.А.Қасқабасов пен Е.Д.Тұрсынов та миф пен ертегінің өзара байланысы туралы сөз етеді. Соның ішінде гендерлік тұрғыда мысал ретінде қазақ ертегілерінің танымал кейіпкері *жалмауыз кемпірді* келтіріп, оның кей жағдайда басты кейіпкерге көмек көрсете алатынын, ал, негізінен ертегінің жағымсыз кейіпкері екенін атап көрсетеді. Жалпы *жалмауыз кемпір* кейіпкерінің шынайы образы тек әйел адамға тән. Авторлардың пайымдауынша, ертегідегі *жалмауыз кемпір* бейнесі мифтен алынған және миф бойынша ол о бастан Жерді тудырған түп негіз және адам баласының қамқоршысы болған. Ертегіде оның бейнесі толық өзгеріске ұшырап, адамның қас жауына айналған. Мысалы, «Еркем-Айдар» ертегісінде ол жауыз қарындасқа немесе әйелге айналып, дәу алып көмегімен ағасын немесе күйеуін құртып жоймақшы болады. Сонымен, мифологиялық кейіпкерлердің қызметтері ертегілер, көп жағдайда, әлеуметтік маңызы өзгеруіне байланысты қарама-қарсы сипатқа ие болады. Осыған байланысты ертегілер мен мифтердің гендерлік өзара қатыстылығы бар деп тұжырымдауға болады.

Сонымен қатар қазақ халқы әрқашан да қызын қадір тұтқан, қасиетке балаған, үнемі төрін ұсынған. Өйткені қыз – кие, қыз – халқының шырайы, қыз – өріс, қыз – өмірдің бастауы, қыз – тіршіліктің тірегі деп, алақанында көтерген. Сондықтан да, қызын ұрып, ұрсып қуған мазмұнды фреймдері, шын мәнінде, қазақ ертегілеріне тән сценарийлерге жатпайтыны анық. Керісінше, қазақ ертегілерінде қызға күйеуді таңдап, небір шарттар мен сынақтар арқылы тапқан. Мысалы: *«Күн астындағы Күнікей қыз От тауының ар жағында тұратын бір ханның қызы екен. Ол ханның бір үлкен көк төбет иті бар екен. Сол ит күн астындағы Күнікей қызға келе жатқан адам болса, 70 соның дыбысын сезіп, жүз шақырым жерден, алдынан шығады екен. Қандай батыр, мықты адамдар болса да көк төбет ит барлығын да жалғыз өзі қиратып салады екен. Қызды іздеп барған адам сау қайтпайтын болған. Мұны білген көп адамдар көк төбеттен қорқып, қызға бара алмайды екен»* [9].

Сонымен, қорыта келгенде ертегілердің мифпен тікелей генетикалық байланысын байқауға болады. Қазақ мифологиясына өзіндік ерекшеліктер тән келеді және ол, ең алдымен, көшпелі тұрмыс-тіршілікпен түсініледі. Басқа халықтардың мифтері, негізінен ғалам мен адам жаратылысының пайда болуымен өлшенеді. Ал, көшпенділер мифтері рулар пайда болуының генеалогиялық аңыздарымен сипатталады.

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“THE USE OF VIDEO TECHNOLOGIES IN THE EXECUTIVE PHASE OF FOREIGN LANGUAGE ORAL COMMUNICATION FOR SECONDARY SCHOOL STUDENTS”

Abstract: One of the latest technologies used to develop oral presentation skills is video technology. This article will show how video technology can help students improve their speaking skills in terms of content, fluency, pronunciation as well as vocabulary. And just as students perceive the use of video technology to improve their oral communication, so too do they perceive the obstacles they face. It can be argued that video technologies are a useful tool for strengthening students’ oral presentation skills.

Key words: Video Technology, Oral communication, phase of foreign language, secondary school students

The ability to speak English fluently is increasingly a requirement for foreign language students. As a result, many learners perceive speaking ability as the most significant talent in a language, and thus describe conversational skills as the most important skill in a language. Speaking is the most challenging skills to teach, as well as to measure and analyze, when compared to other abilities. Teachers must devise unique strategies for developing students’ speaking skills in order to overcome these challenges.

Using video recordings of students could provide a wealth of chances for pupils to improve their speaking abilities. Some research has also been done on the usefulness of utilizing movies as a classroom facilitator. The major goal is to better understand why student-produced films could be utilized in the classroom to help students with their spoken performance.

According to the study, producing a video presentation helps students enhance their effective communication abilities by allowing them to see and critique their own videos. Students will be more inspired and less hesitant to discuss and express their opinions if they have a non-threatening platform to practice their oral presentation. With the option to view and replay videos several times, students may identify their strengths and flaws, as well as make improvements in their oral presentations in the future.

Often, the purpose of teaching a foreign language is to educate students how to communicate in that language. This ability underpins the organization of production as well as the public realm, administrative sphere, and service sector. As a result, understanding the fundamentals of foreign language communication acts as a type of foundation for the development of communicative culture and competence, as well as the professional growth of the student’s personality.

It is extremely difficult to master communicative competence in English without being in the target language’s nation. As a result, one of the teacher’s most significant responsibilities in a foreign language class is to generate actual and imagined communication scenarios utilizing a variety of work approaches and strategies (role-playing games, discussions, creative projects, etc.).

In addition, it is critical to provide students with a visual representation of life in English-speaking nations, including traditions, customs, and linguistic reality. It is crucial to apply new technology to overcome this significant challenge.

Despite significant advances, one of the challenges of teaching a foreign language is the limited, if not non-existent, chance to interact with native speakers and practice speaking skills outside of the institution. Modern technologies enable us to broaden the scope of the lesson, necessitating the employment of new teaching methods. A video instruction is one of these formats. In addition, it is critical to provide students with a visual representation of life in English-speaking nations, including traditions, customs, and linguistic reality. It is crucial to apply new technology to overcome this significant challenge.

Despite significant advances, one of the challenges of teaching a foreign language is the limited, if not non-existent, chance to interact with native speakers and practice speaking skills outside of the institution. Modern technologies enable us to broaden the scope of the lesson, necessitating the employment of new teaching methods. A video instruction is one of these formats.

Ready-made recordings enable you to complete critical teaching, raising, and educational responsibilities. First, students may hear actual English spoken by native speakers when watching videos, the majority of which are created in Oxford. Second, videos allow students to witness firsthand what we discuss in class, as well as what they read in texts and conversations. Students gain a better understanding of the customs and cultures of the nations they are studying by watching movies. The usage of video assistance in the classroom helps to increase knowledge quality by allowing you to employ communication tasks such as listening, speaking, reading, and writing.

It's important to realize that using a video in the class isn't just about using another source of knowledge. The usage of a video film aids in the development of several components of a student's mental activity, particularly attention and memory. During the viewing, the audience becomes engaged in collaborative cognitive activity. Even the most inattentive pupil gets attentive under these circumstances. Students must put in some effort in order to comprehend the film's material. As a result, involuntary attention becomes voluntary. And the process of memorizing is influenced by the intensity of one's attention. The employment of many channels of information flow (auditory, visual, and motor perception) improves the ability to capture regional and linguistic information.

As a result, the psychological qualities of instructional videos' influence on students contribute to the intensification of the educational process and provide ideal conditions for the development of students' communicative (linguistic and sociocultural) ability. The video technique is part of the visual methods category. Due to the great effectiveness of visual pictures' influence, it includes teaching and raising duties.

Information provided in a visual format is the most perceptible, and it is digested more easily and quickly. In addition, using video in the classroom allows teachers to better address students' needs, preferences, and interests.

How can videos be utilized to help students study more effectively?

According to studies, using videos can help students learn by:

• Increasing face-to-face class time for application and reinforcement of information through interactive activities by allowing students to see content outside of class.

• Providing pupils with the freedom and autonomy to choose how they study

• Supplementing core topics with additional resources for pupils

• Demonstrating or visualizing something that can't be done in class

To get the most out of using videos in your class, instructors should consider how they fit in with learning goals and assessment activities, as well as how they convey the purpose of watching the videos to students. Follow up with online or in-class conversations, tasks, or short quizzes to reinforce the content taught in the videos.

Basic requirements for the use of video:

When using the visual method (video demonstration), a number of conditions must be observed:

• the video material used must correspond to the level of knowledge of the students;

• clarity should be used in moderation and it should be shown gradually and only at the appropriate time of the lesson;

• Observation should be organized in such a way that all students can clearly see the demonstrated video material;

• it is necessary to clearly highlight the main, essential;

• to think over in detail the explanations given during the demonstration of the video material;

• -the demonstrated video material must be precisely coordinated with the studied educational material, correspond to the studied topic.

Analyzing the performance in terms of monitoring indicators, we can conclude that it is worth including the use of video in the learning process. The use of video in a foreign language lesson opens up many opportunities for both the teacher and the students in terms of mastering a foreign language culture, especially in terms of the formation of socio-cultural competence as one of the components of communicative competence in general.

There have been many studies on the use of videos in the classroom so far. They all conclude that using videos are much useful in terms of increasing the awareness of the learners towards the real use of the target language. This study shows that the groups who record their own works believe that using student-produced videos in the language classroom is more beneficial than using traditional way of completing a task or a project.

Learners are also believed to evaluate their own performances through videos all learners highly agree that they may evaluate themselves objectively through videos rather than classical writing out tasks. Videos help improve language learners' speaking style. Also learners believe that video-recordings are beneficial in terms of their speaking abilities. The participants who recorded their works strongly agree that they are more capable of speaking in the target language than the participants who write their work out.

Learners think that video-recording enables them to communicate easily in a similar situation in the future.

The main aim of this exploratory study was to examine how students assessed the efficiency of using student-produced video projects on the development of their oral skills. Focus was on learners' attitudes during and after the procedure on whether video-recording would help learners in foreign language learning process. Furthermore, the study compared the traditional way and recording-video sessions. Using student-produced videos appeared to be more effective than traditional way. Besides, learners' attention should be increased towards some areas. For instance, results indicated that they don't believe that using videos is effective in helping them acquire related vocabulary. Because they are not fully aware of the impact of videos in their learning process in English, they may underestimate the value of recording videos.

Under the light of these findings, it might be inferred that using videos for the development of oral skills is believed to be much more effective in comparison to the traditional writing tasks due to the communicative, authentic, purposeful and meaningful elements of the task. Besides, this study may shed light on the efficiency of using student-produced videos in language classrooms to increase their awareness towards real language use. Yet, there is still a demand to conduct a study with a larger sample to gain a better understanding on this issue.

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FEATURES OF THE ORGANIZATION OF EXTRACURRICULAR EDUCATIONAL WORK WITH HIGH SCHOOL STUDENTS

Abstract: The article considers the essence, content, features and organization of extracurricular educational activities among high school students. The author describes the tasks and goals of extracurricular work, age and psychological characteristics of high school students, also provides the main forms of extracurricular educational work.

Keywords: State Compulsory Educational Standards, extracurricular activities, educational work, forms of educational activity.

Introduction

According to the concept of modernization of Kazakhstani secondary education, which defines the goals of general education at the present stage, an important task of education in high school is the formation of initiative, independence and tolerance among students. In the Plan of the Nation "100 Concrete Steps", which was put forward by the Head of State of the Republic of Kazakhstan for the implementation of five institutional reforms, consolidating values are indicated based on the idea of "Mangilik El" (Eternal country). These are, first, patriotism, fidelity to the ideals of kindness and friendship, diligence, honesty, education. In our opinion, extracurricular work (electives, subject circles, competitions, etc.) contributes to the development of interest in academic subjects, creative abilities, and improving the quality of training of high school students [1, 2005].

Extracurricular work is an integral part of the educational process at school, one of the forms of organization of students' free time. Extracurricular activities in a foreign language are of great general educational, developmental importance. This work not only deepens and expands the knowledge of a foreign language, but also contributes to the development of students' creative activity, their aesthetic taste and, as a result, increases the motivation to study the language and culture of another country.

When considering the state of extracurricular educational activities in the Republic of Kazakhstan, it reveals that the main attention pay to the organization of extracurricular education, which carries out in the following main areas: physical, mental, moral, civic, aesthetic, labor and professional education. Let us briefly reveal the main directions of educational work [2, 2004].

If high school students are not involved in active cognitive activity, then any meaningful material will arouse their interest in the subject, having familiarized with this or that concept or phenomenon at the class, conference or evening, the student will try to understand its essence more deeply, will want to get additional information.

Methods of research

In this section, we use the following methods: study of methodological, psychological, pedagogical, linguistic literature on the project topic, as well as analysis of state documents on education of the Republic of Kazakhstan; classification of various forms of extracurricular work in a foreign language.

The documents of the State Standard on General Education of the Republic of Kazakhstan emphasize that extracurricular educational activities are not a mechanical addition to basic general education, designed to compensate for the shortcomings of working with lagging behind or gifted students. The main thing at the same time is to implement the interconnection and continuity of general and additional education as a mechanism for ensuring the completeness and integrity of education [3, 2018].

The term extracurricular activities is not completely new in pedagogical theory and practice. V. A. Sukhomlinsky wrote about the importance of extracurricular activities: The logic of the educational process is fraught with the danger of isolation and isolation, because at every step it emphasizes at school: achieve success through own efforts, do not rely on someone, and the results of mental work evaluate individually. In order for school life imbue with the spirit of collectivism, it should not be limited to lessons [4, 1979].

V. S. Shatilov believes that extracurricular work occupies an important place in teaching a foreign language. It carries out in accordance with the specifics of the subject. At the same time, it solves two main tasks: developing interest, deepening knowledge, improving skills and abilities in this subject; organization of students' free time for the purpose of their general development, labor, moral and aesthetic education [5, 1986].

According to N. D. Galskova, extracurricular activities in a foreign language are motivated, purposeful, organized extracurricular activities under the guidance of a teacher in order to improve and further develop foreign language communicative competence and implement the complex tasks of education, upbringing, and development [6, 2003].

T. A. Ilyina notes that the task of extracurricular work is to awaken or deepen students' interest in various fields of knowledge and activities, to discover and develop their talents and abilities, to educate their social and cognitive activity, to assist them in choosing a profession, cultural organization of their leisure. Thus, extracurricular educational work helps to ensure the continuity and consistency of the educational process [7, 1984].

However, one of the most influential authors of numerous teaching aids, E. N. Solovova describes the implementation of extracurricular activities in a foreign language, which aims at solving certain problems and developing universal educational activities [8, 2002].

Thanks to the three-level result of extracurricular activities, which was created by S. V. Savinina, we see that achieving all three levels of the results of extracurricular activities increases the likelihood of educational effects in the upbringing and socialization of students. Namely, Level 1 - the student knows and understands social life; Level 2 - the student appreciates social life; Level 3 - the student independently acts in public life [9, 1991].

Researchers characterize in different ways the place occupied by adolescence in the overall cycle of personality development as the final stage of preparation for entry into independent, labor and social activities.

L. I. Bozhovich considered the central moment of mental and personal development at senior school age, that is awareness of one's place in the future, one's life prospects. In adolescence, they stabilize, and at the same time receive a new round of development of character traits and the main forms of interpersonal behavior, the consciousness and self-awareness of the individual intensively develops, and the "I-concept" forms [10, 2008].

As Ya. M. Kolker noted, at this age, a scientific direction formed, social activity expands interest in the problems of human relationships raises, hobbies become adjustable, and self-esteem of one's abilities downturns. Communication with their peers is of enormous significance for students. Communication for them becomes a necessary part of their life, a channel of information and a type of activity in the action of which the formation of an individual approach of behavior of high school students takes place [11, 2001].

In view of the foregoing, the purpose of extracurricular work in a foreign language in schools is to expand and deepen the knowledge, skills and abilities of foreign language communicative activities, stimulate the interest of students and their comprehensive development, including intellectual, emotional-willed and spiritual-moral spheres.

Results

In the methodological literature and in the practice of schools, three forms of extracurricular activities traditionally distinguish individual, group and mass. This division bases on the sign of quantitative coverage of participants.

1) Individual extracurricular work is carried out with individual students who prepare a message or report about the country whose language is being studied, about significant dates and events, outstanding people, learn poems, songs, excerpts from literary works in a foreign language, make visual aids, design wall newspapers, albums, stands, etc. Individual work can be continuously or occasionally [12, 2018].

Reading books in the original language is one of the easiest and most enjoyable ways to learn English. Which book is better to start reading depends on the level of language proficiency. As a rule, they all contain an audio recording, an English-Kazakh-Russian or monolingual dictionary and a set of exercises aimed at expanding the vocabulary, consolidating grammatical skills and developing the student's oral speech.

2) The group form of extracurricular work has a clear organizational structure and a relatively constant composition of participants united by common interests. Combined circles have proven to be positive, where different types of activities combine, for example, learning songs, preparing dramas, extracurricular reading and watching filmstrips with further discussion of what they watched.

3) Mass forms of extracurricular activities do not have a clear organizational structure. These include events such as amateur art evenings, festivals, competitions, etc. These events hold sporadically.

The week of a foreign language is mass form of extracurricular work in nature, since it provides for the participation of a wide contingent of students, and in its structure it is complex, since it includes a complex of events that are different in meaning and form, which take place in a certain period of time and are aimed at implementing the tasks of an integrated approach to the education of students [13, 1998].

The topics of events within the framework of the week should be interesting, informative, and accessible, related to educational material and meet the age characteristics of students, their level of language training.

Day of the week	The content of the extracurricular work	Responsible
Monday	Announcement on the school radio about the opening of the week. Opening of the exhibition of wall newspapers.	Grade 10/11
Tuesday	A quiz dedicated to the customs and traditions of the country whose language is being studied.	Grade 10/11
Wednesday	Role-playing game "Bridge" (between the capitals of the Kazakhstan and the country whose language is being studied).	Grade 10/11
Thursday	Literary and musical evening	Grade 10/11
Friday	Results of the week	Organizing committee

Table 1 – Sample plan for a foreign language week at school

At the first stage of the week of a foreign language, an organizing committee creates, into which teachers of a foreign language, head teacher and others elect. Members of the organizing committee determine the performers of the program, organize the production of costumes, decoration of premises, exhibitions, announcements, invitations, as well as the preparation of the necessary materials.

At the second stage, a week of a foreign language holds. The condition of the week is to create an atmosphere of festivity and ease. Students should feel satisfaction and joy from their participation in the holiday.

The last stage is devoted to the results of the week. It recommends issuing a newsletter and reporting on how the week went what success its participants achieved, which of the students was the most noted.

Role-playing Game "Bridge"

Aims and objectives:

- development of communication skills and skills of constructive communication and interaction;
- training in the ability to take responsibility for oneself and for others;

Materials and props: 2 pcs. of drawing paper, 2 pcs. of scissors, 1 piece of ruler, 1 piece of adhesive tape, 1 piece of glue, any material at hand (empty boxes, staplers, colored paper, paper clips, self-adhesive paper).

Leader greeting:

- monologue of the presenter about the importance of the team in human life;
- goal setting;

1. All participants in the game divide into 2 groups (teams), each of which builds its own half of a single bridge. Each group selects an observer.

2. The introductory part of the game, when the host announces the start and introduces the basic rules of the game, should pass quickly and clearly without too much fuss, in 5-7 minutes.

Instruction for teams:

- you must build both parts of the bridge at the same time;
- each team builds only ½ of the bridge;
- you use only the issued materials;
- the result should be a bridge with a width of at least 15 cm, the distance above which the bridge will be 15 cm;

- after construction, the halves of the bridge should converge exactly in the middle;
- the bridge is evaluated according to criteria: stability and beauty. So, for example, the bridge must withstand ½ cup of water;
- teams should not see each other's work;
- there should be a maximum of 4 meetings during the work;
- the meeting lasts 1 minute;
- delegates meet on neutral territory so that they cannot see the work of the other team;
- each team will have an observer who observes the actions of the team and listens to how events unfold;
- the observer cannot interfere in the discussion and answer the questions of the team;
- you only have 50 minutes to build the bridge;
- you can start.

Notice to observers:

Task of observers: to analyze aspects of partnership. Please watch and listen to what is happening in your group. You can also accompany delegates to their meeting. Based on your observation, please make a short report (2-3 minutes) about what you saw and observed. We suggest you use the following questions to structure your message:

How did the group get started? Whether each person participated (performed a certain role) in the construction of the bridge; if the group chose a leader, how did it happen; How the relationship between the delegate and the group was built; What was the atmosphere like in the group? Your message should be as complete as possible. In this case, please do not mention any specific names (only in general)! Good luck and thanks!

There should be 6 separate workplaces for teams, as well as one more place where delegates could meet. Observers may attend meetings of delegates. The facilitator must strictly keep track of the meeting time of the delegates. After 40 minutes, the teams meet and connect their halves of the bridge. Then there is a discussion.

Reflection

Possible questions for discussion: whether the work was successful; how the group worked together; how the process started; was there a leader, did he change during the game; how the responsibilities were distributed in the team; how were the decisions made? Was there a compromise? Whether it was truly democratic; whether everyone had a role (task) in the team; how was your relationship with the other team? How did you complete the task? How would you connect what happened during the game with real life; what conclusions did you draw for yourself after doing the exercise; what you should consider when building partnerships.

Discussion

When organizing extracurricular educational activities of students, the possibilities of educational institutions are used. Currently, there are four main models for organizing extracurricular activities in a secondary school [14, 2015].

The first model characterizes by a random set of circles, sections, the work of which is not combines with each other; connections with general school life are also situational and fragmentary. All extracurricular work and extracurricular activities of the school are completely dependent on the available human and material resources; strategic line of development of the organization of students' activities in the afternoon is not adjust.

The second model distinguishes by the internal organization of each of the structures of the educational system in the school, although the unified system is not yet fully functioning. Clubs, circles, studios similar in profile combine into club centers operating according to a single program.

The third model for organizing extracurricular activities based on close interaction between a general education school and one or more institutions of additional education. Such cooperation carries out on a regular basis. The school and the specialized institution, as a rule, develop a joint program of activities, which largely determines the content of non-curricular activities in this school.

The fourth model of organization outside of educational activities in a modern school involves a deep integration of basic and additional education of students. The definition of the content of their activities and ways of organizing it bases on common conceptual ideas that ensure the development of the institution as a whole. The entire system of schoolwork in this area designs to provide an opportunity to:

- free choice by students of programs, associations that are close to them by nature, meet their internal needs;

- help to satisfy educational needs, to feel successful, to realize and develop their talents and abilities.
- become active in solving life and social problems, be able to take responsibility for your choice;
- be an active citizen of Kazakhstan, able to love and protect nature, take an active life position in the struggle for peace on Earth, understand and accept ecological culture.

The educational result of extracurricular activities is the direct spiritual and moral acquisition of the student through participation in one form or another of extracurricular activities. The educational effect of extracurricular activities is the influence of one or another spiritual and moral acquisition on the development of the student's personality.

Conclusion

To date, the Kazakhstani education system has developed general principles for organizing extracurricular activities; each of these types of organization of students' activities outside the classroom has its own characteristics. In our opinion, the most general principle that determines the specifics of classes with students outside of school hours is voluntariness in choosing the forms and direction of these classes. To achieve the goals set, teachers need to build extracurricular activities in accordance with the following principles:

- The principle of humanistic orientation. When organizing extracurricular activities, the interests and needs of students take into account to the maximum extent, to the processes of formation and manifestation of the individuality and subjectivity of students support.
- The principle of system. A system of extracurricular activities of students is creates, in which relationships establish between all participants in extracurricular activities: students, teachers, parents, and social partners, the main components of the organized activity: target, content-activity and evaluative-effective, etc.
- The principle of variability. In the organization of education, a wide range of types, forms and methods of organizing extracurricular activities is cultivated, which provides students with real opportunities for free choice and voluntary participation in it, testing their strengths and abilities in various activities.
- The principle of creativity. In extracurricular activities, teachers support the development of creative activity of students.
- The principle of success and social significance. It is important that the results achieved by the student are not only personally significant, but also valuable to others.

Thus, the entire system of extracurricular activities is designed to combine upbringing, education, development and health protection into a single process, as well as to ensure the structural and content continuity of subjects, reflect the specifics of the goals and objectives of high school, and serve to create a flexible system for the realization of individual creative interests of the individual high school student.

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ШЕТЕЛДІК ЖӘНЕ ОТАНДЫҚ ӨЗАРА БАҒАЛАУ ЖҮЙЕЛЕРІНДЕГІ ЕРЕКШЕЛІКТЕР

Түйін: АҚШ, Канада елдеріндегі бағалау, отандық бағалау жүйесінің тәжірибесін зерттеу, шетелдік және отандық бағалау жүйесінің ерекшеліктерін салыстырмалы түрде сыни тұрғыда талдау.

Тірек сөздер: Жұптық бағалау, оқушының оқу жетістігі деңгейі, өзара бағалау, оқытудың күтілетін нәтижелері, қалыптастырушы бағалау.

Қазақстанда және ТМД елдерінде орта білім беру жүйесінде ұқсастықтар бар яғни, мектептеегі білім жүйесі бойынша үш деңгейден тұрады, олар: жалпы бастауыш білім беру, жалпы негізгі, жалпы орта білім беру. Шетелдегі білім беру жүйесіне назар аударсақ АҚШ, Канада елдерінде де мектептегі білім беру жүйесі үш деңгейден тұрады, бастауыш, орта және жоғарғы білім беру жүйесі. Алғашқы екі деңгей барлық мемлекетте бірдей деуге болады, алайда жоғарғы сыныптарға келгенде ұқсастықтарына қарағанда айырмашылықтары көбірек. АҚШ та жоғары сыныпта оқу көлемі үш жылды қамтиды. Қазақстанмен салыстырғанда АҚШ мемлекетінің негізгі ерекшеліктерінің бірі жоғары сынып оқушылары өздерінің еріктері мен қызығушылықтарына қарай пәндерді өздері таңдауға құқықтары бар, дегенмен таңдауға берілген пәндердің көпшілігі міндетті пәндер қатарына да жатады. Міндетті пәндер қатарына математика, ағылшын тілі, физика, химия, биология және тарих, география болып есептеледі. Таңдау пәндері қатарына шетел тілі,технология, бейнелеу өнері жатады[30, 34-б]. Сонымен қатар,жай және үлгерімі жоғары сыныптарға бөліп оқыту тәжірибесі де бар. Үлгерімі жоғары сыныптар оқу бағдарламасы бойынша тақырыптарды аз уақыт ішінде өтеді, ал үй жұмысына берілетін тапсырмалар көлемі көп. Барлық мектепте бірдей оқу құралын пайдалануға байланысты, АҚШ та әр штат немесе әр мектеп деңгейіне қарай оқу құралдарын пайдаланады, яғни барлық мектепте бірдей оқу құралы пайдаланылмайды.

Оқушылардың оқу жетістігін бағалаудағы ерекшеліктері мен айырмашылықтары.

Оқушылардың оқу жетістігін бағалаудағы ерекшеліктерге байланысты кейде шет елде оқығысы келетін оқушылар қиындықтармен кездесіп жатады. Жоғарыда айтылып кеткендей Қазақстанда бес баллдық бағалау жүйесі қолданылып келеді. АҚШ мемлекетінде әріптік жүйе бойынша бағаланады. Яғни,А-өте жақсы, В-жақсы, С-қанағаттанарлық, D-нашар, F-өте төмен. АҚШ-та ортақ мемлекеттік білім беру стандарты жоқ. Білім сапасын бақылау екі формада жүргізіліп отырады:

Жылына бір рет Айова және Хенмон-Нельсон тесттері жүргізідледі [31, 25-29-б]. Хенмон-Нельсон ақыл-ой қабілеттілін тексеру тесті төрт деңгейден тұрады: 1-2сыныптар, 3-6 сыныптар, 6-9 сыныптар, 9-12сыныптарға арналған тест тапсырмаларын қамтиды және 30 минут беріледі. Тест тапсырмалары сөздік қорға байланысты, сөйлемдерді аяқтауға берілген тапсырмалар бойынша ұйымдастырылады. АҚШ мектептері аккредитациядан өткізіледі. Аккредитациядан сәтті өткен жағдайда мектептің беделі анықталып, ол мектепке қосымша кредит беріледі[32, 56-б].

АҚШ мектептеріндегі өзара бағалауға байланысты Maryam Azarnooshтың жазған мақаласына сүйенсек, өзара бағалау ана тілінде де, шетел тілінде же жазу қабілеттіліктерін қалыптастыруда маңызды рөл атқарады[33, 105-б]. Оқушылардың бағалау үрдісіне қатысуы өзара қарым-қатынас жасау мен бағаның обьективті болуына ықпалын тигізеді. Егер оқушылар өздерінің құрдастарының деңгейі жөнінде мәлімет ала алса, олардың жұмыстарын тексере отырып өздерінің деңгейін анықтай отырып басқаның жұмысын бағалай алады. Ең негізгісі, оқушылар қандай критерийлерге қарап бағалау қажеттігін үйрену қажет, мұғалім қойылған бағаны жөндеуге құқылы [34, 65-б]. Оқушылар кері байланыс жасауды үйренген кезде өзара бағалау әдісін қолдану тиімді болары анық. Мұғалімдер өзара бағалауды жазу қабілеттіліктерін дамытуда қолдана алады,яғни өздерінің жазған жұмысын оқушылар сыни түрде бағалай алады. Оқушылар анықталған критерийлер бойынша жұмыстарды бағалайды[35].

Сонымен қатар АҚШ мектептерінде оқу сапасын бағалауда әр түрлі әдіс-тәсілдер қолданылады, солардың бірі «портфолио» бойынша жоғарыда шетел тілі сабағынан жазу қабілеттіліктерін қандай талаптарға сүйеніп бағалайтындығы көрсетілген. Салыстырмалы түрде Қазақстанда да қазіргі кездегі бағалау жүйесіндегі өзгерістер енгізілуіне байланысты «Инклюзивті білім беру жағдайында ерекше қажеттіліктері бар оқушылардың оқу жетістіктерін критериалды бағалау жүйесі» әдістемелік

құралы негізінде «портфолиоға» көңіл бөлінген. Инклюзивті сыныпта портфолио оқушылардың оқу жетістіктерін бағалау критерийлерін жете толықтыратын бақылау мен бағалаудың маңызды құралы болып табылады[36, 39-49-б]. Мұғалім әзірлейтін портфолио процессуалды, яғни оқу әрекетінің белгілі бір мерзімін қамтуы және визуалды (оқушының әрекет өнімдерінің материалдарын мұғалім папкаға, қағазға арналған қорапқа және т.с.с. салады)болуы тиіс. Портфолиоға оқушының оқу әрекетіндегі қиындықтары мен оны түзету процесін көрсететін ғана емес, сонымен қоса баланың мықты жақтарын айқындайтын материалдар да салыну керек. Жалпы алғанда, мұғалім портфолиосы псифизикалық дамуында ерекшеліктері бар оқушының белгілі бір оқыту мерзімі барысында жеке жетістіктерін тіркеу, жинақтау және бағалау әдісі ретінде қарастырылады. Порфолио әзірлеу мұғалімге:

- баланың жеке мүмкіндіктерін ашуға;
- белгілі бір уақыт кезеңінде оқушының оқу жетістіктері динамикасын қадағалауға;
- жеке оқу жоспарының бала мүмкіндіктеріне сәйкестігі мен нәтижелігін анықтау, соған сай түзетулер енгізуге;
- оқушы тұлғасының қалыптасуы мен әлеуметтенуінің дамуын қадағалауға;
- бала, ата-ана, мұғалім арасындағы кері байланысты жүзеге асыруға көмектеседі.

Оқу жетістігін бағалауда өзара бағалау әдісін қолданудың артықшылықтары[40, -2б].

-Критерий бойынша бағалау жүзеге асқаннан кейін, күтілетін нәтиже немесе бұрынғы баға дұрыс қойылмағаны анықталуы мүмкін;

-оқушылардың оқу үрдісіне қатыса отырып жауапкершіліктерін арттырады;

-топтық жұмыс барысында оқушының атқаратын рөлі өзіне айқындалады;

-оқушылардың пікір алмасу қабілеттіліктерін арттырады;.

-өзгенің қателіктерінен үйренеді;

-оқушылар өзара бір-бірін бағалайтындықтан белсенді кері байланыс орнайды;

-оқушылар шынайы баға қойылды деп есептеуі мүмкін;

-сәтті орындалса мұғалімнің жұмысының жеңілдеуі.

Кемшіліктері:

-Мұғалім екінші рет бағалауды тексеруге уақытын жоғалтуы;

- оқушылар арасында түсініспестік пайда болуы мүмкін;

-оқушылар өз деңгейінің төмен болуына көңілдері толмауы мүмкін;

- оқушылар бір-бірінің жіберген кемшілітерін талқылауы мүмкін;

-достарына шынайы баға қоя алмайды.

Кесте 4 - Шетелдік және отандық оқу жетістігін бағалау жүйесі

Айырмашылықтары АҚШ, Канада мемлекеттерінде жоғары сынып оқушылардың оқу жетістігін бағалау жүйесі	**Ұқсастықтары**	**Айырмашылықтары Қазақстанда оқу жетістігін бағалау жүйесі**
Білім жүйесіндегі ерекшеліктері **АҚШ-та және Канадада 12 жылдық білім беру жүйесі . АҚШ-та біртұтас мемлекеттік білім беру стандарты жоқ. Канадада «білім беру стандарты»-белгілі бір пәнге арналған әр сынып бойынша білім мазмұнын айқындайтын құжат ретінде түсіндіріледі.**	Мектепке дейінгі,бастауыш,орта және жоғарғы оқу орындары болы бөлінеді.	*Білім беру жүйесі* 11 жылдық білім беріледі. Мемлекеттік білім стандарты жалпыға ортақ.
Бағалау жүйесі бойынша ерекшеліктері **АҚШ пен Канада елдерінде әріптік және пайыздық формада бағаланады. Орташа есеппен алғанда мектептердің көпшілігінде төмендегідей бағалар қойылады:**	Шетелде де,отанымызда да оқу жетістігін бағалау жүйесі білім сапасын көтеруге бағытталады. Оқушылардың оқу жетістігін бағалаудағы мақсат-сыныптағы білімінің шынайы көрсеткішін анықтауға ықпал етіп, білім сапасын көтеру.	*Бағалау жүйесі* «2»-нашар; «3»-қанағаттанарлық; «4»-жақсы; «5»-өте жақсы деңгейлеріне сәйкес келеді. Баллдық бағалау жүйесі ЖОО-да қолданылады. Алайда

A-үздік **B-жақсы** **C-орташа** **D-нашар** **F-оқу материалын меңгермеген** **Сонымен қатар қосымша белгілер бар** **P-сынақтан өтті(100%)** **S-қанағаттанарлық** **N-сынақтан өте алмады (70% -дан төмен)** **Канада мектептерінде оқушылардың оқу жетістігін бағалау жүйесі пайыздық көрсеткіштермен белгіленеді.** **50-60%-«орташа»** **65-75%-«жақсы»** **80-90-«өте жақсы»** **100%-«үздік»**	Білім саласындағы өзгерістер мен жаңарулар дамуға, сапаны одан әрі көтеруге мақсатталады. Бағалау оқушының жеке мүмкіндіктерін, жеке білімінің көрсеткіштерін, даму деңгейін немесе оған кедергі жасайтын қиыншылықтарды айқындау үшін қойылады.	жаңартылған білім мазмұны бойынша оқушылар төмендегідей бағалар арқылы бағаланады.Жаңа бағалау жүйесі бойынша бағалау өлшемдері 1 сынып оқушыларының пайыздық мазмұны «2» - 0%-20% «3» - 21%-50% «4» - 51%-80% «5» - 81%-100% 2-11(12) сыныптар «2» - 0%-39% «3» - 40%-64% «4» - 65%-84% «5» - 85%-100%
Шетел тілі сабағында оқу жетістігін бағалау **АҚШ-та әріптік бағалау формасымен қатар портфолио жүргізіліп,өзара және өзіндік бағалау әдістері қолданылады. Канадада бағалау кестесі бойынша (assessment chart)білім мен біліктілікті бағалаудың 4 категориясы көрсетілген,олар:** **Білім және түсіне білу(Knowledge and Understanding);** **Ойлау(Thinking);** **Қатысымға түсе алу(Communication);** **Алған білімін іс жүзінде қолдана алу(Application)**	**Шетелде де, елімізде де шетел тілі сабағында оқылым, жазылым, тыңдалым, айтылым сөз әркетінің түрлері бойынша бағалайды. Яғни, мазмұны жағынан жақын бірақ атаулары басқа. Оқушылардың сөйлеу іскерліктерін дамытуға бағытталады.**	**Елімізде шетел тілі сабағында оқушылардың оқу жетістігі айтылым,оқылым, жазылым,тыңдалым сөз әркетінің түрлерімен бағаланады.Алайда,нақты критерийлер белгіленбеген.**

Тұжырым

Зерттеу жұмысының тақырыбына сәйкес «Шетел тілі сабағында 10-11 сынып оқушылардың оқу жетістігін өзара бағалау дағдыларын дамыту»теориялық бөлімді зерттей келе оқушылардың оқу жетістігін бағалау жүйесі тұрақты емес, АҚШ және Канада да бағалау жүйесі бірнеше рет жаңартылған. Шетелдік бағалау тәжірибесін зерттей келе алынған ақпараттарға сүйенсек, АҚШ пен Канада да жинақтық бағалау жүйесі қолданылатындығы,білім сапасын бағалау баллдық және әріптік формада жүзеге асырылатындығы анықталды. Сонымен қатар, сабақта портфолио, өзара бағалау, әр тапсырмалар бойынша дескрипторлар пайдаланылады. Канада да шетел тілі пәні бойынша оқу жетістігін бағалау критерийлері айқындалған құжат бар. Білім мен біліктілікті бағалаудың 4 категориясы көрсетілген,олар: білім және түсіне білу(Knowledge and Understanding), ойлау(Thinking), қатысымға түсе алу(Communication), алған білімін іс жүзінде қолдана алу(Application).

Отандық бағалау тәжірибесін зерттей келе, осы уақытқа дейін нақты бағалау критерийлері белгіленген нормативтік құжат жоқ екені анықталды. Мектептерде мұғалімдер оқу жетістігін әдістемелік нұсқаулық бойынша бағалайды, әдістемелік нұсқаулықта анық әрі нақты критерийлер берілмеген. Көптеген ғалымдар шетел тілі сабағында оқушылардың оқу жетістігін өзара бағалау оқушылардың оқу үрдісіне белсенді қатыса отырып,оқуға деген жауапкершілігін арттырады және оқушылар бір-бірін бағалайтындықтан белсенді кері байланыс орнайды деген пікірде.

Сабақ барысында өзара бағалауды қолдану-оқушылар мен оқушылар арасындағы интерактивті байланысты дамытады,бір-бірінің қателітерінен үйренуге, бір –біріне қолдау көрсетуге,баға беруге мүмкіндік береді. Баға оқушының кемшіліктерін табу үшін емес,әрі қарай дамуына ықпал ету үшін қойылады. Баға қою бағалаудан туады және де бала келесі балаға баға қоймайды, тек бағалайды .

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METHODOLOGY FOR THE USE OF LANGUAGE AUDIOVISUAL GAMES IN FOREIGN LANGUAGE LESSONS

Abstract: with the recent modernization of education, the issue of training in communication skills is important. Modern government agencies, governments and professors at leading universities, school principals and teachers say learning to communicate is one of the main challenges of education. When it comes to "communication", it is important to remember that you have mastered all kinds of cultural and oral language and written skills in various areas of communication. In other words, communication skills training is the teaching of direct communication. In our time, our generation is actually living in a world of the most advanced technology. Televisions, the Internet, smartphones, and other modern devices - all of which require the ability to write and speak languages. People often travel abroad, write letters to colleagues in English-speaking countries, ask foreigners how to get to the theater, and have to translate the use of a new room. Thus, people can demonstrate that the purpose of learning a foreign language is to develop communication skills that include linguistic and socio-cultural aspects. Modern technologies, including audiovisual educational tools such as movies, videos and instructional videos, play an important role in addressing these challenges.

Key words: education, direct communication, internet technologies, communication, skills, schools, universities, learning, languages, ways, audiovisual, games.

Audiovisual materials are the most common materials in training courses, including screens and audio devices for transmitting visual and auditory information. In the methodology, audiovisual aids are divided into traditional instruments and non-traditional technologies. Includes non-traditional textbooks, fact sheets and demonstrations. Technology is found everywhere in the learning process. They are often used in English. Audiovisual programs have become an integral part of modern educational and methodological complexes. Because audio and video textbooks are part of the learning process, we have selected and edited materials specifically designed for use in language lessons called media education. However, many teachers use a variety of materials, such as radio, documentaries, movies, and the media, which can be incorporated into the curriculum rather than the curriculum. These media are called non-educational audiovisual media.

Communication skills are one of the main categories of modern theory and practice of foreign language teaching, especially English as a foreign language.

There are many definitions of the ability to communicate in the scientific literature. There are also different approaches to structural analysis of communication skills.

Audio tools include voice training, voice tests, speech conversion, conversation, Audio lectures and audio lectures. Screen and audio teaching aids the teacher looks at computer-based textbooks, e-textbooks, self-learning textbooks, reference books, dictionaries, teaching materials, management programs, tests and educational games. The Internet has become an important component of on-screen audio tools for video conferencing, video streaming, virtual seminars and telecommunications in special thematic communication project forums.

The term communicative competence comes from the concept of linguistic competence of the American linguist Chomsky. However, the first linguist to use language as a system he called "language" and "password" was Ferdinand Saussure, the Italian variant. According to Saussure, there was only one language in the system that could be studied, while language activities were already the product of a specific medium.

The first type of audiobook is characterized by live on-screen learning, which introduces management models. The teacher's task is to use teachers 'books and tools to improve students' skills and abilities. The second type of audio material contains cognitive information showing how language is used at different levels. In most cases, these are unrelated episodes that do not take into account the level of complexity and language capabilities. Methodologically, education is both an audiovisual learning tool and an audiovisual learning tool designed to create a natural context for verbal communication, synthesize basic types of visualization, and exert great effort to influence students emotionally. Actual audio material offers a variety of linguistic

and phonetic patterns, including various regional accents, general and specific vocabulary, expressions, and immersion into the linguistic environment in real contexts. They provide many opportunities to learn a foreign language culture. However, since most of the original material is aimed at middle and advanced students, the level of language readiness of students should be taken into account when choosing video materials. The original video differs in its methodological nature. By gender and subject matter are:

1) Entertainment programs, various types, performances, "music", sports and entertainment videos Application;

2) Evidence-based programming: documentaries, televised debates;

3) "Short-term program" for a period of 10 years

Seconds to 10-15 minutes: news, horoscopes, weather forecasts,

Results of sports events, advertising.

Video presentation, which falls into one of the above categories, is very important in the process of learning a foreign language. When listening to audio material, auditory-visual synthesis and perception of sound and image take place simultaneously, which not only contributes to the development of active listening skills and abilities, but also stimulates speech skills that take the form of expression. Ask for their opinions, positions, facts and arguments. Experience shows that students remember what they have heard and seen.

Among other foreign language textbooks, audiovisual textbooks have a special place. They combine visual identification with a figurative perception of the material in an understandable and memorable form. The scientific synthesis of facts and artistic elements gives effective educational effects. Extensive experience in the use of audiovisual materials: films, educational films, original feature films in local and international formats. From a didactic point of view, it is audiovisual media.

It has the following features:

1) high content of information;

2) Shows the studied events in development, dynamics.

3) Provide reasonable educational information

4) Demonstrate reality.

The following didactic principles apply when using audiovisual materials:

1) the principle of purpose;

2) The principle of connection with life

3) the principle of clarity;

4) Positive emotional background of the learning process.

The clarity, expressiveness and value of the innate information of audiovisual media determine the effectiveness of the use of information to improve the quality of education. For example, when watching audio movies, television shows, and videos, not only images, words, and sounds, but also music, sounds, and often colors are involved in creating the whole picture. The combination of these expressive skills makes it a particularly effective educational tool. At the same time, the didactic principle of visibility, the possibility of individual education, and at the same time the widespread use of students, increases the motivation for learning. The use of audiovisual educational resources has a positive impact on the organization of the entire learning process, making it clearer and more meaningful.

Audiovisual teaching aids include screens and hearing aids designed to display auditory and visual information. The use of audiovisual materials in language lessons is an effective tool for stimulating the learning process. The effectiveness of audiovisual media depends on its ability to turn videos into secondary reality. When talking about the classifications and different types of audiovisual media, it is necessary to mention the following types:

1) visual

2) Listen

3) visual and auditory;

4) educational and non-educational;

5) Screen, sound and screen tone.

Audiovisual tools can help teachers overcome a range of issues related to the psychological and educational characteristics of adolescents.

Since the development of speech skills is one of the most important tasks in teaching English, the main goal in teaching English with audiovisual means is to develop speaking and writing skills, ie. Develop communication skills. Another important task is to "introduce" students to the cultural values and foreign culture of others. Audiovisual media plays an important role in this. On the one hand, factual materials allow students to engage in a linguistic environment. On the other hand, they visually reflect the life, traditions

and realities of English-speaking countries. The use of educational videos helps to meet the most important requirements of the communication methodology. "... to show the process of language acquisition as the perception of the living reality of a foreign language ...". Using video is a great way to develop students' mental processes, especially attention and memory. When you watch a movie, cartoon or video, you create an environment of cognitive activity in the audience. In such cases, even the most careless students become active. Students should try to understand the content of the film. In this situation, the mood changes involuntarily. The level of attention affects the memory process. Considering the presence of different information flow channels during the review, it can be said that this allows students to "store" what they see in long-term memory.

Summing up the thesis, we emphasize once again that the purpose of learning a foreign language at each stage of study is to develop students' communication skills. Modern technology, especially audiovisual media, plays an important role in its formation. Certain tasks were performed during the training. We studied and analyzed domestic and foreign literature on "Audiovisual teaching materials", identified the main psychological and pedagogical features of adolescence, analyzed and identified the features of working with audiovisual aids in foreign language lessons. Audiovisual effects in adolescence. application. Level of secondary education Teaching a foreign language in high school through experimentation. Audiovisual media is a specialized set of technical textbooks widely used by foreign language teachers. Home and foreign Methodists Audiovisual media has the following didactic characteristics. high information saturation; show the phenomena studied in epidemiology; reasonable provision of educational information; A real reality show.

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CURRENT ISSUES OF INNOVATIVE INFORMATION SPACE IN FOREIGN LANGUAGE EDUCATION

Abstract: This article examines the innovative information space of foreign language education. The relevance of this topic lies in the fact that the use of innovative information technologies in the educational process significantly increases the efficiency of learning material by students. Great results can be achieved by applying these technologies in teaching English in primary and secondary schools. In high school, the use of information technology makes it possible to reveal the possibilities of students in creating serious research, project work with multimedia presentations, etc.

Keywords:ICT, Internet, interactive technologies, foreign language, innovation, method.

Innovative technologies in education are a kind of mechanism by which new means and methods of the educational system are embodied in the real world. Now many people are familiar with such concepts as "interactive technologies and methods", "innovations", "multimedia educational materials" and many others. The use of computer learning technologies in our time has an age of informatization, of great importance, thanks to new opportunities. The 21st century is undoubtedly making its own adjustments to the traditional teaching of foreign languages. A computer can perform many functions and for good reason, therefore, it is often compared to artificial intelligence. The introduction of modern computer technology and means of transferring information into various spheres of human activity has led to the emergence of fundamentally new ways of carrying out this activity.

The use of ICT contributes to the achievement of the main goal of modernization of education - to improve the quality of education, to ensure the harmonious development of a person who is guided in the information space, attached to the information and communication capabilities of modern technologies and has an information culture, as well as to present the existing experience and identify its effectiveness.

In recent years, the question of the use of new information technologies in education has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The introduction of ICT into the pedagogical process increases the authority of the teacher in the team, since teaching is carried out at a modern, higher level. In addition, the self-esteem of the teacher himself grows, developing his professional competencies.

Currently, you need to be able to obtain information from different sources, use it and create it yourself. The widespread use of ICTs opens up new opportunities for the teacher in teaching his subject, and also greatly facilitates his work, increases the effectiveness of teaching, and improves the quality of teaching.The use of modern technology in secondary school is becoming more and more important and it will become a normal part of the practice of teaching English in the coming years.

There are many reasons for this:

• First, internet access is becoming more accessible for students;

• Secondly, high school students grow up with technology and need to know how to use new technologies in teaching;

• Thirdly, the Internet provides us with authentic tasks and materials for learning a foreign language;

• Fourth, the Internet provides excellent opportunities for collaboration and communication between students;

• And the latest technology offers new ways to practice the language using a range of information and communication technology tools because learners can practice all four language skills - speaking, listening, writing and reading.

In the context of the informatization of modern education, new information technologies can be applied by the teacher at almost all stages of the educational process: in the preparation of theoretical material, in the creation of information and methodological support for the discipline, in the development of demonstration materials for the lesson, when checking the knowledge of students, for collecting and analyzing statistics. academic performance.

Currently, in modern educational institutions, interactive presentation equipment is widely used. This is an interactive whiteboard, which is a modern and effective teaching tool. The interactive whiteboard is a unique learning tool, it combines the external form of an ordinary blackboard and the capabilities of modern computers. We can say that the use of color can significantly increase the efficiency of perception of visual teaching material than a regular board. Electronic interactive whiteboards are an effective way of introducing electronic content of educational material and multimedia materials into the learning process. Do not forget that with an interactive whiteboard, you can use prepared training materials, training and test exercises, illustrative material, audio, video materials. Because they serve to introduce or activate the lesson material.

The advantages of using video materials, computer programs, the Internet and in foreign language lessons are enormous. They greatly contribute to the creation of dynamic visibility and operational audiovisual support in the acquisition of a foreign language, develop listening skills, add variety, create a new dimension, fill the lesson with new content, and also activate the speech activity of students and contribute to an increase in foreign language communicative competence in a voluminous authentic situation.

To interest children in learning a foreign language, it is necessary to organize such an educational process that would cause high motivation and ensure their activity in the lesson. Computer technologies are the best suited for solving this goal. A powerful incentive for motivation - and this is already a large percentage of successful learning.

A computer is a device that is inherently interactive. Thus, a computer is the most suitable assistant in teaching foreign languages, the purpose of which is interactive communication. The systems of teaching foreign languages with the help of a computer began to develop especially successfully recently in connection with the appearance of programs recorded on laser disks and the popularization of the Internet. To make learning more entertaining for children, the programs include elements of well-known computer games and even completely repeat the model of the game, skillfully changing it for educational purposes. The computer guarantees confidentiality. In the event that the results are not recorded for the teacher, only the student himself knows what mistakes he made, and is not afraid that classmates and the teacher will find out his results. Thus, the student's self-esteem does not decrease, and a psychologically comfortable atmosphere is created in the lesson.

The effectiveness of the use of New Technologies:

• General cultural development of students.

• Improving computer skills.
• Improving the language level.
• Individualization of training.
• Self-affirmation of students.
• Increasing motivation in learning a foreign language.
• Savings in the use of materials by the teacher (no need to create countless cards, printed materials).
• Aesthetic presentation of educational materials.
• Improving the process of checking student work.

Computer technologies are widely used in teaching a foreign language.The specificity of a computer as a learning tool is associated with such characteristics such as complexity, versatility, interactivity. Interactive training on based multimedia software allows more fully implement a whole range of methodological,didactic, pedagogical and psychological principles makes the learning process more interesting and creative. Opportunities to take into account levels language training of students are the basis to implement the principles of individualization and a differentiated approach to teaching.At this follows the principle of accessibility and takes into account the individual pace of work of each student.

Using a computer, you can organize lesson individual, pair and group forms of work.Various games, presentations, etc. can be held.However, it must be remembered that a computer cannot replace a teacher in a lesson. It is necessary to carefully plan the time of work with computer and use it exactly when it is really necessary. The use of ICT in the process of teaching English contributes to the intellectual and creative development of students.

Today's Internet resources allow:
• to fill the shortage of sources of educational material.
• develop skills and abilities of information search activity.
• objectively assess knowledge and skills in more short time.

Methods are selected depending on the objectives of the lesson learning:
• training
• problem-search
• demo
• modeling
• communicative-interactive
• controlling
• educational play.

The teacher predicts the efficiency of using the resource when conducting various kinds of classes, determines the methodology for their conduct and designs in the educational process the main types of activities with these resources.

The most frequently used ICT tools in the educational process include:
• electronic textbooks and manuals demonstrated using a computer and a multimedia projector;
• electronic encyclopedias and reference books;
• simulators and testing programs;
• educational resources of the Internet;
• DVDs and CDs with pictures and illustrations;
• video and audio equipment;
• research works and projects.

At the same time, the information presented in educational electronic resources should be assessed based on the principles of the availability of its presentation and the need to use it on a specific stage of the lesson, as well as from social, practical and personal significance for students.

New technologies enabled lessons are one of the most important results of innovative work at school. In almost any school subject you can apply computer technology. One thing is important - to find the line that will allow making the lesson is truly developing and informative. Use of information technology allows me to carry out my plan, to do a lesson modern. The use of computer technologies in the learning process affects the growth of the teacher's professional competence, this contributes to significant improvement in the quality of education, which leads to the solution of the main task of educational politicians.

Considering all of the above, I consider it necessary to use teaching methods English using ICT in their lesson activities. And I hope that the experience described in this development will be in demand by teachers of the English language.New information technologies are not only new technical means, but also new forms and methods of teaching, a new approach to the process of teaching and upbringing.

The use of information and communication technologies in foreign language lessons reveals the

enormous potential of a computer as an effective teaching tool. Computer training programs allow you to train various types of speech activity and combine them in different combinations, to understand linguistic phenomena, contribute to the formation of linguistic abilities, create communicative situations, automate language and speech actions, and also ensure the implementation of an individual approach and the intensification of students' independent work.

Using ICT and Internet resources in an English lesson allows me to more fully implement a whole range of methodological, didactic, pedagogical and psychological principles. The use of computer educational programs in English lessons increases the efficiency of solving communication problems, develops different types of speech activity of students, and forms a stable motivation for foreign language activities of students in the lesson. The combination of information technology with the project method allows schoolchildren to practically apply their knowledge, skills and abilities, and therefore it is one of the forms of organizing research and cognitive activities, in which cooperative collective activities are successfully implemented, which makes it possible to increase the motivation for learning a foreign language.

The use of ICT and Internet resources in English lessons makes it possible to achieve stable positive results and allows to teach in multi-level classes: general education, lyceum, with in-depth study of the English language - and achieve good results.The use of ICT and Internet resources in the English lesson is relevant today, because a teacher must be interesting for his students, keep up with the times, improve his pedagogical skills and the level of intelligence. Innovative technologies in education allow you to regulate learning, direct it in the right direction.

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ОБУЧАЮЩИЕ ПЛАТФОРМЫ С ИГРОВЫМИ ЭЛЕМЕНТАМИ КАК СРЕДСТВО ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ОБУЧЕНИЯ

Аннотация: В статье рассматриваются применение информационных технологий в образовании, в особенности в обучении иностранным языкам, игры, игровые элементы в образовательных платформах, а также их применение в обучении языкам, анализ обучающих платформ Quizlet и Quizziz.

Ключевые слова: информационные технологии, обучающие платформы, геймификация, Quizlet , Quizziz.

В нынешнем веке информатизации современные технологии везде и всюду и нельзя сравнивать сегодняшних студентов с теми студентами, которых мы учили ранее. Сейчас студенты совершенно другие во всем: их можно назвать новым поколением, которые очень грамотные в своем понимании, интерпретации и создании визуальных средств массовой информации. Они мыслят иными категориями и воспринимают информацию через картинки, аудио, видео материалы.

В настоящее время применение информационных технологий в вузах стало необходимым, так как этого требуют современные подходы в теории и практике обучения иностранным языкам.

Основная цель обучения любому иностранному языку-формирование и развитие коммуникативной культуры студентов, обучение практическому владению иностранным языком. Главная задача преподавателя - создание условий практического овладения языком, активизация познавательной деятельности обучающегося, выбор методов, позволяющих ему реализовать свои творческие способности и проявить активность.

Использование информационных технологий наряду с другими современными педагогическими технологиями помогает преподавателю в осуществлении дифференцированного подхода к каждому студенту и поэтому способствует более качественному усвоению необходимых знаний и навыков. Компьютерные обучающие программы стали новым источником информации и они повышают эффективность самостоятельной работы, создают благоприятный климат, повышают познавательный интерес и мотивацию к изучению иностранного языка. Информация с электронных носителей может выводиться в виде текста, звука и изображения, тем самым помогая студентам в овладении разными видами речевой деятельности. Существует множество готовых обучающих программ, которым можно подобрать материал из компьютерных обучающих программ и применять его на различных этапах урока как вспомогательное средство при введении нового лексического или грамматического материала, при отработке произношения, при обучении монологической и диалогической речи, чтения и письма.

Всем известно, что успешность обучения иностранным языкам во многом зависят от преподавателя, от его умения сочетать профессиональные знания со знаниями педагогики и психологии и восприятия информации студентами. Преподаватель же сможет организовать познавательную деятельность студентов в подготовке и адаптации студентов к жизни, в которой они будут жить и работать, то есть визуальному миру. Нас повсюду окружают информация, то ли на улицах города или в офисах мы всегда видим любую рекламу. Это может и телевизионные ролики, рекламные щиты, листовки, брошюры. Даже заполняя свое резюме мы обязательно заполняем свои данные в виде инфографики и это очень удобно. Мы должны понимать, что обладание одними только знаниями является сегодня недостаточным для обучения студентов; самое важное это то, насколько эффективно мы используем эти знания.

Современные тенденции развития общества диктуют необходимость модернизации образования. Среди множества форм обучения особо стоит выделить игру, а также использование игровых элементов в обучении, иначе говоря геймификацию. Игра, как форма обучения, известна давно, однако в наше время она перешла в электронный формат.

Об играх в образовательном процессе пишут многие ученые. Ермолаева М. Г. пишет об играх в образовательном процессе как одном из важных аспектов педагогической практики [1], Емельянова Т.В. рассматривает игровые технологии с более классической точки зрения [2], а также Андреева Э.В. [3] разработала сборник заданий по играм в образовательном процессе, но, к в случае с Андреевой,с классической точки зрения. Следующие функции игры были подчёркнуты Мордовской А.В.: «обучающая, воспитывающая, развивающая, социокультурная, коммуникативная, диагностическая, психотерапевтическая, коррекционная, релаксационная, развлекательная» [4, с. 59].

Термин игра имеет множество значений. Одно из них «Активность организма, направленная на условное моделирование той или иной развернутой деятельности» [5]. Что же касается термина «Геймификация», то он появился в начале XXI века и ввёл его Ник Пеллинг.[6] На данный момент «Геймификацию» можно определить как внедрение игровых элементов в неигровые сферы и ситуации. Игровые элементы на данный момент могут присутствовать в любой сфере, в том числе и в образовании.

В наш век информации нам следует обучать студентов навыкам визуальной коммуникации, чтобы они могли понимать и оценивать мультимедийные сообщения, а также позволять получать им доступ к визуальной культуре в интернете. Преподаватели должны уметь выявлять потребности и интересы обучающихся, чтобы предоставить им возможности для развития этих новых знаний. Визуальная грамотность показывает, что изображение порой стоит тысячи слов. Сегодняшние студенты живущие в визуально богатом мире, изучая иностранные языки должны научиться обрабатывать как любые новые иностранные слова, так и запомнить их в виде картинки. Они должны уметь грациозно и плавно перемещаться между текстом и образами, между буквальным и образным мирами. Поэтому сейчас существует очень много разных приемов и методов изучения иностранных языков именно приобретения знания через образы и постоянное совершенствование их и поиск наиболее эффективных. Однако одним из главных стимулов для обучения остается игра. Игры в сочетании с обсуждением и дискуссией на уроках английского языка, являются одними из самых продуктивных методов обучения. Целью такой игры является развитие и совершенствование умения говорения. Если рассмотреть учебный материал с разных позиций то игра в учебной деятельности направлена на решение ряда задач: на усвоение и закрепление учебного материала, на развитие

творческих способностей. Существует огромное количество вариантов проведения данных игр. Каждый учитель может строить их исходя из поставленных целей и задач, выбирать подходящий тип и режим игры.

Обучающие платформы с игровыми элементами могут быть применена в обучении языку. На примере работы Шелестовой, Т.Ю., и Ткаченко, М.В. можно увидеть, как используя платформу wordwall.net можно создать упражнение на отработку грамматики [7, с.282].

Для достижения всех поставленных целей весьма важной является грамотная организация процесса обучения. На современном этапе наибольшая эффективность при изучении иностранных языков достигается посредством использования следующих методов: мультимедийная презентация, метод проектов, интерактивные доски, мультимедийные программы, дистанционное обучение и др. Наиболее популярно на сегодня при обучении иностранным языкам применение компьютерной техники. Использование компьютеров делает процесс обучения более увлекательным, творческим и существенно облегчает контроль. Мультимедийные программы вносят некое разнообразие в учебный процесс, так как в качестве учебного материала выступают видео, презентации, тесты. Мультимедийные программы дают студенту мотивацию в изучении языка, а компьютерные программы способствуют развитию интеллекта, логики, внимания.

Одним из наиболее распространенных и эффективных средств контроля в изучении иностранному языку в последнее время считается тест. Такая организация системы заданий позволяет быстро оценить структуру и уровень усвоения знаний, умений и навыков. Подобное оценивание формирует тестовую компетенцию, то есть умение распознавать и выполнять задания. Подлинная тестовая компетенция предполагает прежде всего высокий уровень предметных знаний, владение стратегиями подготовки и выполнения тестовых заданий. Однако большинство тестов в основном предназначено для проверки лексико-грамматического материала и навыков логического мышления. Эти программные продукты дают возможность проводить как фронтальный, так и индивидуальный тест, результаты фиксируются в электронном виде. Главное преимущество теста это его прозрачность. Студенты четко осознают, за что они получают баллы и сколько баллов необходимо заработать на ту или иную оценку.

В настоящее время для успешного обучения студентов иностранному языку необходимо использование широкого спектра способов запоминания иноязычных слов, в том числе ИКТ-технологии, особо ценными из которых представляются приложения по усвоению узкой направленности одного из явлений иностранного языка. Жизнь студентов неразрывно связана с использованием гаджетов и использование различных приложений положительно влияет на качество знаний обучающихся. Эффективный способ запоминания лексики с использованием цифровых технологий в обучении английскому языку является приложение «Quizlet».

Quizlet -это бесплатный сервис для быстрого создания тестов, которые помогут запомнить любой материал разными способами (на слух, написание и т.д.). Так же позволяет легко запоминать любую информацию, которую можно представить в виде учебных карточек. Все что требуется - это найти в базе или создать интерактивный материал. Это собственные карточки, добавляя к ним картинки и аудиофайлы и затем выполнять упражнения и играть в игры, чтобы запомнить данный материал. Создание учебного материала для заучивания начинается с составления нового учебного модуля (Рисунок 1). Необходимо ввести название модуля, затем ввести термины и определения.

Рисунок 1. Интерфейс создания учебного модуля

Удобно, то что можно импортировать данные, просто скопировав и вставив их из Word, Excel, Google Docs и т.п. Также к каждому термину автоматически предлагается определение и соответствующая картинка. Например, мы хотим создать упражнения для тренировки английских слов. Для этого мы добавляем в Quizlet слова, которые хотим потренировать, и картинки к ним для лучшего запоминания. На выходе получаем 7 упражнений, которые сформировались автоматически.

- Заучивание. Нам даётся английское слово и 4 варианта, из которых мы можем выбрать верный вариант.

- Карточки. Здесь есть все добавленные слова в виде карточек, где на одной стороне – английское слово, на другой - его перевод. Хорошо подходит для знакомства со словами.

- Письмо. Выводит русский вариант слова и Вам нужно вручную ввести перевод на английском.

- Правописание. В данном упражнении система произносит английское слово, а Вам нужно ввести услышанное. Также, выводится русский перевод слова и его картинка.

- Тест. Системой автоматически генерируется 4 вида тестов с пятью вариантами ответа: «5 вопросов для письменного ответа» – в разных вариациях даётся слово и нужно вручную ввести его перевод. 5 вопросов для подбора» – нужно сопоставить слово и перевод в формате 1-A, 2-B и так далее. «5 вопросов с выбором ответа» – классический тип теста с одним правильным вариантом ответа. «5 вопросов «верно-неверно»» – определяем, верен ли перевод, предложенный системой.

- Подбор. В этом упражнении Вам снова нужно совместить слово и перевод, но здесь также добавляется элемент соревновательной игры - сделать это нужно на время и результат сопоставляется с другими пользователями, которые играли в эту игру.

- Гравитация. В этой игре мы защищаем планету от астероидов с английскими словами путём ввода их перевода. Присутствует также соревновательный элемент путём составления доски лидеров.

Другая платформа – Quizziz – условно-бесплатная платформа для учителей, которая по состоянию на начало 2022 года, позволяет создавать 5 типов вопросов в викторине (quiz): множественный выбор (multiple-choice), опрос (poll), заполнение пробеллов (fill-in-the-blank), открытый вопрос (open-ended), рисование (draw) (студент может нарисовать ответ на вопрос)(Рисунок 2). Данные типы заданий идеально подходят студентам для практики языка. При создании урока можно также создавать слайды в Quizziz.

Рисунок 2. Типы заданий в Quizlet.

Полученные задания можно запускать в виде игры онлайн, либо в качестве домашнего задания. Онлайн можно выбрать 3 режима: Команда, Классический, Тестовое задание. Последний режим требует регистрации от студента. Студенту не нужен экран преподавателя для того, чтобы делать задание. Преподаватель видит результат онлайн игры, а студенты видят вопросы. Из игровых элементов следует выделить поощрение в виде случайных «усилений» (“power ups”), а также бонус к баллам за 3 правильных ответа подряд. Домашние задания можно интегрировать с Google Classroom и Microsoft Teams.

Таким образом, игровые элементы позволяют вовлечь студентов в образовательный процесс. Платформы Quizlet и Quizziz разработаны таким образом, что позволяют не только давать материал для учёбы, но и проверять и закреплять знания, полученные на языковых уроках, делая образовательный процесс увлекательны и интересным. Цифровизация позволяет изучать языки доступно. Благодаря таким платформам студенты со всех уголков мира, не имея возможности физически присутствовать на уроке могут онлайн получить знания и навыки необходимые в современном мире.

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АҚПАРАТТЫҚ ТЕХНОЛОГИЯЛАР ЗАМАНЫНДАҒЫ БҰҚАРАЛЫҚ АҚПАРАТ ҚҰРАЛДАРЫ, ЖУРНАЛИСТИКА ЖӘНЕ ТУРИЗМНІҢ ДАМУ БАҒЫТТАРЫ

Түйін: Аталмыш мақалада ақпараттых технологиялардың артықшылықтары туралы айтылып, бұқаралық ақпарат құралдарының маңыздылығы көрсетілген. Журналистиканың жетістіктері, оның туризмге тигізер әсері жайында баяндалады.

Тірек сөздер: ақпараттық технология, БАҚ, журналистика, туризм, Қазақстан

Заман дамыған сайын ақпараттық технологияларда көз ілеспес жылдамдықпен өзін жаңа қырынан танытып, күнделікті тұрмыста адамдардың ажырамас бөлігіне айналған. Бүгінгі таңда инновация қоғамның кез – келген саласында өзінің ұтымдылығын байқатуда. Бұл әсіресе бұқаралық ақпарат құралдары үшін өте маңызды. Халықпен біте қайнасып, жаңалықтардың жаршысы болып жүретін журналисттердің ең басты алғышарты мультимедиямен тығыз байланысты. Олай болса, ақпараттық технологиялардың артықшылықтарыда аталмыш салада өзінің айтарлықтай айқын басымдығын танытуда. Бұрыңғы жүйемен салыстырып қарайтын болсақ, ақпаратты халыққа жеткізу барысында теледидар, радио және баспа жүйесі ғана жұмыс жасайтын. Яғни, бүгінгі болған оқиға көпшілік назарына кешіктіріліп жететін. Қазіргі таңда заманауи құрылғылар мен технологиялардың дамығаны соншалық, тікелей эфирде бірден тілшілер хабар таратып, болған оқиға орынында жағдайды жеткізуге мүмкіндіктері бар.

Медиа алаңның ауқымы кеңейгені соншалық, баспа, аналогтық радио және телевизия қазір «ескі» БАҚ деп қабылдануда. Жаңа арналар, ақпараттың тасымалдануы, ақпараттың өзі «жаңа медиа» көмегімен жеделдік қасиетіне ие. Жаңа медиа туралы тағы бір анықтама “мәтін, графикалық және қозғалмалы суреттер, дыбыс бір “пакетте” ұсынылатын және түпкілікті өнімді өндірудің, таратудың, қабылдаудың және сақтаудың әртүрлі нысандары бар сандық байланыс арналары” деп сипатталады [1]

Әрине, жоғарыда аталған салалар БАҚ ең маңызды рөлге ие. Алайда, олардың тек жұмыс жасау деңгейі өзгеріске еніп, жаңашыл сипатта, заман деңгейіне сай бейімделген.

Технологиялық революцияның мәні-ғылыми жаңалықтардың техникалық дамуы, олардың негізінде еңбек құралдарында, энергия түрлерінде төңкеріс тудыратын техникалық өнертабыстар және өндірістің жаңа тәсілдеріне көшу қажеттілігі[2].

Бұқаралық ақпарат құралдары да дәл солай, бұрын радио тек үйдің бір бұрышында, немесе арнайы құрылғы көмегімен ғана дыбыс шығарып, тыңдармандарымен хабар алмасатын болса, бүгінгі таңда көп радо арналар телевизиялық сипатта, тікелей эфирге шығып, ғаламтор желісіне қатар қосылып, әлеуметтік желілер арқылы сұрақтар қабылдап, құттықтаулар жөнелтіп жатады. Маңызды деген тақырып аясында пікірталас жүргізіп, барлық қосылған тетіктерді бір мезетте пайдаға жаратуға бейім. Бұл да бір ақпараттық кеңістіктің қаншалықты көкжиегі кеңейгенін байқатады. Сөзі орамды, тілі шебер тілшілер ендігі таңда халқынына түрімен де танылып, көпшілік ықыласына бөленуде. Бұл телевизия мен баспа саласына да қатысты. Қазіргі таңда әр саланың сайты, қосымша өзге де арналарда каналдары, арнайы логотип бойынша өздеріне тән хабар тарату тәсілдері бар. Мұның бәрі ғаламтор желісінің қарқындылығы мен қолжетімділігі арқасында жүзеге асырылуда.

Қазіргі таңда әлемнің кез – келген түкпірінде не болғанын білу үшін бірнеше минуттар немесе секундттар жеткілікті. Бұл бірегей байланысты бізге ғаламтор желісі мүмкіндік беруде. Ақпарат құралдарының көмегімен қоғамды ақпараттандыру үшін бұрын - соңды болмаған жаңашылдықпен қатар, бірдей мүмкіндіктер пайда болып, өзінің ұтымдылығын байқатуда. [3].

Ғаламтор желісі – кез – келген дүниеге назар салып, қажетті ресурстарды игеруге жол ашуда. Бұл әсіресе, заманауи БАҚ жұмысын дамытып, өз – ара бәсекелестікті арттыруда. Бүгінгі таңда ақпаратты кім жылдам жеткізсе, соның беделі үстем болып отыр. Алайда, айта кететін бір жайт, журналисттер естіген нәрсенің бәрін тізбектеп жариялай бермейді. Оған айғақ, сұхбат және құзіретті органдардан нақты пікір қажет. Ақпарат толық тексерістен өтіп, шынайы болғанда ғана көпшілік назарына ұсынылады. Осы орайда, ақпараттық технологиялардың БАҚ саласына тигізер әсері ұшан – теңіз. Қолда бар қосымша құрылғылар көмегімен жаңалықты жүйелеп жазып, оның нақтылығын айқындаған бетте, редакцияға бармай – ақ, қолда бар дүниемен тез арада хабар таратуға мүмкіндік бар. Кейбіреуі тіпті ұялы телефоны арқылы тікелей эфирге шығып, оқиғаны бяндай алмақ. Бұл үрдіс біздің елде кейінгі кездері ғана кең етек ала бастаса, дамыған елдер бұл тәжірибені бұрыннан қолдануда. Тіпті, оған арнайы көңіл бөліп, дамытуға да көп көңіл бөледі.

Бүгінде редакциялардың көбі оқиға куәгерлерінің айғақтары мен шұғыл жаңалық репортаждарын өз ұялы телефондарына жазып алады. Бұған BBC мысал бола алады, қазір ол бұған қаражат аударып, өз журналистеріне жұмыста мобильді құрылғыларды қолдануға көмектесетін көптеген курсты ұсынады. [4].

Қазіргі таңда ұялы телефон кез – келген бағдарлама мен қосымшаны еркін жүктеуге ықпал етіп, әлеуметтік желі арқылы бұқаралық ақпарат құралдарының қызметімен танысуға мүмкіндік беруде. Сол себепті, алдағы уақытта медиа алаңның одан әрі сапасын арттыру қолға алынып, жаңашылдықтар жаңа сипатта көрініс табуы мүмкін. Тіпті, қазіргі өзгерістердің өзін ғалымдар осыдан бірнеше жыл бұрын өздерінің болжамдарына арқау етіп, алдағы уақтта ақпараттық технология барлық жүйеге әсер ететінін алға тартқан болатын.

Американдық публицист және әлеуметтік ғылымдарды зерттеуші, теоретик Г.Рейнголд өз зерттеулерінде жаңа технологиялар XXI ғасырдың басында прогрессивті өмір салтының символына айналатынын болжаған еді [5].

Журналистердің жұмысын кең ауқымдағы құрылғылар да жеңілдете түскен. Бейнетаспа, фотоға түсіру барысында бірнеше қашықтықтағы нысанды еш бұлыңғырсыз, қажетті көлемде, қаныққан бояумен кадрға түсіру барысы да еш қиындықсыз жүзеге асрылады. Жаңартылған функциялардың көптеген тимді тұстары сапалы контент жасауға септігін тигізіп, жоғары сапа көңіл қуантады. Квадракоптер болса – адам аяғы жетпейтін жерлердің өзін қамтып, биіктіктен еш қиындықсыз бейне жазуға икемделген. Мұның бәрі заманның жетістіктерінің бір бөлігі. Дыбыс жазу барысында да кез – келген ұялы телефондағы диктофон қосымшасын пайдаланып, қажетті тұстарын қиып алып, уақытты үнемдеуге болады.

“Қазіргі желілерде дәстүрлі баспа технологиялары әр түрлі мазмұнды біріктіре отырып, аудиовизуалды технологиялармен біріктірілген. Мұндай интеграция ақпараттық индустрияны дәстүрлі СМЖ жүйелерінің секторлары арасындағы қатаң шекараларды жойып, жаңа ашық медиа жүйелерді құру арқылы кеңейтуге әкеледі” [6].

Жоғарыдағы жүйелердің жетістіктеріне сай болу мақсатында журналистика саласында еңбек етіп, тер төгіп жүрген жандар да қашан да өз біліктіліктерімен көзге түсіп, әріптестері арасында оқ бойы озық тұруы шарт. Тіршілігі тілшілікке айналған жандардың отты ауызды, орақ тілді болғаны абзал. Тіл байлығы қашан да көрініс тауып, мүдірмей сөйлеу, сөздерді анық жеткізу, сөйлемді сәтті

құрастыру тәрізді құндылықтарды бір бойына жинауы керек. Себебі, қазіргі таңда эфирге алдын ала сағаттап дайындалу көбіне мүмкін бола бермейді. Кім өзінің ұшқырлығын танытып, хабарды алғашқы болып ұсынса, сол кәсіби шебер маман болып танылмақ. Сондықтан, көбіне жиі тікелей эфирге шығу, адамдармен тілдесу тәрізді сәттер жиі орын алады. Сол кезде мүдіріп қалмау, сонымен қатар бойдағы еркіндік пен тың технологияларды терең түсініп, байыбына бара алу маманның артықшылығын байқатпақ.

Жалпы, бұқаралық ақпарат құралдары «төртінші билік» атануы бекер емес. Ол қоғамдағы кез – келген салға тікелей қатысы бар. Оның қамтымайтын объектісі жоқ. Тіпті, ел экономикасын арттыру барысында да айтарлықтай септігін тигізеді. Туризмді тура жолға бағыттау барысында да өзінің үлесін тигізбек.

Қазақстан жері жағынан шұрайлы, көркі көз тартатын, таңғажайып өлкеге бай мекен. Шетелдік туристтерді қызықтырып, ел әлеуетін көтеру барысында демалыс орындарының сапасын арттырып, қонақтарды көптеп тарту бүгінгі күннің ең басты мәселелерінің бірі болып отыр. Оны барынша дәріптеу, сұлу табиғаттың сұлбасын түсіріп, жалпақ дүниеге жариялау БАҚ өкілдерінің қолынан келетіні анық.

Жалпы туризмнің елге тигізер пайдасы ұшан теңіз. Ол ең алдымен экономиканы дамытуға үлес тигізсе, екінші жағынан қоршаған ортаны қорғауға негіз болмақ. Шұрайлы жерлер мемлекет тарапынан бақылауға алынып, бұзақылардың өрескел әрекетіне жол берілмейді. Туризмнің дамуы арқылы елімізді одан әрі әлемге танытып, беделіміз арта түспек. Жалпы, туризмді дамыту барысы өз алдына дербес ел атанып, Егемендікке қол жеткізген тұстан бастау алып, бүгінгі күнге дейін бар ынта жұмылдырылуда.

Қазақстан Республикасы Мемлекеттік Тәуелсіздігін жарилаған сәттері туристік сала түбегейлі құрылымдық және мазмұнды өзгерістер ала алмады. Кешенді болжауға, ұзақ мерзімді жоспарлауға, туризмді аумақтық ұйымдастыруға және мемлекеттік емес туристік құрылымдарға назар аударылмады. Сонымен қатар, туризм саласындағы жағдайға туризмді дамытуға және оларды ұстауға қаржыландыруды қысқартуға жауап беретін мемлекеттік басқару органдарын жүйелі түрде қайта құру теріс әсер етті. Туризм кірістерінің көп бөлігі жергілікті бюджетке түсетініне қарамастан, туристік қызметті жергілікті басқару органдары тарапынан басым деп танымау саланың дамуын тежейтін фактор болып табылады[7] .

Сондықтан, олқылықтардың орынын толтыру үшін барынша қажетті күштерді біріктіріп, оң нәтиже шығаруды көздеу қажет. Ақпарат айдыны дамыған кезде тың технологияларды қолдана отырып, бұқаралық ақпарат құралдары көмегімен сәтті жарнама жасау, туризмді дәріптеу барысы жүргізілуі керек. Ол үшін журналисттер де қолдан келген шараны іске қосып, аянбай тер төккені дұрыс.

Қазақстан бірегей табиғи ресурстарға және көшпелі халықтың өзіндік мәдениетіне ие бола отырып, халықаралық және өңірлік нарықтарда туризмді дамытуды одан әрі жетілдіргені жөн. Рекреациялық ресурстар мен тарихи-мәдени мұраның туристік әлеуеті Республикаға халықаралық туризм нарығына үйлесімді кірігуге және елде туризмнің қарқынды дамуына қол жеткізуге мүмкіндік береді. Бұл халықтың жұмыспен қамтылуы мен табысының тұрақты өсуін, туризммен сабақтас салалардың дамуын ынталандыруды және ұлттық экономикаға инвестициялар ағынын ұлғайтуды қамтамасыз етеді. Сол себепті, аталмыш салаға айтарлықтай көңіл бөлу аса үлкен мәнге ие.

Жалпы, еліміздің даму сатысында қай бөлшекті алып қарасақ та өзіндік салмағы мен көңіл бөлу қажеттілігін талап етеді. Ақпараттық технологиялар осы орайда өзінің көп көмегін тигізіп, одан әрі жетілуіне жағдай жасауда.

Бұқаралық ақпарат құралдырының маңыздылығы ұшан – теңіз болса, туризмнің де алар орыны ерекше. Олар бір – бірімен тығыз байланысып, жарнама жасау, тиісті талаптарды ескеру барысында бір – бірін толықтырып отырады. Оның бәріне жауапты, әрине журналист мамандары. Осы салада білім алып, біліктілігімді мен де дамытып жүргеніме қуанамын. Қиыншылығы мен қызығы қатар жүретін саланы жүрек қалауыммен таңдап, қазіргі таңда магистрлік дәрежесінде білім алудамын. Әрине, бұл мамандыққа таңдауым бекер түскен жоқ. Себебі, мен де елімнің мұңын мұқтап, жоғын жоқтап, жылдам әрекет етіп, тиісті талапқа сай тілші болғым келеді. Өзім ел – жер аралап, табиғаты көркем жерлерге саяхаттағанды да жақсы көремін. Сондықтан, болашақ журналист маманы ретінде еліміздің туризімін дамытуға мен де үлес қосып, барған жерімде барынша пайдалы дүниелер жасап, көпшілік назарына ұсынуды жөн көремін.

Жалпы, қазір әлемдік кеңістікте инновацяилық технологиялардың дамуы көз ілеспес жылдамдықпен жүзеге асырылуда. Ол бұқралық ақпарат құралдарын да айналып өтпесі анық. Себебі, бұл сала қосымшы құрылғылармен тығыз байланысты. Сол себепті, өнертапқыштардың өмірімізге

енуі бекер емес. Оның оңтайлы тұстары өте көп болғандықтан, соңғы үлгідегі құрылғыларды тиісті пайдаға жарата білуіміз қажет.

Журналист болу да оңай емес. Сөздің майын тамызып, шындықты бүкпесіз жеткізе білу, ақпаратпен елді сусындатып, бойдағы дарын қабілетті бір арнаға топтастыру оңай емес. Дегенмен, өз саласын ерекше ынтамен қабылдап, жақсы көретін жандар ешқандай қиындыққа қарамайды. Оған қоса, бүгінгі күні технологиялар өзінің көп көмегін тигізіп, айтарлықтай салмаққа ие болған.

Қай саланы алып қарасақ та үздіксіз даму үрдісі жүріп жатыр. Тек жауапты мамандар қателікке жол бермей, мемлекеттің мерейін үстем ету барысында барынша ат алысқаны дұрыс.

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ENGLISH GRAMMAR: IMPLICIT VS EXPLICIT

Abstract: The article is concerned with methods of teaching English grammar to ESL and EFL students. Author uses textbooks by Chomsky, Galskova, Krashen's theories and others. Tries to expand on teaching grammar, focusing on differences and interrelation between Implicit and Explicit knowledge of English grammar.

Keywords:«knowledge», «grammar», «methods», «implicit knowledge of the language»,«explicit knowledge of the language», «teaching grammar».

Human language is a unique phenomenon to be used and which belongs only to our species. There are currently more than 7000 languages in the world. The most popular and in-demand among them, however, is rightfully considered English.

Grammar is the basis of language, the component without which words composed into a sentence will cease to make sense. As is customary, the grammar of the English language, undoubtedly, should be studied by students, regardless of everything. However, for several years there has been a debate in the linguist community about the importance of grammar. Many, indeed, still hold the opinion that the study of grammar is an integral part of mastering any language. In order to effectively teach grammar, in this case, it is necessary to study the features of English grammar and methods of teaching it.

Before proceeding to the methods of teaching English grammar, we should define the concept of "language knowledge". Krashen, in his theory of natural language acquisition(1982), argues that language is most easily mastered in a natural environment, and not by memorizing rules. This theory opened the way to a different perception of foreign languages. [7]

Based on Chomsky's works, knowledge of the language can be explicit and implicit (Chomsky, N., 1965). To understand these types of knowledge, it is necessary to compare the ways and levels of difficulty of mastering the native language and a foreign language. A child who is just learning to speak is the most striking example of how *implicit language* knowledge works. Without learning different rules, children begin to speak in their native language, while very rarely making mistakes. Language learning in this case occurs on a subconscious level, and does not require special efforts of the child. [2]

At the beginning of the 20th century, Jespersen, like Boas, assumed that grammar should be studied by studying *live speech*, instead of analyzing written documents (Jesperson Otto, 1909). By providing grammar in context, *implicitly*, we can provide students with significant opportunities to learn grammar intuitively, while not distracting them from learning English or another foreign language. [6]

The second type of language knowledge is called explicit, and it, on the contrary, requires a lot of effort from the student. Here, language learning takes place precisely by memorizing the rules and learning to use them correctly. Usually, this type of language knowledge is revealed during the study of a second foreign language.

Teaching grammar *explicitly* is important because some simple features of English grammar will be illogical for those for whom English is not their native language. When you learn a foreign language, memorizing and performing exercises to train the studied material is the only *reliable* way to acquire the target language.

The differences are given in the following table. (1)

Table 1 – Differences between Explicit and Implicit knowledge.

Explicit	Implicit
• requires conscious teaching and learning • teacher regulates the learning • directed discovery • direct instruction • behavioral • taught by: - engagement in literature-rich context - repeated/multiple exposure - word learning strategies	• acquired and used unconsciously • students regulate the learning • self-discovery • self-regulated instruction • holistic • taught by: - oral language engagement - reading to, with or by adults or peers - independent learning

Explicit knowledge is expressed in the form of words and numbers and can be transmitted in a formalized form on media (documents, instructions, books, floppy disks, memos, etc.).

Explicit knowledge is expressed verbally and in logically explicable forms, it has an impersonal character, i.e. it does not bear any traces of subjectivity. Explicit knowledge is information that is perceived and realized equally by all subjects who know its semantics, rules of education and transformation. The means of broadcasting explicit knowledge are standard and reproducible channels of information: printed publications, tables, diagrams, computer programs, etc. Unlike explicit, implicit knowledge cannot be fully verbalized, does not allow complete exteriorization, and may be unconscious. However, it should not be identified with the unconscious: if implicit knowledge is used to understand what is currently in the center of the cognizing subject's attention, it is realized to a certain extent.

It is possible that explicit knowledge will be assimilated. According to Reber, A.S. (1967), the *acquisition of implicit information* is somehow *violated by the age* at which learning begins, but the assimilation of *explicit knowledge* is *not violated* by age, implying that even adults learning a language may grasp linguistic norms. Furthermore, it is well established that learning conditions have little effect on the assimilation of explicit knowledge. In reality, there is no discernible difference between explicit information gained in a foreign language context and explicit knowledge obtained in a foreign language environment. Because of the capacity to assimilate explicit information and the lack of age constraints, if explicit knowledge may change and eventually, at least partially, turn into implicit knowledge, it will aid in the acquisition of implicit knowledge. [10]

When data is processed, organized, structured, and understood, explicit knowledge is produced. In the domain of knowledge management, explicit information is readily stated, documented, shared, and, most crucially, stored.

If we need an example of explicit knowledge, we can simply open our knowledge management platform and have a look around. All of our learning data sheets, white papers, worksheets and so on are examples of explicit knowledge.

More precisely, in learning a foreign language, explicit knowledge is accessed through controlled processing, and it can be accessed during planning. Here the knowledge of the rules and fragments is declarative. As for explicit training, there are no age restrictions. That is, both children and adults can learn explicit knowledge of grammar.

Implicit knowledge or implicit knowledge (as opposed to formal, codified or explicit knowledge) is a type of knowledge that is difficult to convey to another person by writing it down or verbalizing it. For

example, the fact that London is located in the United Kingdom is part of explicit knowledge that can be recorded, transmitted and understood by the recipient. However, the ability to speak a language, ride a bicycle, knead dough, play a musical instrument, or design and use complex equipment requires all kinds of knowledge that is not always known even to experienced practitioners, and which is difficult or impossible. explicitly pass it on to other people. It is connected with intuition, insight, guesses, ideals, values. This kind of knowledge is the basis of individual actions and experience.

Simply put, with the implicit assimilation of a grammatical subject, the student does not even suspect that he is studying. This is because access to implicit knowledge is carried out through automatic processing. Such a process can occur during a cursory execution. That is, knowledge of the rules and fragments is procedural in nature.

In other words, the practical application of explicit information is referred to as implicit knowledge. Implicit knowledge is most likely present throughout our language acquisition. It is students' implicit knowledge that starts the dialogue about how to accomplish something and what could happen. Furthermore, best practices and abilities to sub-consciously acquire a language implicit knowledge.

Implicit knowledge is used by a person not only in the practice of everyday life, where it appears in the form of skills, abilities, professional automatisms, but also in research activities.

Adult language students acquire skills and knowledge in a second language in one of two methods, according to the theory (Krashen-Terrell, 1983). Acquiring *a language* is the process of "learning" or gaining competency in a language through using it in natural, communicative circumstances. *Learning a language* is different in that it requires "learning the rules" as well as a cognitive comprehension of grammar / structure. Adults learn languages, although not necessarily as simply or successfully as children. The most important approach for acquiring language abilities, on the other hand, is acquisition. This is the major way a person learns his or her first language (L1). In this way of acquiring language abilities, *implicit grammar* instruction and learning is widely used. [8]

The process of converting implicit knowledge into explicit or concrete knowledge is known as codification, articulation, or specification. Implicit aspects of knowledge are those aspects that cannot be codified, but can only be transmitted through training or acquired from personal experience. There is a point of view against making a distinction, according to which all propositional knowledge (know which) ultimately boils down to practical knowledge (know how).

In general, there are two different types of awareness: unconscious awareness and conscious awareness. Conscious awareness is associated with linguistic behavior. Meaning that a person can immediately recognize whether a sentence is grammatical or not. Moreover, a person may not even know why exactly this sentence is incorrect, he may not know the grammatical rule that was violated in this very sentence, however, he knows that something is wrong with this sentence. Often, unconscious awareness is actively manifested in implicit knowledge.

On the other hand, explicit knowledge, initially presupposes *conscious awareness*. Thus, it is related to metalanguage behavior. This means that a person can fully and correctly explain why this sentence is incorrect, moreover, he can identify an error, give a grammatical rule indicating an error.

Despite all the differences, Implicit and explicit learning have a strong and mutually beneficial relationship, and their independence from one another is just relative. Even if students have forgotten how to explain the taught rule, they may still be able to apply it appropriately. And there is occasionally a regulation that pupils are not required to learn in their native tongue. Although implicit learning has automated, dependable, universal functions and low variability, it can also conserve cognitive resources and reduce the demand on attention and working memory resource allocation. As a result, it has a crucial position in the whole system, which is one of the primary elements impacting language learning success.

Consequently, both explicit and knowledge contribute to increased language competence; they enhance each other cannot exist without one another. Under ideal learning settings, these two styles of learning can merge into one another, and they can be both rational and intuitive.

Explicit and Implicit knowledge both are required in our language-learning journey and it will be beneficial to have both and be able to use the one that is suitable at the moment. Incorporating explicit and implicit types of knowledge within the learning course can help teachers to choose the right grammar-teaching method and apply it in the classroom.

In conclusion of all the above, it is clear that explicit and implicit knowledge coexist and they are an important tool in learning foreign languages. Despite the difficulties, some students can turn implicit knowledge into explicit knowledge if they try and start thinking in the target language. Explicit and implicit knowledge are equally important, and the application of this knowledge will lead to effective language acquisition, especially such a complex part of it as grammar.

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M-LEARNING IN THE EDUCATIONAL PROCESS

Abstract. Today, mobile devices are an integral part of our daily life, as well as the educational process. The use of mobile tools in the process of learning a foreign language allows you to improve the quality of education, as well as to form students' interest in the subject.

Keywords: mobile learning, mobile applications, English language, learning, educational process.

It is well known that globalization and the development of information technologies, which penetrate into all spheres of human activity, ensure the spread of information flows in society, form a global information space. An integral and important part of the informatization of society is the informatization of education. With technological progress, mobile devices are gaining new technical capabilities, and the speed and reliability of data transmission in wireless communication channels are increasing. Mobile phones, smartphones, tablet computers are becoming a major part of a person's digital life [1]. According to statistics, in a couple of years the number of people who know how to use a computer and mobile information technologies has increased by about 15 times. Now almost everyone has mobile devices, it is a convenient tool for accessing any information, but schoolchildren do not always use their smartphones, communicators and tablet computers for educational purposes. The age of digitalization has led teachers and students to use mobile devices in the classroom, which helps to diversify the learning process and improve the quality of learning.

There are many methods of teaching a foreign language involving the use of interactive and computer technologies. These technologies provide a high informative capacity of the material, stimulating the cognitive activity of students, increasing the visibility of the lesson, the intensity of its implementation, individualization and differentiation.

Learning a foreign language using mobile devices is an interesting, easily accessible and relatively new way of teaching a foreign language, which is gaining popularity among many users of smartphones and tablet computers, but is not yet widely distributed among schoolchildren. Teaching English assumes that the process will be continuous, which means that learning using mobile technologies, using gadgets that are always at hand, is an excellent opportunity to improve the quality and intensity of learning.

The study of the traditions of teaching English shows that such training has always been closely associated with the use of technical means. Thus, language labs have been widely used, with the help of which it is possible to master various skills of foreign speech: language communication skills, speech culture, listening, reading, speaking skills, language grammar and the creation of a rich vocabulary. Technical means are used to reproduce the speech of native speakers in the classroom. Computer tools for language teaching

– training programs, electronic dictionaries, etc. have become very popular. The use of audio and video courses in foreign languages is very popular.

Thus, there are many methods of teaching a foreign language, involving the use of information technologies and technical means. These methods provide a high informative capacity of the material, stimulating the cognitive activity of students, increasing the visibility of the lesson, the intensity of its implementation, individualization and differentiation. We see the development of such methods in the emergence of new approaches to language teaching - based on specialized applications for mobile devices. These are grammar simulators, dictionaries, applications integrated with the site, where you can not only learn words, but also read, listen to texts, solve crosswords [1].

Based on the information presented on the Internet, as well as our own analysis of existing mobile applications, we will give the characteristics of some of them focused on learning English. Mobile applications are divided into two main groups: didactic and instrumental applications. Didactic applications are created directly for teaching, for example, Free ESL Apps Interactive English, Moodle, etc.

✓ communicative ones allow students to better inform students, implement feedback (mail, social networks, messengers, etc.);

✓ reference resources provide access to meta-information, etc. (dictionaries, reference books, etc.);

✓ joint organize group projects, sharing ideas (Google doc, Dropbox, Student Pad, etc.);

✓ document is aimed at creating a portfolio, self-assessment, group assessment (Google Calendar, etc.);

✓ multimedia-visualize generating material, allows to create mobile exercise (Vimeo, VoiceThread, etc.);

✓ search and navigation provide group training, access to meta information, creating new formats and mobile tasks exercises (Google, etc.);

✓ games contribute to the organization of project activities (LinguaLeo, EngCards, etc.) [2].

The use of ICT in foreign language lessons occurs mainly in the following key areas:

- the use of ready-made multimedia programs both as part of an educational and methodological complex in English, and as an independent means of teaching;

- creation by teachers of their own author's presentations for the lesson in the Power Point program;

- demonstration of various video and audio materials of a training nature (video lessons, audio podcasts, etc.);

- search and playback of authentic video and audio materials in the classroom in order to demonstrate to students the most modern and used samples of English-speaking speech and identify new language trends;

- the use of mobile applications for learning a foreign language (they are equipped with the latest educational and methodological complexes, they are also available as independent programs), which gives students more opportunities for permanent access to educational materials;

- students use mobile applications to replenish vocabulary, study grammar, understand foreign speech, prepare for English lessons, for independent preparation for exams and UNT.

However, it should be noted that in addition to the obvious advantages, the use of mobile devices in training has a number of disadvantages.

- The use of the latest information technologies in teaching a foreign language creates a close meta-subject relationship between the two disciplines (computer science and a foreign language). With an insufficient degree of mastery of a technical device, the student experiences additional difficulties, which can significantly reduce his motivation to learn;

- The dependence of the quality of the application on factors such as the technical characteristics of the device and the data transfer rate, which can lead to difficulties in the learning process or even interrupt it;

- The lack of live interaction between the student and the teacher, which manifests itself in the impossibility of direct contact, which can reduce the effectiveness of training;

- The lack of voluminous passages of texts for the development of reading skills, which is partly caused by the peculiarities of mobile devices, most of which have a relatively small screen, which prevents effective work with large-volume text;

- Inability to practice the skill of oral monologue and dialogic speech using a technical device [3].

Learning, limited only by the use of a mobile device, does not allow to fully achieve the main goal of learning – the development of students' communicative competence. Some of the above disadvantages can be completely or partially leveled. So, for example, a detailed user manual containing step-by-step instructions for performing each type of task and answers to the most frequently asked questions of users can improve the ease of use of a mobile application. Each exercise should contain a demo version that would clearly illustrate the process of completing a specific task. The most significant drawback, in our opinion, are possible technical problems related to the characteristics of the device, which are very difficult to minimize, since it does not depend on the developers of the program. It is a well-known fact that currently

there are a large number of applications that implement the ideas of teaching English using technical means on the mobile device platform. At the same time, the potential for expanding English language learning opportunities lies not only in the continuation of existing ideas on a mobile platform, the development of mobile applications for teaching English, but also in the implementation of fundamentally new learning models possible using mobile devices. Basically, these models can be associated with the expansion of the foreign language learning environment, which is described both from the standpoint of expanding the possibilities of communicative interaction with native speakers, and from the standpoint of building new ways to expand vocabulary, learning new words.

Conclusion

Thus, the proposed approach to the organization of English language teaching using mobile devices not only continues the previously established traditions of teaching foreign languages using technical devices, but also expands them by using fundamentally new features of mobile platforms. The proposed approach expands the foreign language learning environment, taking it beyond the limits of a computer application and even a computer network. Teaching English is included not only in the system of lessons, but also implemented in the form of independent and playful activities, which is very important for the successful development of a foreign language.

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ПОНЯТИЕ «СОЦИОКУЛЬТУРНАЯ КОМПЕТЕНЦИЯ» В СОВРЕМЕННОЙ МЕТОДИКЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ И КОМПЛЕКС КОМПОНЕНТОВ ИНОЯЗЫЧНОЙ СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНТНОСТИ

Аннотация: В статье рассматриваются трактовки понятия социокультурная компетенция и структурный компонент социокультурной компетенции.

Ключевые слова: компетенция, компетентность, социокультурная компетенция, язык, культура, личность.

Обучение иностранному языку на основе приобщения учащихся к культуре, традициям и реалиям изучаемых стран в настоящее время является одним из основных принципов обучения иностранному языку. Приобщение старшеклассника к иной культуре с помощью иностранного языка позволяет лучше понять собственную культуру, способствует формированию умения представлять ее в условиях межкультурного общения [1].

Прежде всего необходимо рассмотреть сущность понятий «компетенция» и «социокультурная компетенция». Впервые термин «компетенция» был введен американским лингвистом Н. Хомским и означал знание языка в отличие от владения им в реальных ситуациях общения [2].

Мы придерживаемся определения, в котором под термином «компетенция» понимается способность применять знания, навыки и личные качества для успешной деятельности в определенной области.

Что касается термина «социокультурная компетентность», то Г.В. Елизарова дает следующее определение, это «…комплекс знаний о ценностях, верованиях, моделях поведения, обычаях, традициях, языке, культурных достижениях, которые характерны для определенного общества и характеризуют его» [3].

В работах В.В. Сафоновой социокультурная компетенция – это знание учащимися национально-

культурных особенностей стран изучаемого иностранного языка, способность осуществлять речевое поведение в соответствии с этими знаниями, а также готовность и способность жить и взаимодействовать в современном поликультурном мире [4].

Развитие социокультурной компетенции в процессе обучения иностранным языкам сегодня является центральным звеном в подготовке студентов к межкультурной коммуникации. Принимая во внимание положение о том, что «межкультурная коммуникация рассматривается как объект обучения иностранному языку», обязательным фактором является изучение иностранных языков в контексте диалога культур [5].

Современное состояние методики преподавания иностранных языков можно охарактеризовать термином «аккультурация». Аккультурация «предполагает изучение норм другой культуры, знакомство с ее историческим наследием, позволяет найти эффективную технологию общения с людьми». Понимая эту категорию как «процесс ресоциализации или усвоения необходимых и позитивно воспринимаемых норм и ценностей чужой культуры» [6], представляется необходимым рассмотреть понятие категории «социокультурная компетенция» и ее содержательную составляющую в процесс обучения иностранному языку.

Структурно-содержательный компонент социокультурной компетенции, по мнению Брагиной Н.Г., представлен ниже на рисунке 1.

Рисунок 1 – Структурно-содержательный компонент социокультурной компетенции (Брагина Н.Г.)

Эмпатия связана с переживанием эмоционально-оценочного отношения к языковому и культурному взаимодействию между представителями разных национально-культурных и социокультурных общностей; умение соотносить «свое» и «чужое», умение видеть общее, снятие страха и неуверенности перед чужим, взятие на себя новой роли в общении. Отсутствие предубеждений станет залогом успешного взаимодействия представителей разного языкового и культурного сообщества; владение и использование социокультурных стереотипов. «Стереотип понимается как регулярно воспроизводимая в вербальных и невербальных текстах категория культуры, которая является необходимой принадлежностью общества (условием взаимопонимания членов общества) и оценивается им как норма»; поведение, адекватное ситуации и находящееся в рамках норм и правил, принятых в иной языковой культуре [7].

Компоненты социокультурной компетенции, по мнению Еремеевой О.В., описаны ниже.

Региональная субкомпетенция объединяет географические названия, праздники, прецедентные названия, особенности политического и государственного устройства страны изучаемого языка, достижения в области науки и искусства, особенности национальной кухни. И.А. Зимняя отмечает регионоведение как обязательный компонент коммуникативной компетенции [3]; В. В. Сафонова рассматривают данную субкомпетенцию как часть социокультурной компетенции [4]. Изучение региональной субкомпетентности как компонента социокультурной компетенции обосновывается положением о том, что региональное знание представляет собой определенную степень осознания социокультурного контекста, в котором используется данный иностранный язык.

Поведенческая субкомпетентность включает в себя правила поведения в различных бытовых ситуациях, нормы этикета, невербальные средства общения, а также «способность следовать коммуникативно-речевым нормам иноязычного общества, решать межкультурные трудности» [7]. Он отражает уровень владения стратегиями межкультурного взаимодействия и преодоления межкультурных трудностей.

Под **психологической субкомпетенцией** понимается стремление к общению с представителями страны изучаемого языка, воспитание уважения к ним и их культуре, развитие чувства эмпатии, терпимости, предубеждения эгоцентризма, ксенофобии. Под формированием эмпатической способности подразумевается проявление толерантности к иному образу мышления, иной позиции партнера по общению, что позволяет избежать коммуникативных неудач.

Лингвокультурологическая субкомпетентность – это знание и владение коннотативной, безэквивалентной лексикой, национальными реалиями, фразеологизмами, лакунами, фоновыми знаниями; умение выбирать культурно значимые лексические единицы в соответствии с содержанием высказывания как на изучаемом, так и на родном языках.

Лингвосоциокультурная субкомпетентность содержит в себе особенности диалектных выражений, дифференциацию стилей речевого общения, а также владение языковыми средствами в соответствии с нормами и установками «конкретной национально-лингвокультурной общности» [8].

Итак, отметим, что только гармоничное сочетание и параллельное развитие всех этих компонентов социокультурной компетенции приведет к адекватному применению знаний и умений по иностранному языку в межкультурной ситуации общения. Изучение иностранного языка «без культурного компонента» сделает человека способным понимать услышанное лишь на уровне значения слов (словарное знание языка), но при этом он не будет понимать смысла того, что было сказано. Любой язык не существует изолированно от человека и общества в целом, а является ретранслятором мыслей, идей, желаний, возможностей общества, культуры - самим обществом. Для успешного взаимодействия человека с миром необходим инструмент, которым является единство языка и культуры.

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«THE SYSTEM OF EXERCISES FOR THE FORMATION OF THE ICC OF STUDENTS OF PROFILE CLASSES IN THE ECONOMIC DIRECTION»

Abstract: In the modern world, the linguistic correctness of a foreign language is not a guarantee of effective intercultural communication, confirmed by many researchers. The success of the implementation of intercultural communication is ensured by the formed intercultural competence, defined as the ability that allows a linguistic personality with its own cultural identity to effectively participate in intercultural communication.

The article deals with the theoretical foundations of the formation of the ICC of students of the profile classes of the economic direction with the help of communicative exercises of a foreign language, aimed at deepening the existing knowledge about cultural representations in lexical units.

Keywords: «theoretical foundations», «cultural identity», «foreign language», «intercultural competence».

Today, there is an intensive development of the processes of globalization in modern society and the increase in interpersonal, intercultural, economic and international contacts has led to the change in the subject "Foreign language". In the conditions of modern education, each student of specialized classes should be able to build a foreign language communication and should become a full participant in intercultural communication. Accordingly, the main goal of teaching a foreign language is the formation of intercultural foreign language communicative competence of students in specialized classes in the economic direction. To understand the essence of the concept of intercultural communicative competence, let us pay attention to its allocated in some studies as separate competences.

As emphasized, S.S. Kunanbaeva, the term "intercultural competence" is used - as the ability to manage intercultural communication in the field of cultural studies or intercultural communication, which means communication between representatives of different cultures. " "this systemizing collection of methodological principles of 'MFL education' are the communicative, cognitive, conceptual linguocultural, sociocultural and personality-centered (developmental-reflexive) principles ". [1]

And also, according to I. L. Pluzhnik, "intercultural communicative competence is the functional ability to understand the views and opinions of representatives of another culture, to correct their behavior, to overcome conflicts in the process of communication, to recognize the right to the existence of various values, norms of behavior, becomes the most in demand for a modern specialist. It creates the basis for professional mobility, preparation for rapidly changing living conditions, introduces a specialist to the standards of world achievements, increases the possibilities of professional self-realization based on communication and tolerance". [2]

Based on the above definitions of the authors about intercultural communicative competence, we can conclude that the formation of intercultural communicative competence presupposes the presence of understanding and awareness of the culture of the target language, its understanding and ability to build intercultural interaction with representatives of other cultures. The formation of intercultural communicative competence is mainly important for solving communication problems in professional activities. In the process of communication, it is important for students of specialized classes to compare different ideas about the world and achieve preferential mutual understanding between the subjects of activity. The essence of intercultural communicative competence is as a complex personal education that bases the development of the linguistic culture of a particular country and also includes cultural, communicative and strategic components. In the competence-based approach, the most relevant component seems to be the use of the most modern methods in which the educational process is built on the basis of information technologies. We consider communicative competence as a complex component based on a number of competencies. If competence is ability, then competence is both the ability and readiness of students of specialized classes to interact with representatives of a different culture, and this interaction should be adequate to the communication situation in which it is carried out. Taking a tolerant attitude towards another culture in order for communication to be adequate or culturally appropriate, we must not forget about our own culture. We form communicative competence, since this whole integrative seclusion is also formed in parallel. That is, this means that students must be ready to use all language means: phonetic, lexical and grammatical. In various types of speech activity, both receptive, like listening and reading, and in productive ones, like speaking and writing, own the socio-cultural context in order to carry out intercultural interaction. The process of developing intercultural communicative competence among students of specialized classes is carried out in accordance with structural components, such as watching video and listening to audio, which contain information of a cultural nature. Various podcasts and video clips are provided for them. Conducting video conferences using the Skype system with native speakers. These components allow students of specialized classes in the economic direction to expand their knowledge of the formation of intercultural communicative competence and also the ability to constructively build an intercultural dialogue and substantiate their point of view on any proposed topic. The main goal of the formation of intercultural communicative competence for students of specialized classes is the ability to build relationships with representatives of other cultures and the desire for understanding by achieving verbal and non-verbal approaches.

Consequently, communication exercises include such a series of exercises as cognitive, performing, preparatory and communication. And they can have different emphases and challenge identification. According to the clear designation of the given exercise by Alla Matveyeva, "some exercises teach you to speak beautifully, others demonstrate the importance of listening and asking questions." [3]

As S.F. Shatilov, communication exercises include exercises that imitate communication, for mastering speech skills. And also, he refers to communication exercises all types of speech activities that allow students to use the basic types of communication in their native language and a foreign language. According to S.F.Shatilov, a feature of conditionally communicative exercises is the implementation of the training of language material in educational communication.[4]

That is, the communicative convention of this exercise is precisely those actions that are performed by students of specialized classes in them, and are rarely found in natural communication.

The principles of teaching foreign languages are the starting points, which in their totality determine the requirements for the educational process as a whole and for its components, that is, for the goals, objectives, methods, means, organizational forms, etc. The methodological principles reflect precisely the specifics of teaching a foreign language as a special academic subject. The principle of the communicative orientation of teaching foreign languages implies the organization of training in situations that are natural for communication or in situations as close as possible to such natural ones. Its implementation presupposes a certain assimilation to the learning process, to the process of real communication. That is, the solution of real communication tasks, creative communication activities, etc. This principle of teaching a foreign language to students of specialized classes includes motivation, that is, the student's speech actions should be prompted by an internal need for this, it is necessary to create motivation through the use of interesting and accessible materials of relevant topics and other things. Further, this is purposefulness, any speech action must have a conscious, personally significant, interesting goal for the student. And the student must understand why he needs to say something, write something, read something, he must realize the task that is in front of him. The next is speech-thinking activity, namely the need to solve speech-thinking tasks associated with the generation of an utterance. Situational, heuristic (creative, searching nature of tasks) and problematic. Problematic formulation of tasks contributes to the cognitive independence of the student.

The principles of differentiated and integrated teaching of a foreign language relate to various types of speech activity. And in this case, it is that each type of speech activity should be given separate attention and training should take place taking into account the psychological and functional communicative characteristics of this type of speech activity. For example, when teaching oral speech in a foreign language, the pronunciation side must be processed, the ability to interact with the interlocutor, to use communication strategies and tactics, etc. must be developed. And in written speech, the correct writing of letters, etc., coherence, the sequence of the written statement, compliance with the compositional laws of the genre of written speech, and so on are practiced. On the other hand, this principle distinguishes between productive and receptive assimilation of linguistic material. For the use of foreign language material in productive types of speech activity (in speaking, in writing), on the one hand, and for understanding a sounding or written text, that is, receptive types of speech activity. On the other hand, different knowledge and skills are required, but it is important to entertain words in the flow of speech when listening, it is important to have semantic reading skills. But it has already been proven that teaching a foreign language to students of specialized classes, with one type of speech activity, has a positive effect on others. For example, analytic reading allows students to enrich their vocabulary, a palette of speech clichés that students can use in speaking or writing. And from this it follows that teaching a foreign language to all types of speech activity should be interrelated and parallel. It is also worth paying attention to the fact that different types of speech activity act not only as a goal, but also as a means of teaching a foreign language to other types of speech activity. Therefore, it is fundamentally important to harmoniously develop the main types of speech activity, including within the framework of one lesson. There is also a ratio that is recommended for students for the introductory stage of teaching a foreign language, which is currently due to the development of technical means of communication. It should be borne in mind that ICC education interacts very well with a foreign language. Since the process of forming an ICC in itself is a complex, multitasking process, including obtaining various knowledge and developing the abilities of students in specialized classes of economic direction to communicate with representatives of another culture.

Based on this, we can say that communicative competence is one of the goals of developing students of specialized classes to learn a foreign language. But, it is worth noting that when studying the four types of foreign language learning skills (listening, reading, speaking and writing), speaking is the most important. Since it is with this skill that many middle and high school students have difficulties. In order to solve this problem, you first need to practice this skill a lot. We believe that this speaking skill is especially important for students of specialized classes in the economic direction in order to confidently communicate with representatives of another culture.

It should be noted that the importance of communication includes the transfer of ideas, interaction

with society, education. These four qualities will be very necessary, both for students and adults, to be able to communicate well with foreigners.

For example, the transfer of an idea is carried out by the fact that each person tries to convey his idea in his native language and in the language being studied. However, many of these ideas can be implemented in real life, but the transition from one idea to another requires the reality of communication. Therefore, the main transmission of an idea in the target language must be reported as a picture, plan, or description in order for these ideas to be further created.

The next is interaction with society. When, for example, students try to communicate with foreigners, they first of all pay attention to their questions, actions or comments. However, communication should be as effective as possible for students. The process of formation of readiness as a solution to the economic problems of certain cultures among high school students in foreign language lessons as part of specialized economic education. Educational activity, in the conditions of specialized study of a foreign language, includes such skills as: compare the acquisition of a foreign language with general economic training, search, generalize and accumulate new knowledge in a foreign language and economic problems that have personal, professional meaning for students;

plan ways to solve problems to achieve the required level of communicative competence within the economic profile;

carry out the compositional construction of the text, perform communicative actions that simulate the process of business communication;

The main methods of creating educational situations in the structure of specialized economic teaching of high school students in a foreign language are educational games and problematic tasks that make up economic analysis, discussion, information exchange, decision making, and one's own assessment of an economic phenomenon. And it is in these textbooks that the main goals and tasks of teaching, students business communication are developed. In general, the main meaning and purpose of communicative exercises for specialized classes in the economic direction is to teach students to communicate freely in a variety of situations, both informal and professionally oriented communication, clarifying the information of interest, take the initiative in a conversation, express emotions of a different nature. Conduct a polylogue, including in the form of a discussion, in compliance with the norms of speech etiquette adopted in the country of the language being studied, express and argue your point of view; draw conclusions; evaluate the facts and events of modern life. Develop the ability of public speaking: communication, report, presentation of the results of design and research activities. Represent your country and its culture in a foreign-speaking environment, the countries of the language being studied and their culture in a Russian-speaking environment. And also compare the realities of foreign-speaking countries and your own country, talk about customs, cultural characteristics, accepted norms of behavior, etc. In our opinion, the earlier students start mastering the language base.

Based on these considerations on the importance of communicative exercises for students of specialized classes in the economic direction, all these goals and objectives of communicative exercises provide students with very significant knowledge of the use of a foreign language in the economic and business sphere. And also following speech competence (using the target language as a means of communication and cognitive activity - the ability to understand authentic texts oriented to the chosen profile and plan one's speech and non-verbal behavior taking into account the situation), linguistic competence (systematization of previously acquired and mastery of new language means in accordance with profile-oriented areas of communication).

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БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ҚОРШАҒАН ОРТА ТУРАЛЫ БІЛІМДЕРІН ҚАЛЫПТАСТЫРУ ПРИНЦИПТЕРІ

Түйін: Мақалада бастауыш сынып оқушыларының қоршаған орта туралы білімдерін қалыптастыру барысында оқушыларға экологиялық білім мен тәрбие беру жүйесі ерекшеліктері қарастырылады. Оқушылардың қоршаған орта жайлы, оны қорғау, табиғатты аялау мәселелерін сабақтан тыс іс-шаралар жүйесінде жүзеге асыру басты міндет. Өз кезегінде, сыныптын тыс тәрбие сағаттарында мұғалімдер оқушыларды табиғатпен қарым-қатынас барысында мейірімділік, аяушылық, жанашырлық, жан-жануарлар мен өсімдіктерге көмектесуге, оларды қорғауға құштарлықтан көрінетін адамгершілік қарым-қатынасқа тәрбиелейді.

Тірек сөздер: Сыныптан тыс жұмыс, қоғам, бастауыш білім беру, қоршаған орта, табиғатты қорғау, жеке тұлға, тәрбие, дамыту.

Заманауи бастауыш білім беру жүйесінің басты мақсаты оқушылардың жеке тұлғасын дамыту, оқу үдерісін ізгілендіру, оқушылардың тұрақты дамуы арқылы жүзеге асады. Осындай әлеуеттің өзі экологиялық тәрбие деп аталады. Қоғамның қарқынды дамуы барысында экологиялық білім мен тәрбиенің жаһандық мәселелері қарастырылуда. Оқушыларды оқыту мен тәрбиелеудің тиімділігін арттыруда білім беру мен сыныптан тыс жұмыстардың органикалық бірлігі мен өзара тығыз әрекеттестігі маңызды рөл атқарады.

Сыныптан тыс жұмыстардың ерекшелігі – олардың оқу жоспарынан айырмашылығы уақыт бойынша қатаң шектелмегендігі, сонымен қатар өткізу формалары мен әдістерінің алуан түрлілігі. Сыныптан тыс жұмыс барысында бірқатар міндеттер (жалпы білім беру, тәрбиелік, дамытушылық) жүзеге асады.

Жалпы білім беру тапсырмалары сыныптан тыс жұмыстарда алынған ақпаратты меңгеруді, қайталауды, есте сақтауды, білімді меңгеру деңгейін бақылауды қамтамасыз етеді; оқушылардың ой-өрісін жас ерекшеліктеріне сай деңгейге дейін кеңейтуді; оқушылардың толық интеллектуалдық және физикалық дамуы үшін жағдай жасауды қарастырады.

Дамытушы тапсырмалар оқушлардың ұжымдағы қарым-қатынас негіздерін белсенді меңгеруіне; есте сақтаудың, сөйлеудің, қиялдың, зейіннің жан-жақты дамуына жағдай жасайды.

Тәрбиелік міндеттер көшбасшылық қасиеттерді қалыптастыруға қолайлы жағдай жасау; топта өзара қарым-қатынас мәдениетін дамытуға ықпал ету, өзін-өзі тәрбиелеу және өзін-өзі жетілдіру қажеттілігін түсіну; патриоттық сезімдерін қалыптастыру және дамыту үшін жағдай жасау; нақты және гуманитарлық пәндерді оқуға қызығушылықты ояту, оқу іс-әрекетінде табандылық пен ынтаны қалыптастыруға көмектесу; белсенді өмірлік ұстанымын дамытуға ықпал етеді.

Бастауыш сынып оқушыларының қоршаған әлем туралы түсініктері мен білімі ғана емес, сонымен бірге табиғат пен экологиялық мәселелерге қамқорлық жасаудың берік азаматтық ұстанымдарын қалыптастыру қажет. Экологиялық мәдениетті тұлғаның экологиялық ой-өрісі де жетік болуы тиіс. Бастауыш сынып оқушысы экологиялық проблемаларды дұрыс талдап, себеп-салдарлық байланыстарды орнатып, адам әрекетінің экологиялық зардаптарын болжай білуі керек.

«Экологиялық мәдениет» - білім, дағды, құндылықтар жүйесі және табиғатқа қатысты қабылданған шешімдерге жауапкершілік сезім болып табылады [1, 16].

Бастауыш сынып оқушыларының экологиялық мәдениетін дамыту процесінде баланың сыныптан сыныпқа ауысуымен сәйкес келетін шартты түрде үш кезеңді бөліп көрсетуге болады. Оқушы тұлғасының өсіп-жетілуінің негізгі критерийлері ретінде баланың сыртқы әлеммен өзара әрекеттесу тәжірибесін, экологиялық мәдениетін дамытуды қамтамасыз ететін және моральдық-экологиялық ұстанымының көріністерін ашып көрсетуге болады. Негізгі критерийлер:

-сыртқы әлеммен экологиялық тұрғыдан дұрыс әрекеттесу нормалары мен ережелерін меңгеру, олардың едәуір бөлігін оқушының әдетіне айналдыру;

-экологиялық білімді меңгеру қажеттілігі, оларды іс жүзінде қолдануға бағытталу;

-жануарлар мен өсімдіктер әлеміне көңіл бөлу қажеттілігі, оларға жанашырлық, мейірімділік, сезімталдық, адамдарға, табиғатқа мейірімділік таныту;

-айналадағы барлық нәрсеге мұқият қарау; эстетикалық сезімдердің көріністері, әдемілікті көру және түсіну қабілеті мен қажеттілігі, шығармашылық әрекетте өзін-өзі көрсету қажеттілігі;

-жақын ортаның экологиялық мәселелерін шешу барысында бастама таныта білу [2, 22].

Моральдық-адамгершілік-экологиялық ұстанымның жоғарыда аталған критерийлері мен көрсеткіштері кез келген жасқа тән, бірақ әр жас кезеңінде олардың деңгейі әртүрлі, әрбір көрсеткіштердің мазмұны мен олардың көріну формалары да әртүрлі болып келеді.

Осы орайда, оқушылардың моральдық-адамгершілік-экологиялық ұстанымдарын дамытудың ең басты құралы ол сыныптан тыс жұмыстар.

Сыныптан тыс жұмыстың негізгі бағыттары: оқушылардың жеке тұлғасын қалыптастыруға және жан-жақты дамытуға көмектесу; бағдарламалық материалдарды тереңірек меңгеруге көмектесу; оқушылардың қоршаған ортаға деген көзқарастары мен қызығушылықтарын дамыту; өздерін қызықтыратын мәселелер жайлы ізденуге, топта жұмыс істей білуге үйрету.

Бастауыш сынып оқушларымен «Қоршаған орта» тақырыптары бойынша сыныптан тыс жұмыстар жүргізу, тәрбие сағаттарын өткізу оқушылардың мектеп ұжымында дамуына, бейімделуіне, белсенділікке, жаңа білім алуға ұмтылуларына барынша мүмкіндік береді.

Сыныптан тыс жұмыстар – оқушылардың дене, интеллектуалдық, шығармашылық даму деңгейін арттыруға бағытталған негізгі оқу-тәрбие үдерісінен тыс жүргізілетін іс-шаралар кешені [3, 25].

Бастауыш сынып оқушылары үшін мұндай іс-әрекеттер көбінесе ойын және танымдық бағыттылыққа ие болса, соғұрлым олар рекреациялық іс-әрекеттерге ұқсайды, бұл интеллект ерекшеліктерімен және осы жастағы балалардың қосымша ақпаратты қабылдау қабілетімен байланысты жүзеге асады.

Сыныптан тыс жұмыстардың негізгі міндеттері: іс-шара аясында алынған ақпаратты меңгеру, қамтамасыз ету, қайталау, есте сақтау; білімді меңгеру деңгейін бақылау; оқушылардың ой-өрісін жас ерекшеліктеріне сай деңгейге дейін кеңейту; оқушылардың толық интеллектуалдық және физикалық дамуы үшін жағдай жасау; диалогтік сөйлеу арқылы студенттердің әлеуметтену негіздерін тиімді меңгеруіне жағдай жасау; аналитикалық әрекеттерді дамытуға жағдай жасау (салыстыру, талдау, жалпылау және қорытынды жасай білуге жаттықтыру); есте сақтау, сөйлеу, қиял, зейіннің жан-жақты дамуына жағдай жасау. Сонымен қатар, оқушылардың көшбасшылық қасиеттерін қалыптастыру үшін қолайлы жағдай жасау; ұжымда, топта өзара қарым-қатынас мәдениетін дамытуға ықпал ету, өзін-өзі тәрбиелеу және өзін-өзі жетілдіру қажеттілігін түсіну; патриоттық сезімдерін қалыптастыру және дамыту үшін жағдай жасау; кез-келген іс-әрекет барысында табандылық пен мотивацияны қалыптастыруға көмектесу; белсенді өмірлік ұстанымын дамытуға ықпал ету.

Экологиялық тәрбие адамгершілік тәрбиесінің құрамдас бөлігі болып табылады. Демек, экологиялық тәрбие деп экологиялық сана мен табиғатпен үйлесімді мінез-құлықтың бірлігі түсіндіріледі. Экологиялық сананың қалыптасуына экологиялық білімдер мен сенімдер әсер етеді. Бастауыш сынып оқушыларында экологиялық ойлар ең алдымен тәрбие сағаттары мен сыныптан тыс сабақтар барысында қалыптасады [4, 55].

Тәрбие сағаттары мен сыныптан тыс сабақтар барысында бастауыш сынып оқушыларының табиғат туралы алғашқы білімдері және оны қорғау дағдылары қалыптасады, бұл бастауыш сынып оқушыларының экологиялық тәрбие туралы түсініктерін (эмоционалды сезімталдық, еліктеуге бейімділік, қызығушылық) жүзеге асыруға ықпал ететіндігімен түсіндіріледі.

Оқушыларға табиғаттың әсемдік пен ұлылықтың негізгі қағидасы екенін ұғынуды, табиғатты сүюді, аялай білуді, оған қамқорлық жасау керек екенін үйрету керек.

Бастауыш мектепті оқушылардың табиғи және әлеуметтік орта туралы сезімдік және рационалды білімдерінің бірлігіне негізделген, қоршаған ортаға және олардың денсаулығына ғылыми, танымдық, эмоционалдық, адамгершілік, практикалық қарым-қатынастарын қалыптастырудың ең маңызды кезеңі деп айтуға болады.

Өскелең ұрпақты экологиялық сауаттылыққа тәрбиелеу планетамыздағы тіршіліктің сақталуын анықтайтын факторлардың бірі болып табылады. Оқушыларға қоршаған орта жайлы білім берудің негізі, әрине, биологиялық берік білім, жануарлар әлемінің заңдылықтарын білу және оған негізделген білім болуы керек, бұл, табиғаттың үйлесімділігін бұзбау үшін қалай өмір сүру керектігін түсіну.

Қорыта келгенде, бастауыш сынып оқушыларының қоршаған орта туралы білімдерін қалыптастыру барысында оқушыларға экологиялық білім мен тәрбие беру жүйесі ерекше маңызға ие, себебі қоршаған ортаны қорғау мәселелері бірінші орында тұруы тиіс. Сонымен бірге табиғи ортаның қазіргі сыни ахуалы адамдардың қате экологиялық іс-әрекеттерінен туындап отырғаны белгілі. Соған орай, оқушылардың қоршаған орта жайлы, оны қорғау, табиғатты аялау мәселелерін сабақтан тыс іс-шаралар жүйесінде жүзеге асыруды басты міндет деп қарастыуымыз орынды. Өз кезегінде, сыныптын тыс тәрбие сағаттарында мұғалімдер оқушыларды табиғатпен қарым-қатынас барысында мейірімділік, аяушылық, жанашырлық, жан-жануарлар мен өсімдіктерге көмектесуге, оларды қорғауға құштарлықтан көрінетін адамгершілік қарым-қатынасқа тәрбиелейді.

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INTRODUCTION OF THE SYSTEM OF EXERCISES IN THE FORMATION OF THE SOCIO-CULTURAL COMPETENCE OF SECONDARY SCHOOL STAGE STUDENTS IN THE LESSONS OF FOREIGN LANGUAGE

Abstract: The article examines the relevance of the use and understanding of socio-cultural competence by students in grades 5-9 of basic secondary education in the process of learning a foreign language. The question is raised about the introduction of a system of tasks for the formation of socio-cultural competence. As a basis for the formation of sociocultural competence, the author proposes possible systems of tasks based on sociocultural competence.

Key words: culture, socio-cultural competence, system of tasks, language.

Introduction

At the end of the 20th century, certain changes were made in the theoretical and practical aspects of language teaching due to the beginning of the process of searching for new approaches to language learning. This influenced the definition of the goals and objectives of training, as well as the search for language material, among which a special role is played by communication in a foreign language in the context of cultural understanding. Although the issue of studying culture and language has been discussed for a very long time, since there are some researches work on this topic, it is still not fully disclosed in theoretical and practical terms, especially in terms of drawing up assignments in foreign language lessons. The ideas of studying language and culture as a whole were mentioned by such scientists of the 20th century Sh. Schweitzer and E. Simano, O. Espersen, G.A. Grishenkova and L.N. Polushina. This may prove that by the beginning of the 21st century, the process of consolidating the culture of the target language in the theoretical and practical basis of teaching foreign languages begins. [1] Against the background of interest in the problems of teaching intercultural communication, questions related to this topic have been put forward relatively recently and need comprehensive study.

Methods

According to many researchers, socio-cultural competence includes various components: linguistic and cultural, cultural, sociolinguistic, socio-psychological, etc. In secondary school, great importance is

given to the linguistic and cultural components, the main teaching method is textual material, which serves as the basis for acquiring knowledge and developing skills of a sociocultural type. Since teaching a foreign language in a school environment takes place outside the natural language environment of students, in such a situation, reading, listening, writing and speaking can be ways of forming sociocultural competence. The main source of information, along with other pedagogical means, is an educational text with communicative, pragmatic, cognitive and epistemic functions. As a product of a speech utterance, it contains information important for transmission and is organized into an understandable and decent unity of a certain linguistic level. As a training text, both thematic, regional, literary texts, and other types of literature, situational clichés, interviews, audio recordings of conversations with native speakers, etc. can be used. [2, pp. 75-80]

Kiryushina A.S. claims that the video is a temporary part of the teacher's work. Since teaching a foreign language to students of secondary education within the school usually has a rather strongly oriented video material, which can greatly expand the opportunities for acquaintance with the studied language and improve the degree of its proficiency. Scientists think that authentic video materials should have significance, content and informational value for people from other countries; decent structures that find the realization of their potential in the content of curricula. [3, pp. 5-10]

Also, some researchers argue that the use of speech tasks can improve both the speech skills of students and their listening. Taking into account the specifics of secondary education, it is necessary to compose tasks based on the knowledge and capabilities of students, so as not to potentially lose their interest at least. During spiking, both speech activity and listening skills are developed. [4, pp. 5-12] When developing socio-cultural competence, the teacher must always carefully select the necessary topics and vocabulary associated with the language of the country being studied. For example, you might think of an assignment where students talk about the difference in accents in the UK. [5, pp. 55-62]

Results

Such a system of exercises helps students to accumulate cultural knowledge of the language, which leads to the formation of socio-cultural competence, which can be in the form of special skills required for use in practice. In general, the work of many researchers of socio-cultural competence has shown that modern teaching a foreign language at school is impossible without instilling a foreign language culture in students. Most scientists pay great attention to the current state of the theoretical and practical basis of teaching foreign languages with a communicative orientation, which contributes to the development and maturation of the personality, the development of internal and external values of students. Teaching a foreign language at school does not make sense without the inclusion of a socio-cultural component in the learning process. We can say that it is at the stage of basic secondary education that students develop a need to study foreign languages and master them as a way of communication, cognition, self-realization and social adaptation in an intercultural and multilingual world.

Discussion

In the era of technological and cultural development, the status of a foreign language as an academic subject is changing. Taking into account the changed role of a foreign language as a means of communication, modern pedagogy is directed towards achieving visible results. At the moment, a search is underway for a real outlet to the cultural understanding of the language and its speakers, which is especially important today. The problem of the formation of the socio-cultural competence of students is of great interest in practical activities. School, as the main social and educational institution, must provide the means of development of the younger generation necessary for modern life.

Conclusion:

In our days in schools it is extremely necessary to teach English together with the national culture of the target language. The culture of a foreign language, which contains socio-cultural functions, contributes to the formation of a formed personality, as well as to increase students' motivation to learn. The sociocultural component is one of the main factors in increasing the effectiveness of teaching students at all stages of basic secondary education.

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ШЕТ ТІЛДЕРІН ОҚЫТУДЫҢ ЖАҢАРТЫЛҒАН БАҒДАРЛАМА ЖҮЙЕСІНДЕ ТЫҢДАУДЫ ОҚЫТУ

Түйін.Ұсынылған нәтижелер зерттеудің мақсатын анықтады,яғни
шетел тілін оқытуда оқушылармен бірден сол тілде сөйлесіп, тілді тыңдап, түсінугебағытталған. Тілді үйрену сабақтарында оқушылардың тыңдау, оқу, жазу, сөйлеу дағдыларын дамыту сабақ барысында жүзеге асып отыруы тиіс және жазудан гөрі оқушылардың тыңдап түсінуіне, сөйлеуіне көбірек назар аудару керектігіне назар аударылады.Зерттеудің ғылыми жаңалығы тыңдау, түсіну, меңгеру оқушылар үшін қиындығы негізіндегі факторды еске сақтау керектігі ұсынылады.

Тыңдау дағдылары сөйлеушіні есту арқылы ғана қалыптасатындығын және тыңдауға оқыту кезінде мұғалім де кездесетін қиындықтарды және оқыту процесінде тыңдаудың негізгі принциптерін ұғыну.

Жұмыстың практикалық маңыздылығы тыңдау процесінде әуелі тілдік форма берілетіндігін, соны қабылдау арқылы оқушы мазмұнды ашатындығын ,сондай-ақ тыңдау, түсіну, оқу өзара тығыз байланысты екендігін, тыңдап-түсіну дағдыларынсыз шет тілін өз дәрежесінде, жетік меңгеру мүмкін еместігі анықталады.

Тірек сөздер: оқыту процесінде тыңдаудың негізгі принциптері, Оқушыларға шет тілін үйретуде негізгі қиыншылықтары,тілді үйрену сабақтары, шетел тілін оқыту әдістері.

Шетел тілін оқытуда оқушылармен бірден сол тілде сөйлесіп, тілді тыңдап, түсінуге бағыттау маңызды. Шетел тілі ана тілімен қоса оқушының сөйлеу қабілетін және жалпы дамуын ғана жетілдіріп қоймайды, оны өзін қоршаған айналасындағы адамдармен қарым - қатынас мәдениетіне де үйретеді. Оқушының шетел тілінде сөйлеу қабілетін жетілдіру мектепте берілетін білім мазмұнының негізгі мақсаты болып табылады, оқулықпен және басқа оқушылармен қарым - қатынас барысында меңгереді. Шетел тілін оқушыларға үйреткенде біз оларға басқа халықтың мәдениетіне, дүниежүзі мәдениетіне жол ашамыз. Оқушының түсінуі сөйлеушінің сөзін тыңдау арқылы жүзеге асады. Ол қарым-қатынастың негізін құрайды және айтылып жатқан сөзді тыңдап, түсіну оған логикалық жауап беруді қамтиды. Тыңдап түсінуде тыңдаушы ойды анализдеу операциясын, синтез, дедукция, индукция, салыстыру, абстрактциялаулар, нақтылау, т.б. қызметтерін атқарады.

Тілді үйрену сабақтарында оқушылардың тыңдау, оқу, жазу, сөйлеу дағдыларын дамыту сабақ барысында жүзеге асып отыруы тиіс және жазудан гөрі оқушылардың тыңдап түсінуіне, сөйлеуіне көбірек назар аударылады, өйткені бұл жаста балалардың көбі есту, көру арқылы есте сақтайды.

Тыңдалым - бұл ауызша сөйлеуде оқушының назарын, түсінігін және ақпаратты белсенді өңдеуін қамтитын күрделі қызмет. Ауызша сөйлеуді түсінудің психологиялық негізі - түйсік, дыбыстық бейнелерді, тілдік құбылыстарды тануы және олардың маңызын түсінуі болып табылады.

Тыңдалым - бұл оқыту процесінде адамның сыртқа шығаратын «күрделі» ішкі арнайы сөйлеу қызметі.

Тыңдалым - бұл үлкен зияткерлік күш салуды талап ететін белсенді процесс.

Көптеген мұғалімдер тыңдалым бұл тек магнитофондық жазбалар деп ойлайды, бірақ, бұл қате пікір, өйткені тыңдалым шет тілін тасушымен тікелей қарым-қатынас жасай білуінде, оның айтқанын түсінуінде. Бұл әрине, оңай шаруа емес. Қазіргі кезеңде мұғалімге шетел тілі сабағының ажырамас бөлігі тыңдалым болып табылатынын түсіну маңызды.

Егер олар бүгін сабақта үйренген сөздерін күнделікті үйде қайталап отырса, келесі сабақта балалар оны ұмытпай еркін қолданатын болады. Қойылған мақсаттарға жету үшін бастауыш

оқушыларының сөйлеу дағдыларын жетілдіру, дамыту және сабақта ойын түрлерін қолдануы керек. Өйткені, ойын – көңіл-күй, ойлау күштерін талап ететін, ұйымдастырылған сабақ болып табылады. Әр кез ойын шешім қабылдауды ұсынады, себебі, жеңіске жету мақсаты болады.

Осы сұрақтарды шешуде ойлау шығармашылықтары қалыптасады. Пән бойынша алған білімі емес, тіл бойынша дайындығы төмен оқушылар ойында алдыңғы, бірінші болуы мүмкін, себебі, олардың тапқырлығы, жинақтығы ойын барысында көрінеді. Мысалы 1сыныпқа арналған бір сабағымды алып көрсетсем, «About myself» яғни, өзін және отбасымен таныстыру. Бұл тақырыпта оқушы отбасы мүшелерімен танысады. Танысу барысында “This is ” құрлымымен және “my” есімдігімен толықтай меңгеріп шығады. Сондай-ақ бұл құрлымдарды оқулыққа арналған дискіден оқушылар тыңдап, қайталап және көзбен көріп сөйлей алуға дағдыланады.

Мұғалімің бастапқы кездегі ұйымдастыру қызметінің маңызы зор, себебі, шет тілін – оқушылар үшін жаңа пән ана тілінен кейінгі екінші тіл. Бұл ерекшеліктерді міндетті түрде ескереген жөн. Бірінші сабақтардан бастап әр оқушыны сабаққа тартуға тырысу қажет.

Мысалы:2- сынып оқушыларына магнитофон тыңдатып, оған еліктеуге үйрету қажет.

Сөздердің дыбысталуына байланысты сөз жұптарын табу арқылы оқушылар жұппен жұмыс жасауға дағыдланады.Бұл әдіс баланың бір-бірімен қарым-қатынасын тудырып,бірлесе білім алуға баулиды.

Тыңдау, түсіну, меңгеру оқушылар үшін қиынға соғады, себебі олар дыбыстарды жылдам айырып, ойында сақтап түсіну керек. Оқушылар бұл процесті өзінің туған тілінде өте жөңіл орындайды, ал шет тілінде қатты қиналады. Сондықтан, таңдағанда өте зерек болуы керек және ойлай білуі керек. Ерік- зейінін, еске сақтауға көмектеседі.

Ол үшін негізгі факторды еске сақтау керек:

1) Лингвистикалық материал

2) Материалдың мамұны

3) Материалды беру жағдайы

Оқушыларға шет тілін үйретуде негізгі 3қиыншылық бар: фонетикалық, лексикалық және грамматикалық.

Фонетикалық қиыншылықтар ағылшын тілі мен қазақ тілінің дыбыстық құрамының айырмашылығында кездеседі. Ағылшын тілінің дыбыстарын өз тілінің дыбыстарына ұқсатып айтады Мына сөздерді қиындықпен айтады:

Worked-walked, first-fast-forced, lion-line, tired-tide, bought-boat-board.

Дауыс ырғағындағы айырмашылықтар да түсінуді қиындатады.

Мысалы: Good morning!

Сондықтан тыңджау дағдыларының, дыбыстар мен дауыс ырғағының жаттығулары өте қажет.

2. Лексикалық қиындықтар – ағылшын тілінің аналитикалық құрылысымен және инфинитив, көсемше құрылымдарының өте көп қолданылуына байланысты,

Мысалы:

The horse is slipping. The horse is sleeping.

They worked till night. They walked till night.

Міне, осындай сөйлемдерді түсіну өте қиын, сөздерді шатыстырады.

Мысалы:

East-west take- put ask-answer

Әсіресе, логтан кейін қолданылатың етістіктер.

Put on: put off-put down

Take off: see off-going for: etc.

Ағылшын тілінде грамматикалық омонимдер де қиындық туғызады.

Мысалы: to work-work , to answer-answer. – ed Past Ind. Participle 2

Бұлардың бәрін тыңдап айыру қиын.

3. Тыңдауға берілген материалдың мазмұны да түсіндеуге әсер етеді. Тыңдауға арналған материалды дайындау үшін маныларды ескеру қажет:

А) материал тақырыбы түсінуге жеңіл ме? Қандай қиын сөздер бар?

Ә) материал түрі: суреттеу ме, әңгіме ме?

Б) материалды үзінді ме, әлде толық па?

В) материалды тыңдауға әзірлік.

Г) материал диалог түрінде ме, әлде монолог па? Монологтық сөйлеу оңай, сондықтан тыңдауға тиімді.

4. Матеиялды тыңдау жағдайы өте маңызды.

1. Сөйлеу дылдамдығы

2. Сөйлеу қарқыны: басында жай басталуы қажет.

Сөз топтарының арасында пауза болуы қажет. Тыңдаудың соңында қарқыны қалыпты деңгейге 1 минут – 150 сөзге жетуі керек. Орташа қарқын 120 сөз: жай қарқын – 95 сөз.

3. Қайталау жиілігі 1 немесе 2 рет.

4. Сөйлеп тұрған адамның барлығы, егер таза тілде сөйлеуші адам өзі тұрса өте жақсы. Ал ең қиын диалогты тыңдау керек.

5. «Көру» құралдары заттар немесе қимыл тектес болуы мүнкін. Олар көруге, естуге, тыңдауға көмектесуі қажет.

6. Сөйлешінің дауысы да тыңдаушыға әсер етеді. Мұғалінің дауысына үйреген оқушылар басқа адамның сөйлегеніне түсінбеуі мүнкін. Сондықтан мұғалім дауыс ырғағын барынша өзгертіп отыруы керек. Ағылшын тілінде сөйлеу – тілді игерудің ең қиын түрі, бір екі сөзден тұратын сөйлем құрастыру үшін сөйлеу дағдысын қалыптастырып, машықтану керек.

Бұл көп дайындықты қажет етеді, ал мектепте оқушы өз ойын айтып түсіндіруі қиын. Мұғалімнің бұл үшін қолданатын әдістері өте аз. Оқушы жай ғана естігенін қайталайды, үлгі бойынша берілген сөздердіжазады. Әрине, бұл механикалық жаттығулар өте қажет, бірақ жылдан жылға оларды сөйлеу мағынасыз қолдану ешқандай пайда бермейді. Оқушы бір нәрсе туралы айтқысы, түсіндіргісі немесес сұрағысы келсе тілдік қоры пайдалануы қажет және оған мұғалім көмектесіп отыру керек, Осы психологиялық фактор үнемі есте болуы керек.

Басқа фактор- психолингвистикалық фактор. Оқушы өз есінде қалған сөздерді, сөз тіркестерін сөйлеу үлгілерін грамматикалық формаларды, құрылымдарды тақырыпты, жағдайды пайдаланып, сөздерді, граматиканы үйрете отырып сөйлеуге ынталандыру қажет. Мұғалім оқушыларды әзірленген сөйлеуден әзірленбеген сөйлеуге біртіндеп әкелуі керек.

Мұғалім тыңдап түсінуді дамыту үшін ауызекі сөйлеу және дағдылық жаттығуларды қолданады.

Шетел тілінде түсініп сөйлеуді арнайы үйрету керек. Мектеп жағдайында тыңдалым - мұғалімнің немесе диктордың, кластастарының немесе ықтимал қонақтардың сөздерін тыңдау және түсінуді білдіреді. Тыңдау дағдылары сөйлеушіні есту арқылы ғана қалыптасады. Бұл ретте, сөйлеушінің әр түрлі қарқынмен, түрлі интонациямен, әр түрлі деңгейдегі сөздерін дұрыс түсіну қажет етіледі. Тыңдау - ақпаратты естіп, қабылдау арқылы сөйлеудің түсіндіру функциясын орындайды.

Шет тіліндегі тыңдалым тақырыбы отандық және шетелдік ғалым-әдіскерлер Е. И. Пассова, И. Л. Бим, Р. П. Мильруд және т. б. ғылыми еңбектерінде көрініс тапқан. Ауызша сөйлеуді тыңдап, түсіне білуді оқыту сөйлеу қызметінің күрделі түрі және маңызды мәселе ретінде күн тәртібінен түскен емес. Дұрыс әдістемелік тұрғыда ұйымдастырылған тыңдалым (отандық және шетелдік әдіскерлердің айтуынша) шетел тілін оқыту процесінің табысты болуын анықтайды. Мәтінді тыңдай отырып оқушылар негізгі мәнін есте сақтауға тырысады. Мәтінді түсінуге оның мағыналық ұйымдастырылуы әсер етеді. Негізгі ой байқалып, қалған бөлшектері оған жанасып тұратындай әңгіме тыңдалымнан соң құрылуы тиіс. Әрине, шет тілінде сөйлеушіге оқушылар қызыға қарайды, оларды тыңдай отырып, тусінуге тырысады, ал жекелеген оқушылар қарым-қатынасқа да түсуге талпынады. Осылайша, тыңдалым - шетел тілін оқытудың маңызды элементі. Ерер оқушының фонемалық есту қабілеті жақсы дамыған болса, онда тыңдалым шет тілінде түсініп, қатынас жасай білуіне ықпал етеді.

Шет тілін оқыту әдістемесінде тыңдалым оқылып жатқан тілдің елі туралы мәліметтерді, оның өмірі мен әдет-ғұрпы, халқының мерекелері мен салт-дәстүрі, яғни елтану аспектісін қолдану арқылы жүргізілсе тиімді және оқушының ой-өрісінің кеңейе түсуіне ықпал ететіні көрсетілген. Оқу үдерісінде тыңдалым әрі мақсат әрі құрал ретінде танылады. Мысалы, құралы ретінде төмендегідей пайдаланылуы мүмкін:

• оқу үрдісін ұйымдастыру тәсілі ретінде;

• тілдік материалды ауызша нысанда енгізу тәсілі ретінде;

• басқа сөйлеу қызметінің түрлеріне оқыту құралы ретінде;

• білім, білік, дағдыларды бекіту және бақылау құралы ретінде.

Тыңдауға үйретудің ең басынан бастап мұғалімнің шет тілінде сөйлеу қарқыны қалыпты болуы тиіс. Дайындығы төмен сыныптарда оқушылардың мәтін мазмұнын ұғынулары үшін, сөйлемдер мен абзацтар арасындағы үзіліс ұзақтығын арттыра отырып, ақпаратты аз мөлшерде беруге болады. Алайда, психологтардың деректері бойынша, мәтінді тыңдау ұзақтығы 1,5-3 минуттан аспауы тиіс.

11-12 жаста жеткіншектерде формалды ойлау қалыптасады. Жасөспірім логикалық пайымдау арқылы әрекет етуі мүмкін. айқын немесе қол жетпейтін оқиғаларды қабылдауда өзінің жаңа бағдары арқылы елестету мүмкіндігін пайдалана алады. Міне, осы жаста балалардың даму ерекшеліктерінің

қызметіне (жады, зейін, қабылдау, ойлау, болжау, түсіну) зор мән беру маңызды. Оқыту процесінде тыңдаудың 3 негізгі принциптерін атауға болады. Олар:

1.*Тыңдауды коммуникативтік білік ретінде оқыту.* Бұл принципте мұғалім оқушылардың шет тілінде тыңдаған ақпараттарын қажетті жерінде пайдалана білу қабілет-дағдысын дамытады;

2.Дәлме-дәл мәтіндерді қолдана отырып, тыңдауға оқыту. Бұл принципте оқушыға тілді тасымалдаушының ағылшын тілінің барлық ерекшеліктерін сақтай отырып, табиғи қарым-қатынас жасауды мақсат еткен мәтінді тыңдатуы;

3.Тыңдауды кешенді түрде қабылдай білуге оқыту. Тыңдалым тек мәтінді тыңдау мақсатында өте сирек пайдаланылады. Әдетте, оқушылар тыңдайды және сөйлейді, тыңдайды және жазады, тыңдайды және оқиды. Тыңдалым басқа да коммуникативті дағдылармен тығыз байланысты. Олар: оқу, жазу және сөйлеу .Бұлардан басқа тыңдаудың белсенді, экстенсивті және қарқынды бағыттары бар.

Белсенді тыңдалым - түсінікті және дәйекті ақпарат алуды мақсат ететін нақты қадам. Нәтижесінде оқушы тыңдағандарын түсініп, алынған ақпараттарын жинақтап, есте сақтайды. Негізінен, белсенді тыңдау - мұқият тыңдау.

Экстенсивті тыңдалым - шетел тіліндегі тыңдалған мәтіннің жалпы мағынасын біртұтас түсіну. Экстенсивті тыңдалым барысында ақпарат ықшамдалған түрде беріледі. Негізінен экстенсивті тыңдалым - берілген мәтіннің басты мағынасын тыңдап, түсіну.

Қарқынды тыңдалым - бұл естіген мәтін туралы тыңдалым мен өз жорамалын айту арасындағы жарыспалы жүретін жұмыс. Қарқынды тыңдалым - күрделі және басқарылатын процесс, себебі оқушылар белгілі бір танымдық мәселелерді шешуді мақсат етеді. Қарқынды *тыңдалымды* жақсы қабылдайтын оқушыларда ақыл және сын тұрғысынан қарай алатын қасиеті (естігені туралы еш күмінсіз өз ойлары бар) болуы тиіс. Қарқынды тыңдалым - ойша пайымдап, тұжырым жасау тыңдалымы.

Тыңдауға оқыту кезінде мұғалім түрлі қиындықтарға кездеседі, бұл қиындықтарды да мұғалім жақсы білуі тиіс. Олар, негізінен:

1. оқушының берік меңгеруі қажет материалдың көлемінің үлкен болуы;
2. тілдік ортаның, тірек элементтерінің болмауы;
3. тілдік қатынас қарқыны, баяндау тәсілінің түсінікті тұрғыда болмауы;
4. мұғалімнің шет тілінде ұсынылатын мәтінді оқу кезіндегі өз сөздеріне талап қоймауы (мәнерлеп оқи алмауы, дикцияның нақты қойылмауы);
5. сөздегі дыбыстар мен сөздер арасындағы айырмашылықтың айқын көрінбеуі;
6. тым жеңіл аудиомәтін беру де дұрыс емес. т.б

Сондай-ақ, егер мұғалім тыңдауға оқыту қызметін бірден бастамай, ең алдымен оқушыларды тілдің кейбір бағыттарымен дағдыландырып алайын, содан соң тыңдалымға түсейін десе, қателеседі және қиындықтарға кездеседі.

Оқушылар мектеп, сынып, отбасы, достық, өмір туралы, басқа елдер, табиғат туралы аудиомәтіндерді үлкен қызығушылықпен тыңдайды. Тыңдауға үйрету алғашқы сабақтан бастап, пәннің бүкіл курсының соңына дейін жүруі өте маңызды, яғни мұғалім оқушылармен шет тілінде амандасуының алғашқы минутынан бастап, сабақта қарым-қатынас орнатудың түрлі формулаларын енгізуге ынталы болуы қажет.

Тыңдауға берілген мәтінді табысты меңгеруде оқушы нақтылау немесе түсіну мақсатында қайталап сұрау формуласын қолдана білуі керек. 5-6-сыныптарда негізгі назарды оқушыға таныс мазмұнды мәтінді толық түсінуін дамытуға бөлген дұрыс. Өйткені осы кезеңде оқушыда есту арқылы мағыналық қабылдаудың психологиялық механизмі және вербальды құралдар арқылы түсіну іскерлігі қалыптасады. 7-8-ші сыныптарда, тыңдалымның екі түрін атап көрсетуге болады. Олар: толық түсініп тыңдау және негізгі мазмұнын тыңдау. Ал, 8-9-шы сыныптарда қолданыстағы бағдарламаға сәйкес белгілі тілдік бірліктер арқылы қалыптасқан білікті жетілдіру, қажет болған жағдайда оларды түзету басты міндет болып табылады.

Тыңдауға оқытудың нәтижесі мұғалімнің сабақты ұйымдастыра білуіне, сөйлеуіне, техникалық оқыту құралдарын тиімді қолдануына, оқу кешені авторларының барлық нұсқауларын орындауына, жұмыстағы шығармашылық әдіс- тәсілдерді пайдалануда креативті жолдарды көре білуіне байланысты. Сонда ғана, жүйелі жүргізілген жұмыс оқушылардың шеттілін меңгерулеріне жағдай жасайды.

Жаңа материалды түсіндіру, тыңдату және пысықтау оқушылардың қызығушылықтары мен жас ерекшеліктеріне сай жоспарлы, жүйелі таңдалуы тиіс. Шет тілін тыңдап, түсіну дағдыларын меңгертуде оқушының дыбыстар ағымын тани білуіне; тыңдалып отырған тілдік единицалардың

мағынасын қабылдауына; тыңдалып отырған мәтіндегі ең маңызды ақпаратты іріктей білуіне назар қою керек. Тыңдау және оны түсіну қарым - қатынастың негізін құрайды, тілдік - ауызша коммуникацияны меңгеру - тыңдап, түсінуден бастау алады, өйткені мұнда бірнеше ой операциялары орындалады. Олар: тыңдалған дыбыстарды дифференциялау, ойлау әрекетінде қорыту, тыңдау кезінде оларды есте сақтап ұстау, жобалап болжау қабілетін іске асыру және қарым - қатынас ситуацияларын ескере отырып, тыңдалған аудио материалды түсіне білу.

Тыңдау процесінде әуелі тілдік форма беріледі, соны қабылдау арқылы оқушы мазмұнды ашады. Мұндағы іс-әрекет бағыты: тілдік формадан мазмұнға қарай. Тыңдау, түсіну, оқу өзара тығыз байланысты. Тыңдап-түсіну дағдыларынсыз шет тілін өз дәрежесінде, жетік меңгеру мүмкін емес.

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THE FORMATION OF INTERCULTURAL COMPETENCY BY MEANS OF USING ICT IN MODERN SCHOOL

Abstract: the article discusses ways to form intercultural competence through the use of ICT in a modern school.It is noted that at the current stage of Education Development, traditional methods and methods of teaching are increasing, using ICT.The use of modern information technologies allows us to study real life situations through a foreign language in a real information space.

Keywords: ICT, intercultural communication, intercultural competence, means of communication.

The world is changing every day. And in order to keep up with the rapid transformation in the fields of pedagogy and linguistics, Kazakh Republic needs to adapt quickly to foreign standards. Therefore, the new generation needs to be trained according to an improved scheme through modern technologies and innovations.

It is difficult to overestimate the role of the English language. English has become not a privilege, but a necessity, which obliges students to master it at a high level in order to become specialists in the future who can prove themselves in the international arena. Proficiency at least at one foreign language is a mandatory requirement for students and employees all around the world in order to be competitive. English language opens up new opportunities, as traveling, working in higher positions, and having access to a large amount of information from around the world. Therefore, our state has introduced the cultural project on trilingual education, one of the requirements of which is to provide quality educational services all around the country using international standards. In order to achieve the goals of this project, the administration of educational institutions and teachers should pay attention to effective ways of teaching English.

Traditional teaching methods, as is well known, encourage only passive participation, as memorizing and copying notes during lectures. Even if a student successfully processes and stores the facts that were told to him in class, his behaviour in real life situations remains “untested”. Therefore, at the present stage of education development, along with traditional methods and techniques, learning using ICT is becoming increasingly popular.

The use of modern information technologies makes it possible to study the real-life situations by means of a foreign language in a real information space. Teaching process now includes teaching culture, bearing in mind the interrelated communicative and socio-cultural development of the learner.

The main purpose of learning a foreign language is the formation of communicative competence, which is the ability to carry out interpersonal and intercultural communication between a foreigner and a native speaker. Therefore, new means of communication that have led to significant changes in the sphere of public relations should be studied in sufficient depth. Kazakh teachers from the all stages of education, from primary school to higher education, seek to introduce modern European methods that are aimed at

developing students' language skills. For these purposes, not only books and workbooks can be used, but also modern information and communication technologies [1, pp. 592-595].

According to S.S. Kunanbayeva, the MCC consists of such competencies as linguoculturological, socio-cultural, conceptual, cognitive, personality-centered and communicative subcompetencies. These competencies consider the language inseparably from the personality, which makes it possible to make teaching-learning process more individual, taking into account all aspects of the personality [2, pp. 344]. Therefore, ICTs play a crucial role in the development of intercultural competence when learning a foreign language, as they open up an unlimited number of ways to communicate with native speakers, and allow an educator to choose the optimal one. Some students are more interested in watching news video reports, while others prefer listening to podcasts.

Using ICT in the classroom allows teachers to reach out to a new generation of students with an environment they are familiar with. It allows uncomfortable and complex topics to be presented in an informal and less intimidating way without losing the influence of key ideas. They satisfy our fundamental need to learn by providing interest, participation, motivation, ego satisfaction, adrenaline, creativity, social interaction and emotions in the learning process.

Interactive technologies have a beneficial effect not only on the perception of information by students, but also on the work of the teacher. The use of electronic means simplifies the teacher's work: it facilitates the analysis of academic performance, understanding the needs of students, receiving feedback, assessment and evaluation. It is also important to take into account that the mechanization of the educational process contributes to an increase in the learning efficiency. Moreover, the use of new tools allows the teacher to "move with the times", which will positively affect the attitude of students to the teacher.

The use of modern technologies in the educational process is not only about new technical means, but also about using new forms and methods of teaching in the process of introducing ICT. It is a completely different approach to learning. Technologies can be effectively used to improve the quality of teaching a foreign language to students, the formation and development of their communicative culture, teaching practical mastery of a foreign language. ICT are used in education to help students learn more effectively by providing teachers with access to a broad base of new pedagogical knowledge. These technologies are also used to ensure that teachers increase productivity by performing educational tasks. Their use allows teachers to improve the teaching process itself, and students to have wider access to knowledge [3, pp. 537-540].

The introduction of multimedia in educational institutions requires serious changes in traditional teaching and learning. This expands the role of the teacher. The educator plays the role of a guide and facilitator, so they must know a wide range of different materials that are available and serve to develop students' language skills. The main task of the teacher is to provide high-quality sound, video or pictures that will allow students to see clearly, for example, what the country they observe looks like or how native speakers interact. Multimedia resources also include electronic encyclopaedias, which can provide the necessary information on the object under study, electronic newspapers that present the latest information in various spheres of life of the foreign country, which will also allow using interdisciplinary connection.

The dynamically changing world dictates new living conditions and puts forward new requirements for all spheres of living, including the education. If a computer was a rarity about thirty years ago, now it is impossible imagine a classroom without such technologies in a modern English lesson.

To show the relevance of using ICT we conducted an online survey using the Google Forms platform where we asked 64 students from school number 66 questions below:

1. How often do you use ICT during an English lesson?
2. Would you like to use ICT more often during the English lesson?
3. How often do you use apps for learning English?

Students had to choose the options; the questionnaire was conducted anonymously.

You can see the answers and data analysis in Figures 1, 2, and 3.

Fugure 1. How often do you use ICT duting an English lesson?

Figure 2. Would you like to use ICT more often during the English lesson?

Figure 3. How often do you use apps for learning English?

Judging by the results of the study, it can be seen that using ICT and gaming technologies is highly popular among students, and their will to study through modern technologies is high enough.

The analysis of the results of the experiment and the feedback of students is reduced to the fact that the practice of using computer programs shows that they contribute to the construction of the educational process taking into account the psychophysiological characteristics of students in order to increase its effectiveness, individualization and intensification of students' independence, differentiation of teacher's methods of work.

It should be noted that the use of applications in teaching vocabulary is of certain convenience for the teacher, since preparing for the lesson, visual presentation of subjects, checking papers, current written and oral control usually take a lot of time, and simultaneous checking of exercises without a computer is generally impossible for all students. Thus, a computer, smartphone and applications are both informational, technical, and professional support.

In order for parents, students, school teachers, college and university teachers to effectively use the abilities of smartphones, tablets, laptops and computers, a special collection of applications and platforms has been compiled to help students learn a foreign language. It contains applications that can become useful auxiliary material in learning English, their brief description for convenience.

It was confirmed that various applications and technical means contribute to increasing cognitive activity, motivation and the quality of knowledge of English language learners. It is only necessary to specifically define their respective role and place in the educational process, clarify and determine the basic concepts, introduce methodological and technical aspects.

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FORMATION OF A DIALOGICAL DISCOURSE AMONG STUDENTS OF SECONDARY BASIC EDUCATION

Abstract: The article is concerned with the study and problems of dialogical discourse in the classroom of secondary basic education in the process of teaching foreign language (English).

Keywords: discourse, dialogue, communication, speech, secondary school, foreign language education, communicative competence, cognitive approach.

As everyone knows, dialogue is a broad concept. Dialogue becomes a dialogic type of culture that is constantly evolving and undergoing some changes.

Most often, we understand this term as a form of communication and a form of existence of the activity of communication, it always involves the subjects of communication, which are different. A partner in a dialogue can be an individual person or an aggregate subject (a group with a group), a socio-historical subject (all of humanity or a separate cultural and historical era), it can be an imaginary object, for example, in the form of an artistic image in art. The partner in the dialogue can be nature, which is asked a question in the process of research, and its resistance can be understood as the behavior of the subject in the dialogue. The text can act as a partner in dialogical communication, as historical evidence, a form of preserving cultural meanings. Thus, dialogue is understood not only as a direct dialogue of one individual with another, dialogue should be considered in all forms of subjectivity - this is the cultural approach to understanding dialogue.

The main historical foundations of the dialogue are found in narrative, philosophical and didactic techniques found in classical Greek and Indian literature, especially in ancient rhetoric, logic and sophistry.

In addition to communication, the dialogue can be used for artistic purposes (in literature, cinema), to convey philosophical ideas (for example, Plato's dialogues - "Phaedo", "Feast"), for teaching a foreign language (as an exercise). [1]

Discourse is the maximum unit of language and speech. It should be emphasized that specific samples of discourses can vary greatly in volume. An integral discourse is a dialogue of several replicas, a newspaper article, and a big novel. The main criteria determining the integrity of the discourse and its boundaries are: the unity of the participants of the discourse; the unity of the time and place of its creation; thematic unity; the presence of a genre scheme or superstructure

The term "discourse" is close in meaning to the more familiar term "dialogue". In fact, these terms are almost synonymous. However, the problem with the term "dialogue" is that it has some connotations that prevent its use as a generic term covering all forms of linguistic activity. Dialogue (in Greek, speaking through [space]), in accordance with established word usage, is opposed to a monologue, that is, a speech work created by one speaker (author). Sometimes it is even mistakenly assumed that the initial element of the term "dialogue" means "two". In fact, the Greek prefix dia means "through", therefore, if there were no connotations mentioned above, this term would be just as suitable as a comprehensive concept as discourse. But it is difficult not to take into account the widespread connotations of terms, so we have to use the term "discourse" as the broadest and most universal. Thus, the discourse includes both a monologue and situations of linguistic interaction between two or many participants.

The development of communicative and cognitive approaches to the problems of language functioning has focused the interest of linguists on the procedural aspects of linguistic activity, making discourse a full-fledged object of linguistic description. Research in this area inevitably led scientists to the recognition of discourse as the main and highest unit of communication. [2]

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In recent years, many new aspects of research have appeared in modern linguistics as part of the cognitive direction. One of these aspects is the description of discourse and analysis of its system-forming features, which allows us to consider it as an independent category of communication. [3]

Speaking about the communicative orientation of the utterance as a unit of discourse, N.D. Arutyunova emphasizes that "... all utterances ... have a functional commonality: they are all messages related to reality, expressing some reaction to the received stimulus and themselves capable of serving as a speech stimulus". [4]

T.A. van Dijk also says that "... sentences are formal constructs of grammar, not empirical units" and that "in the process of speech production, the speaker operates with statements" [5]. V.G. Borbotko supports the idea of T.A. van Dijk and makes the reservation that "in the study of discourse, it is necessary to establish the types of utterances." He emphasizes that "not every utterance can be "reconstructed" into the form of a sentence, that is, replica-utterances of sentences form their own subset of utterances in general" [6].

Basically, the types of discursive activity are distinguished as monological and dialogical, while many researchers recognize for dialogical discourse a primary and more natural character in comparison with monologue, noting that dialogical interaction is an ontologically primary, pretextual form of speech organization [7] ...

The formal division of the discursive stream is determined by the very way of speech interaction of communicants (change of speech subjects: speaker / listener). An utterance (replica in a dialogue) is a minimal unit of discourse, characterized by the change of objects of speech, completeness, genre design, connection with other utterances of the dialogue and integrity. The statement is primarily associated with a negative statement by another communicant, interlocutor. In this regard, the unit of the next level of discourse analysis is singled out - interaction, transaction or dialogical unity. [8]

Dialogue is viewed by scientists not only as a model of interpersonal interaction, but also as the main category of processes of human consciousness and cognition [6].

Dialogues play an increasingly important role for a myriad of language teachers especially in the presentation stage of the lesson. When viewed through teaching materials, it can be said that they are an ideal way of bringing external situations into the classroom and demonstrating the use of the new structure in natural context. Put another way, it certainly offers a milieu where most of the intended teaching points can be practiced without making the lessons boring but more enjoyable. In this respect, it can be added that the use of them in the classroom adequately helps the learners grasp the target language more efficiently due to the natural, meaningful contexts they provide with new structures and vocabulary.

In a word, while working on dialogues in the classroom we automatically create an opportunity for learners to practice language in terms of its pronunciation, stress, intonation, pitch etc. Their listening comprehension skills also develop and they learn new vocabulary in the social contexts. Moreover, culture of the target language is presented via the various discourses within dialogues.

One of the reasons for using dialogues, most probably the underlying purpose, is to enable learners to promote their communicative competence through which they can get the ability to be able to use the target language appropriately. The other factors could be to stress on the language items such as vocabulary, structure, pronunciation and culture. [9]

The high demand for dialogic culture corresponds to the need for scientific classification of concepts closely related to this phenomenon of communicative practice. The basic properties characteristic of this type of speech, which are of interest to pedagogy, include, in our opinion, the following.

1) Anthropocentricity - face-to-face communication, which creates conditions for the self-disclosure of each linguistic personality entering into speech contact (YAL). On this basis, the dialogue can be considered a personal and personal communication. Dialogical communication is not just an explication, but also a comparison, an opposition of the semantic positions of the subjects of interaction;

2) The democracy of dialogic discourse is manifested in the fact that: a) the addressee is assigned the active role of a co-author, and not the passive role of a statistician; b) a dialogic text is always a product of collective creativity, in which a new meaning, new knowledge is born in the process of interaction;

3) The communicative effect is determined by taking into account the factor of the addressee of speech, focusing on feedback, on achieving mutual understanding and consent of communication partners;

4) The high pragmatic potential of dialogue is due to the fact that: a) dialog forms have the ability to be perceived at the subconscious level by native speakers as a real connection between speech and actions; b) dialogic discourses are usually directly included in the real activity context. An example is advertising texts;

5) The expressive potential of the dialogue is associated with the wide stylistic possibilities of the language, which helpfully provides YAL with a wide range of language contact-establishing tools designed to dialogize the monologue, giving it a conversational character;

6) The creative potential of the dialogue is characterized by surprise, unpredictability, improvisation of this type of speech contact. The dialogue cannot be planned in advance, it cannot be accurately played out according to a pre-prescribed scenario. This is the attraction and intriguing power of dialogue, which reveals the creative abilities of communicants, their intellectual level.

In foreign language education, the practical goal of training is to form intercultural and communicative competence, which has a systemic organization formed by a number of sub competencies. Most researchers, as part of intercultural and communicative competence, distinguish linguistic, social - linguistic, discursive, strategic, social, sociocultural competences - Jan van Eck, S.I. Savignon, D. Himes, L. Bachmann. [10]

In the classroom dialogic exchanges involve uptake, which happens when the speaker recognizes and validates the previous speaker's perspectives by incorporating those ideas for further discussion. When ideas are taken up, the interactions become much like conversation, less predictable and repeatable, and more authentic. This is different from the typical inquiry-response-evaluation pattern of talk in which the teacher asks a question, the student answers and the teacher evaluates the answer, then starts a new sequence with a pre-planned question that is not related the student's response. With dialogic discourse, rather than the transmission of information or facts, the purpose of instruction becomes the "interpretation and collaborative construction of understanding" [11].

Classroom discourse shifts to the dialogic when teachers ask more authentic questions, students direct the flow of topics and ideas, and teacher's utterances take up or build on students' responses. [12]. However, Nystrand emphasizes that dialogic discourse is more than just elements of uptake and authentic questioning. Moving toward student engagement through discourse involves not only changing instructional moves (e.g., asking authentic questions) but also devising activities and situations that allow teacher and students to take on new roles. [13]. Such new roles can create shifts in power and control related to classroom dynamics. This change to a more equitable social environment is aptly discussed in the literature on third space. [14].

Consider situations in various fields that are relevant for secondary students:

Situations in the household sphere: at home in the family, meeting with colleagues, friends; visiting a supermarket, visiting a doctor, traveling by metro, by bus, by train, by plane; in the city: a walk around the city, in an unfamiliar city; in the countryside: walks, on the farm, in the countryside; at the university: at lectures, at recess, at a seminar, in the library, preparing homework.

Situations in a professionally oriented sphere: admission of foreign specialists in an educational institution; business negotiations, discussion of an agreement on the exchange of teachers, teachers, schoolchildren, students; discussion of the terms of pedagogical partnership, pedagogical cooperation, joint work on a specific project, topic; participation in meetings, business meetings, conferences, symposia; exchange of pedagogical and methodological experience, etc.

Situations in the social and cultural sphere (associated with conversations with foreign colleagues, foreigners, teachers in an informal and official setting): discussion of the problems of pedagogy, education, psychology, methodology, politics, economics, science, ecology, peace and cooperation; visiting theater, cinema and other sports facilities and events; visiting the library, studying history; visiting the sights of the city, country. [15].

Taking as taxonomic features the categories of the actual dialogical discourse (themes of dialogue and the dynamism of speech exchange of remarks), such dialogical discourses are distinguished as: neutral dialogue (conversation with preservation of distance between partners); dialogue-unison (with personal and everyday themes); dialogue-discussion (with a neutral-abstract theme); event dialogue (with personal and everyday themes, which are emotionally acutely experienced by partners) [16].

According to the communicative function of communication, there are: phatic dialogues that serve to maintain harmonious relations between communicating; rhetorical dialogues aimed at changing socio-economic life; aesthetic dialogues that allow you to interpret reality; therapeutic dialogues that eliminate functional obstacles to subjects of communication; metacommunicative dialogues that allow for reflection of communicative behavior [17].

Based on the connection between the communicant's intention and its specific interactional embodiment, a complementary type is distinguished, characterized by a lack of information in one of the communication partners and, accordingly, the intention to fill the information gap in the process of communicative interaction, a competent dialogue, which is a competition of opinions and aspirations of partners, and a coordinative type when partners align subjective interests and claims through dialogue. [18]

Based on the four classes of social motives, four corresponding types of dialogical discourses are

distinguished: affiliate (when the need for dialogue is represented by an expressive macro intention, the essence of which is to find support from a communication partner, as well as to maintain contact through the entertainment of a partner); interpretive (implements a coordinative macro intention, which reflects the subject's need for identification and selection in society); dialogue-interview (which is a consequence of the cognitive needs of the individual) and instrumental (actualizing the regulatory macro intention) [19].

On the basis of the intentional-linguistic criterion, the following are distinguished: informational dialogical discourse, commentary (interpretive) discourse, persuasive, self-presentation discourse, directive discourse, misleading discourse, argumentative discourse, etc. [20].

To summarize, since dialogue is one of the learning activities involved in language learning, as a teachers, we need to know how to deal with it, bearing in mind that genuine dialogue always brings the external situation into the classroom along with new structure and vocabulary. inherent in the language. In a learning environment, not only must learners be active, but teachers must also bring their creativity to the fore. They should be able to create a relaxing and engaging learning environment through audiovisual material, and students should be encouraged to participate in this process, enriched with learning activities such as reading aloud, role-playing, acting out, repetition, etc. Substitution exercises, pair work, group work, reconstruction of words or sentences, question and answer, problem solving, continuation of the dialogue, etc. [21]

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ROLE OF INTERCULTURAL COMMUNICATION COMPETENCE IN EFLT

Аннотация: Статья посвящена описанию видов педагогических компетенций, также методов приобретения компетенций для контакта с другими языками и культурами, использования компетенциями межкультурной коммуникации в процессе преподавания иностранного языка.

Ключевые слова: межкультурная коммуникация, АИЯО (английский как иностранный язык обучения), компетентность, языковая культура.

Abstract: The article is devoted to the description of the types of pedagogical competencies, as well as the methods of acquiring competencies for contact with other languages and cultures, the use of intercultural communication competencies in the process of teaching a foreign language.

Keywords: intercultural communication, EFLT, competence, lingual culture

A new notion of communicative competence is needed, one which recognizes English as a world language. This would encompass local and international contexts as settings of language use, involve native–nonnative and nonnative–nonnative discourse participants, and take as pedagogic models successful bilinguals with intercultural insights and knowledge. As such, it would aim at the realization of intercultural communicative competence in ELT [1].

The second, sociolinguistic competence, deals with the social rules of language use, which involve an understanding of the social context in which language is used. Such factors as the role of the participants in a given interaction, their social status, information they share, and the function of the interaction are given importance. Social context here refers to the culture-specific context embedding the norms, values, beliefs, and behavior patterns of a culture. Appropriate use of the language requires attention to such constructs. Next comes discourse competence, which is the ability to deal with the extended use of language in context. This is ordinarily achieved through the connection of a series of sentences or utterances to form a meaningful whole. These connections are often quite implicit: ideas are linked to each other based on general knowledge of the world as well as familiarity with a particular context. Where these conceptual and experiential bonds are weak or inadequate, the meanings inferred from them are likely to be erroneous. Studies in contrastive rhetoric provide ample evidence for culture-specific thought patterns and organizational differences that lead to serious misunderstandings. In such cases, formal cohesive devices normally used to establish overall coherence among propositions fall short of achieving adequate interpretation [2]. The last component in the model is strategic competence, which is defined as the ability to cope in an authentic communicative situation and to keep the communicative channel open. This requires the knowledge of communication strategies that one can use to compensate for imperfect knowledge of rules, or for factors such as fatigue, inattention, and distraction which limit the application of such rules. What, for example, do you do when you cannot think of a word? What do you do when you realize that your message is misunderstood?

Contact with other languages and cultures provides an excellent opportunity to foster the development of intercultural communicative competence (ICC, or intercultural competence, for short). Once intercultural contact has begun, ICC development generally evolves as an on-going and lengthy process, occasionally with periods of regression or stagnation, but more commonly with positive results and no end point [3]. Different individuals bring differing goals and motivations to the intercultural experience that result in varying levels of competence. Some wish to achieve native-like behavior in the host culture; others may be content simply to gain acceptance; and for still others, mere survival may be adequate.

`Generally, the more deeply one enters into a second language-culture (LC2), or “linguaculture”, the greater which can be developed or modified through training and educational efforts. Commonly cited traits and/or characteristics of ICC include: flexibility, humor, patience, openness, interest, curiosity, empathy, tolerance for ambiguity, and suspending, judgment, among others.

Three Areas or Domains – ICC involves ability in three areas or domains (which, curiously, are just as important in one's own native LC1 as well). These are:

• the ability to establish and maintain relationships
• the ability to communicate with minimal loss or distortion
• the ability to collaborate in order to accomplish something of mutual interest or need.

Four Dimensions – ICC also has four dimensions:

• knowledge
• (positive) attitudes/affect
• skills, and
• awareness.

Of these, awareness is central and especially critical to cross-cultural development. It is enhanced through reflection and introspection in which both the individual's LC1 and the LC2 are contrasted and compared. Awareness differs from knowledge in that it is always about the "self" vis-à-vis all else in the world (other things, other people, other thoughts, etc.) and ultimately helps to clarify what is deepest and most relevant to one's identity. Awareness is furthered through developments in knowledge, positive attitudes, and skills.

Moreover, the criteria on which intercultural competence is sometimes identified, monitored, and assessed, are not always clear or consistent. To increase clarity and consistency, a pilot assessment tool was developed. It is known as the Assessment of Intercultural Competence (AIC), presented in a "YOGA" format, an acronym that stands for "Your Objectives, Guidelines, and Assessment". The form is designed for use as a guide before, during, and after an intercultural sojourn by helping to track multiple aspects of one's developing intercultural competence. It helps in three ways: 1) first, to establish and then critically examine intercultural objectives, 2) to serve as a guide during the intercultural sojourn, and 3) to provide a tool for assessment at various stages of the process as well as at the end. As such, this assessment approach is normative, formative, as well as summative.

Foreign language and intercultural training and education programs normally prescribe some manner of assessing participant performance/competence in a variety of academic and professional areas. However, educators often overlook or undervalue this area of intercultural competence. Valuing and evaluating ICC development is consistent with recent trends in higher education to address the competencies necessary for our global age that go beyond academic and professional ones [4]. The AIC form helps to do just that by shifting the focus from teaching to learning, from input to outcome, and from evaluation to development. Moreover, it engages learners as partners in the teaching-learning process, it stresses outcomes, and it is consistent with co-constructive educational thinking. Intercultural experience results in varying levels of competence. Some wish to achieve native-like behavior in the host culture; others may be content simply to gain acceptance; and for still others, mere survival may be adequate.

Generally, the more deeply one enters into a second language-culture (LC2), or "linguaculture", the greater the effects on one's native linguaculture (LC1). As a result, individuals often modify their initial perspectives of the world (or "worldview"). A willingness to truly engage in the new culture during a cross-cultural sojourn, promotes both transcendence and transformation of one's original mode of perceiving, knowing, and expressing about the world and interacting within it. Developing intercultural competencies aids this process.

But what exactly is intercultural competence? Although this term is in wide use today, there is no clear consensus about what it is. Some researchers stress global knowledge, others emphasize sensitivity, and still others point to certain skills. The characterization of ICC presented below, based on a survey of the literature, suggests that it is more complex that any one of these views.

One definition of ICC is that it is the complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself. Whereas "effective" usually reflects one's own view of one's performance in the LC2 (i.e., an "etic" or outsider's view of the host culture); "appropriate" relates to how one's performance is perceived by one's hosts (i.e., an "emic" or insider's view). These perceptions often differ, yet they are instructive when compared and contrasted because they arise from differing cultural approaches to the same situation.

As a complex phenomenon, ICC encompasses multiple components. These include:

• a variety of traits and characteristics
• three areas or domains
• four dimensions
• proficiency in the host language
• varying levels of attainment throughout a longitudinal and developmental process.

Traits and Characteristics. It is useful to distinguish traits (innate personal qualities) from acquired characteristics developed later in life that are related to one's cultural and situational context – a sort of "nature vs. nurture" distinction. This distinction is particularly important in training and educational programs because it poses the question: which abilities form part of an individual's intrinsic personality [5].

Because ICC is a fairly recent notion, the term is sometimes used with varying meanings; or, it may be referred to by other labels such as: global competence, international competence, multicultural competence, and so forth. The term and definition used here, however, purposely employ the words "competence" and "performance." In one view, "competence" is abstract and cannot be witnessed directly; consequently, it must be inferred by observing how one performs. Hence, competence and performance are interrelated – one being abstract and the other observable. In this view, then, one infers competence by observing and monitoring performance, rather than by talking about it only in abstraction.

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SPEECH ACTIVITY AS AN OBJECT OF INSTRUCTION IN TEACHING A FOREIGN LANGUAGE

Abstract:

In the modern educational system of Kazakhstan, new educational standards are being created, new programs are being developed that require the creation of innovative methods of teaching foreign languages, focused on the development of communicative speech activity and the personality of students. In the context of the computerization of education, multilingualism and multiculturalism, the issue of the quality of foreign language instruction takes on special importance. In this connection, the article considers the formation of the speech activities of middle-level pupils in the process of teaching foreign languages by means of integrative technology of instruction through the individual method as the methodological basis of the integrative method. An analysis of pedagogical and methodological literature and the state of foreign language teaching has shown that modern schoolchildren are brought up in an information society, in conditions of variability, integration of languages and cultures, multilingualism and multiculturalism, strengthening the role of foreign languages in society.

Keywords: language education, cognitive capacities, construction of knowledge, foreign language, methodological approaches.

Speech activity in all its forms is a communicative and cognitive need. This is the need to express thoughts and receive speech information. This need, "finding" itself in the subject of the speech activity of thought, becomes, accordingly, a communicative-cognitive motive for this activity. Moreover, this need can be included or combined with other needs, for example, self-expression [1, p.124].

In accordance with the activity approach, which forms the foundation of teaching foreign languages, the target setting of a foreign language didactic process is to teach four types of speech activity. Accordingly, in the formation of skills, abilities and competencies in these types of foreign language activities, two

receptive (listening and reading) and two productive (speaking and writing) are used.

In speaking and writing, the subject of the activity knows in advance (in general terms) the idea that he wants to formulate, that is, he has the purpose of subsequent speech actions, and in reading and auditing the thought (the purpose of the activity) appears completely after that, I don't know how the speech was done. In other words, reading and listening do not fit into the activity category according to this criterion [9].

The processes of reading and listening do not consist in the formation and formulation of one's own thoughts, but in the reconstruction, reproduction and formulation of the semantic content given from the outside, that is, the solution of a mental task by verbal means for oneself. This feature of receptive types of speech activity allows us to define them as internal, in contrast to externally expressed speaking and writing. Thus, reading and listening is not self-movement, but a reaction to an external stimulus, a reflected action. In addition, according to this criterion (self-development - reactivity), reading and listening cannot be classified as an activity [10].

Zhang Y. defines reading and listening as internal types of speech activity. Inner speech is a derivative phenomenon arising from external speech, auditory perception of other people and active possession of all forms of oral and written speech. Listening and reading arise respectively from speaking and writing, that is, listening and reading are derived from speaking and writing [11, p.81].

Frost R. considers the use of speech activity in international standards such as IELTS, TOEFL and FCE. Today in Kazakhstan, more and more students pass these tests at the end of school for admission to foreign universities. This suggests that there is a need to study the application of speech activity technology in teaching English. The author notes that these tests purposefully do not control skills as combinations of several skills. In this regard, a test specifier was created for the control of speech skills in the process of their combination in an interactive lecture: each test should be aimed at controlling speech skills in one of the following systems, in which the sequence of receptive-productive activity can be represented in combinations of speech skills on various types of interactive lectures [8]:

1) listening - writing - listening - speaking;
2) listening - reading - writing - speaking;
3) listening - writing - reading - writing - speaking;
4) listening - writing - audio - writing - speaking;
5) listening - writing - speaking;
6) listening - writing - speaking - listening - speaking;
7) listening - reading - speaking - listening - speaking;
8) listening - reading - writing - speaking - listening - speaking.

Individualization of learning is seen as support for students in their desire for self-expression and self-actualization, improvement of students' independent work, as an organization of the educational process, taking into account the individual characteristics of students. The modern education system in Kazakhstan also provides for the individualization of the educational process. Various ways of individualization are carried out in practice with the help of such general techniques as the variability of the programs of the studied academic discipline, the preparation of individual plans in accordance with the interests of students and professional requirements, the variation of the time allotted for the study of this subject. Individualization of learning involves the joint activities of a teacher and a student, is closely related to psychodiagnostics and pedagogical diagnostics, and provides the real needs of a learning-oriented person [12]. When studying approaches to the individualization of education, three options for the individualization of education were identified:

→ differentiation of training, i.e. grouping students based on their individual abilities;
→ intragroup individualization of educational work;
→ completing the training course at a different individual pace.

All these options are possible when relying on the speech situation as a mandatory component of the individualization of student learning. The speech situation is the basic unit of speech activity. In the methodology, the speech situation is a generally recognized "unit of construction" of educational material, a way of presenting language material to students in class and a way of organizing activities. At the same time, the approach to the implementation of the speech situation as a way of individualizing learning has not been fully developed. Studies that address certain aspects of this problem do not fully cover the issues of theory and practice of a purposeful, specially organized and controlled process of modeling speech situations in class, which allow taking into account the individual characteristics of students [13].

A speech situation can be not only external circumstances that prompt the student to speech action, but also the nature of the subject's perception of these conditions. It is the presence of the subjective aspect of the speech situation that allows us to consider it as a way of individualizing learning. There are many

typologies of situations: natural and artificial; typically communicative; deterministic, variable and free. All this variety of speech situations is applicable for the individualization of learning in any academic subject. However, the most complete possibilities of using the speech situation are revealed in the individualization of teaching students a foreign language.

When teaching a foreign language, the most important pedagogical task is the creation of educational speech situations as a "learning model of a speech situation". At each stage of training, they perform a specific function. The model contains only those features of the speech situation that determine the implementation of these functions. Of the entire set of conditions that define a natural speech situation, the following are the most significant for creating educational speech situations [14]:

- → motivational and target factors of students;
- → general context of cognitive activity;
- → individual choice of role;
- → the relationship of communicants and their number;
- → the topic of conversation;
- → awareness of communication tasks.

Modeling variants of the main speech situations, taking into account the individual characteristics of the trainees, makes it possible to implement all the functions of educational speech situations: programming, fascination, educational, educational. The possibility of varying the components of educational speech situations within the framework of the lesson makes it possible to provide the entire set of speech situations provided for by the program. According to the concept of using speech situations, as a way of individualizing the teaching of speech activity, it will help to improve the speech activity of students in a foreign language [15].

The analysis of scientific papers on the research problem showed that its essence lies in the commonality of universal psychological, psycholinguistic and didactic patterns of the learning process for different languages. When studying this problem, it was found that it is possible to implement the technology of speech activity as an object of teaching a foreign language by means of individualization of learning. This technology implements continuity in the development of the student's personality in the process of mastering speech activity in the native and foreign languages. It has been established that the method of individualization is the most appropriate method for realizing the personality and the specifics of pedagogical activity, which involves modeling the structure of goals in the learning process, which ensures the priority of the individual over all educational tasks. This technique is a complex of speech situations that help the student to better master a foreign language. In addition, modern technologies contribute to a more effective development of speech activity in foreign language classes. The study found that speech activity is a set of speech actions caused by other practical activities that form a picture of the world in the mind of the student and the situation of communication. Features of speech activity of schoolchildren: educational goal, cognitive method; processing of other types of activity development in the process of communication based on speech functions and mechanisms.

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THE ORETICAL BASIS OF DEVELOPING SOCIOCULTUROGICAL AND PERSONALITY-CENTERED SUB-COMPETENCIES OF INTERCULTURAL COMMUNICATIVE COMPETENCE IN GRADE 11

Abstract: The article discusses the developing socio-cultural and personality-oriented methodological development of two important components of the process of teaching foreign language communication: communicative and intercultural competencies.

Keywords: ICC(Intercultural communicative competence), FLE(foreign language education), linguistic, culture, behavior.

Intercultural-communicative competence and its sub-competences in FLE(foreign language education)

The term “intercultural-communicative competence”, unites two important components of the process of teaching foreign language communication: communicative and intercultural competencies. Communicative competence is determined by I.L.Medvedev as “functional linguistic ability; expression, interpretation and discussion of meaning, including interdependence between two or several individuals belonging to one and the same or different discourse communities [1].

The term “communicative competence” was introduced by the American anthropologist-linguist D. Hymes. He believed who believed that the utterance has its own rules, which are subject to the rules of grammar and the assimilation of which ensures the ability to use the language in the process of communication [2].

The term “competence” itself appeared in the scientific world thanks to the American linguist, author of the theory of generative grammar, N. Chomsky, he defined competence as “linguistic”, presenting it as a “system of intellectual abilities”, a system of knowledge and beliefs that develops in early childhood and during interaction with many other factors that determine the types of behavior” [3]. According to D. Hymes, to learn a foreign language, it is not enough to have only one linguistic competence; it is also necessary to learn how to use the target language correctly in modern society.

Communicative competence includes several components:

1) sociocultural competence, which consists of knowledge of the sociocultural specifics of the country of the language being studied and the ability to build one’s behavior in accordance with this specificity,

2) sociolinguistic competence, defined as the ability to use linguistic means in accordance with the social conditions of communication,

3) discursive competence, which is the knowledge of various types of discourses and the rules for their use, as well as the ability to create and understand them, taking into account the situation and communication [2].

The development of communicative competence, which includes, in addition to linguistic competence, also the acquisition of practical skills of intercultural communication is the main goal of the educational process.

The communicative approach implies learning to communicate and building the ability for intercultural interaction. For the implementation of intercultural

communication, a linguistic personality must have intercultural competence. The formation of intercultural competence involves the interaction of two cultures in several directions: acquaintance with the culture of the country of the target through the foreign language itself and the assimilation of the behavior model of carriers of a foreign language culture; the influence of a foreign language and a foreign culture on the development of the native language and the model of behavior within the framework of the native culture; personality development under the influence of two cultures.

There are numerous formulations of intercultural competence. Intercultural competence is considered by the authors in different aspects. Some authors are of the opinion that intercultural communication is a complex of knowledge and skills, qualities, abilities of a person. So, for example, N.S. Tyrkheeva believes that "Mastering intercultural competence involves the possession of a whole set of knowledge (not only about language and culture, but also the process of intercultural communication), the formation of special abilities and skills of intercultural communication, the development of a special attitude towards the interlocutor and the process of communication" [4]. This point of view is confirmed in the work of M.V. Plekhanova, the author considers "intercultural competence as a complex combination of knowledge, skills, qualities and abilities of an individual, providing the choice of adequate methods and strategies for communicative activity and behavior of a communicant in conditions of intercultural interaction" [5].

S.S. Kunanbayeva emphasizes the ambiguity of the single term "intercultural competence", which is understood as an object of formation in the field of teaching foreign languages. According to her intercultural-communicative competence is a combination of linguocultural, sociocultural, conceptual, cognitive, personality-centered (developmental-reflexive) and communicative subcompetences [6].

Pic 1. Intercultural-communicative competence and its sub-competencies [6].

The role of socioculturological sub-competence in teaching English at grade 11

The term socioculturological competence is one of the most frequent in professional and methodological literature. Different authors define the given term differently. Let's consider some of them.

The dictionary of methodological terms defines socioculturological competence as knowledge of the national and cultural specifics of speech behavior and the ability to use those elements of the sociocultural context that are relevant for the generation and perception of speech from the point of view of native speakers: customs, rules, norms, social conventions, rituals, social stereotypes, regional knowledge, etc. [7].

G. V. Elizarova gives the following definition of "socioculturological competence" - it is "... a complex of knowledge about values, beliefs, behavioral patterns, customs, traditions, language, cultural achievements inherent in a particular society and characterizing him" [8].

In the understanding of V. V. Safonova, socioculturological competence is the knowledge of the national and cultural characteristics of the countries of the studied foreign language by students, the ability to carry out speech behavior in accordance with this knowledge, as well as the willingness and ability to live and interact in the modern multicultural world [9].

D.S. Melnikova interprets socioculturological competence as “the ability to conduct adequate foreign language communication in accordance with the norms and rules of communication typical of a certain sociocultural context of a foreign language society.” Under the socioculturological context, the author understands an interconnected complex of cultural elements (traditions, customs, values, mores, beliefs, cultural achievements, and social elements, such as rules, norms of verbal and non-verbal behavior of members of society as representatives of certain social groups) [10].

After analyzing various points of view, we can conclude that socioculturological competence is a component of intercultural-communicative competence; the totality of knowledge about the realities of the country of the target language, the national and cultural characteristics of the social and speech behavior of native speakers; the ability to apply this knowledge in the practice of communication and observe specific customs, etiquette, rules and stereotypes behavior and values.

Analysis of the component composition of socioculturological competence, proposed by L.A. Lukyanova, allowed us to identify the following components of the socioculturological competence: socioculturological knowledge, socioculturological skills, abilities and personality traits of students. Socioculturological knowledge includes [11]:

- knowledge of the cultural characteristics of native speakers, their traditions, rituals (gifts, clothes, treats, conversation, compliments, farewell, feast culture);
- knowledge of the norms of behavior and etiquette, including methods of verbal and non-verbal contact (handshakes, touches, hugs, kisses, gestures, facial expressions, eye language, communication distance, postures, rules of politeness);
- knowledge of the socioculturological portrait of the country of the language being studied (the main stages of its development, the most important milestones in its history, knowledge of cultural heritage);

The block of socioculturological skills of students includes:

- the ability to use etiquette formulas in oral and written communication (greeting, farewell, congratulations, apology, request);
- the ability to represent one’s country, one’s culture in the conditions of foreign language intercultural communication;
- to draw analogies and comparisons of facts and phenomena of co-studied cultures;
- build verbal and non-verbal behavior in accordance with cultural norms of society;
- collect, systematize, analyze and interpret information of a general cultural, cultural, sociolinguistic and linguocultural nature;

The development of socioculturological competence involves the formation of certain abilities and personality traits of students, which include:

- openness (freedom from prejudices in relation to people - representatives of a different culture);
- the ability to hear and listen to the interlocutor;
- the ability to understand and accept the differences in the cultures of behavior of the native language and the language of the country being studied;
- the need to independently study a foreign language;
- tolerance (tolerant attitude towards manifestations of the alien, unusual to us in other cultures);
- readiness for communication (the desire and ability to enter into active communication with representatives of a different socio-cultural community);
- speech and socioculturological tact and politeness.

The essence of personality-oriented sub- competence in modern FLE(foreign language education)

Academic S.S. Kunanbayeva defines personality-oriented competency as sub-competency which allows the use of general cognitive mechanisms in language and, more specifically, regulates the mechanism for the parallel working over of language within consciousness on three levels - the semantic, syntactical and pragmatic. In other words, the personality-centered sub-competency allows a reflection by the language student of a conception of the world through the anthropocentric paradigm [12]. Also personality-oriented sub-competence is called reflexive-developing sub-competence.

The current interpretation of the concept of “reflection” differs from the philosophical interpretation of previous years, in which reflection is defined not as a means of self-development and self-assessment, but as the ability of self-knowledge or the basis of theoretical knowledge (E. Fichte). Modern theories state that “reflection” is a multifunctional phenomenon, which is based on the following functions:

- self-development, self-improvement, self-organization, self-formation according to the model formed in their consciousness;
- internal actions of the person formed as a reflexive developmental activity in creativity and self-development;

- analyze their actions, achievements with reflexive assessment, self-correction of shortcomings in self-development. [13]

According to S. Stepanov's definition, reflexive-developing competence is "the development of professional qualities for the development and self-development of the individual, the most effective performance of reflexive processes to achieve maximum results through the use of a creative approach to work "[14].

I.A. In her work, Zimnyaya states that reflexive competence describes the degree of mastery of the composition of reflexive competencies necessary for effective professional activity, reflecting the combined personal qualities of the person[15].

If we pay attention to the analysis of Y.V. Kusheverskaya in identifying other components of reflexive-developing competence, the main components are cognitive, operational and individual. Therefore, we can determine the component composition of reflexive-developing competencies of students (Table 1) [16].

Cognitive	Operational	Individual
Knowledge of what reflection is and the ability to implement it • reflection - the process of self-knowledge (emotions and feelings, character and habits, needs) • reflection - the process of cognition and the ability to set goals, objectives in their personal activities, and to analyze the results of their work.	Reflexive abilities and qualifications: • ability to behave, self-develop and self-improve • be able to use reflexive techniques at all stages of the learning process.	As a reflexive individual ability (intermediate and advanced) • be able to analyze their own thoughts, think about their own and others' activities; • carefully predict and anticipate their capabilities; • ability to understand another person, to put himself in that person's shoes.

Table 1. Components of personality-oriented competence

In connection with the activity of developing knowledge, V.L. Lektorsky believes that as a result of reflection it is possible to go beyond the existing educational system and create a new direction of education, and therefore the theory of reflection is the result of going beyond this conceptual system. At least, we see that it is closely related to the improvement of theoretical educational content. At the same time, he believes that these changes apply not only to knowledge, but also to personal qualities, because reflection arises from the state of consciousness in the context of conscious and unconscious tasks of reconstruction of consciousness and personality above the features of the real "I"[17].

Therefore, the basis of the modern understanding of reflection is its inherent qualities such as self-development, self-improvement, self-organization and self-organization according to the model created in the individual's consciousness.

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FORMATION OF LINGUOCULTUROLOGICAL COMPETENCE OF STUDENTS OF BASIC SECONDARY EDUCATION IN CONDITIONS OF MULTILINGUALISM

Abstract: The article discusses the relevance of the use and understanding of linguoculturological competence by students of basic secondary education in the process of learning a foreign language. The question is raised about the introduction and development of multilingualism in modern society and its impact on linguistic competencies. As a basis for the formation of linguoculturological competence, the author suggests ways to solve this problem within the framework of the development of multilingualism in Kazakhstan.

Key words: culture, language, multilingualism, multilingual education, definition and content of linguoculturological competence.

In recent decades, the problem of language and culture has been the most acute and discussed on all continents of the planet. Kazakhstan is a multinational country in which more than 140 nationalities live. Therefore, it is so important to begin to better understand the cultures of neighboring peoples, their history and traditions. Our society strives to complement its knowledge not only about its own ethnic nature, but also to acquire knowledge about other cultures so that all members of our country, representatives of all nations and minorities can be tuned in for better communication with each other.

The emerging multilingual situation in the world, where multilingualism and cultural diversity prevail, is becoming one of the main mechanisms for the humanization of social life and human culture. Multilingualism is an advanced phenomenon «that emerges in contact zones: social spaces where cultures meet, collide and intertwine.» [1, p.115]

The largest part of humanity is not limited to possessing only their native language. There is no state in the world in which all residents speak only one language. Anyone who perfectly understands a number of languages feels comfortable in a globalized world, a large flow of information is available to him. This expands opportunities to study and work and not only. In 2007, Nursultan Abishevich Nazarbayev made a proposal to launch the formed plan "Trinity of languages". Thus, the Kazakh language is considered the state language, Russian is the language of interethnic communication, and English is the language of integration into the world economy. In real time, a model of learning these three languages has been formed, which starts from preschool age and continues in school. The topic of the role of multilingualism in the formation

of linguoculturological competence at school is relevant and is just beginning its study in Kazakhstan.

One way or another, in these conditions, linguoculturological competence begins to form. This term has not yet caught on, but, according to young specialists, is gradually being introduced into the school system. Its essence lies in the assimilation in the process of studying the language of the life experience of the people, its culture (traditions, religion, moral values, aesthetic values, art) and the spiritual and aesthetic impact on the thoughts, feelings, behavior and actions of students. This approach allows you to combine the study of a language with the study of its culture.

The formation of linguoculturological competence at school is possible using various materials and methods. Since the priority of multilingual education in Kazakhstan is 3 languages: Russian, Kazakh and English, it is worth focusing on the formation of knowledge and the characteristics of their cultures. R.D. Safaryan [2, p.77] notes that "in the formation of linguoculturological competence ... the assimilation of national-cultural complexes, including idioms, speaking their own names, proverbs, sayings, winged words and expressions ... is of great importance ..." But a big role in the development of this competence is also assigned to the linguocultural analysis of literary texts created by bilinguals. [3, p. 214]

Linguocultural analysis of the text is one of the main research methods in cultural linguistics. The study of the text helps to penetrate deeper into the world of the culture in the language of which it was created. Linguocultural analysis helps to comprehend linguistic and speech units containing cultural information, and to form linguoculturological competence. Also, as possible tasks, there can be offered oral discussion of situations that illustrate proverbs; reading small authentic and artificially created texts and dialogues containing cultural elements, etc.

Gaming technologies are also the leading method. Play is a special form of human activity, which is the first stage in a child's acquaintance with the surrounding reality, and above all with culture. Game technologies can be different: outdoor games, games with props, games using authentic poems, fairy tales and songs, etc. In role-playing games, students can try on the roles of certain historical characters from different cultures. The inclusion of play activities in the educational process frees, motivates and stimulates students to further study the culture of another country.

This allows students to accumulate interrelated ethno-cultural knowledge of language, culture and history, which leads to the formation of linguoculturological competence, which can be a set of special skills required for use in practice.

Linguoculturological competence is one of the most important components of communicative competence, the formation of which is the main goal of teaching foreign languages at the present stage. Students should know, appreciate and rely on their native culture, but also study, understand, recognize and heed the originality of other cultures in the process of intercultural contacts, in the "dialogue of cultures". [4, p. 277] Grades 5-9 are the main link in education. Thus, it is at this stage that students develop requirements for the study of foreign languages and mastering them as a way of communication, cognition, self-realization and social adaptation in a multicultural and multilingual world.

We can conclude that language is part of an integral part of the culture of any nation. Learning a language should take place in direct connection with the study of the cultural characteristics of the target language. Therefore, a secondary school teacher is faced with the task of helping students not only master the curriculum, but also teach them to respectfully treat other opinions, history and culture of other peoples, and also help them adapt in a dynamically developing world. [5, p.18]

The sooner this happens, the more students will be open to gaining new knowledge and new impressions. The formation of linguoculturological competence will help students achieve not only a linguistic breakthrough, but also the assimilation of the cultural content that language contains.

Having considered the theoretical foundations of the formation of linguoculturological competence, it is possible to draw nudging conclusions that the process of teaching a language should be carried out in an inextricable connection with the study of the culture of its carriers, familiarity with the peculiarities of its traditions, customs, mentality.

The development of linguoculturological competence occurs not only when the student receives information, but also when he / she associates his / her cultural norms and values with it. The current multilingual education contributes to the formation of many linguistic competencies, including linguoculturological.

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INDEPENDENT WORK OF STUDENTS OF BASIC SECONDARY EDUCATION (GRADES 5-9) IN FOREIGN LANGUAGE LESSONS WITHIN THE RENEWED CONTENT (METHODOLOGICAL DEVELOPMENT)

Abstract: The article is dedicated to the formation of speech activity among intermediate class students within the process of teaching foreign languages with the assistance of integrative learning technology through a personality-active method because the methodological basis of the integrative method. As a result, the technology of teaching foreign languages among the scholars of intermediate grades (5-9) on an integrative basis reflects the mutual conditioning of the communicative and speech process development by the means of native and foreign language.

Keywords: «Personality-Active», «Technology», « Speech», «Education», «educational and methodological complex».

In the modern school, the tutorial strategy is changing, new educational standards are being created, new programs are being developed that need the creation of innovative methods of teaching foreign languages that are oriented toward the event of communicative and speech activity and personality of the scholars. In the context of education computerization, multilingualism and multiculturalism the matter of the first education quality of foreign language is of special importance. within the curriculum of the new state educational standards of the grade school , the themes of the linguistic cycle (Russian language, Foreign language) are included within the unified educational Philology area, which necessitates the utilization of a unified approach to teaching the themes of the linguistic cycle, the formation of communicative competence among intermediate class students in Russian and foreign languages, as an indicator of the culture, which should be formed as an integral system. The analysis of the pedagogical and methodological literature, the condition of the foreign languages teaching has shown that modern intermediate class students are educated on the conditions of data society, variability, integration of languages and cultures, multilingualism and multiculturalism, strengthening the role of foreign languages within the lifetime of society.

The main trends of recent society, affecting the event of foreign languages education, include: "Acceleration of the globalization processes, the formation of multiculturalism, strengthening the interdependence of nations and cultures, the necessity for communication and knowledge interaction". Today in multinational countries, including Kazakhstan, the role of multilingual and multicultural education and upbringing is growing bigger. there's a requirement to show variety of subjects within the national language and teaching Russian as a non-native language. additionally to the themes of the overall education cycle, students study the culture, history, traditions of 1 or another nation, three languages (Russian, European or Oriental as foreign and national).

The existence of various practical goals and approaches to teaching the themes of the linguistic cycle negatively affects the standard and effectiveness of the first foreign language education, because it causes various sorts of interference (the negative impact of 1 language to another).It should be noted that the inconsistency of approaches, goals, content and ways (methods) of teaching native and foreign

languages creates certain difficulties within the formation of foreign communicative competence among the intermediate class students, the impossibility of practical use of principles of reliance on the language , which were originally developed for college kids of the essential and high school . The article explores the matter of an integrative approach to teaching subjects of the linguistic cycle and justifies the need and possibility of using the personality-active method as a unified strategy of language education.

The conditions of multilingualism, bilingualism, multi culture, the unification of educational subjects within the unified educational Philology area, the main target on the event of the individual within the process of learning languages and cultures, requires the utilization of an integrative approach to teaching languages. This approach should be supported common grounds and have one methodological basis or a technique consistent with which foreign languages are going to be taught on the idea of the experience of the scholars in their language . the idea for developing an integrative approach can serve the functions of language education (Cook, 2001), the general goal of teaching the themes of the linguistic cycle is that the formation of mass productive multilingualism. Different positions on this issue are evident if we address the thought of an integrative approach in teaching the themes of the linguistic cycle. Vygotsky (1983) acknowledged that the mastering of a far off language proceeds during a way that's directly opposite to the way during which the language is mastered. A student learns his language unconsciously, instinctively (from bottom to top), and learns foreign language consciously (from top to bottom).

When studying a far off language, the scholar correlates language units and cultural realities with experience in his language , and thinks in his language. Consistent with Vygotsky, a far off language doesn't follow the way of the language development, but both of those processes have much in common, in fact, they belong to one process of speech development.

In the foreign language education, the subsequent approaches are developed and applied in practice:

1. Communicative approach Yatsenko and communicative-active approach;
2. Personal approach Goncharova and personality- oriented approach;
3. Activity approach Jones and personality-active approach;
4. Communicative-cognitive (Filatova, 2004);
5. Sociocultural Goncharova;
6. Intercultural Zhetpisbaeva, et al.

Communicative approach, developed by E.I. Passov, assumes the mastery of the language together of the foremost important means of communication, which allows students to make their own statements, texts, dialogues on this basis. It also forms a culture of communication. With the communicative orientation of learning, it activates the formation of all kinds of speech activity (speaking, listening, writing, and reading). Language is seen as a universal mean of communication supported a symbol system that reflects the planet . Therefore, the activity aspect of the language and therefore the interaction of everything that's connected with the method of communication, is highlighted within the communicative approach. the utilization of the communicative-active approach within the teaching of grade school students promotes the formation of verbal communication and therefore the increase within the level of educational achievement. It also ensures the communicative interaction of scholars , the participation of every of them as a topic of cognitive activity.

Personality-active approach, developed by Zhetpisbaeva, is realized within the framework of the already formed education of scholars within the main school. This factor doesn't allow us to use this approach to the fullest, since the tutorial activity of grade school students isn't formed. The analysis of the remaining approaches showed that each one of them were developed for college kids of main, highschool and students in universities. Considering the teaching of foreign languages among the grade school students within the framework of the integrative approach, the personality-active method of learning is employed , which is aimed toward the event of personality (of grade school students) within the process of mastering speech activity within the native, second, foreign language, the language of the topic . The personality-active method acts as a technique (direction) in language education and significantly expands the horizons of education and upbringing of the young generation, since it sets one vector of personality development no matter age, type, kind and profile of the tutorial institution. The personality-active method is predicated on personal and active approaches, which determines the overall guidelines for the event of personality within the activity. When implementing the private approach as an academic strategy, educators and fogeys (the adult world) should build relationships with the planet of childhood on the idea of the principles of equality, dialogue, partnership, democracy, integrity of development, reformation, sovereignty, ensuring the cultural and historical development of the individual.

At an equivalent time, the teacher helps students to style new elements of the children's subculture and creates conditions for the formation of a children's picture of the planet in their consciousness, crammed with ideas of excellent , truth and wonder . during this triunity the culture of the junior student personality

are often presented. To implement a private approach, the teacher must master the strategies of social and private development of the individual within the learning process. When organizing educational process, teacher builds a system of emotional, personal and value relationships, ensuring development of the skills and qualities of an individual; the teacher directs the training process to rework the private experience of scholars and therefore the mastering of social norms. the subsequent positions of the personality-active method function the methodological basis of the integrative method:

1. The personality-active method of teaching determines the strategic goal and teacher's activity direction to realize the result, like development of the child's personality within the process of communication and team activity on foreign language during the meaningful and productive activities.

In this case, the personality is taken into account from three positions:

1) as a topic of historical and evolutionary progress (cultural and historical development of a personality);

2) because the quality acquired by students within the process of communication and team activity (social development of personality);

3) as an integral system-semantic formation (personal development of personality).

When developing the personality of the grade school students within the process of education and teaching foreign languages, it's necessary to specialise in the image of an individual as a doer who is prepared to exercise free choice, capable for creativity and making responsible decisions.

2. It's necessary to use the strategy for the event of the child's personality within the family to make sure the upbringing process during the lesson, which allows by the behavior of the kid to work out the trail of his development within the family, the kinds of family relations, the child's life position and qualities that he/she acquires during a certain sort of family. of these factors provides a teacher a chance to supply a toddler with pedagogical support.

3. Using the strategy of altruistic interaction between teacher and student within the learning process will contribute to the event of children's group action , which can ensure their social adaptation within the constantly changing conditions of communication.

4. When teaching foreign languages, it's necessary to use the strategy of private development of the intermediate class students, which provides guidance for the harmonious development of the child's personality and his/her linguistic consciousness.

5. When organizing the method of foreign languages teaching among the intermediate class students, it's necessary in touch in mind the patterns of children's speech activity development (as a basic one), including meaningful and productive activities. At an equivalent time, speech activity that serves other practical activities of junior students may be a source of cognitive, educational and game motivation development when learning foreign languages.

In order to understand the personality-active method, it's necessary to require under consideration the specifics of teaching foreign languages among the intermediate class students, which is said to the peculiarities of perception, processing and mastering of data , with the content of the children's picture of the planet that forms in their minds and constitutes the values of the children's subculture.

Educational-methodical complex - as an entire document of educational discipline - may be a set of normative and methodological documents that make sure the implementation of the teaching of science within the educational process and its interaction with other educational disciplines and components of the essential program may be a set.

Basic requirements for Educational-methodical complex:

1. an in depth description of the sector of study.

2. Sufficient materials.

3. Conformity, relevance, novelty and originality, consistency and integrity to the state educational standard.

4. A differentiated approach to the effectiveness of the presentation of educational material, adherence to the principles of variability and therefore the organization of independent work of scholars .

5. The clear logic of fixing and presenting the study material.

It is necessary to develop and publish complexes for all disciplines and components for the utmost (100%) provision of the varsity with teaching materials.

The educational-methodical complex of disciplines includes the subsequent components:

- The content of the established discipline within the relevant specialty (direction of training) and therefore the mandatory minimum requirements for its labor intensity;

- The curriculum of the discipline, taking under consideration the content of the quality program of science and in accordance with the model of teaching and learning methods developed by the School;

- The content of the training course developed on the idea of the work program and therefore the standard curriculum;

- Instructions for the implementation of discipline within the learning process.

The following requirements are set for the planning of the Educational-methodical complex:

- The school is developed by the teacher (s) who teach the subject.

- All features (work intensity, sorts of study work, sorts of control activities, etc.) must suits the approved curriculum.

- If a topic is included in several educational programs, then its content and labor intensity will vary counting on the quality requirements, the objectives of the curriculum and therefore the curriculum.

The completeness of the Educational-methodical complex means all aspects of the professional and general cultural training assigned to the present field of study are provided; The consistency of the Educational-methodical complex is that there are not any contradictory statements and positions in its materials.

Because Educational-methodical complex may be a system, it's components that structure the system. One such component would be a science (course) curriculum if:

- not just for teachers and supervisors, but also for students;

- includes not only the names of the weather of the content of science, but also a quick description of the meanings of the studied, methodological, ideological, general pedagogical conceptual rules;

- Informs students and teachers about the organizational structure of the training process of the course;

- Defines the directions of educational and research activities of scholars .

Working with the program gives students a general idea of the aim of the course, the section, the topic, the overall structure of the course, the content of the study and therefore the desired results. Provides an understanding of lesson logic and strategy, teacher requirements, and therefore the ability to be proactive and proactive. Without such an understanding, without an understanding of the general picture, structure, and content of a gaggle of disciplines, field of study, and specialization within one subject, the effectiveness of the lesson might not be sufficient because the scholar loses. the shortage of consideration of a "promising" course deprives the scholar of the chance to arrange their own, individual actions within the development of the relevant field of data .

Thus, the authors consider the method of teaching foreign languages among intermediate class students on an integrative basis as how of interaction between teacher and students, oriented toward the belief of one strategic (personal development within the process of mastering speech activity) and practical goal like the formation of primitive communicative competence in another language supported experience in language . The essence of teaching foreign languages on an integrative basis is that it reflects the mutual conditioning of the training process and communicative-speech development of the grade school students by the means of native and foreign language. The essence of teaching foreign languages is realized when the teacher of a far off language integrates practical goals (and result), program content and learning process, which will help to enhance the standard of primary foreign language education.

Practice shows that junior students during a general education school begin to consciously study a far off language, mainly by the top of the third grade, once they acquire the power to orientate within the structure of a sentence, to differentiate and name parts of speech. The analysis of scientific works made it possible to spot two opposing points of view on the matter of an integrative approach to teaching subjects within the linguistic cycle. Vygotsky (1983) believes that the subject's language and foreign language are more different than similar. The differences are explained by the very fact that the most and leading goal within the teaching of a far off language may be a communicative goal that determines the whole teaching process, while within the teaching of the language this goal isn't the most one. So, the authors means the differences within the practical purpose of teaching native and foreign languages.

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THEORETICAL BASIS OF RESEARCH OF «DEVELOPMENT OF COGNITIVE ACTIVITY OF 5TH GRADE LEARNERS ON THE TOPIC "VALUES IN MYTHS AND LEGENDS"»

Abstract: The article deals with the ways of developing cognitive activity in 5th grade learners on the topic "Values in Myths and Legends". Every teacher knows that the main task of the educational process is not only to give the learner information, to tell about the grammar and culture of the language being studied, but also, to a greater extent, the teacher should teach learners to independently extract information from any sources and use it correctly, thereby developing cognitive skills. Cognitive abilities exist in any schoolchildren with and the teacher must identify and develop cognitive activity.

Keywords: cognitive activity, development, values, myths, learners, teacher, skills, psychology, pedagogy, activity, teaching methods, lesson structure.

As is well-known, one of the leading forms of a child's activity is cognitive activity, which in turn generally stimulates and supports educational activities. Today, modern educational standards require learners not only certain skills and abilities, but also other characteristics, such as the formation of cognitive abilities, cognitive activity.

The formation of cognitive activity of learners is a pedagogical problem that is relevant during the study of academic subjects in the school curriculum. The development of cognitive activity is one of the key tasks of a subject teacher.

There are many interpretations to the definition of cognitive activity. F.I. Kharlamov in his works defines cognitive activity as intensive analytical and mental activity of students in the process of mastering the system of scientific knowledge [1, pp. 5-7].

The concept of cognitive activity is multidimensional and multifaceted, as evidenced by the works of: A.M. Matyushkin [2, p. 5]; T.I. Shamova [3, p. 15]. Recognizing that activity in a broad sense is a biologically determined property of a person, special attention is paid to its focus on a certain type of activity and ways of satisfaction. With regard to cognitive activity, this means the formation of learners' motivation for learning and teaching them the skills of obtaining and using information, that is to say mental activity skills that determine the possibility of carrying out productive educational and cognitive activities not only in mathematics lessons, but also in almost all types of activities.

The effectiveness of the activity, causing positive emotions and gnostic feelings, thereby contributes to the preservation and strengthening of cognitive interests, stimulating further cognitive activity. A necessary condition for the realization of cognitive activity is self-regulation, which is expressed in the ability to regulate one's behavior depending on the nature and conditions of activity, in particular, to show volitional efforts to achieve the goal. The formation of educational activity, assuming the ability to self-regulate behavior, reflection, stable motivation of learning, allows the learner to realize his cognitive activity in adequate ways.

The state mandatory standard of secondary education states that it is necessary to form motivation for purposeful cognitive activity and this will be a personal result.

Meta-subject results include the following: independently plan educational activities, cooperate with teachers and peers, use communicative, cognitive actions and build an individual development trajectory. The subject results include the following requirements: the formation of a scientific type of thinking, possession of key concepts, methods and techniques, mastering skills, activities for obtaining new knowledge on the subject and further application of this knowledge in educational, educational and project situations.

The condition for the formation of a student's cognitive activity is, first of all, his educational activity in the process of a modern lesson, thus organized the learner's activity under various conditions so that it passes into his/her own. Specially organized conditions in the classroom allow students to form new skills and abilities: to cooperate, to work in a team, to speak publicly, presenting their results of activity while working in a modern lesson, to answer questions that arose during the presentation in a reasoned manner.

A modern learner at the exit from school should have soft skills, namely, be able to argue, defend his

position, think creatively, develop research skills, the ability to solve problems, adaptability to change and manage multiple tasks simultaneously. These skills are needed in the modern world in order to find solutions to a wide variety of tasks, as well as to perform not one, but several tasks simultaneously. To better master these skills, conditions are necessary in which it becomes possible to develop and improve the acquired skills.

For the formation of subject, meta-subject and personal results or cognitive activity in general, the formation of soft skills, it is important to improve the structure of the lesson. The structure of the lesson is understood as the mechanism of construction and arrangement of didactic material, as well as the consistent organization of various types of educational activities of learners. The structure of the lesson is a set of elements of the lesson that ensure its integrity and the preservation of the main characteristics in various combinations. These elements include organizing the beginning of the lesson, setting the goals and objectives of the lesson, explaining, reflecting [4, p. 92].

Ya.A. Komensky believed that the lesson is divided into three stages: the stage of sensory - "living impression", the stage of explanation and the stage of exercise or practical consolidation [5, p. 354]. This was the logic of building a series of lessons on one topic.

The research of cognitive activity in the framework of educational activity made it possible there are three levels of activity of trainees depending on the degree of their independence: reproductive - imitative, search-executive (transformative) and creative [6, p. 31-34]. Reproductive - imitative activity is expressed in the assimilation of the finished samples actions, such as the ideal ones, and implies an orientation of learners to the understanding of the methods for their preparation. Similar to the research that A.M. Matyushkin, as it is expressed in the independent search for ways to solve the problem situation proposed by the teacher. Creative activity as the highest form of manifestation of cognitive activity is associated with leaving a given situation, the search for new, original ways to solve it, which is possible with a sufficiently high level of self-regulation of behavior; this level is also comparable to personal activity [7, p. 6-17].

P.V. Gore and his followers concluded that there is a transitional level from reproductive to creative. T.I. Shamova emphasizes that in living human activity it is almost impossible to separate reproductive and creative activities, but for school practice it is necessary to allocate an intermediate level. She called it interpretive. P.V. Gora calls this level of cognitive activity transformative. When organizing cognition at this level, the teacher not only reports the content of the task for the student and identifies the subject of research, but also names the research plan, determines the hypothesis, assumes sources of information. The learner independently determines the methods of research and draws up a plan for studying the object, analyzes the object and presents the results. Isaac Lerner, who has studied this problem for decades, and modern didactics have come to the conclusion that there are three levels of cognition [8, p. 35]. So Isaac Lerner noted that the organization of assimilation of content takes place at the following levels: conscious perception and memorization of the material; reproduction of the method of activity by example; creative application of knowledge and skills in an unfamiliar situation [9, p. 177]. V.P. Bespalko clarified the methods that it is advisable to use at the transformative level of cognition - reformulation of educational material and critical comprehension by learners, search for rational ways of decision-making, comparison and comparison, taking notes, preparation of reports, abstracts, etc. [10, p. 95-96]. Another formulation of the three levels of cognitive activity is proposed as stereotypical, variative-reproductive and productive (not necessarily creative), according to which the need for the formation of special communicative, rational and intellectual skills is determined [11, p. 55-58].

A modern lesson is a lesson in the joint activity of a teacher and a learner. In traditional lessons, there is always more activity of the teacher than the learner. In our opinion, for the development of cognitive activity, it is necessary to conduct non-traditional lessons. We refer to non-traditional lessons as those modern lessons where learners actively manifest themselves in various types of activities.

One of the directions contributing to the achievement of a modern educational result can be the individualization of the learning process or its differentiation. By creating conditions for the choice of cognitive activity in the educational environment, the teacher forms an educational route in the lesson, the purpose of which is to develop intellectual activity and the formation of new skills of learners.

Referring to the scientific works of I.E. Unta, differentiation can be denoted as training taking place in groups of pupils formed on the basis of any features, while taking into account the individual characteristics of learners. In such groups, training takes place according to several different curricula and programs [12].

Differentiated teaching in the classroom is a learning process that involves a deep study of the individual characteristics of schoolchildren, their classification into typological groups and the organization of the work of these groups on the implementation of specific educational tasks that contribute to their mental and moral development [13, p. 7].

It is necessary to pay attention to the existence of the main options for the implementation of a differentiated approach in teaching a foreign language:

- differentiated complexity of the task – the same conditions for its execution for all;
- differentiated complexity of the task – differentiated conditions for its execution;
- differentiated complexity of the task – differentiated conditions for its execution;
- the same complexity of the task for everyone – differentiated conditions for its execution;
- the same complexity of the task for all learners - the same conditions for completion

A modern lesson using educational routes, according to N.K. Buter, should be built in such a way that the student could see his achievements, could express his educational preferences and make his choice within the lesson [14, pp. 5-10].

All human abilities develop in the process of activity. This statement is the leading principle of psychology. There is no other way to develop the cognitive abilities of learners, except for the organization of their active cognitive activity. The skillful use of techniques and methods that ensure high activity in educational cognition is a means of developing the cognitive abilities of learners. Cognitive abilities of learners are associated with the age of the learner and the appropriate level of language knowledge and skills, so the teacher is obliged to take into account the peculiarities of age psychology when choosing methods of work. Feasible cognition contributes most to the development of thinking, imagination, motivational, volitional and emotional spheres of personality. It is very important for the teacher to motivate the learner to cognitive activity. In this regard, in the process of teaching foreign languages, it is advisable to create a situation of choice for learners, which requires them to familiarize themselves with various, sometimes alternative, points of view on communicative processes, and the formation of the ability to defend their position on various problematic situations, which in turn stimulates the cognitive activity of learners.

Learning outcomes are directly related to how developed a child's cognitive abilities and motivation for learning are. There are a huge variety of ways, methods and techniques for developing cognitive skills and updating learning used by the teacher in the learning process.

Cognitive activity is one of the components of educational motivation, which is provided through an activity-based approach, a certain organization of the educational process, the content of the educational subject, active techniques and learning tools. The means aimed at the formation of cognitive activity in learners have a great impact on the successful acquisition of knowledge and skills in the learning process. While analyzing the literature, curriculum and lesson plans, we identified the most commonly used teaching methods and tools aimed at the formation of cognitive activity.

The direct engaging of learners in active educational-cognitive activity during an educational process is constrained with the use of receptions and methods, getting the generalized name «Active methods of educating». Here is one of them:

Method of «Block»

On the verges of block beginning of questions is written: «Why», «Explain», «Name», «Offer», «Think», «Share». A teacher (or student) gives up a block. It is necessary to set forth a question to educational material, that verge a block will fall out on that.

Questions begun with words «Why» correspond to the so-called judicial knowledge. A student must find causal inquisitional connections in this case, describe processes what be going on with a certain object or phenomenon. Answering a question «Explain» a learner uses concepts and principles in new situations, applies laws, theories in concrete practical situations, and demonstrates correct application of method or procedure. And, certainly, «Offer» tasks. «Think» and «Share» directed to on activation cogitative activity of student. He distinguishes the hidden (non-obvious) suppositions, differentiates between facts and consequences, analyses, estimates meaningfulness of data, uses knowledge from different areas, pays attention to accordance of conclusion to present data.

Fully obviously, that the banal cramming will not help a student effectively to master educational material and develop cognitive activity. This method is differentiated, since it covers the opinions and ideas of each learner. In addition, the use of the method helps to broaden the horizons of learners in the topic "Values in Myths and Legends" and help in the formation of cognitive activity.

Presently an educational process requires permanent perfection, because there is changing of priorities and social values: scientific and technical progress is all anymore realized as means of achievement of such level of production, that in a most measure answers satisfaction of constantly rising necessities of man, development of spiritual wealth of personality.

The most intensive development of personality in school years occurs when organizing active cognitive activity. To carry out cognitive activity, it is necessary to form the motives of activity. The most significant motive of teaching is cognitive interest. This means that the activation of cognitive activity should begin

with the awakening of cognitive interest with the help of specially selected forms and methods. The study of psychological, pedagogical and methodological literature on this problem, as well as various methods and techniques for activating the cognitive activity of students in foreign language lessons allowed us to consider the importance of the development of cognitive activity in the learning process.

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SELECTION AND ANALYSIS OF EDUCATIONAL AND METHODOLOGICAL COMPLEXES IN ENGLISH FOR BASIC STAGE STUDENTS: CRITERIA AND PRINCIPLES

Abstract: In this article, it is proposed to consider the role of the educational-methodical complex (EMC) in creating a linguistic information and educational environment, analyze the content and functions of various components of the EMC, substantiate the defining role of the textbook in the EMC and formulate the characteristics of a modern textbook of a foreign language**.**

Keywords: educational and methodological complex**,** teaching a foreign language in secondary school, meta-subject skills, foreign language communicative competence, information and educational environment, Educational-methodical complex.

Introductions

The Educational-methodical complex (EMC) in pedagogy isn't an idea that has emerged today. it's a history of being introduced into education institutions as a compulsory component by the Ministry of upper Education and Science since the late 1970s.

At the start of the tutorial year for every direction of the department, the order of appearance and submission of independent work of scholars for the present school year (or semester), types, forms and

content of control work, the text of control work, questions or requirements for the exam , an inventory of compulsory textbooks should be prepared, including primary sources.

Such an Educational-methodical complex (EMC) is an organizational-methodological guide for the teacher and isn't intended directly for college kids .

Educational-methodical complex (EMC) today may be a system of education (including scientific and methodological support) provided by interrelated components designed for the scientific-theoretical foundations and didactic principles of pedagogy.

In modern teaching technologies, Educational-methodical complex (EMC) is in a position to supply students with the foremost meaningful and effective activities.

Today, Educational-methodical complex (EMC) is becoming one among the most and leading documents in education. counting on the composition and structure, the Educational-methodical complex (EMC) can take many forms.

The foremost common structure features a set of curricula of the most curriculum, which may be a combination of teaching and learning documents, which allows to make sure its development and implementation.

Main part

The main components of this complex are: normative documents like the state educational standard for the specialty (field of study), standard curricula of disciplines, working curriculum developed in accordance with the recommendations of the quality curriculum. Educational-methodical complex (EMC) also includes documents of upper education institutions (faculties), like work programs of disciplines, internships, laboratory work, materials for internal control of intermediate, current and final quality of data and skills, sorts of control assignments, tests.

Each curriculum should have an appropriate set of textbooks, study guides, laboratory sets.

In addition, each subject of the essential education program must be equipped with all the required didactic and technical tools to implement it. In the accreditation of universities, great importance is attached to the supply and quality of teaching materials. Educational-methodical complex (EMC) - as an entire document of educational discipline - may be a set of normative and methodological documents that make sure the implementation of the teaching of science within the educational process and its interaction with other educational disciplines and components of the essential program may be a set.

Basic requirements for Educational-methodical complex (EMC)

1. An in depth description of the sector of study.

2. Sufficient materials.

3. Conformity, relevance, novelty and originality, consistency and integrity to the state educational standard.

4. A differentiated approach to the effectiveness of the presentation of educational material, adherence to the principles of variability and therefore the organization of independent work of scholars.

5. The clear logic of fixing and presenting the study material.

The study of every topic of the course should end with a follow-up examination, which allows students to work out how deeply they need mastered the training material.

It is necessary to develop and publish complexes for all disciplines and components for the utmost (100%) provision of the university with teaching materials.

The educational-methodical complex of disciplines includes the subsequent components:

- The content of the established discipline within the relevant specialty (direction of training) and therefore the mandatory minimum requirements for its labor intensity;

- The curriculum of the discipline, taking under consideration the content of the quality program of science and therefore the curriculum of the school (specialty) and in accordance with the model of teaching and learning methods developed by the University;

- The content of the training course developed on the idea of the work program and therefore the standard curriculum;

- Instructions for the implementation of discipline within the learning process.

The following requirements are set for the planning of the Educational-methodical complex (EMC):

- The school is developed by the teacher (s) who teach the topic .

- All features (work intensity, semesters, sorts of study work, sorts of control activities, etc.) must suits the approved curriculum.

The strengthening of the educational and self-educational role of the subject area "Foreign languages" in the system of general secondary education, emerging information and communication and pedagogical

technologies have necessitated the development of new approaches to modeling the developing foreign-language information and educational environment in order to increase the effectiveness of this general education subject.

An important role in creating an educational environment is played by educational-methodical complex (EMC), created taking into account the achievements of modern methodological science. Each of the components of the EMC published on a paper basis, as well as multimedia applications, have the potential to create a foreign-language information and educational environment, to ensure differentiation and individualization of the educational process. The article discusses the content and functions of the main and additional components of the EMC; it is noted that with the advent of new technical capabilities, the range of electronic components of the EMC will expand.

The role and composition of educational materials for teaching a foreign language, as well as any general education subject at school, significantly depend on the goals and objectives of education determined by state regulatory documents for the current period of the country's development and reflecting the educational needs and expectations of the individual and society; on the currently dominant scientifically based conceptual approach to teaching the subject; on global educational trends responding to the socio-economic situation in the world, new technological opportunities and other conditions.

The requirements for the subject results become more specific: it is necessary to be able to communicate in a foreign language in various forms (oral/written, direct/indirect, including via the Internet) and at a certain level (pre-threshold/threshold); the opportunity to use a foreign language as a tool of cognition, self-education in various fields of knowledge and self-development throughout life, etc. increases.

For many decades, the main tool for creating a foreign-language information and educational environment was an educational and methodological kit, the main component of which was a textbook.

The purpose of teaching the subject "Foreign language" in the framework of general secondary education in the Kazakh school is currently recognized as the formation of foreign language communicative competence in the totality of its components - speech, language, socio-cultural, compensatory, educational and cognitive competencies; as well as the development and education of schoolchildren by means of a foreign language as an educational subject. Communicative competence refers to the ability and willingness to communicate with native speakers of the foreign language being studied, as well as with people with other native languages, but using this foreign language as a means of communication among themselves, as often happens with languages of international communication. Naturally, the expected level of proficiency in the studied foreign language varies from one stage of school education to another.

The methodological basis for the implementation of these goals are the priority approaches to teaching foreign languages in the system of Kazakh general education: competence-based, systemically active, intercultural and communicative cognitive, which are consistently introduced into the practice of school education.

In order to create a minimally sufficient information and educational environment that allows students to form a foreign-language communicative competence, four main components of a foreign language curriculum are needed: a textbook, a book for teachers, an audio application and a workbook. At the same time, the core of the UMK is recognized as a textbook that contains the main educational material, organized taking into account the learning goals and age characteristics of students.

The list of additional components of the EMC may vary depending on the tasks and learning conditions. The emergence of new technical capabilities, such as the Internet, network and distance learning, allows you to significantly expand the range of additional components of the EMC.

Due to the fact that the textbook of a foreign language is the main means of teaching and determines the content of other components of the curriculum, it is especially important to determine the criteria according to which it would be possible to evaluate the content of the textbook and conclude about the possibility and prospects of its use in a modern secondary school.

Among the most frequently mentioned criteria for evaluating a textbook in studies conducted by foreign scientists and methodologists, the modernity / relevance of the materials used in the textbook, the representation of aspects of the studied language (phonetics, vocabulary, grammar), the balance of teaching four types of speech activity (speaking, listening, reading and writing), etc. are more often mentioned. Some authors include in the evaluation system such indicators as the clarity of the goals set, the representation of different teaching methods in the textbook.

The external structure of the textbook should reflect its internal structure, therefore, the characteristics of this side of the textbook include: the representation of all components of the content, the presence of an orientation apparatus (a meaningful table of contents, reference material, algorithms / instructions / memos that contribute to the formation of meta-subject actions, rubrication and icons, etc.), the visibility of the

presentation of the material, the didactic expediency and aesthetic acceptability of the visual series used in the textbook, modern design.

For multidimensional courses (for example, “Pedagogy” or “Mathematics and Methods of Teaching Mathematics for grade school Students”), this a part of the curriculum consists of textbooks consisting of huge sections. it can.

Creating learning materials isn’t a one-time job. this is often a really serious, arduous, and long-term endeavor that needs constant improvement. they ought to create opportunities for college kids to speak with advanced views, knowledge domain and a culture of scientific activity, a culture of professional activity. Therefore, the work of departments during this direction should be administered consistently.

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NEW APPROACHES AND METHODS IN TEACHING ENGLISH GRAMMAR

Abstract: The article is concerned with new methods of teaching English grammar, the importance of studying grammar and developing a grammatical skill, a description of the methods of teaching English grammar

Keywords: approach, method, grammar, learners, grammatical skill, interactive method, professional competencies

Over a long period of time, teaching, approaches, methods and forms have been changed many times. At the moment, new technologies allow the teacher to improve the educational process and involve students in it. There are now many tools available for training to make it effective.

The problem of increasing students’ motivation to study the grammar of a foreign language directly in the process of teaching foreign languages has recently become particularly relevant. The study of grammar is inevitable when mastering a foreign language. Learning the grammar of any language causes many difficulties. All this usually does not delight the majority of students and in most cases there is no motivation to master this material

The main task of teaching a foreign language is the formation of students’ ability to use it as a means of communication. Therefore, it is necessary to achieve grammatical correctness of students’ speech. The importance of studying the grammar of a foreign language also lies in the fact that it helps us to better understand the grammatical structure of our native language, the development of logical thinking, observation, the ability to analyze and communicate, that is, in the process of studying it, developmental and educational learning goals are realized.

Grammar is a system of learned rules. This gives it the property of transferring knowledge in the form of rules and laws. To study grammar effectively, first of all, it is necessary to form a grammatical skill.

Teaching grammatical skills is carried out with the obligatory consideration of the psychological features of teaching grammar. Special attention should be paid to involuntary memorization of the material, since it is the material that is associated with active mental activity that is involuntarily remembered. Grammatical skills developed on the basis of consciously performed actions are formed faster.

E.I. Passov suggests that there are 6 stages of the formation of grammatical skills. The first is the perception of the model in the process of functioning in speaking. At this stage, students should listen to the speech flow using new grammatical material and isolate a new model based on comparison and generalizations by analogy. Here there is a primary awareness of the functional side of the model, as well as the creation of a generalized auditory image of the model.

The second stage is imitation, i.e. imitative use of the model in speaking. At this stage, the foundations of the connection of auditory and speech-motor images are laid, awareness of the functional model is strengthened, actions by analogy and reproduction are developed, and the formal side of the model is remembered based on the concentration of excitation in the cerebral cortex. Here we offer such exercises in which it is necessary to repeat using a new grammatical structure.

Next comes the substitution stage. The concentration of excitation in the cerebral cortex continues, at the same time the generality of the model is realized, the ability to reproduce on the basis of analogy increases and the connection of auditory and speech motor images is strengthened. At the transformation stage, all the processes occurring in stages 1-3 rise to a higher level. And also the operation of self-calling the model is emerging.

The next stage is reproduction itself. E.I. Passov recognized the fact that reproduction takes place at previous stages, however, he nevertheless considers it methodically important to single out a special stage at which an isolated but independent (i.e. without any supports and hints) and directed use of the learned model takes place. Here the differentiation of the temporal connection is enhanced, the formation of an association between the formal and functional sides of the grammatical phenomenon is completed, and the formation of the operation of calling the model is completed.

Next comes the stage of combining. Here, on the basis of the concentration of excitation and negative induction, the differentiation of the connection is strengthened. Super-phrasal anticipation begins to form, all the processes mentioned earlier are being improved, especially the stability of communication, due to the switching of attention from the assimilated model to another when they are combined in the utterance. There is a certain sequence that must be followed when forming speech grammatical skills. First, it is necessary to analyze a new grammatical phenomenon from the point of view of determining the difficulties associated with it in shaping, assimilation of meaning and function. Here it is necessary to take into account the level of complexity of the new grammatical phenomenon, the knowledge of the trainees, as well as the presence or absence of this grammatical form in the native language of the trainees.

Next, it is necessary to determine the form of organization of acquaintance with the new grammatical material. Familiarization can be carried out both inductively and deductively.

The next stage is the selection of basic grammatical phenomena that can be used as a hint in mastering new material. The reference material should be selected primarily taking into account the typological difficulty of the grammatical phenomenon. It takes into account its coincidence, partial coincidence or absence in the native language of the students. It is also necessary to take into account the speech experience of the trainees and the nature of the grammatical phenomenon in terms of its visual presentation.

The process of forming grammatical skills can be organized from the point of view of various methodological approaches. Currently, one of the relevant methods is the inductive method. The inductive method proceeds from such a form of inference as induction, which provides for a transition from individual facts to general provisions. The inductive method provides an opportunity for students themselves to formulate a rule based on the phenomena they encounter when learning a foreign language. With the inductive method, students find unfamiliar grammatical forms in the text and try to understand their meaning through the context. Further analysis of the new phenomenon occurs by comparing a foreign text with its translation into the native language, after which a rule is formulated. At the same time, if necessary, the tips of the teacher or textbook are used. Then follows a series of exercises to identify and explain a new grammatical phenomenon to actualize its forms.

E.N. Solovolova highlights several advantages of using the inductive method at the initial and secondary stages of learning:

this method promotes language guessing among students;

the grammatical rule is deduced by students independently, which makes it easier to remember and assimilate;

by explaining and correcting the rule, the teacher avoids complex grammatical terms.

And here is one of the newest teaching methods, including grammar, called Flipped classroom. Its basic principles are as follows:

The task is given to students to study before the lesson (for example, a video lecture on grammar), time is not spent on analyzing the theory during the lesson, all attention is paid to discussion and productive practice;

Students study at a pace convenient for them and come to the lesson prepared;

Thanks to the independent work of students, teachers manage to cover more material.

The disadvantages of this method include the fact that it is suitable only for motivated students of above average level. It is a lecture-style training, while students receive information passively. They are not involved in the analysis of the topic, guided discovery is not used here.

The game method of learning English for children refers to active methods of learning English.

Its main advantages are the absence of a mechanism of coercion to classes and a great interest on the part of the child. The teacher conducts a wide variety of games with children on the vocabulary and grammatical constructions being studied, during which the children quickly memorize them and learn to use them in speech.

The main methodological innovations today are connected with the use of interactive methods and techniques of teaching a foreign language. Interactive methods are methods that allow learning to interact with each other; and interactive learning is learning based on the interaction of all students, including the teacher. However, in the latter case, the nature of the interaction changes: the activity of the teacher gives way to the activity of the trainees.

The essence of interactive learning consists in a special organization of the educational process, when all students are involved in the process of cognition. The joint activity of students in the process of mastering the educational material means that everyone makes their own special individual contribution, there is an exchange of knowledge, ideas, ways of activity. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to gain new knowledge, but also translates cognitive activity to higher forms of cooperation and cooperation.

The purpose of using interactive methods and techniques in teaching foreign languages is the social interaction of students, interpersonal communication, the most important feature of which is the ability of a person to "accept the role of another", to imagine how his communication partner perceives him, to interpret the situation and design his own actions.

Interactive learning is a way of cognition carried out in the forms of joint activity of students. All participants of the educational process interact with each other, exchange information, solve problems together, simulate situations, immerse themselves in the real atmosphere of business cooperation to solve problems. At the same time, there is a constant change of activity modes: heuristic conversations, games, discussions, work in small groups, a small theoretical block (mini-lecture), presentations, "brainstorming", the "round table" method.

Interactive learning can also be implemented with the help of modern interactive equipment, with which you can organize the lesson in a more intense and interesting way. The use of interactive technologies is directly related to the introduction of innovative devices: electronic whiteboards, which are also called "interactive", projectors, personal computers and other electronic devices. The upgraded equipment makes it possible to introduce variety in the presentation of the material, resorting to colorful graphic presentations, entertaining multimedia stories. The use of interactive technologies seems to be an obvious advantage, because there is an actual chance of improving the quality of the presented material. Interactive whiteboards and projectors make it possible to use various kinds of graphics, diagrams and vivid presentations, which increases interest in learning. Each electronic device has its own software, which can be selected in absolutely any configuration, depending on the educational function performed. With a working interactive/touch board and free Internet access, it is possible to use all kinds of Internet resources, turning the grammar learning process into a game process.

Interactivity is "the unification, coordination and complementarity of efforts of a communicative goal and result by speech means." By teaching a genuine language, the Internet helps in the formation of conversational skills, as well as in teaching vocabulary and grammar, providing genuine interest and, consequently, efficiency. Interactivity not only creates real life situations, but also forces students to respond adequately to them through a foreign language.

In conclusion, it should be noted that all interactive methods and techniques develop communication skills, help establish emotional contacts between students, teach them to work in a team, listen to the opinions of their comrades, establish closer contact between students and the teacher. Practice shows that the use of interactive methods and techniques in a foreign language lesson relieves nervous tension among

schoolchildren, makes it possible to change the forms of activity, switch attention to the key issues of the lesson topic.

Ultimately, the quality of the presentation of the material and the effectiveness of its assimilation significantly increases, and, consequently, the motivation for learning a foreign language on the part of students.

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EDUTAINMENT AS AN EFFECTIVE TECHNOLOGY FOR THE FORMATION OF FOREIGN LANGUAGE COMPETENCE

Abstract: Edutainment researchers, edutainment in teaching foreign languages and educational entertainment is considered in this article.

Keywords: Edutainment, game, technique, development

The article is devoted to the review of the educational tools of "edutainment," which can be used in the educational process of university education. The works of foreign and domestic researchers, addressing the concept of technology education are analyzed and systematized. The article discusses the features of innovative educational technology, "Edutainment."

Currently, the social order for higher education is significantly focused on the formation of foreign language communicative competence and the development of communicative skills in foreign languages of a university graduate, allowing the future specialist to carry out effective speech communication in professional and general cultural fields. The genesis of the concept of "edutainment" is presented. A brief chronological note is given on the emergence and establishment of "edutainment" abroad and in Russian didactics. The analysis and generalization of the available domestic and authentic pedagogical literature on this issue are given. The shortcomings of the existing definitions of "edutainment" are identified. The authors of the article

understand edutainment as an exclusive educational technology, considered as a combination of modern technical and didactic teaching tools, which is based on the concept of learning through entertainment. The main difference between edutainment and the modern paradigm of learning is that the subject takes an active part in the educational process. The result of the interaction of an informatively entertaining object and an active subject in learning is knowledge, skills, individual experience, and subjective emotions. Assignments in the technology of "edutainment" should correspond to three pedagogical principles: the connection of theory with practice, consistency, and accessibility. The article proves that edutainment can be attributed to innovative educational technologies.

Edutainment as a technique of teaching a foreign language has already been analyzed for different teaching stages: from the primary to the high school. The attributes of edutainment technique are the following: stimulating the students' interest, the accent on entertainment, application of games and informational communicative technologies. Therefore, in the concept of teaching through the entertainment, the edutainment technique is identified as a complex of modern technical and didactic means of teaching. According to the results of scientists' research, the target audience for the edutainment technique is presented within the age group from 17 to 28. The peculiarity of the edutainment technique is implementation of modern forms of entertainment into the system of traditional organizational forms of teaching, especially foreign languages. However, the usage of edutainment technique in the process of forming methodological competence of the lecturers of a foreign language has not been analyzed yet.

A combination of entertainment with education: any type of entertainment aimed at entertaining and being educative. A portmanteau from education and entertainment, it defines widespread activities on a continuum that goes from full entertainment forms to e-learning and multimedia systems. Recently, there has been a strong upsurge in cultural events (exhibition, festivals, concerts, etc.) that constitute a form of event edutainment which can contribute to the intellectual growth of both the individual and, more importantly, of society (Pailoa & Grandinetti, 2009).

In domestic literature, the concept of "edutainment" practically does not occur. O.L. Gnatyuk, Professor of the Russian State Pedagogical University named after A.I. Herzen, defines "edutainment" as "digital content that combines educational and entertainment elements" and at the same time provides information to the audience with "the most facilitated analysis of events" [1].

If we speak about edutainment, A.V. Popov, a lecturer at the Moscow School of Business, uses the definition of "learning as fun." According to the author, "learning as entertainment" is "effective knowledge of the world in a playful way", because through entertainment, not only awareness of a particular subject is created, but at the same time an emotional connection is established between the student and the subject being studied [1].

Yan Wang, a professor at Macquarie University (Australia), defines "edutainment" as a "place" where children can enjoy what they are learning through sounds, videos, texts and images [2. p. 10] From the point of view of Russian didacticists, pleasure as a mandatory requirement for the learning process is positive emotions, a positive attitude towards learning, i.e. any act of activity in the process of learning causes certain feelings, the totality of which constitutes an emotional-sensory experience, which in turn determines the volitional and moral reaction to the activity of the individual. Using the word "place", Y. Wang points to the special role assigned to entertainment in educational activities.

According to Van Eck (2006), there are three reasons why games are considered learning tools: 1. Current research that has included the last 20 years of educational research has proven that digital games can be educational; 2. The new generation of today wants "multiple streams of information" (p. 1), which includes fast and frequent interaction that allows inductive reasoning; and 3. The simple popularity of games has created a billion-dollar industry. The idea of the game assumes that a person participates in this activity by choice. The event should have some "entertainment" value [3]. This does not mean that a person does it just for the sake of leisure; it may also include a desire to learn a skill, establish contact with other players (social community) and spend time in the chosen activity. This activity should remain one of the preferences of the gamer.

Kim (2008) supports the use of ready-made games with metacognitive strategies to increase the number of students. cognitive abilities [4].

In the work "edutainment as a modern learning technology", the author of which is N.A. Kobzeva, the main idea is that the technology "edutainment" is based on a clear and interesting form of knowledge transfer in a comfortable environment, i.e. this technology includes emotional and motivational conditions. At the same time, the author argues that with the help of "edutainment" technology it is difficult to gain fundamental knowledge, but it helps to consolidate the acquired knowledge and develop skills, which are important in the field of foreign language skills [5].

The article "edutainment: concept, specificity, study of the needs of the target audience" by E. Karmalova and A. Hankeyeva states that the peculiarity of "edutainment" learning technology is the introduction

of modern forms of entertainment into the system of traditional lessons, because it is already difficult to imagine modern learning without appropriate technologies [6]. The authors also note that "edutainment" is not a complete substitute for academic education, but only acts as an additional option for acquiring knowledge. This technology occurs only in the interaction of an informative and entertaining object and an active in learning subject, and as a result students develop their knowledge, skills and abilities, get an individual experience. Golovashkina I.V. in her article "Innovative methods of teaching foreign languages. Edutainment method" writes that the main task of the teacher is to make the learning process exciting for the students as well [6]. The author divides the means of technology "edutainment" into traditional and modern. Traditional ones include music, movies, comics, books, TV programs. Modern can include electronic systems (electronic textbooks); personal computer systems (computer, electronic encyclopedias, tests); web technologies (e-mail, blogs, chat rooms).

Interest in combining education with entertainment, especially in order to make learning more enjoyable, has existed for hundreds of years, with the Renaissense and Enlightenment being movements in which this combination was presented to students. Komenský in particular is affiliated with the "school as play" concept, which proposes pedagogy with dramatic or delightful elements.

Modern forms of edutainment include television productions, film, museum exhibits, and computer software which use entertainment to attract and maintain an audience, while incorporating deliberate educational content or messages. It is also apparent that educational elements are becoming implemented into traditionally recreational realms, such as vacations and games.

Educational entertainment (also referred to as portmanteau edutainment) is a media designed to teach through entertainment, and the term was used as early as 1954 by Walt Disney. Most often, it includes content intended for learning, but has a side entertainment value. It has been used by academia, corporations, governments and other organizations in various countries to disseminate information in classrooms and/or through television, radio and other media to influence the opinions and behavior of viewers.

Films with educational content appeared as early as 1943, for example, Private Snafu, and they can still be seen in films such as Inconvenient Truth. After World War II, educational entertainment shifted towards television. TV programs can be divided into three main categories: programs with primarily educational intentions, programs with a high level of education and entertainment, as well as entertainment shows with secondary or episodic educational value.

Mexican television producer Miguel Sabido in the 1970s for the first time applied a form of educational and entertainment character with the help of telenovelas, "soap operas for social change." Subsequently, the "Sabido method" was adopted in many other countries, including India, Peru, Kenya and China. In Mexico, the government in the 1970s successfully used a telenovela to promote family planning in order to reduce the high birth rate in the country.

Under modern circumstances, the guidelines and targets of teaching foreign languages have changed significantly. The principles of communication and authenticity are in the leading position today. This trend is becoming increasingly popular, it proves its efficiency in various types of educational establishments. For the successful mastering of a foreign language, it is important to realize its functional purpose, to see the language in action. In order to ensure these trends, various teaching technologies are used, some of them can be of an informal nature. One of such technologies, or even a separate linguodidactic direction, is edutainment. The ideas of edutainment, despite its controversy and presence of opposition, are gaining popularity in teaching foreign languages.

According to the article "Walt Disney: The Master of Laughter and Learning," Walt Disney believed in education through the entertainment of film and television [3]. He is known as a master of communication, who brought entertainment and education to the world in an original way. His creation of Mickey Mouse and his adventures taught his audience that life is not always so simple, that there will be obstacles in your way. Mickey Mouse is unpolished and imperfect, which makes him so realistic for his audience. In many of his stories we see how he fights and overcomes the adventures that he overcomes, teach the audience the value of life, continue to live.

Under modern circumstances, the guidelines and targets of teaching foreign languages have changed significantly. The principles of communication and authenticity are in the leading position today. This trend is becoming increasingly popular, it proves its efficiency in various types of educational establishments. For the successful mastering of a foreign language, it is important to realize its functional purpose, to see the language in action. In order to ensure these trends, various teaching technologies are used, some of them can be of an informal nature. One of such technologies, or even a separate linguodidactic direction, is edutainment. The ideas of edutainment, despite its controversy and presence of opposition, are gaining popularity in teaching foreign languages.

Education often doesn't come to mind in conjunction with entertainment, but that's exactly what edutainment is—education with the goal of making learning enjoyable. In the classroom, edutainment takes the form of media, games, toys, and experiences that mix fun and learning to motivate students.

Edutainment is a way of teaching foreign language that provides pleasurable, fun, comfortable and effective teaching. It gives chance to the teachers and students to combine the lesson with fun activities. Fufthermore there are several forms of edutainment that can be applied by the teachers in teaching foreign language like: Active Learning, The accelerated learning, Quantum learning, and Quantum teaching. Thus. this paper aims to introduce edutainment as a new trend in teaching foreign language with pleasure and fun ways in accomplishing the goals of foreign language education.

Games fulfill a number of educational purposes. Some games may be specifically designed with educational goals in mind, while others may have secondary or secondary educational significance. All types of games, including board, card and video games, can be used in an educational environment. Educational games are designed to teach people certain subjects, expand concepts, stimulate development, understand a historical event or culture, or help them acquire skills while playing.

We can arrange these kind of games in teaching foreign languages:

1. Who's Telling the Truth? Have each student write three facts about themselves that nobody in the class knows on a piece of paper. Make sure each student includes their name on the top of the page. Collect the sheets of paper and bring three students to the front of the room. Read aloud one of the facts that is true for one of these three students.

All three claim that the fact is theirs, and the class then proceeds to question them in an attempt to determine who is telling the truth and who is lying. Each student is allowed to ask one question to one of the three students. After a round of questioning, the students guess who is telling the truth.

2. Variations on the game Taboo: For variation 1, create a PowerPoint presentation with a noun on each slide. Have one student come to the front of the room and sit with their back to the PowerPoint. The rest of the students take turns describing the words on the slides, and the student at the front has to guess them.

For variation 2, separate the students into groups of four or five. Place a pile of cards with random nouns in the center of each group. Have students take turns describing a noun for their group members to guess. The group member who guesses correctly keeps the card, so there's competition to see who has the most cards at the end of the game.

Variation 3 is for advanced speakers. Separate the class into two teams. Students are given a word to describe to their teammates, in addition to a list of words that they cannot use in their description. Each student should have two to three minutes to see how many words their teammates can guess.

In the educational process, when children are often in a state of nervous and physical tension, it is necessary to maintain a friendly and cheerful atmosphere in the classroom. Positive emotions of students directly depend on the mental state of the teacher: if he is relaxed, maintains ease in communication, dilutes a set of complex educational theses with life examples or jokes, then in this format the training will be much more productive and more fun for children. In addition, the production of dopamine in the classroom can provoke various kinds of group interactions (quests, training relays, role-playing games). Praise and positive reinforcement are an indispensable part of a productive lesson. You can praise a student both for the result achieved (completed homework, test or written test paper), and apply unconditional praise, because many children really lack simple encouraging and kind words in their address.

Usually the teacher has to figure out how to make the subject interesting for students. But when developing educational computer games, a whole team of specialists is working on this: screenwriters, designers, artists, animators, programmers.

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FORMATION OF THE CONCEPTUAL COMPETENCE OF STUDENTS OF THE SINIOR STAGES IN THE LESSONS OF FL WITH THE USE OF SITUATIONAL TECHNOLOGIES

Abstract: The article discusses the key stages of the project and the criteria for evaluating each of them. Project activities are carried out using the solution of the pedagogical situation and the methods of situational technologies.

Keywords: implementation of stages, approaches, systematization of the put forward contradictions, methods.

Conceptual competence is the ability to understand the theoretical foundations of professional and pedagogical activity, mastery of the basic general approaches and methodology of pedagogy.

Conceptual: the ability to work with categories and concepts; the ability to understand and schematize meanings; the ability to identify and fix the problem in teaching; the ability to develop your own concept of movement in the content of independent activity.

Implementation - 1 stage conceptual approach. Competence: Work with information; Learnability; Organization; Communication skills.

Professional competencies: An experience; Knowledge; Skills.

Implementation stage 2.

Competence model: Cluster of competencies; Competencies; Indicators: Knows, Is able, Has the skills to use.

In accordance with the approach, the formation of conceptual competence is considered as the development of the ability and readiness of students to carry out in foreign language lessons.

Features of educational outcomes are more clearly defined the boundaries between the minimum content of education and the requirements for the level of preparation of those who graduate from each stage of education; the priority goal is to develop the ability of schoolchildren to learn. Skills, skills and methods of activity become the content of education, which ensures the activity-oriented nature of the construction of the educational process.

Competence is a certain state of an individual who is able to independently solve a certain level of problems using universal and special methods of activity based on scientific ideas and principles, as well as his existing system of knowledge.

During the study of the problem, a number of contradictions were identified:

• between the possibilities of developing education in the formation of a personality and insufficient development in pedagogical theory and practice of the issue of its influence on the formation of conceptual competence among senior pupils;

• between the need to ensure the general development of high school students in the formation of conceptual competence and underestimation of the importance of this process in a modern school;

• between the need for a step-by-step, sequential implementation of the process of forming the conceptual competence of high school students based on the ideas of developing education and the fragmented nature of its implementation in pedagogical activities;

• between the need to form conceptual competence in schoolchildren and the lack of sound technology aimed at solving this problem in the context of the ideas of developing education.

The systematization of the contradictions raised made it possible to determine the research problem, which consists in determining the ways of resolving the contradiction between the need to use the possibilities of developmental education in the formation of the conceptual competence of senior students and the insufficiency of the available scientific-theoretical and content-technological support of this process.

Children grow and change rapidly, they are very flexible and agile in the perception of reality, in the search for their interests and ways of self-realization.

In the work of a teacher, there are often difficulties associated with unforeseen situations in the course of planning, which require immediate solutions. In this case, situational technologies are used. This is a

group problem work with the verbal (verbal) behavior of schoolchildren in a problem situation. Its purpose is development, organizational decision-making, clarification, discussion.

A pedagogical situation is a fact, a life story that the educator encountered in his daily work and which gave rise to pedagogical problems that need to be solved. Some pedagogical situations (regular) are common, they allow, in the process of analyzing students' actions, to quickly formulate pedagogical tasks, solve them and eliminate these situations. The teacher specially builds up the technology of "the situation of analysis of the next quarrel": asks the participants in the quarrel questions that allow each of them to describe the essence of what is happening; makes the "injured party" understand that he (the caregiver) understands his situation; brings the quarreled into thinking about why the quarrel occurred; discusses with the children ways to resolve the incident. Others (non-standard) are rarely found complex, requiring a long time to resolve. [1, P.346]

The teacher's work on resolving pedagogical situations in foreign language lessons consists of several interrelated actions:

1. Finding the fact. 2. Description (restoration, construction) of a specific pedagogical situation. 3. Determination of the nature of its content. 4. Analysis of the pedagogical situation in order to determine the essence of the conflict underlying it. 5. Formulation of pedagogical tasks, identification of the most significant ones. 6. Additional theoretical and practical preparation of the teacher for solving the pedagogical problems that have arisen. 7. The choice of methods for solving pedagogical problems. 8. Self-analysis and self-assessment of the decision.

The technology for conducting situational situations includes the following components:

· Awareness by each participant of the purpose of the upcoming discussion;

· Availability of the necessary information on the problem under discussion for its further analysis;

· Internal fixation of "I - position" on the issue under discussion;

· Determination of the reason "I - position" in the designated situation;

· Internal comparison of "I - position" and a socially significant norm;

· Reflection of the whole event;

· Free choice of norms of behavior as a real result of work on oneself;

· Provision of pedagogical support to those pupils who have shown a willingness to bring the "I - position" into line with social norms;

Monitoring of changes in the attitude of schoolchildren to the process under discussion

Analysis of situations helps students to predict their own actions and the actions of the other side, helps to avoid possible conflicts, and when they arise, look for ways out of the conflict.

In foreign language lessons, communication trainings can be used with the goal of creating communication experience for children by means of group practical psychology (experience of mutual understanding, communication experience, experience of behavior in problematic school situations).

For different children, for various reasons, in addition to a positive communication experience, there may be other consequences: a change in relations with each other, a change in relations with a teacher, the consolidation or development of any personal formations. But these are effects that are not planned as a goal. At best, these are probabilistic predictions of the educator.

Situational technologies are opposed to such types of work as repetition after the teacher, answering the teacher's questions, retelling the text, etc. They differ from ordinary educational tasks (tasks have, as a rule, one solution and one correct path leading to this solution, cases have several solutions and many alternative paths leading to it).

In situational technologies, an analysis of a real situation (some input data) is carried out, the description of which simultaneously reflects not only any practical problem, but also actualizes a certain set of knowledge that must be learned when solving this problem

Situational technologies are not a repetition of a teacher, not a retelling of a paragraph or an article, not an answer to a teacher's question, it is an analysis of a specific situation, which forces us to raise the layer of acquired knowledge and apply it in practice.

These technologies help to increase the interest of students in the subject being studied, develop in schoolchildren such qualities as social activity, communication skills, the ability to listen and competently express their thoughts. [1, P.352]

When using situational technologies in high school, the following occurs:

• Development of analytical and critical thinking skills

• Combining theory and practice

• Presentation of examples of decisions made

• Demonstration of different positions and points of view

• Formation of skills in assessing alternative options in conditions of uncertainty

The teacher's task is to teach high school students both individually and as part of a group:

Analyze information, Sort it to solve a given problem, Identify key issues, Generate alternative solutions and evaluate them, Choose the optimal solution and form action programs, etc.

In addition, students: Get communication skills, Develop presentation skills. Form interactive skills that allow effective interaction and collective decision-making. Acquire expert skills and abilities Learn to learn, independently seeking the necessary knowledge to solve a situational problem. Change motivation to learn

With active situational training, the participants in the analysis are presented with facts (events) related to a certain situation according to its state at a certain point in time.

The methods of situational technologies that activate the educational process include: Situational analysis method (method of analysis of specific situations, situational tasks and exercises; case stages)

- Method of incident;
- Method of situational role-playing games;
- Method of parsing business correspondence;
- Game design;
- Method of discussion.

So, situational technology is an interactive learning technology based on real or fictional situations, aimed not so much at mastering knowledge as at developing new qualities and skills in students.

Thus, the use of modern educational technologies makes it possible to organize the educational process more productive, effective, interesting, information-rich. Applying new pedagogical technologies in the classroom, I became convinced that the process of teaching English can be viewed from a new point of view and master the psychological mechanisms of personality formation, achieving better results.

Situational technology is important not for the complication of relations, but for the sake of helping everyone to better know and understand themselves and others. With the skillful work of the teacher with the situation, the pupils develop reflexive knowledge and skills that are important for their life self-determination, self-development. [1, P.416]

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«PLANNING OF FOREIGN LANGUAGE LESSONS WITHIN THE UPDATED CONTENT IN THE 7-9TH GRADES (METHODOLOGICAL DEVELOPMENT)»

Abstract: This article dwells on theme "planning of foreign language lessons within the updated content in the 7-9th grades" and focuses on the features of planning of foreign language lessons in the process of teaching foreign language. Moreover, this work identifies the peculiarities of planning from two different sides: from the point of view methodology and from the point of view pedagogy.

Key words: planning, methodology, pedagogy, skills, teaching process, updated content.

The typology of foreign language lessons (FL) has its own specifics, associated with the fact that a lesson in FL is, first of all, a lesson in communication. The main goal of teaching a foreign language today is "the formation of a foreign language communicative competence, i.e. ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers ... Foreign language communicative competence provides for the development of communication skills in the main types of speech activity: understanding, listening comprehension (listening), reading and writing " [1, 248].

The methodological literature describes three main approaches to the typology of foreign language lessons.

According to the first approach (EI Passov, 1988), the main criterion for determining the type of lesson is the focus either on the formation of skills (phonetic, lexical, grammatical, or on the development of speech skills (listening, speaking, reading, writing, translation Therefore, we are talking about lessons for the development of speech skills in four or five types of speech activity and the formation and improvement of language (speech) skills (pronunciation, lexical, grammatical). speech skills (SRN) is allocated into a separate type, and an unconventional lesson is also considered [8, p.69].

The second approach (IL Bim, 1988) distinguishes 2 main types of lessons: 1) lessons aimed at mastering the means and technology of communication, in which students master phonetic, grammatical and lexical skills;

2) lessons in the development of oral (listening, speaking) and written (reading, writing) communicative activities, which are linked by the principle of interrelated teaching of different types of speech activity [1, p. 119].

Scheme 1. Typology of foreign language lessons

Lesson in the formation of language skills in all types of speech activity.	• lessons in the formation of phonetic skills lessons in the formation of english skills • lessons in the formation of lexical skills
Skill building lessons	• lessons in the formation of phonetic skills lessons in the • formation of english skills lessons in the formation of lexical skills
Speech development lessons	Listening Speaking Writing Reading

A.N. Shchukin distinguishes the third type of lessons - combined, aimed at the interconnected mastering of knowledge, skills and abilities within the framework of one lesson, and considers this type of lessons to be predominant.

The analysis of psychological and pedagogical literature indicates that the features of the planning of the class teacher's activities are reflected in the works of V.P. Sergeeva, F.P. Chernousova , B.V. Kupriyanov and many other authors working in the field of education. [2, 206] At the same time, it should be noted that at the present stage of development of the education system, the problem of finding new conditions for organizing, the content of the class teacher's activities for effective work in the field of educating schoolchildren becomes urgent. All this determined the choice of the research topic: "Organization of the class teacher's activities." [4, 204].

The activities is aimed at ensuring that each child retains and multiplies his uniqueness, reveals his creative potential, grows free personality. The class teacher does the following work (table 1) :

Table 1 – works which class teacher must follow

1	carries out organizational activities for favorable individual development, contributes to the moral development of children, fixes deviations in the behavior or development of the child, takes corrective actions in the schoolchild's upbringing system;
2	studies the personality of schoolchildren, their focus, interests, inclinations and creativity;
3	creates a positive psychological climate in the classroom and monitors the interpersonal relationships of students;
4	- helps schoolchildren to organize their self-education and self-development;
5	coordinates the interaction of subject teachers, schoolchildren, parents to improve the intellectual, moral development of the child, assists in educational activities;
6	ensures the safety of children at school, takes care of their health, organizes medical examinations, and promotes a healthy lifestyle.
7	studies the educational system of parents, informs parents about the characteristics of children, their creative potential, recommends methods of educational influence on the child.

Based on the content of the class teacher's work, his functions are distinguished:

From the point of view of the psychological aspect. Allows you to analyze the trajectory of the child's development.

-Organizational and coordinating. Accompanies the entire learning process, where teachers, children, parents are involved.

-Communicative - provides close communication with students. Preventive and prophylactic - allows you to make adjustments to the behavior and actions of children.

-Correctional - allows the class teacher to correct the educational activity of the student, the development of his creative abilities [5, p. 122].

Many of the functions of the class teacher are carried out in the form of extracurricular work with students. Traditionally, these forms of extracurricular work include:

- verbal and logical forms. The main work is done through communication. The teacher acts with the word, and makes the students think about the problem under discussion during the conversation. The main thing in this form is informing students, expanding their cognitive sphere [7, 26-30].

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THEORETICAL BASIS OF RESEARCH OF "THE ROLE OF MINI-TEXTS OF THE COURSE-BOOK FOR THE 4-TH YEAR STUDENTS FOR DEVELOPING THE STUDENTS SPEECH SKILLS"

Abstract: The article deals with the role of mini-texts in English coursebooksfor the students in order to develop their communicative skills. The main objective is to critically assess the role of mini texts in order to provide rich and adequate language input for language learning.

Keywords: «mini-texts», reading, «thematically related texts»«the English language», «language input».

The modern theory of teaching foreign languages considers the text as the main component of the content of education, which is a unit and result of communication. The essence of the text and the potential of its use in the methodology of teaching foreign languages have been studied in many methodological works (F. de Saussure, N. Chomsky, E. Sapir, T.I. Ryazantseva, I.R. Galperin, E.S. Kubryakova, JI.B. Sakharny, M.M. Bakhtini, etc.). And when it comes to teaching English for 4thyear students of primary school, the issue of mini-texts occur. The role of mini-texts in primary English coursebooks of has become a rich source of investigation in the field of English Language Teaching. In English learning and teaching process, textbooks are essential tools serving a variety of tasks. Textbooks are said to play many functions for pupils in terms of intercultural issues as well. Teaching with "mini texts" as the primary teaching material to provide optimal and quality language input to the students.Mini-format text, or mini-text (largely representing educational discourse), which in fact differs from the generally accepted meaning of 'text' only because it contains a limited volume of words, up to 600 words, otherwise bearing typical features of all the classical standards of textuality (cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality) substantiated by linguists such as de Beaugrande and Dressler (1981), Quirk (1986), and others [1].The study

defines mini-texts of «thematically related texts»[2, p. 251], while educationaldiscourse will be referred to as the discourse of'institutional education in schools anduniversities' [3, p. 1-26].

Making mini-format texts, which is the subject of linguistic research, is advantageous for several reasons. In light of the increased tempo of training procedures and desire for brief training papers, the growing quantity of mini-texts in current educational environments is attributable to convenience. They are a unique feature of language education discourse that aims to encourage student learning rather than knowledge transfer through vast and time-consuming printed material.

Mini-format texts are also of particular relevance as a technique of enhancing the rhetorical impact on the addressee (for example, a recipient of educational services). This is very common in the written and oral description of various objects, events, and circumstances, especially in English, and because American and British communicative patterns are frequently used as models, analyzing English-language materials can be very useful in examining similar trends in other languages. Thus, Henry Widdowson, known for his contribution to communicative language teaching, differentiated between language usage and language use. The former being —the citation of words and sentences as manifestations of a language system and the latter as the way the system in realized for normal communicative purposes [4].

The functional (semantic and pragmatic) complexity of mini-texts stems from the necessity for educators to condense a lot of information into a small amount of time, which necessitates a higher level of language and mental ability than just good speaking/writing skills.

That is why the role of mini-texts is can not be forbidden taken down from the context of other English language teaching materials. When it comes to mini-texts the first thing that comes to our mind is the comprehension of reading.

Reading is an independent type of speech activity. It is based on perceptual-thinking activity. It occupies one of the main places in terms of use and importance, since the development of productive skills - speaking and writing - takes place on the basis of reading. Writing comprehension skills are also important because in everyday life we often deal with written samples - reading books, periodicals, working on the Internet, etc. In addition, reading enhances the culture of a person, develops personality. And mini texts are the part of it.

Reading phase in English language classroom is valid, it contributes to:

• the expansion lexical vocabulary

• the ability to understand the meanings of unfamiliar words from the context (development of language guess)

• reinforcing various sections of the grammar

• improving speech skills

In the course of reading and working with texts, following activities are formed: cognitive, communicative, personal, and regulatory. There are three stages of working with text:

• Pre-reading

• While-reading

• Post-reading

Objectives of the pre-reading stage:

• define / formulate a speech task for the first reading.

• create the necessary level of motivation for students.

• if possible, reduce the level of language and speech difficulties.

Possible exercises:

1. By heading, students can be asked to identify:

• subject matter of the text;

• a list of the problems raised in it;

• keywords and expressions, associations.

2. Formulate assumptions about the topic of the text based on the available illustrations, or video fragments or even musical excerpts.

3. Determine the main idea of the text according to the given words, what associations these words cause. Words with translation or words with definitions can be given.

4. Look at the text / first paragraph and determine what the text is about.

5. Read the questions / statements on the text and define its topics and problems.

6. Try to answer the proposed questions before reading the text.

• What genre can presumably be attributed to this text?

• Who will be the main character (his profession, nationality, and so on)?

• Where and at what time can the action take place?

8. Write possible questions on the topic of the text

Objectives of the while-reading stage:

• Control the degree of formation of various language skills and speech skills.

• Continue the formation of relevant skills and abilities.

Possible exercises:

1. Find answers to the proposed questions.
2. Confirm the correctness or falsity of the statements, or reveal that this is not mentioned in the text.
3. Make proposals in order
4. Find matches.
5.Perform a multiple-choice task
6. Choose a suitable heading for each of the paragraphs.
7. Insert a meaningful word or sentence that is missing in the text.
8. Select sentences with the following words / grammatical phenomena / idiomatic expressions and so on.
9. Read a description of the appearance, the place of the event, illustrations, the attitude of someone to something.
10. Guess the meaning of a word or words from the context, which of the proposed translations of the word most accurately reflects its meaning in this context.
11. Suggest how events will develop in the second chapter / next part of the text.
12. Read and retell the passage.
13. Fill in the missing information.

Objectives of the post-reading stage:

Use the situation of the text as a linguistic, speech, meaningful support for the development of skills in oral and written speech.

Possible exercises:

• Reveal something new from the read text, express your opinion about the read.

• Refute or agree with the statements.

• Prove or characterize something

• State which of the following statements most accurately conveys the main idea of the text. Justify your answer.

• Make a plan for the text, highlighting its main ideas.

• Retell / summarize the content of the text, possibly in writing

• Tell the text on behalf of the protagonist, possibly in writing

• Come up with what might have happened if ... Come up with a new end to the text, possibly in writing.

• Come up with a new name.

• Dramatizing an entire text or portions of it

The following is the concept of possible options for assignments for different stages of working with the mini-text borrowed from the source of available works in university library«English for Specific Purposes (third year)» [5. p. 153-154].

UNIT 4

Culture Saves the World
4.1 Cross-Cultural Communication

LEAD-IN: Mapping Out the Context.

1 Generate ideas on the following questions.
1. What does the concept of 'Cross-Cultural Communication' mean?
2. What is 'Cross-Cultural Education'? What components does it include?
3. What is the role of Intercultural Communication in the globalized world?

Cultural diversity. Google images. 2017

2 Read the following passage on Intercultural Communication and comment on its interdisciplinary nature.

To understand and to study intercultural relations and communication, various perspectives are necessary. Intercultural Communication is therefore an interdisciplinary field of inquiry. The primary academic disciplines involved in Intercultural Communication studies are: Psychology, Anthropology, Sociology, Linguistics and Communication. The scope of Intercultural Communication and the main contributions of the various fields can be seen as follows (Bennett 1998):

- perception, interpretation, attribution (psychology, linguistics, communication)
- verbal communication (linguistics, communication)
- nonverbal communication (communication)
- communication styles (linguistics, communication)
- values (psychology, anthropology, sociology).

Moniviestin. University of Juvaskyla. 2017

Figure 1. The concept of possible mini-text borrowed from textbook "English for specific purposes"

UNIT 4 Culture Saves the World

3 Analyze the scope of Intercultural Communication and give definitions to the terms mentioned.

Figure 2. The post- reading task of the text which was on next page

As it can be seen from the context mini-text should have lay under the rules of reading phase. It means that all rules and structure must be followed

Mini-format texts may serve as an efficient means of achieving a desired communicative effect. Mini -texts, which are the most striking examples of language input, undoubtedly have great potential for learning English. They can be effectively used in teaching at the primary stage of training, provided: following the methodology of teaching English through a foreign language comic, which contributes to the development of the ICC, allows you to implement a personality-oriented approach to teaching a language, saturates the educational process with socio-cultural information, makes it more interesting and exciting. When comes to teaching primary school students, their demand requires a lot more effort and it should not be underestimated. Thus, mini-texts must fall into the structure of developing reading skill which is described above in this article. Mini-text has an enormous didactic potential. In addition, the didactic potential of comics as one of the forms of information transfer and its impact on the learning activity of a child is an unusually interesting topic for many studies.It is clear that, not all mini-textsare suitable for use in the educational process. There are various genres and editions of mini-texts that are addressed to a specific ages: children, adolescents, young people, middle-aged and older people. The selection of mini-texts for the educational process is carried out in accordance with the language, speech and life experience of students, as well as age interests; from the point of view of the communicative, cognitive and socio-cultural value of comics and their regional content, orientation towards the knowledge of the characteristics of another culture.

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FORMATION OF LINGUOCULTURAL COMPETENCE OF SENIOR SCHOOL STUDENTS USING PROJECT TECHNOLOGY

Abstract: Project-based technology is a relatively new method in learning and teaching. Every day this method is being studied and developed more and more. This article considers all possible applications and ways to improve the method of project technology in MFL lessons, in order to develop linguocultural competence in senior grades.

Key words: education, project technology, modern foreign language (MFL), linguocultural competence, senior school.

Project technologies as a method of teaching have gained enormous popularity among teachers engaged in both theoretical research and their practical implementation in various educational institutions. However, the greatest development of project technologies was in the practice of secondary and senior schools, as well as secondary vocational schools.

Project-based technology covers all aspects of the learning process. In addition to basic skills such as reading, writing, speaking, and listening, project technology includes a number of other skills such as searching for information, collecting data about a topic, designing surveys, speaking in public, using technology (making a presentation, making and editing a video, etc.), and other important factors that enhance the learning process.

The project method was based on the pedagogical ideas of American educator and psychologist, a leading representative of the philosophy of pragmatism, *John Dewey*. According to him, all of the student's activities should be focused on the development of thinking based on personal experience. He developed a theory of education aimed at the formation of personality adapted to life and practical activities under the system of "free enterprise". In the labor school, as Dewey understood it, creative work is the basis of all educational process.

The same issues of organizing project-based learning are described in detail in the works of W. Kilpatrick, E. Collings, L. Levin, P. Blonsky, M.V. Kupenin, B.V. Ignatyev, E.S. Palat, V.D. Simonentko, G.I. Kruglikov, V.V. Guzeyevand other.

According to E.E. Belova, A. Oladyshkina, O.A. Mineevaand J.VSmirnova, the project method in English lessons is used to achieve the following learning objectives:

- formation of linguistic and speech skills of students;
- development of self-educational activity in pupils;
- consolidation of the learnt educational material and application of the received knowledge in practice;
- formation of cognitive abilities of students;
- motivation development to further mastery of the English;
- development of students' creative abilities [1, 2, 4].

Project technology in senior grades is used in a number of different variations. Throughout the learning process, the teacher controls and decides on the sequence, timing, and type of project to be conducted. Considering the possibilities of integrating projects into the learning process English, we can distinguish three main approaches:

- to be used as a form of extracurricular work;
- serve as an alternative way of organizing the educational process;
- integrate into the traditional system of English system of teaching English

Table 1 - Types of projects

Types of projects by type of integration into the educational process	**Examples of projects**
Form of extracurricular activity	- quiz; - competition; -creative concert; - exhibition design; - reporting event in English; - wall newspaper.
Alternative way of organizing the educational process	- research of information sources; - searching for necessary information and presenting it in the form of tables, graphs, presentations, reports.
Integration into the traditional educational system	- abstract; - presentation; - scrapbook.

Project technology is closely related to the development of cultrolinguistic competence. This implies the study of the culture of different nations, traditions, their foundations within the framework of a foreign language.

Discussing all aspects of project work, it is impossible to omit to mention the disadvantages in order to have a complete picture of this method.

Table 2 – Advantages and disadvantages of project activities

Advantages of project activities	**Disadvantages of projectactivities**
Development of self-control and self-education skills.	Lack of evaluation criteria
Development of group activity skills.	Increased load on the teacher
Simulates real-world conditions	Overloading of students
The method allows to develop creativity	Stressful situations for students

When a teacher starts a new project with students, he usually asks himself the question: Where do I start? I want to give an order of steps as one example.

Initial stage of the project: Introduction and discussion of the topic. Basic vocabulary, grammar is given in parallel. Introduction to the situation.

Practical work on the project: Harmonious part of the whole learning process. Continued study of vocabulary and grammar (mostly independent work), work on a creative project.

Presentation of results: focus on a specific practical goal: visual presentation of the result. Pupils are asked to produce a poster, brochure, poster or album with short texts, drawings, photos, postcards reflecting the most essential content of the topic. Oral presentation of the completed work.

Project evaluation. During the work, students also fill out a form that allows the teacher to evaluate the results in one way or another. It should be noted, however, that it is rather difficult to evaluate the results of the project.

Thus, the project technology has a number of disadvantages, but the benefits are more. The distinctive features of project technology are:

- work on the project is combined with the creation of a solid language base in students;
- the selection of language material, types of tasks and sequence of work is carried out in accordance with the theme and purpose of the project;
- the use of foreign language in situations close to the conditions of real communication with the representatives of **another culture**;
- a high level of communicative orientation in the activities of students;
- special attention is focused on the creative independent activity of students (individual, pair and group);
- the choice of the topic of the project corresponds to the level of foreign language proficiency of the students [3, 5].

Project technology is an interconnected activity of the teacher and students. If the student tries to retrieve information, to process it, the teacher is called upon to point out a possible source or to become a source of information himself. If the student tries to acquire knowledge and skills for further use in their practice, the teacher coordinates this process, encourages the student and provides continuous feedback. The child tries to acquire communicative skills and the teacher offers discussions without imposing his or her own opinion on the students.

Project technology is always focused on independent activity of students - individual, paired, group, which students perform within a certain period of time. This technology is organically combined with group methods. Project technology always involves solving a problem. On the one hand, problem solving involves the use of a set, a variety of methods, means of education and training, and on the other hand, it implies the need to integrate knowledge, skills to apply knowledge from different areas of science, technology, and creative fields.

I can conclude that the use of project technology in the process of learning a foreign language helps to shift emphasis from various kinds of exercises to the active thought activity of students.

Thus, the results that can be obtained by using this technology are as follows:

- solid and deep assimilation of knowledge;
- a high level of independent work of students;
- a high level of scientific knowledge among students;
- the ability to work in a group, to conduct a group discussion;
- cohesion of the children's collective;
- motivation of collective achievements.

It is the project method allows to solve communicative and didactic tasks, as well as turning a traditional lesson into a discussion and research area where interesting, practically important and available to students questions.

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INNOVATIVE METHODS FOR TEACHING ENGLISH AS THE SECOND LANGUAGE FOR HIGHER SECONDARY STUDENTS IN THE GLOBAL CONTEXT OF DISTANCE EDUCATION

Abstract: The article is devoted to the urgent problem of modern distance learning education. The main task of the article is to substantiate and argue distance learning as a new form of education. The article analyzes the forms of education, presents the main directions of distance learning development, shows the differences between distance learning and traditional learning. There are highlighted the problems solved by students and teachers in distance learning. It is shown that the effectiveness of distance learning is determined by the use of pedagogical technologies, which underlie the design and implementation of distance learning courses. It is concluded that distance learning can be considered as an independent form of education, because it has significant differences that cannot be implemented in the traditional form.

Keywords: «distance education», «methods», «internet», «covid-19».

INTRODUCTION

Distance education is education that is fully or partially carried out with the help of computers and telecommunication technologies and facilities. The subject of distance education is removed from the teacher, and/or educational facilities, and/or educational resources. Distance education is carried out with the predominance of distance education technologies, forms, methods and means of teaching in the educational process, as well as using information and educational arrays of the Internet. Distance learning is conducted according to individual curricula, so that the student can ask questions about those aspects of the course, disciplines that are interesting to him. The student develops the skills of independently searching for the necessary information, as well as the habit of working independently and making decisions. Distance learning helps to bypass psychological barriers associated with a person's communicative qualities, such as shyness and fear of public speaking. Distance learning is mobile, which means that the student has access to relevant materials, becomes a professional who can apply the knowledge gained in practice[1].

The object of the study: is distance learning within the framework of modern school education.

The subject of the study: of this work is the process of introduction and development of distance learning in high school.

The aim of the research: is to study new methods of teaching distance education.

The objectives of the study are:

1. To investigate the methodological system of distance learning.
2. Describe the forms and technologies of distance learning and ways of its organization.
3. To study the basic concepts and characteristic features of distance learning.

To identify various methods and criteria for assessing the quality of distance education.

Methodological base of the research: this work uses various textbook A. Aimagambetov, Dewey D. and others.

The leading idea: development of applied products on the project topic.

Methods of research: Theoretical (research, analysis, distance learning methodology, quarantine impact, Internet usage).

The final of the research: is of tasks for a better understanding the topic.

Conclusions: highlights the main key aspects and results of the work

Reference: contains various sources that were used as the theoretical background of the diploma project.

PART I. THEORETICAL INNOVATIVE METHODS FOR TEACHING ENGLISH AS THE SECOND LANGUAGE FOR HIGHER SECONDARY STUDENTS IN THE GLOBAL CONTEXT OF DISTANCE EDUCATION

1.1 The global context of distance education methods

Methods of Foreign Language Teaching is a scientifically tested theory concerning the teaching of foreign languages in schools and other educational institutions. Methods of Foreign Language Teaching is closely related to other sciences such as pedagogy, psychology, linguistics and some other.

One of the effective methods of teaching adults is the Flask cycle. Specialists in the field of psychology David Kolb and Roger Fry have developed a model that teaches adults. Flask model-theory adult education aimed the gradual formation of mental actions. It is widely used in various variations during interactive lessons (Kolb 2011.8 McLeod 2013). The model is suitable for any person since the student already has:

-life experience that will help with learning.

-the desire to learn in order to achieve the desired goal, conscious learning.

To implement the cycle Kolb was comprehensive task on the topic UNESCO Cultural Heritage in Kazakhstan. In this model 4 types of participants were identified:

1. An activist (a figure with life experience);
2. An analyst (performing reflection and observation)
3. A conceptualist (a theorist who builds abstract concepts and schemes);
4. An experimenter (a pragmatist who represents)

According to B. Bloom's taxonomy students should participate in solving problems for the development of thinking, such as analysis, synthesis, evaluation (Bloom 1956: 18). Bloom's taxonomy is a hierarchical structure of cognitive skills that can help teachers teach and students learn. These cognitive skills are achieved by using active methods of learning a foreign.

Active learning is a learning method that involves the learner in the learning process more actively than with other methods. In Kazakhstan, the methodologist of RIPKSO Almaty Ten Alina Suntakova in her book considers methods as a pedagogical technology in teaching and developing critical thinking of trainees. She recommends using play sessions, insertion, group discussion, and other methods. These techniques belong to traditional classes, but some of them can be used in distance learning of a foreign language[4].

A specific method of active teaching of foreign languages isthe case technology. At the stage of consideration of the case, four components are distinguished: the problem, the solution, the situation and the context (Plotnikov2014: 4). Situational situations are a method of activating the speech-thinking activity of a part-time student, since they imply the definition of a problemin this situation and the search for its solution. Such activities include mentaloperations of analysis, synthesis and marks.

Teaching methods are a model of the learning process. The communicative-activity approach is considered the most optimal and is considered as the theoretical basis of this approach, the following features are used: the student is in the center of learning as a subject of educational activity; the training system assumes maximum consideration of the individual psychological characteristics of the student's personality and is aimed at solving a specific educational task by students; the object of training is speech activity, which includes listening, speaking, reading, writing.

Over the past two or three years, the Faculty of Higher Education in Kazakh University of International Relations and World languages named after Abylai Khan are conducted according to the traditional academic program, as well as according to the program of distance learning of foreign languages for students from Kazakhstan. The technological platform is the Moodle distance learning system in Kazumoimya, an online

Moodle system used for individual student learning. Thus, students, at their request, had the opportunity to study with a teacher and test their knowledge, and with the help of this educational platform, teachers could find out how a student studies and who attends their subject[2].

1.2The effectivenessand of distance education methods

Distance learning in general is a promising way of obtaining centralized education for students in rural areas, students with special physical development. Education is already unthinkable even after the completion of the conditions of universal quarantine without the active use of online learning technologies and knowledge control. The degree of effectiveness of any type of distance learning depends on several important factors:

1. establishment of constant feedback between the teacher and the student;

2. pedagogical skills of the teacher and the quality of the pedagogical technologies used;

3. the effectiveness of the developed methodological materials and the promptness of delivery;

4. individual psychological characteristics of the student's personality and the degree of his motivation to study. Thus, at present, modern information technologies provide, in fact, unlimited opportunities to solve the problem of distance learning, since it is possible to store, process.

Advantages and disadvantages of distance education:

There is no need to leave the house, rush to public transport, collect a briefcase and a morning outfit.

1. Without worries and unnecessary stress, the student is in a homely atmosphere and gets new knowledge;

2. If a student does not have time to watch something, is sick or feels unwell, then you can restore strength, and then view the lessons in the recording, complete tasks and catch up;

3. In the case of a competent allocation of time, there are more opportunities for hobbies and recreation, because you do not need to waste time on packing and going to school;

4. Active interaction with the teacher is maintained, as in real life. You can write or call the teacher, ask him your questions. Find out more:

If the student is properly adjusted to this format, show him how online training is going, tell him how to allocate time, then there will be no difficulties. But here everything also depends on the age of the student, and on the degree of his awareness. For example, it is difficult for children of primary school age to learn online, while students can already appreciate the advantage of online learning.

The disadvantages of remote education include:

1. Technical aspects. No one is immune from the fact that there may be a bad connection during the lesson, or maybe a student or teacher's gadget will break. Also, not everyone has the opportunity to stay at home in silence. Quarantine has forced many to work remotely, so parents, siblings, and older relatives can be in the apartment during online classes. And in order to find time and focus, difficulties may arise.

2. Self-discipline. Not every student has a sufficient level of self-organization, so online zoom training is ineffective if the student regularly skips lessons and does not complete homework.

3. The awkwardness of asking additional questions to the teacher. For example, the school provides free online training, and the student has the right to ask questions to teachers. But many schoolchildren are shy, afraid and sit at home in silence. Accordingly, there are problems with mathematics, English, biology. To organize the online learning process correctly, to educate students, to explain information in an accessible way even at a distance is a talent. And a lot depends on the skill of the teacher. But there is no need to remove responsibility from the students either. Parents should support their children, talk more often about the importance of education, check homework and answer questions if they arise.

1.3 Description of the methodology of using distancelearning technology in the study of the subject "English or foreign language

Due to the forced measures to spread coronavirus infection and to protect the health of children, all schools in the 2020-2021 academic year switched to distance learning for a period of restrictions. It is necessary to use those tools that will help to return the cognitive interest of students to the subject, it is necessary to motivate children to learn English independently, to diversify the conduct of distance English lessons. In order to introduce a methodology for using distance learning technology, it is necessary to take some kind of pedagogical approach as a basis. There are many pedagogical approaches, for example, systemic, activity-based, reflexive, differentiated, integrative, modular. Our methodology of using Moodle SDS in the school educational process as part of the study of the subject "English" is implemented on the basis of an activity-based approach.

Google class. This platform is ideal for organizing the entire class. Here we can upload the necessary materials for students, textbooks, assignments, photos. We can create important notes and reminders. What is very important, we can monitor the students' performance of the tasks that we give for homework. Well, this platform is also free.

Edmodo. An online learning platform in the form of a social network. In order to start working with Edmodo, you need to register. Registration is free. Here you can also download all the necessary materials, communicate with the class of students, make video calls. There is one drawback - the interface is in English. But here everything depends on which side to look at. If you are learning English, then this feature is not a minus at all, but a plus.

But despite the fact that there are various online platforms for teaching schoolchildren, Zoom remains the most popular. And here are a few advantages in his work:

1. Zoom can be installed on a computer or on any other gadget.
2. The program is free.
3. It is possible to conduct classes with more than 15 students. However, in the free version, the video tutorial can last no more than 40 minutes.
4. Among the functionality is the ability to display the screen and use an interactive whiteboard.
5. The lesson planning function is convenient. For each lesson, students receive an invitation by email, which allows them to discipline students and forces them to plan their time.
6. There is a function for recording classes. There is an opportunity to correspond with students during classes.

There are a lot of video instructions and life hacks on the Internet on how to use the Zoom program, so there will be no problems with learning[3].

Minister of Education and Science Askhat Aimagambetov pays great attention to the organization of the distance learning process in educational institutions of Kazakhstan. In Kazakhstan , the following events were organized:

1. Lessons via television.

This is a completely new format. The TV channels «Balapan» and «El Arna» provided the Ministry with their airtime. Filming began during the school spring break. In total, more than 2000 video tutorials on the main subjects were filmed.

2. Classes via specialized Internet platforms.

Previously, access to the educational content of these companies was paid, but the Ministry of Education agreed that children would receive all the information and use these systems for free[5].

CONCLUSION

In conclusion, I would like to emphasize that quarantine, no matter how sad and undesirable it may be, still has one positive side: it has allowed to increase computer literacy and strengthened the desire to be modern and mobile, eliminated the fear of being open to virtual interaction. There is no doubt that our society will emerge from this difficult situation victorious, and most importantly, armed with new approaches and technologies in the education system.

It should be noted that distance learning provides students with access to non-traditional sources of information, increases the efficiency of independent work, provides completely new opportunities for creativity, acquisition and consolidation of various professional skills, and also allows teachers to introduce fundamentally new forms and methods of teaching using conceptual and mathematical modeling of phenomena and processes.

The development of distance learning in the Kazakh education system will continue and improve with the development of Internet technologies and the improvement of distance learning methods. Distance learning contributes to the mass dissemination of education, making training courses accessible compared to traditional full-time education. Nevertheless, we are forced to state the low quality of distance learning, which is natural in the context of existing priorities - minimizing costs. Distance learning in Kazakhstan will become widespread when appropriate technical capabilities and good telecommunication channels appear.

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FORMATION OF ECOLOGICAL CULTURE OF PRIMARY SCHOOL STUDENTS IN THE COURSE OF EXTRACURRICULAR ACTIVITIES

Abstract. The article examines the ways of developing the ecological culture of primary schoolchildren, informs about the specifics of extracurricular activities, the opportunities of forming the ecological culture of primary schoolchildren, types of activities in the process of environmental education and traditional forms of environmental work, methods and means of their implementation.

Key words: primary school, ecology, ecological culture, nature, environment, extracurricular activities, environmental education, environmental work.

The relationship of man with nature is not a problem that arises only today. This is a long-standing problem. This issue is also on the agenda of the government. It includes the "Concept of environmental safety of the Republic of Kazakhstan", the program "Environmental Protection of the Republic of Kazakhstan", the program "Environmental Education", the issues provided for in the documents (global environmental problems, ecologization of society, introduction of innovative mechanisms of environmental education and upbringing of the state educational system in secondary schools, etc.).

The local population should pay special attention to the issues of environmental improvement, as well as environmental education and upbringing of schoolchildren. In this context, the relevance of the development of ecological thinking of primary schoolchildren, the formation of ecological culture is increasing every day. Scientists believe that environmental education and upbringing should develop a sense of internal responsibility and duty towards all living things, since the preservation of the living environment and human health are one of the most important categories in the value system of society.

Ecological culture is an integral part of universal culture, which includes a system of social relations, moral values, norms and ways of interaction of society with the natural environment, successively formed in the public consciousness and behavior of people throughout their lives and generations. It contributes to a healthy lifestyle, spiritual growth of society, sustainable socio-economic development, environmental security of the country and each person. Therefore, it can be said that ecological culture is a process of life, norms and values of society related to the attitude to the environment []. In this regard, it becomes clear why special attention is paid to ecological culture today. Indeed, it is possible to change the attitude to the environment only by changing the worldview, values of a person, his attitude, it would seem, to simple everyday things.

In accordance with the concept of environmental safety of the Republic of Kazakhstan, the necessity of forming a system of continuous environmental education by including issues of ecology and sustainable development in the curricula of all levels of education for the development of environmental education and the formation of ecological culture of society is determined. Ecological culture is interpreted as an inherited and formed experience of human existence in interaction with the natural environment, contributing to a healthy lifestyle, sustainable socio-economic development, environmental safety of the country and the area. The concept emphasizes that the basis for the development of environmental education is the formation of the ecological culture of society. [2, s. 4.3.1.]

The problem of environmental education was studied by A. N. Zahlebny, A. S. Beisenova, A. B. Bigaliyev, Z.Z. Zhanbayeva, M.N. Sarybekov and others, who developed general theoretical and methodological aspects of environmental education. Many works were also performed on the problems of environmental education of students (I. D. Zverev, K. N. Sarybekova, G. M. Sabdenalieva, B. I. Imangalieva).

The purpose and planned result of environmental education, according to A. N. Zahlebny, is the formation of responsible attitude to the natural environment, the ability to appreciate and understand the richness and beauty of nature, to carry out competent actions, to take an active life position, to object to the manifestations of an irresponsible attitude to nature. [1, p. 34]

Today, scientific and pedagogical studies prove that the upbringing of a child as a person depends on

the direct participation of nature. The ability to communicate with nature has a huge impact on the child's mental, memory, control and cognitive abilities, rapid improvement of consciousness, intuition, development of moral qualities, etc. This is because man is one of the natural living organisms. As a result of his existence and the system of knowledge gained, a person can manifest himself in the next stages of life.

Currently, one of the most pressing problems in the formation of the personality of the younger generation is the creation of a system of continuous environmental education, differentiation of its educational capabilities on the basis of moral, scientific, and systematic principles. Therefore, environmental educational work in primary schools of the country is currently based on the program "Alphabet of the young ecologist" (Жас эколог әліппесі). In particular, the 1st grade begins with the section "The world that surrounds us" (Бізді қоршап тұрған әлем). The child's narrative and description of his impressions of nature has an impact on his imagination, on the definition of his understanding of nature. The ability to feel and perceive beauty in nature does not arise spontaneously. Its development and transformation into a useful type of activity is carried out with the help of parents and teachers. [3]

As B. T. Likhachev noted, environmental education is carried out

- with the mind as part of the worldview, general knowledge of the world;
- with the help of labor education, which contributes to the practical implementation of children's environmental beliefs;
- with aesthetic education, which develops a sense of the beauty of nature and stimulates the ecological activity of students;
- in an inextricable connection with moral education, which forms a sense of responsibility to nature and people.

The main indicators of environmental education are students' understanding of current environmental problems, awareness of responsibility for nature protection, environmental activity, a sense of love for nature, the ability to see and enjoy the beauty of the environment. [4, p. 48]

To describe the attitude of students to nature, A. P. Sidelkovsky uses such terms as "assimilation" of natural phenomena, "objective enrichment of the spiritual world of individuals", notes the dependence of the student's mental development on everyday practical contacts with nature. "These connections are part of the way of life of students and their parents, people around them who come into direct or indirect contact with students", - he said. [5, p. 47-49]

Educational work that is organized outside the curriculum at the request of students is called extracurricular work. The purpose of extracurricular environmental education and upbringing is to educate children about the protection of nature and its careful attitude, without making environmental education of students one-sided, but deepening the knowledge provided for in the program. In the course of extracurricular environmental work, simple patterns are identified, the relationship between the phenomena of certain types of nature is established, and various natural complexes are considered. This work expands children's understanding of the unity of nature, creates conditions for the correct formation of their worldview. Extracurricular activities describe conclusions with scientific knowledge about the ecological state of their region, the environment, and the world.

The education system is implemented in remote but interconnected areas: traditional secondary schools and extracurricular organizations. While in the traditional school education system the stability is ensured, extracurricular organizations make adjustments to the educational process in accordance with the needs of society. In order to ensure the full development of the ecological education system for primary school students, it is important to constantly coordinate the activities of these two areas today. For example, students of the lower classes take into account the fact that during the four seasons of the year, the pictures of nature change, the importance of plants and animals, human power, and in extracurricular actions, the maintenance of life objects is carried out. In the drawing lessons, students are presented with images of nature – growing trees, plants, a flowing river, lakes, high blue mountains, bright sun rays. From such illusions, students depict meaningful amazing scenes. Outside of the classroom, exhibitions can be organized to collect these wonderful creative works.

Strengthening of mental and cognitive activities of students outside the classroom is carried out through subject circles, joint organizations, clubs of interest, the creation of a network of students in the scientific community, collective creative activities. In general, extracurricular activities expand students' knowledge and create opportunities for a comprehensive search, the results of their own cognitive activities are summed up, and through extracurricular ecological work, children understand various secrets of the mysterious world.

The use of environmental and scientific data in the educational process depends on the teacher's deep knowledge, pedagogical skills, and high culture. Therefore, one of the main tasks is to equip students with

problems of nature protection on the basis of science, theoretical and practical knowledge. To do this, it is necessary to teach teachers the educational materials of the main sources of environmental knowledge in depth at lectures and effectively use them in classroom and extracurricular environmental work.

One of the forms of determining the correct, positive attitude to the environment is the daily activity of the child. In this regard, we can name a number of activities that are reflected in the formation of ecological culture. There are also a lot of traditionally formed forms of extracurricular environmental work. Its choice depends on the educational tasks of general or individual students. (Table-1)

Table 1 – Types of activities and traditional forms of environmental work in the process of environmental education

№	Types of activities in the process of environmental education	Traditional forms of environmental work
1.	stories that reflect various events in nature or represent an action to protect and beautify nature	conducting thematic class hours and organizing preparatory work for them: publishing a wall newspaper, making an album, making posters, lozungs, teaching songs, dances, and poems
2.	on the school grounds, activities are carried out for living objects or their maintenance, as well as for the processing of things (repair of books, etc.).	holding interesting meetings, evenings, matinees
3.	creation of works of fine art based on impressions from nature and actions of people in nature	organization of political communication in the classroom: thematic, review, instant message
4.	communication with nature, free communication with objects of the plant and animal world – observation, study of them, maintenance activities, domestication	conducting exhibitions of creative works created by students
5.	experiment - expressing opinions as a result of observation, cognitive activity	conducting competitions of the club between several teams
6.	questions, messages, conversation, drawing, writing a letter	organization of talk shows, round tables, discussions, conversations with students
7.	exchange of views on nature-related information, impressions on interesting and mysterious events, definition of the concept of nature	conducting sports competitions: chess, checkers, “togyz kumalak”, volleyball, basketball, football, skiing, etc.
8.	observing - ensuring the receipt of data on the actions of people in nature, accompanied by independent development	organization of extracurricular reading of interesting books, newspapers and magazines, mutual discussion of it
9.	watching pictures about nature, watching TV shows, reading mini-works, new types of activities that contribute to children’s development	conducting competitions, olympiads, and competitions based on the results of Circle work
10.		implementation of works in accordance with the “Atameken” program
11.		organization of socially useful work of students, such as duty in the classroom, school, participation in general cleaning, decoration of the school grounds, participation in community work days
12.		travel to museums, exhibitions, cultural sites, cinema, theater, production facilities

What forms of extracurricular activities are carried out is chosen by the class teacher. Extracurricular environmental education activities include holding a school press conference, a political message, sports competitions, a school newspaper, competitions on various topics, organizing exhibitions, conducting a conversation on a well-known topic, and so on. The ability to transform each of them according to the topic depends on the skill of the teacher. Approximate materials for such topics are provided and thematic lists are displayed. The main requirements for organizing work with students during extracurricular hours are::

- close unity of educational and extracurricular activities;
- during extracurricular hours, give each student a useful task, taking into account their interests, inclinations and abilities;

- high ideality and purposefulness, useful orientation to society, diversity, attractiveness;
- increasing the role of student self-government organizations;
- interaction of schools, extracurricular institutions and organizations;
- participation of subject teachers and parents in the organization of extracurricular activities of students.

Outside of the classroom, students' activities for a specific purpose are an integral part of the entire education system. The results of extracurricular environmental work are determined by the degree of development of students' desire for knowledge, the desire to participate in public actions. Extracurricular environmental work begins precisely during the lesson and is further reflected in its logical continuation. The more advanced the teaching methods, the greater the need to organize circles, competitions, olympiads, etc. The expansion of students' interest in any subject cannot be practically satisfied with the framework of the curriculum. This implies the need to create educational and extracurricular activities in a single system, subordinated to a single goal.

In the learning process, the teacher should engage not only in environmental work in such a way that it affects the individual student, but also the majority of students. If students' interest in the subject increases, then their passion for mastering the subject also increases. At the present stage, the content of the lesson and the main methods of its interpretation should be built in such a way that students systematically master each specific material, developing independent cognitive activity. These established conditions require taking into account the age and personal characteristics of students. Environmental work in the educational process not only develops students' knowledge, but also solves the problems of their comprehensive education. Each student should feel good about their responsibility to the team, both in their own volitional and individual work.

As mentioned above, the education of a student's ecological culture should not be limited to environmental education, the need to strengthen the influence of a person on the spiritual sphere, the education of an understanding of the value of nature is becoming more and more obvious. Extracurricular time occupies a significant place in students' lives. After classes, students often have to solve various difficult problems on their own initiative, prepare lessons, delve deeper into one of the most interesting areas of knowledge they need, help their parents economically, and so on. All this requires some degree of organization, willpower, hard work, skills and abilities from him. The school should help him in this matter. The homeroom teacher should always be in search and be able to use various forms of environmental work. It is also necessary to organize students' activities outside the classroom with a specific system.

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RESEARCH OF CASE - TECHNOLOGIES IN THE EDUCATIONAL PROCESS IN THE LESSONS OF THE NATURAL SCIENTIFIC CYCLE

Abstract: This article examines the role of case technologies as one of the important conditions for the formation of professional competencies of students, such as: social, communicative. The content of interactive forms and methods of teaching is revealed, the main characteristics of case technologies that facilitate the interaction of students and the teacher are revealed. It is noted that the universality of case technologies lies in the fact that descriptions of specific situations or cases are used. It is necessary to analyze the situation, understand the essence of the problem, propose possible solutions and choose the best one. It was determined that the technology of using cases varies in the sequence: situations-problems, situations-assessments, situations-illustrations, situations-advances. Examples of cases are given, the solution of which is based on the application of knowledge of the natural-scientific direction.

Key words: case technology, competencies, method, situation, analysis, research, cognitive activity, educational process, science.

I. INTRODUCTION

Nowadays, in the age of innovation, technology and the growth of information, everyone should have a sufficient level of professionalism, as well as own a variety of business and communication qualities, the ability to accept solutions quickly and correctly. Very important requirements for every student are the ability to work in a team, to think critically, process a large amount of information in a short period of time, as well as create original methods for solving the assigned tasks.

Great for fostering the required application of case technology in the lessons of the natural science cycle. Since the case-study method (case-method) (from English case - situation) is a method aimed not only at mastering knowledge, but also at developing new qualities and skills in students, which will help they will prepare for independent activities in resolving contradictions and finding the optimal solutions in real life situations. Method essence is that each of the participants offers their own way of solving a common problem, applying existing knowledge, skills, practical experience, and joint efforts come to a common optimal variant.

The relevance of the use of case technologies lies in the fact that this technique helps to develop the creativity of students, the ability to work in a team, the ability to act and make decisions, as well as optimally combines theory and practice, which in the aggregate is an excellent base for the future career growth of a specialist.

Specialists who study and apply in practice problem-situational learning using case studies, there are several case methods. We can analyze them in table 1.

The methods	Features of these methods
The incident method	This method differs in that its purpose is to search for information for making a decision by the listener himself, and, as a result, teaching him to work with information: to communicate it, organize it, analyze it.
The method of business correspondence analysis.	It is based on working with documents and papers related to a particular organization, situation, problem. When using this method of analyzing situations, students receive from the teacher folders with the same set of documents related to a specific historical event, a specific economic situation, the activities of a particular enterprise (institution), depending on the topic and subject.
The method of situational analysis	The most common method, because it allows a deep and detailed study of a difficult situation. Student receives a text with detailed description of the situation and the problem to be solved. The text can include already implemented actions, made decisions, to assess its feasibility.
Game project method	To work in this way, the participants can be divided into groups, each of which will develop its own project. Game project method can include projects of different types: research, exploratory, creative, predictive, analytical.

Table 1 - Methods of case technologies

When applying case technologies in the classroom chemistry, physics and biology, the following skills are developed: social skills, communication skills, introspection skills, practical skills, analytical skills, creative skills.

Case-technology is successfully used in preparation for conducting lessons in the natural science cycle, since it develops in students all those qualities that necessary for them in their future activities. For confirmation, you can see the table of approximate topics in which this technique can be applied and open lessons in grades 7-11 in chemistry lessons and biology [1, p.34].

II. THE RESEARCH METHOD

Case studies, where the word "case" has the meaning "set", are most widely used in correspondence education: content (textbooks) and methodological manuals in the form of training sets (cases) are given directly to the student or sent to him by mail (correspondent learning came out of here). As a rule, feedback is also provided by mail - questions to the teacher through the completed course works [2, p.67].

As an example of using case technologies as a means of enhancing the cognitive activity of students, let us consider the methodology of teaching chemistry according to the case-method.

The means for achieving the set goals of teaching chemistry is a case, like a package of documents for the work of students.

Case structure and content:

- presentation of the topic of the lesson, problems, questions, assignments;
- a detailed description of disputable situations;
- related facts, provisions, options, alternatives;
- educational and methodological support;
- visual, handout or other illustrative material;
- basic and additional literature;
- mode of work with the case;
- criteria for evaluating work in stages.

Table 2 - Application of case technologies on various topics in chemistry and biology lessons (grades 7-11)

№	Grade	Subject	
		Biology	Chemistry
1	7	Introduction to the course of biology. The kingdom of the prokaryote.	Introduction to the chemistry course. Chemistry as part of natural science. The subject of chemistry.
2	8	Musculoskeletal system.	Periodic table of chemical elements D.I. Mendeleev. Signs of chemical elements.
3	9	Evolutionary theories.	Non-metals: atoms and simple substances. Oxygen, ozone, air.
4	10	A cell is a unit of living.	Natural gas. Alkanes.
5	11	The chemical composition of the cell. Cell division. Mitosis.	Acid.

III. THE RESULTS

Expected results:

- achievement by students of educational, personal results;
- formation of key educational competencies;
- participation of children in extracurricular activities, school activities;
- competitions: increasing the level of positive motivation and interest in learning; an increase in the level of training and high-quality academic performance of students.

IV. DISCUSSION

The use of case technologies is associated with the use of specific situations in teaching, the descriptions of which have been prepared in advance by the teacher. Very often the teacher prepares a whole chain of

situations, built in such a way that the solution of each subsequent one is directly related to the solution of the previous one. Situations proposed for study can be divided into four groups: problem situations, assessment situations, illustration situations, and advancing situations [3, p.98]. In the first case, the situations are related to a specific practical problem, after evaluating which students offer solutions, if any at all.

Assessment situations are a description of a problem with a ready-made version of its solution. Students can only evaluate it. The illustration situation requires students to describe in detail the current situation, the reasons for which it has arisen. Also, the resolution of this situation presupposes a description of the search for its solution and its algorithm. Students should comprehensively and with maximum objectivity analyze the situation, formulate a system of questions that allow choosing the most rational solution. Situations, the solution of which is based on the application of already acquired knowledge and skills, are called advancing situations [4, p.12].

V. CONCLUSION

After considering the role of case technologies in the educational process in the lessons of the natural science cycle, the following conclusions were formulated:

1. Analysis of domestic literature showed that the use of the case method in biology and chemistry lessons can be used in teaching schoolchildren 7-11 classes on the textbooks of the above presented authors [5, p.8].

2. This technique is very relevant and popular among teachers of the natural science cycle, since it solves almost all problems, which sets the educational process for the student, and allows to form high motivation to study and the development of cognitive interest.

3. The case method can be considered as one of the means of enhancing the cognitive activity of students in chemistry lessons, which contributes to the formation of creative thinking and skills in schoolchildren independently make decisions on problematic issues, which is confirmed in a pedagogical experiment.

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FORMATION OF CONTEXTUAL-COMMUNICATIVE COMPETENCE OF SENIOR STAGE STUDENT ECOMOMY

Abstract: This article describes an important way of learning communicative competence for all specialties. Education is one of the most important spheres of human life in the XXI century, high competition among specialists, the dynamics of socio-economic and socio-political changes are in great demand in the psychological and educational resources of man. the theme of life. In this context, there is a positive trend in the emerging education sector, where the role and importance of problem-solving approaches is growing. It is designed to implement a competency-based approach, improve the quality of education, develop the “skills” of students, reduce the number of mistakes and shortcomings in the lives of students, facilitate the adaptation of graduates.

Keywords: teaching ways, development, competence, school, modern technologies, communication, economy, psychological, high competition, educational resource.

Introduction

Theoretical and practical interest of pedagogy in communication skills as a personality trait increases the focus on social and communication processes in the fields of psychology, linguistics, neurolinguistics, semiotics and sociology, which developed in the 70-80s of last century. Areas of research: Linguistics, psycholinguistics and psychosemantics with a complex and interdisciplinary nature of psychosemantics. In the context of the complex and interdisciplinary nature of communication skills, pedagogy develops its own approach to this concept. The most original ability. According to VP Zinchenko, today they understand competence - "knowledge and understanding in the sense of participation in what is understood in human life" or A.V. The ability to communicate, for example, communicative, is based on knowledge and experience gained in the process of learning and socialization, which is "an important attribute of man and reflected in his general abilities" and aimed at independence and success. Participate in activities. Simply put, communication is the ability to be competent and successful, and in this regard is one of the most important issues of pedagogical theory and practice.

1) the scientific breadth of communication theory is related to the development of educational content, diagnostic base and age structure only the concept of "communication skills";

2) the issue of changing pedagogical perception based on socio-cultural understanding of dialogue in education;

3) the question of integrating the age characteristics of high school students in the content of the process of developing communication skills, skills of rational and social adaptation.

Method

As a result of this trend, communication skills are becoming a hallmark of school learning outcomes.

1) First, the integration of key components of education as intellectual-educational, reflective-active and motivational values.

2) Second, it acts as an effective tool for determining the social destiny of the individual. The level of language proficiency for today's graduates is already insufficient, especially in the economic aspects of education, the ability to use the language in a rational interpersonal interaction. Upon completion of the internship, students will now be able to choose business communication formats such as consultations, resumes and cover letters of their choice. Rationalization of students 'language skills at a high level of school education is the basis of students' communication skills, which scholars explain as the main goal of educational communication. Therefore, special attention should be paid to the psychological and pedagogical features of early adolescence, which determine the content of individualization practice and the higher level of schooling, responsible for social adaptation.

Results and discussion

Because the context of communicative work depends on age, it is important to recognize the innovative status of communication skills with high school students, especially integrated learning in the learning process. identity and social orientation. Adult students need language as a means of social adaptation and transcendent self-identification. The process of developing thinking and didactic communication skills in high school is based on mastering social skills, as determined by the principles of postgraduate education and personal strategies of the skills-based approach. in general education. Consider the need to determine the parameters of the criteria related to the overall development of local innovation processes and the content of communication technologies in the development of communication in high school students.

Prerequisites of a developed person who understands the educational policy of the modern school, strategic directions of modernization, rationalism and social adaptation to the global development process, the formation of new people in accordance with the goals of social change. concepts. Recognized as an important part of higher education. In this regard, the communicative skills of pedagogical students are an important feature of subjects who are able to communicate and interact with others to achieve existential and practical goals. Based on the most important areas of research:

1) intellectual education

2) reflex activity

3) The essence of motivation

The process of formation of communicative skills of schoolchildren has a strong opportunity to form a linguistic and intellectual basis of self-determination, which stimulates their spiritual and moral development. Unlike other schoolchildren's skills, valeological design skills, reflection and communication skills have important structures. Linguistics is the basis of communication for practical life purposes.

student skills. However, the goals achieved through practical language methods and speech activities do not exhaust the content of the formation of communication skills in senior students.

At the secondary school level, that is, in early adolescence, the nature of language mediation is

more complex and interactive. Qualitatively changing and motivational areas of knowledge and cognitive activity in adult learners. Therefore, the process of developing communication skills at a high level of school education has an innovative status and requires the use of special didactic methods and techniques and some changes in the education management system of high school students. The content of the course on the formation of communicative skills of high school students, the integrity of technological and managerial innovations, the focus on the development of tactics of rational communication between students are the conditions for students to achieve important results of social education.

Conclusion

In conclusion, I want to tell that the activities for the high school students of economical way of the project are positively perceived, affect the emotional sphere, broaden their horizons, help to develop speaking skills, use information, conduct research and research.

There are a number of advantages to using modern language learning at all stages of language learning:

1) improving students' communication skills in economics;

2) Increasing self-esteem by awakening and developing students' cognitive interest.

3) Supporting the development of intellectual abilities of critical and creative thinking, especially in the economic sphere

4) the ability to take into account the age and psychophysiological characteristics of the adult student.

Modern teaching methods are especially effective in summarizing, combining and reproducing training materials to shape real implementation. They contribute to the development of independent learning activities aimed at learning new skills. High school students learn to conduct research, present their ideas in a coherent and clear way in writing, share large amounts of text, digital and graphic information, analyze the information obtained, and generate ideas. They learn to plan, monitor and evaluate their work.

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IMPORTANCE OF USING CLASSICAL WORKS OF ART IN TEACHING ENGLISH

Abstract. The presented provisions determined the purpose of this work, which consists in ways of teaching classical works of art and guidelines for their use. Importance of the research lies in the identification of the relationship between authentic and adapted authentic materials, as well as the formulation of uniform requirements for the compilation and use of classical works of art in teaching foreign languages.

The practical significance of the work is determined by the possibility of using the developed set of classical works of art in individual pedagogical practice, as well as the recommendations presented when organizing work with classical works of art.

Key words: English lessons, classical works of art, authentic materials, methods of teaching foreign languages

Compilation of authentic texts is a relatively independent science and discipline in the middle of the twentieth century, with its own theory and practice. Text linguistics is based on the concept of text, and often contributes to the development of another area of research methodology, which is associated with its analysis.

Over the last thirty years, three independent scientific fields of text linguistics have been identified:

- General text theory (I.R.Galperin);

- grammar of the text (G.A.Zolotova);

- Stylistics of the text (I.V. Arnold, V.V.Odintsov) [1,2].

Different connotations used in the text of authentic texts (functional-stylistic, emotionally-expressive, evaluative) are closely related to stylistics, culture of communication, culture of speech, as it is impossible to compose a literate and communicative adequate text.

Compilation of modern original texts is consistent with the original text itself and its structure, categories and language units. He also studies the methods of composing, forming and analyzing text in the classroom. In fact, the compilation of original texts (including the linguistic analysis of its text) is a general philological discipline that combines the disciplines of linguistics and literary criticism, which form a stylistic sense [3, p. 15]. The object of general research is the collection of original texts and its practical course, linguistic analysis of the text and literary criticism.

The text can be oral or written, characterized by semantic and structural endings, the author's approach to the message, the formality of the message and the pragmatic position.

At the same time, considering many concepts related to the concept of text, we have paid special attention to the categories inherent in the text. Here are some references from Russian textologists. First, according to I. Moskalskaya, "Text (from the Latin textus - fabric, connection) is a single semantic connection of the sequence of units of signs, the main properties of which are connection" [5, p. 50].

I.R. Galperin's text is a complete, objective written document, ... has a number of separate units and topics, combined with different lexical, grammatical, logical, stylistic connections. Speech with this purpose and pragmatic orientation is defined as a product of reading skills [1, p. 17].

O.IMoskalskaya, defining the communicative significance of a true text, ... "text" means, on the one hand, a complete thought of the speaker, any statement, on the other hand, a story, novel, newspaper or magazine article, scientific article, various documents and the like works" [5, pp. 12–14].

A.F. Alefirenko defines the text as follows: "The text is a complete, communicative structure, the components of which are organized by the author's communicative intentions. They are integrated into a hierarchical, semantic structure" [6 , 4].

Significant works of many linguists have been developed to form, interpret and analyze the concept of "text". As a rule, many qualitative scientific researches have been published in the last twenty years. In this contextBakhtin M.M. and others confirm that the object of analysis of the composition of authentic texts is wider than the object of teaching methods.

- includes not only works of art, but all works of speech;

- studies the text as a set of all the linguistic features that give rise to it. It studies the changes in language relations, their dynamics within the text, determines the formation of the original text at the ideological-thematic and aesthetic level in terms of content, its executive function in terms of reading, in this case combined with literary criticism. Considers the advantages of authentic text in terms of compositional organization. In other words, the text moves from form to content, from content to form;

- If the methodologist often limits his analysis to the analysis of a particular text, because if he uses the method of immanent research, the literary critic regularly conducts excursions of historical, social and philosophical nature [7].

When learning foreign languages, two main objects of the original text are identified:

- Complete speech - a text in the broadest sense of the word, a macro text;

- complex structural phrases or complex structural authentic text completeness - texts or microtexts in the narrow sense of the word.

Complex structural phrases and boundaries may be important for the compilation of the text. A short full report (newspaper article, short story, weather report, announcement, etc.) may consist of a single non-phrasal unit. However, this only applies to small genres and small texts

Through the text, the language learner expands his knowledge of the world, gets acquainted with various information, learns to think systematically, develops spoken language. The text can be used not only for moral education, but also as a question-and-answer interview.

Since the text is the main linguistic concept of language development, it is used as a tool for teaching all types of communication activities.

Today, new teaching methods, innovative methods, debates, business games and communication methods are used. The method of communication between student and teacher is a communicative method, the main purpose of which is to develop the practical speech of language learners. Phonetics, vocabulary, morphology, syntax of foreign languages are studied through the text.

Bogin G.I. Speech genre as a means of individuation states the fact that proper upbringing of students is an indicator of a strong future for society. In this context, the content of the text plays an important role

in upbringing. As mentioned in the previous sections, the process of integration in the field of education is a complex, systemic phenomenon, as well as an issue that requires analysis of psychological and pedagogical content [8, p. 63]. The main purpose of education on an integrative basis is to form a holistic view of the world around the student. Teaching a lesson in combination with other disciplines strengthens the thinking skills of language learners, allows them to identify their features. This is due to the fact that each student has a different ability to master each subject. A student who has mastered one subject may have difficulty mastering another. In this context, the combined teaching of disciplines leads to opportunities for language learners [9, p.31]. This integration is not only the complete integration of individual parts, but also a system at different levels, which leads to quantitative and qualitative indicators.

Teaching another language in combination with several subjects in the English class is a problem of today. It is known that the innovative processes taking place in the modern system of pedagogical education require the formation of a highly intelligent, educated, well-developed individual. Undoubtedly, the diversity of disciplines contributes to the deepening of knowledge of graduates. Teaching subjects taught in high school in the classroom in conjunction with each other contributes to the growth of knowledge and cultural level of language learners.

Today, some unresolved issues in the field of pedagogy are difficult to solve in the old way. Therefore, in the modern education system it is necessary to be able to use effective methods in the classroom.he process of integration of disciplines at the present stage requires raising the level of new pedagogical technologies. In addition, the problem of integration of disciplines is reflected in the combination of teaching certain disciplines, teaching methods, theories, laws of other disciplines. This leads to the emergence of a qualitatively new type of knowledge and the emergence of common approaches. Interdisciplinary integration complements interdisciplinary integration [10].

By teaching English in high school, graduates can get a comprehensive education, regardless of their future profession. To do this, you need to be able to combine subjects taught in high school. One of the approaches is using the developed set of classical works of art.

In pedagogy, language learners are usually required to do this in three ways:

- The ability of students to read the tasks presented under the guidance of the teacher with an exploratory approach;
- be able to perform simple types of research work;
- be able to distinguish the relationship of works included in the full literary context.

As a rule, the use of classical works of artin general education schools is considered separately in the methodological council for the teaching of humanities and aesthetics and technical subjects. Integrated teaching of subjects allows language learners to master the topics of the English language through materials from other disciplines. This allows language learners to connect and connect their knowledge.The use of classical works of artalso deepens knowledge. Increases the interest of language learners in the subject. We can we the following methods of teaching:

Problem-solving questions. Theymotivate students to take action and lead to independent thinking. Here, the use of classical works of artdevelops thinking operations such as comparison, analysis, summarization, reasoning are carried out to form the child's cognitive independence, cognitive skills. For example, syntax (authentic textual structure of language) is a form of expression of thinking.

Typological method. This is a comparative study of the facts of the use of classical works of art of different languages. The advantage of this method is that it helps to identify features of the classical works of artstructure of our language. It is often helpful to reveal the relationship between language and thought by continuing the use of classical works of artin different languages that represent the same logical form. I saw her yesterday. I saw him yesterday. She said she saw her husband. - He told me that he had seen a friend. By comparing sentences in two languages that express this content, we correctly recognize the place of the substantive approach in the English language.

Typological comparisons reveal similarities not only in order to observe differences in the language of classical works of art, but also in the fact that the origins of languages are not the same, and indicate the reasons for such similarities.

Statistical method. This method studies the scope, field, size characteristics of the use of classical works of art. After the topic of mastering the original text units and diagrams develops from the linguistic and logical content to teach the defense of evidence. It begins with simple conclusions on each topic: "Original textual personality", "Original textual and morphological features", "Methods of analysis of linguistic data", will, cognitive imagination, thematic features.

In general, the method of recognizing the facts of language should focus on the independent work of language learners. The use of classical works of art is very importan as they are authentic texts which develop

students creative thinking and language skills. It is always better to work on the principle of continuity. This is because if syntax is a topic that is already familiar to the learner. Also the authentic text form andthe use of classical works of art contribute to in-depth knowledge in the course of learning English.

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TEACHING HIGHER SECONDARY STUDENTS VERBAL & NONVERBAL COMMUNICATION

Abstract: This is an article about verbal and non-verbal communication between a teacher and a student in the process of learning a foreign language. Significant influence of nonverbal communication on the effectiveness of learning, the importance of using correct nonverbal language in the classroom. As well as direct interaction of nonverbal communication on culture.

Keywords: verbal and nonverbal communication, kinesics, facial expressions, speech communicants.

Verbal communication is human speech, a natural sound language, which is understood as a system of phonetic signs, including lexical and syntactic rules. Verbal communication represents sharing objects through the use of words. With the help of verbal communication, you can share data and information, emotions, ideas, help and memories, thereby developing oral communication skills. (Vikash, 2016).

In any verbal communication, words are always present. At the same time, communicate in completely different languages. However, written communication also includes words. It is convenient to note that an important part of the conceptualization of verbal communication is that it is a way of communication that is carried out when many people meet. You can communicate verbally with other people or with a group of people.

The importance of verbal communication:

- Be well informed: it is convenient to use it for the dissemination of valuable and up-to-date data.
- Request for help and support: In case of difficulties, you can turn to another person for support.
- Make friendships: typically, you start building a new friendship with messaging between two people.
- Expression of individuality and creativity: ideas and dreams will be expressed through verbal communication, in which our imagination manifests itself.
- Emotion transmission: you can verbally convey emotions. Describe them colorfully and in detail

Verbal understanding has an initial premise and purpose. A premise is information that a certain person has uttered a certain sentence. The goal is to find out what this person meant by saying this sentence. The premise and conclusion of a successful understanding process are equally complex, but not to the same degree.

Verbal communication involves two types of aspects of verbal communication process: the first one is coding (term) and decoding (term), the second one is ostension and inference. The coded communication

is of course linguistic: acoustic signals are used to communicate semantic representations. The semantic representations recovered by decoding are useful only as a source of hypotheses and evidence for the second communication process, the inferential one.

From the point of view of science, the process of communication is interpreted so that people can be both an encoder of linguistic sounds and a decoder. Usually there are difficulties when the process of encoding and decoding (communication) occurs incorrectly. It is possible that extraneous noise or a different perception of the two sides interferes.

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The problem of pedagogical communication is one of the most difficult problems. To be master in communication, it is necessary to know not only the psychology of communication and interpersonal relations, to possess mimic, pantomime skills, self-control skills, self-observation, to realize the norms of pedagogical ethics, but also requires knowledge of the essence of language and speech as a means of communication, knowledge of the peculiarities of perception of sounding speech, knowledge of the structure of the human voice-speech apparatus and means of its development. Oral speech is the main means of pedagogical communication. The properties of the speech voice of a professional teacher include sonority, lightness, flexibility, clarity, smoothness, melody, beauty, possession of different registers, the ability to withstand a professional load for a long time without fatigue of the vocal apparatus.

Oral speech is still the most common way of communication and means of pedagogical communication. In order for the teacher's students to understand, it is not enough to have good diction, he must be clearly aware of what he is going to say. In addition, the teacher must choose the words so that his thought is correctly perceived. If a teacher has to speak to a large audience (for example, with a lecture for students or a report at a conference), the teacher usually formulates theses or somehow prepares for his speech (lectures in the form of presentations, slides, educational film, etc.). However, in daily activities, oral communication requires spontaneity, which can cause some teachers anxiety, uncertainty and even fear.

Everyone needs to expand their vocabulary, especially a high school teacher. Because the situation looks quite unpleasant when a student or another teacher uses some unfamiliar word and the teacher finds it difficult to interpret it. Although this situation can be turned in your favor: ask the student to define the term, formulate the meaning of what was said for all those present. This reflects the positive attitude of the teacher's communication with the audience. At the same time, when a student uses slang neologisms, the teacher should be able to show the richness and diversity of the native language, giving synonyms of these neologisms.

A.S. Makarenko believed that a special place among the skills and abilities of pedagogical technique is occupied by the development of the teacher's speech as one of the most important educational means. He wrote: "I became a real master only when I learned to say "come here" with 15-20 shades, in the setting of the face, figure, voice. And then I wasn't afraid that someone wouldn't come to me and wouldn't feel what was needed."

Nonverbal communication that occurs without words accounts for a larger percentage of communication. A person utters more than 30 thousand words a day, accompanying them with actions. Nonverbal communication is a human behavior that signals the emotional states and the nature of the interaction of communicating personalities. Nonverbal means of communication are expressed in clothes, hairstyle, facial expressions, posture, objects surrounding a person. It is nonverbal means of communication that provide information about the state of mind, the mood of the interlocutor, the attitude towards the partner and the problem under discussion, and help to identify the intentions of its participants. According to the statistics of A. Meherbian, "the transmission of information occurs due to verbal means (only words) by 7%, sound means (including tone of voice, intonation of sound) - by 38%, and due to non-verbal means (gestures, facial expressions, posture, etc.) - by 55%.".

Dan Sperber described nonverbal communication as a meta-representational (term) aspect. Behavior can be conceptualized as body movements or as the realization of intentions. Conceptualizing arbitrary behavior as the realization of intentions is much more economical, more explanatory, and has greater predictive value. However, in order to conceptualize behavior in terms of basic intentions, an organism needs the ability to maintain meta-representations (term).

G.E. Kreidlin in his work "Nonverbal semiotics" describes 6 types of nonverbal communication:

1. Paralinguistics (about sound codes of nonverbal communication).

2. Kinesics (gestures and movements).

3. Oculesics (eye language).
4. Haptics (touch and tactile movements).
5. Olfaction (odors, meanings conveyed by odors).
6. Proxemics (communication space).
7. Clothing and bodily characteristics

An experienced teacher receives up 50-90% of the information from gestures, facial expressions, intonation, posture, gaze, etc. The face and body of a teacher should express readiness for action, perseverance and determination in research on class communication, the importance of an adequate understanding of the expression of students' states and the need for an adequate expression of states and attitudes to them is declared, the dependence of the results of pedagogical activity on the teacher's skills and abilities to influence with the help of expression is emphasized. I. A. Zimnaya, A. A. Leontiev, I. B. Kotova, E. N. Shiyanov, A. K. Markova, A.M. Mitina, Ya. L. Kolominsky in they works said about success communication in the classroom. And largely depends on the ability to understand each other's expression and regulate expressive behavior in accordance with the situation of pedagogical communication.

The American scientist A. Meherbian notes that the frequent use of gestures is associated with a more affiliated style of the lesson, which disposes to sympathy and cooperation. The teacher's facial expressions attract more attention and encourage students to answer more often than words. It was found that the more the teacher uses the blackboard, the less the effectiveness of the lesson due to the lack of nonverbal communication, since there is no interaction.

Witt and Wiless argue that nonverbal forms of teacher behavior (communication from a close distance, smiles, eye contact, gestures) very effectively attract students to the teacher. Scientists noticed that if, a teacher stands or moves down the aisle between desks, students are more involved in the work, feeling a connection with the teacher. If the teacher is sitting, the interaction between him and the class is greatly reduced.

K. Buhler identifies three main classes of communication functions:

The function of the subject's manifestation (self-expression) is realized in various communication situations in the classroom. According to E. A. Petrova, they are realized by the teacher's gestures and relate to the sphere of manifestation of his personality. The function of self-presentation in pedagogical communication helps the self-expression of the teacher's personality. It is important for a teacher to be able to present himself competently in order to be an understandable student

The regulatory and communicative function is realized, when making contact, for example, with a gesture, the teacher can greet the class or an individual student. In situations of maintaining and strengthening contact (for example, nodding your head during a student's response). Also, at the end of the contact, the teacher can stop the responding student with a gesture.

Like any other symbolic means, it also implements an *information and communication function.* With the help of a gesture, the teacher can point to an object, transmit information about the object (its size, shape, etc.), the subject.

Gesticulation. The teacher's gestures are for students one of the indicators of his attitude towards them. The nature of the teacher's gestures creates a certain atmosphere in the classroom from the first minutes. No less significant are the features of performing individual gestures: tempo, amplitude completeness of the movement pattern and other characteristics of the statics and dynamics of the gesture.

The Russian linguist V.V.Andriyanov believes that gestures can express the following tonalities of communication: sublime (ritual gestures, gestures of speakers), neutral (gestures regulators, gestures indicators), neutral-everyday, familiar, vulgar.

Appearance. The image of a teacher begins with his appearance: jeans, hoodies, sportswear should be excluded. Preference is given to classic, strict, respectable suits. The color scheme plays an important role when teachers are choosing clothes. It is not recommended to conduct a lesson in a fiery red or orange color dress. It is better to prefer a suit of traditional gray, beige, blue. Jewelry should be limited to a minimum amount or left for the evening. Small neat earrings, a thin chain, one ring without bright stones are acceptable.

The appearance of the teacher should not distract students from the lesson, however, it is important that the teacher feels comfortable during the presentation of the material. Clothing should not restrict movement and prevent moving between rows of desks. High heels for women can be a real test, since the teacher spends most of the lesson standing.

Intonation. In the teacher's communication with students, the tone of speech is also of great importance. During the communicating with a child, the effect of intonation increases. The child surprisingly accurately recognizes the attitude of adults towards him by intonation, he has an exceptional "emotional hearing". The scream or monotonous speech of the teacher loses the power because the sensory inputs of the student are

either clogged with screaming, or he does not catch the emotional accompaniment at all, which generates indifference. The teacher's speech should be emotionally intense, extremes should be avoided. Regarding a foreign language, a simple tapping of the rhythm helps students to develop the correct intonation, helps to find the features of the intonation pattern.

Touches. The use of touch is very necessary when working with children. With its help, you can attract attention, set up contact, express your attitude to the child. Without interrupting the lesson, he can: return the distracted student to work by touching his arm, shoulder; calm the excited one; mark a successful answer. Touches that promote contact are soft, calm, as if random, optional.

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КЕРІ БАЙЛАНЫС ҰЙЫМДАСТЫРУДЫҢ МАҢЫЗЫ

Түйін: Берілген мақалада автор оқытудағы мұғалім мен оқушы арасындағы кері байланысты ұйымдастыру, кері байланыстың тиімді тұстарын қарастыру, кері байланыс ұйымдастырудың маңызы және оқушы белсенділігіне әсері жайында атап көрсетеді. Автор, сонымен қатар, кері байланыстың сабақты бекітудегі маңызын, оны ұйымдастырудағы мұғалім рөлін қарастырады.

Тірек сөздер: рефлексия, белсенділікті арттыру, фактор, талдау, сабақ барысы

Технология мен ғылым ажырай алмайтын, көзді ашып-жұмғанша лезде дамитын қазіргі заманда оқу үдерісін тиімді жолмен дамыту өзектілігі жоғалмайтын, әрқашан жауапты болуға міндеттейтін тақырыптардың бірі болып қалмақ. Білім алушы жас жеткіншекте сол заман ағымымен бірге дамитынын ескерсек, сабақ барысында қолданылатын әдіс-тәсілдер мен технологиялар да бала бойында бірге қалыптасқан физикалық, психологиялық, мәдени аспектілерге де сай болуы шарт.

Кәсіби педагог үшін технологияларды қолдануға деген қажеттілік оның оқу үдерісіндегі шеберлігін айқындаушы, өзін-өзі дамытушы, тәрбиелеуші ретіндегі бағытын анықтап, оқу іс-әрекетіне бағдарлануына әсер етеді. Мұғалімнің рефлексиясы тұлғааралық танымның нақты механизмімен, мұғалімнің қабылдау қабілеттерімен, оқушылардың танымдық процесін басқарумен, білім беру мекемесін басқарумен, мұғалімнің психологиялық-педагогикалық мәдениеті мен құзыреттілігімен, оның жеке іс-әрекет стилімен және т. б. байланысты. Педагогикалық іс-әрекет барысында оқушылармен байланыс жасап, қарым-қатынас орнату оқу үдерісіндегі нәтижелі әдіс саналады.

Жаңартылған білім бағдарламасы бойынша әр сабақ соңында кері байланыс ұйымдастыру оқу іс-әрекетінде қолданылуы тиіс технология болып табылады. Ол оқушыларға үйренуі керек қажетті материалды айқындауға, нақтылауға, тұжырымдауға және қорытылған ойды ой елегінен өткізуге тиімді әсер етеді.

«Артқа қарау» ұғымынан туындайтын «reflexio» сөзі латын тілінен енген. Ол алғаш рет философияда пайда болды және адамның өз санасында болып жатқан нәрселер туралы ойлау процесін білдірді. Декарт рефлексияны адамның өз ойларының мазмұнына назар аудару қабілетімен, барлық сыртқы денелерден абстракциялау арқылы анықтады. Локк сезім мен рефлексияны бөліп,

оны білімнің ерекше көзі - ішкі тәжірибе, сезім мүшелеріне негізделген сыртқы тәжірибе ретінде түсіндірді. Философияда рефлексия, сонымен қатар философиялық білімнің өмір сүру формасы, оны алудың негізгі әдісі, білімнің жеке салаларымен өзара әрекеттесу құралы болып табылады деп түсіндіріледі.

Қазіргі заманғы рефлексиялық зерттеулер психологияның көптеген салаларында жүргізіледі, бұл оның күрделілігін, әртүрлілігін және психикалық ұйымның барлық деңгейлеріне сәйкестігін көрсетеді. Педагогикада кері байланыс оқу процесінде міндетті түрде қолданылады. Ағылшын тілі сабақтарында оқушы білуі тиіс материалды игеру барысында ұзақ уақытқа есте сақтау, сөздерді қолдана білу, қарым-қатынас жасау сынды процестерді кері байланыс арқылы оңай жүзеге асырады.

Кері байланыс ұйымдастыру барысында педагог оқушыны зерттеушілік тұрғысынан қарай бастайды. Оқушының жауабы немесе берілетін ақпаратқа реакциясы арқылы педагог оқу үдерісіндегі өз жұмысын тиімді әрекеттермен жалғастырады. Кері байланысты жүргізуге барлық оқушы атсалыса алады. Кей жағдайларда оқытушы өз қалауымен өтілген материалды пысықтау үшін кері байланысты сыныпта белсенділігі төмен оқушылар үшін ғана қолдануы да мүмкін. Себебі кері байланыс әрқашан нәтижелі аяқталатын сабақ барысындағы негізгі процес болып табылады. Кері байланыс жасаудың екіжақты, яғни мұғалім үшін де оқушылар үшін тиімділігі сабақ барысында көрінеді: кері байланыс жасау, әдетте, оқушылар белсенділігін ғана емес, сонымен қатар *қызығушылығын* да оятатын тиімді әдіс болып табылады. Оған себеп өтілген материалды пысықтау үшін түрлі көрнекі құралдардың қолданылуы (ойын түрінде, стикерлер, смайлик, түрлі-түсті форматтағы тест т.б.). Жаңа тақырып өтіліп жатқанда мұғалім түрлі әдіс-тәсілдерді қолдануы мүмкін немесе қолданбауы да мүмкін, алайда кері байланыс жасау процесінде пысықталатын тақырып міндетті түрде ой қозғауға, ойлануға, еске түсіруге, шапшаң болуға негізделуі тиіс; мұнымен қоса кері байланыс жасаудың тағы бір тиімділігі өтілген материалдың оқушы миында әдеттегіден ұзағырақ сақталуы. Дәстүрлі формат бойынша сабақ өтілген кезде кері байланыс үшін уақыт тиімсіздігі байқалатын, солай оқушылардың кейбірі сабақты өз бетінше қайталаса, кейбірі келесі сабаққа дейін кітапты қозғамайтын. Кері байланыс жасау тақырыпты есте ұзағырақ сақтауға кепілдік бере алады, яғни онымен белгілі бір нәтижеге қол жеткізуге болады; тағы бір айта кертерлігі, кері байланыс жасау оқушыны шығармашылыққа жетелейді. Мысалы, кері байланыста қолданылатын көрнекі құралдар, оқушының өз пікірін білдіруі, басқа жолдастарының ойын тыңдау, сабақты қорытындылау т.б. осының барлығы оқушының сөздік қорын кеңейтіп, шығармашылығын дамытады. Сонымен қатар, өз пікірін білдіруге ұялмау, басқа жолдастарының сөзін бөлмеу, пікірді қабылдау және оны құрметтеу секілді жағымды қылықтарға да баулиды.

Кері байланыс жасаудың маңыздылығын келесідей көрсетуге болады: оқушы өз іс-әрекетін жүзеге асыруда алынған нәтижелер тұжырымдалады, белгілі бір тақырыпты зерттеу кезеңдері, осы тақырыптағы оқушының проблемалары, мәселені шешу жолдары , оқушының өз іс-әрекетіне деген көзқарасы қалай өзгеретіні анық байқалады. Мұғалім өз кезегінде оқу процесі кезеңдерін нақтылау қажеттілігін түсіну, мақсатқа жету жолдарын, баланың проблемаларын шешу үшін қажетті қадамдарды білу немесе нақты қадам жасауға көмектесу, соның нәтижесінде, алынған оқу нәтижелерінің таным кезіндегі тәжірибе сипатымен байланысын түсінуге көмектесу, оқушыға білім беру жолын түзетуге көмектесу секілді қадамдарды анықтайды, яғни рефлексия мұғалімге оқу процесін жүзеге асыруға және оны тиімді етуге көмектеседі.

Мұғалімнің кері байланыс орнатудың маңызына аса назар аудармауына түрлі фактор әсер етеді. Айта кетсек, уақыттың тапшылығы, кері байланыстың мәнін толық түсінбеуі т.с.с. Кері байланыс үдеріс субъектілерінің көшбасшылық дағдыларын дамыту, үдерісті табысты басқаруға жағдай жасау; дер кезінде түзетулер жасау, қате мен кемшіліктерді жою; мақсатқа жетуді қамтамасыз ету; үдеріс субъектілерін дұрыс шешім қабылдауға бағыттау; оқушылардың өзіндік бағалауын қалыптастыру; оқушының әлеуметтенуін қамтамасыз ету; рефлексия жасауға ықпал ету, көмектесу; оқушыларды табысқа ұмтылу сезімдерін туындату мақсаттарында жүргізіледі. Кері байланыс мақсаттары мұғалімнің ақпараттың мазмұнын және оны ұсыну тәсілдерін білу, оқушылардың әрекеттерін түсіну, сабақ барысында психологиялық ахуалды жақсарту сынды жағдаяттарға бағытталады.Кері байланыс мұғалімнің оқушылармен өзара әрекеттесуі нәтижесін талдау, рефлексия жасау және бақылаудың өнімі болып табылады.

Дұрыс ұйымдастырылған кері байланыс арқылы оқушы өзінің оқудағы кемшіліктерін түсінуге көмектесетін мәліметтер мен алға жылжуға нақты нұсқаулар алады. Мұғалім оқытудағы жіберілген олқылықтар және өзінің әрекетіне, қызметіне (жаңа әдіс-тәсілдер, оқыту техникалары, сабақта уақытты тиімді пайдалану т.б.) өзгерістер енгізуге көмектесетін мәліметтер алады. Оқушыларға жиі және маңызды кері байланыс ұсынылған жағдайда оқыту тиімді болады.

Мұғалім сабақта ұйымдастырылатын кері байланыстың түріне, формалары мен әдістеріне көп көңіл бөледі. Тәжірибе көрсеткендей, мұғалім кері байланыстың қай түрін, формасын қолданатынын өзі шешіп жатады. Сабақта ең жиі ұйымдастырылатын кері байланыстың түрі ауызша және жазбаша болып табылады. Мұнан бөлек кері байланыстың жағымды және жағымсыз түрлері де болады. Кері байланыс формалары мен әдістеріне келер болсақ, олар ауызша талдау, талқылау; жазбаша сауалнамалар алу; графикалық суреттер, смайликтер қолдану; оқушының бойында және ішкі дүниесінде болып жатқан өзгерістерді рөлдік ойындар арқылы сезінуі (жаңа білім алу, өзін-өзі таныту, көңіл-күйі, белсенділік немесе селқостық таныту деңгейі). Қайсыбір форманы қолдану мұғалім құзырындағы таңдау болып табылады.

Кері байланыс тиімді ұйымдастырылған жағдайда оқушылар қателерді түзеп, өз жұмыстарын жақсартуға ынталанады және мұғалім бірнеше қадамнан кейін ілгерілеу туралы хабардар болады. Мұғалім оқушыларға сұрақ қойғаннан кейін міндетті түрде оларға ойлануға уақыт береді және сұрақтар оқушының таным дейгейіне байланысты қойылады. Сонымен қатар, мұғалім кері байланыс жүргізу барысындағы жауап парақшаларын салыстыра алғанымен, оқушылардың өздерін салыстыра алмайтынын ескеруі қажет.

Ұзақ уақытқа созылған шетел тәжірибелері көрсеткендей оқыту сапасы кері байланыс ұйымдастыруға тәуелді болып отыр. Мұғалімдердің оқушыларды тиімді әдіспен бағалауы және соған сай әрекеттенуі өте қиын, себебі әрбір оқушы-жеке индивид. Біршама шетел білім беру жүйелеріне сүйенсек, әлемдегі ең ықпалды қоғам қайраткерлерінің бірі Билл Гейтстің «мұғалімдерге шынайы кері байланыс қажет!» деп баса айтуы орынсыз жәйт емес. Оның пікірінше, АҚШ – тың білім беру жүйесі Шанхай мектептерінен үлгі алуы керек: Қытайдың осы мегаполисінде әрбір мұғалім - білім беру тәжірибесі аз болсада көп болсада - өз сабақтары мен іс-әрекеттеріне кері байланыс алуға және өзгелерге беруге құқылы: мұнда кері байланыс мұғалім кәсібінің ең маңызды бөлігі болып саналады.

Қорыта айтқанда, мұғалімнің кері байланысты дұрыс ұйымдастыра білуі оқушы тұлғасын зерттеуге ғана емес, сонымен бірге сабақ барысында игерілетін материалға оқушы көзқарасымен қарауға және сол арқылы баға беруге көмектеседі. Кері байланысты осы тұрғыдан ұйымдастыру оқушының сол пәнмен байланысын, ішкі ойларын айқындауда маңызды рөл атқарады.

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THEORETICAL BASIS OF RESEARCH OF "ROLE PLAYING GAMES AT ENGLISH LESSONS"

Abstract: this article focuses on the use of role-playing games in different stages of English learning with a view to developing communication skills. Author place emphasis on effectiveness and pedagogical feasibility of using this kind of games in English lessons in different age groups. The relevance of conducting role-playing games in the lessons is explained by the fact that it is a method in which participants of the game, by playing

certain roles in different situations, learn an effective way of behavior based on life experience. As a result, the efficiency of the educational process is increased, the communicative skills of students are developed and a motive appears for further study of the English language.

Keywords: role-playing games, role, plot.

The formulation of goals and objectives, as well as the fulfillment of all the requirements for learning to communicate in a non-native language in the conditions of an average school, quite often meets with critical attitude due to the program limited by the number of hours planned for language learning. Surely many teachers will agree with the opinion that the lack of a sufficient number of study hours is clearly traced and felt in the process of teaching a foreign language at school, nevertheless, the task of language teaching can and should be solved. Consequently, one of the central orientations of modern methods of teaching foreign languages is the search for such teaching methods that would correspond exactly to the goals set.

One of the methods that perform a large number of tasks at the same time is a game. During the process of teaching a non-native language to older schoolchildren, the game method is both an effective thing and an exciting activity. The game contributes to the formation of a favorable psychological atmosphere of communication in the classroom and pushes students to the conclusion that a foreign language is not just an academic discipline, but a real means of communication, the study of which opens up many opportunities. Therefore, it is necessary to ensure that lessons using the game become not just a discipline aimed at mandatory acquisition of knowledge, as a rule, for the sake of good grades, but also an exciting and interesting activity. Achieving this goal is possible if it is methodically competent and psychologically justified to conduct classes with the inclusion of this method.

As for the use of role-playing, it promotes the lesson in a more original, diverse form. At a lesson on learning a non-native language, play activity not only stimulates students to freely communicate in a foreign language, but also turns this communication into a situation as close as possible to the situation of real communication using verbal and non-verbal means. It promotes the development of initiative and mental activity of students. However, with the apparent simplicity of the role-playing game, perhaps due in part to its entertaining nature, it is a complex process that requires students to use and train memory, concentration, and speech initiative. The great advantage of gaming activity is the fact that it captivates even the most timid, passive and poorly prepared students, which has a positive effect on their academic performance. For this reason, the topic of this work is particularly relevant.

According to the Ministry of Education, one of the main requirements for subject outcomes mastering the basic educational program of basic general education is the formation and improvement of foreign language communicative competence. Communicative competence is focused on achieving the practical result of English language proficiency, on the education, upbringing and development of the student's personality. The relevance of the chosen topic is that the use of role-playing games in English lessons can help us in this.

Role-playing can be considered as the most correct model of communication, since it imitates the realities of the surrounding world in its most essential features, in addition, in the role-playing game there is verbal and non-verbal behavior of communicants [30; With. 69].

For role-playing games, we can take real people, or we can take fictional characters, cartoon characters, fairy tales, etc. There are many types of roles that children can play. This is the role of an adult or a child, the role of a person a certain profession, family roles, the role of fairy-tale characters, etc. We can act out situations typical of the environment or come up with unrealistic stories that are more theatrical. These can be militarized stories, everyday stories, fantasy stories based on books, etc.

The teacher views it as a form of dialogical communication in the learning process. But the child in this situation is not even aware of the educational nature of the game. The role of the teacher to imperceptibly manage the educational and cognitive activities of students, to ensure that there is a favorable psychological climate in the lesson, in the event of a conflict among the participants in the game, to resolve it. The psychological competence of the teacher is very important in order not to get a negative outcome of the game. It is important to ensure that each child feels comfortable while playing. During such exercises, not only learning takes place, but also the socialization of children. Relaxed atmosphere leads to the fact that even uncertain students begin to open up and become active in verbal communication. The psychological barrier disappears, the emotional tension decreases.

Before the start of the game, you can carry out exercises of a pantomimic nature to warm up: Show surprise, joy, anger ... You can play the game "Association". Students stand in a circle. The leading player silently passes the hidden object to the other, trying to depict it with gestures, the second student depicts and passes this object to the next. And so on until the last player. Then they test their guesses about what

item they got, starting at the end of the chain. The one who made a mistake first starts a new game. You can also play the game “Crocodile”. The host calls the conceived object in a whisper to the main player, who is called “Crocodile” in the game. The rest of the children should not hear the hidden word. The task of the “Crocodile”, without speaking, is to depict this object with gestures and facial expressions so that the rest of the students will guess it. The one who guesses the word becomes “Crocodile”. Another version of the game is when the participants are divided into two teams. The first team plays first. The presenter gives one player a card with ten simple names of objects and marks 2 minutes. During this time, the player must manage to show as many objects as possible without words, and the members of his team must guess them. If he does not know how to show some object, then he skips it and shows the next one. Then the second team starts playing. The winners are those who guessed the most of the item names. In these games, it is not necessary to guess objects, you can natural phenomena, mood, character traits, etc.

Role-playing stages: 1) setting a goal or task; 2) designation of game situations; 3) scenario development; 4) preparation of the necessary props, role cards; 5) instructing the participants; 6) the conduct of the game; 7) reflection and development of recommendations for the future.

Role-playing games can be used at all stages of learning. In elementary school, role-playing is indispensable. Children should feel everything, see, understand by example. Plots can be such as a trip to a store (a buyer buys things, products from a seller); calling a doctor at home (a conversation between a patient and a doctor), etc. You can also play famous fairy tales, as well as those invented by the children themselves. In these situations, you can use masquerade props (masks, costumes). It is necessary to reveal children, teach them to portray their hero, to enter into his image (gait, gestures, facial expressions, voice).

Primary school students can play with dolls, teddy bears instead of playing the role on themselves. It is necessary to take into account the factor that each child has his own favorite toys, which they will gladly bring to the lessons and will play with them.

For students of secondary school age, narrative role-playing games of everyday content are most often used. To fulfill this role, the student must interact with others using effective social skills. The situations played out should be as close to real life as possible. Schoolchildren of this age have an increased interest in interpersonal communication, therefore role-playing games with classmates are of particular interest to them.

For students of senior school age, it is necessary to apply cognitive role-playing games to prepare them for future social roles. Here you can already arrange discussions, conferences, assigning roles in advance. In the course of the game, look for problems and find ways to solve them. With older students, you can already discuss problems of a political, economic, social and environmental nature.

The use of role-playing games in the classroom increases the effectiveness of the educational process, develops the communication skills of students and motivates them to further study of the English language. During the role play, the student feels that he or she belongs to the community. He tries not to let down the rest of the participants in the action. There is a maximum employment of each student, his involvement in the educational process. Creative activity, initiative, logical thinking, the ability to communicate with each other, provide support for game participants.

As you know, learning a non-native language is hard work that requires a lot of effort, regularity and a long time. It is then that the game will bring a fresh stream into the methodical routine of classes and inspire students to take up learning a foreign language with renewed vigor. The inclusion of game methods in the lesson has a number of advantages. First of all, it helps to create conditions in which students perform not only exclusively educational tasks, but also satisfies the interests of their own curiosity and curiosity. In this regard, as a rule, every student wants to participate in the game. And since the peculiarity of a foreign language lesson in high school is the use of only a non-native language, the senior student not only has to, but also has to use it to express his own thoughts and ideas, in order to ask his own question, as well as to understand the speaker. Thus, students gain valuable experience of communication in a foreign language, while paying attention to the real applied result.

Summing up all of the above, it should be noted that the use of role-playing games in the process of teaching a foreign language encourages students to communicate as close as possible to the real, therefore, gives the educational process a communicative orientation. Moreover, it significantly increases the level of motivation of students when learning a foreign language and improves the level of language proficiency. The communicative function of language in such planning and implementation of the educational process is carried out most effectively, being the basis of any kind of activity of students in the classroom. Some methodologists claim that younger and middle school students are more willing and happy to immerse themselves in the atmosphere of role-playing games, while older students are not so active, for fear of appearing ridiculous, which is typical for this age category. For this reason, an extremely important factor in

the successful inclusion of role-playing games in the learning process is careful preparation not only of the game itself, but also of students for this game.

The use of role-playing games in the practice of a large number of teachers demonstrates that it is a very promising method of teaching. Thus, after analyzing all of the above, it can be noted that the role-playing game:

- this is an active form of learning that increases the motivation of students and, as a result, the effectiveness of learning;
- this is an extremely high motivating factor, as it awakens initiative and activity in students, and, as a result, interest, especially with regard to the unpredictability of the outcome;
- this is a kind of support for students, which gives hints about which speech means are most suitable for expressing a particular thought in a particular speech situation;
- causes a vivid emotional response among students, which positively affects the effectiveness of learning, increasing the level of learning.

Thus, role-playing can be considered as one of the active forms of organizing the educational process, which allows you to effectively implement the communicative and educational tasks of teaching a foreign language.

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DIDACTIC GAMES AS MEANS OF FORMING INTERPERSONAL RELATIONSHIP IN ORDER PRESCHOOL CHILDREN

Abstract: The main functions, the origin and development, types, the structure and methods of organizing didactic games are considered in this article.

Keywords: «didactic», «game», «interpersonal», «relationship».

The topic of the origin and formation of interpersonal relationships is extremely relevant, since many negative and destructive phenomena among young people observed recently (cruelty, increased aggressiveness, alienation, etc.) have their origins in early and preschool childhood. This prompts us to turn to the consideration of children's relationships with each other at the early stages of ontogenesis in order to understand their age patterns and the psychological nature of the deformations that arise along this path.

Relationships with other people are born and develop most intensively in preschool age. The first experience of such relationships becomes the foundation on which the further development of personality is built. The subsequent path of his personal and social development, and therefore his future fate, largely

depends on how the child's relationship develops in the first peer group in his life - in the kindergarten group. If these relationships develop well, if the child is attracted to peers and knows how to communicate with them without offending anyone and without resenting others, we can hope that he will continue to feel normal in society.

Preschool age is just the beginning of relationships with people. While it is still possible to open another person to a child not as a rival and competitor, but as an interesting person with his own joys and difficulties. And you can do this with the help of a game. When playing, the child is always in a certain relationship with the children's team, even if the children play together, three. The feelings evoked by the game are contained in the relationships that develop at the same time. Where these relationships for some reason do not improve, the game is impossible.

The independence of children in the game does not deny the pedagogical guidance. It is impossible to teach children the right relationships, as they teach the skills of counting or writing, it is necessary to manage the formation of these relationships, organizing the lives of children taking into account their capabilities and interests. The teacher here acts not so much as a teacher, but as an organizer. Directing the game, the educator teaches children simple moral norms, which, when learned, become regulators of collective relationships, help to resolve disputes fairly. However, in order for these norms to be fulfilled not only under the influence of the authority of an adult and used as an external argument in resolving quarrels and conflicts, but to become internal motives for behavior, it is necessary to prepare the ground for their assimilation. Such a ground is created by organizing the practice of children's relationships in the process of didactic play.

Now emotional tension and conflict in the sphere of children's relationships is much higher than in the sphere of communication with adults. This means that the ability to communicate while maintaining good relationships with other people is becoming increasingly important. Unfortunately, many children in the family do not acquire this most important social skill, but it is in kindergarten, through playing with peers, that children can be taught to resolve conflicts, listen and understand others, respect others' opinions and, last but not least, follow social norms and rules.

One of the types of gaming activity is a didactic game. It is a multifaceted, complex pedagogical phenomenon: it is both a game method of teaching preschool children, and a form of education, and independent play activity, and a means of comprehensive education of the child's personality.

The didactic game as a game method of learning is considered in two variants: games - classes and didactic or autodidactic games.

In the first case, the leading role belongs to the educator, who uses a variety of game techniques to increase children's interest in the lesson, creates a game situation, introduces elements of competition, etc. The use of various components of the game activity is combined with questions, instructions. With the help of games, the teacher not only transmits certain knowledge, forms ideas, but also teaches children to play. The basis for children's games are formulated ideas about the construction of a game plot, about a variety of game actions with objects. It is important that conditions are then created for the transfer of this knowledge and ideas into independent, creative games.

Didactic play as a form of teaching children contains two beginnings: educational (cognitive) and playful (entertaining). The educator is both a teacher and a participant in the game. He teaches and plays, and children learn by playing.

Didactic play as an independent game activity is based on awareness of this process. Independent play activity is carried out only if children show interest in the game, its rules and actions, if these rules are learned by them. The educator takes care of the complication of games, the expansion of their variability. If children lose interest in the game (this applies more to board - printed games), it is necessary to come up with new rules together with them. Independently, children can play didactic games, both in and out of the classroom. In the classroom, they use those didactic games that can be carried out frontally with all children. They consolidate and systematize knowledge. But a wider scope for the education of independence in the didactic game is provided to children in the hours allotted for games. Here, children are independent not only in following the rules and actions, but also in choosing a game, a partner, in creating new game options, in choosing a driver. Didactic games, especially in younger age groups, are considered in preschool pedagogy as a method of teaching children story-role-playing games: the ability to take on a certain role, fulfill the rules of the game, expand its plot. There are several such games in junior groups: "Pinocchio's birthday", "Let's dress Pinocchio for a walk", "Pinocchio has lunch".

Recently, there has been a tendency to bring the didactic game closer to the story-role-playing game. Didactic games are of great importance for enriching creative games and older children.

Didactic play forms children's correct attitude to the phenomena of social life, nature, objects of

the surrounding world, systematizes and deepens knowledge about people of different professions and nationalities, the idea of work.

With the help of a didactic game, the educator teaches children to think independently, to use the acquired knowledge in various conditions in accordance with the task. Many didactic games set the task for children to rationally use existing knowledge in mental operations: to find characteristic features in objects and phenomena of the surrounding world; to compare, group, classify objects according to certain characteristics, to draw the right conclusions, generalizations. Didactic games develop children's sensory abilities. The processes of sensation and perception are the basis of the child's cognition of the environment. Familiarization of preschoolers with the color, shape, and size of the object made it possible to create a system of didactic games and sensory education exercises aimed at improving the child's perception of the characteristic features of the object.

Didactic games develop children's speech: vocabulary is replenished and activated, correct sound pronunciation is formed, coherent speech develops, the ability to express their thoughts correctly. The didactic tasks of many games are designed to teach children to compose independent stories about objects, phenomena in nature and in public life. Some games require children to actively use generic, specific concepts. Finding antonyms, synonyms, words similar in sound is the main task of many word games. In the didactic game, the development of thinking and speech is carried out in a continuous connection.

With the help of didactic games, preschoolers form moral ideas about caring for the objects and toys around them. The content and rules of the game play a special role in the upbringing of the child's personality qualities. In working with young children, the main content of the didactic game is the assimilation by children of cultural and hygienic skills, culture of behavior, the development of positive gaming relationships. The use of didactic play in working with older children solves somewhat different tasks. The focus is on the education of children's moral feelings and relationships: respect for people of work, defenders of our country, love for their native land, the city.

If the didactic game is included in the process of visual creativity, it increases its attractiveness for children; promotes its development and improvement (deeper ideas about the properties of objects allow children to transmit their characteristic features and details in the process of drawing, modeling, making applications); improves children's creativity (knowledge about the general properties of similar objects and phenomena of reality than is provided by the program).

All this suggests that didactic games represent great opportunities for the aesthetic and moral education of preschool children.

Children acquire some labor skills when making material for didactic games. Senior preschoolers select illustrative, natural material, make cards, chips, boxes, board games for children of younger groups. If the guys themselves prepare the attributes for the game, they then treat them more carefully.

The game creates a positive emotional uplift, causes well-being and at the same time requires a certain tension of the nervous system. The motor activity of children during the game develops the child's brain. Especially important are games with didactic toys, during which the small muscles of the hands develop and strengthen, which also has a positive effect on the mental development of children, on the preparation of the child's hand for writing, visual activity. But in order to successfully carry out all educational work with children, it is necessary to know well the individual characteristics of each child. In the didactic game, the character traits of each participant are clearly manifested, both positive - perseverance, purposefulness, honesty, etc., and negative - egoism, stubbornness, braggadocio. During the game, the teacher notes that some children know a lot, answer boldly, act confidently, others know less and keep somewhat aloof, closed. It also happens that a child knows a lot, but does not show ingenuity, resourcefulness, and another with less knowledge is quick-witted, differs in speed and flexibility of thinking. It is more difficult to identify individual characteristics in children who are closed, inactive. Such children like to stay more often in the role of watching the game, fans. They are afraid that they will not cope with the game task. Indecision, self-doubt are overcome in the game.

Thus, the didactic game is a valuable means of educating children's mental activity, it activates mental processes, causes children to have a keen interest in the process of cognition.

Didactic games have been around for centuries. Their first creator was the people who noticed an amazing feature of young children - the susceptibility to learning in the game with the help of games and toys. Throughout the history of mankind, each nation has developed its own didactic games, unique didactic toys have been created, which have become part of its culture. The content of didactic games and toys reflected the peculiarities of the national character, nature, history, labor, life of a particular people. Folk didactic games provide the interrelation of educational and educational effects, taking into account the age-related psychophysiological characteristics of the child. Such didactic games as "Bes tas" (five pebbles)

have become classics of Kazakh folk pedagogy, “Oramal” (handkerchief), “Sunkarlar men karlygashtar” (hawks and swallows), “Arkan oyin” (jump over the rope), “Alyska laktyr” (throw on), “Kozy” (yagenok), “Sakina salu” (ring) and many others. Of particular interest are didactic toys for the development of speech, will, attention, accuracy and coordination of movements, the formation of ideas about color, shape, size, spatial arrangement of objects (biryulki, folding barrels, eggs, cones of bright colored rings of different sizes, nesting dolls, pyramids, turrets). In the content and design of didactic toys, the idea of raising children’s independence as the most important feature of national character, characteristic of Kazakh folk pedagogy, found expression. Many toys have the possibility of self-learning of the child through play actions, their repetition, finding the right solution to the problem, achieving a successful result. The method of game action is often suggested by the very design of a folk didactic toy, which meets the task of educating independence in the game.

Over time, folk games undergo changes that the children themselves make (update the content, complicate the rules, use other game material). Variants of games are created by practical teachers, relying on ideas, offering whole systems of such games.

The tradition of widespread use of didactic games for the education and training of children, which has developed in folk pedagogy, has been developed in the works of scientists and in the practical activities of many teachers. In fact, in every pedagogical system of preschool education, didactic games have occupied and occupy a special place.

The author of one of the first pedagogical systems of preschool education, Friedrich Froebel, was convinced that the task of primary education is not to learn in the ordinary sense of the word, but to organize the game. While remaining a game, it should be permeated with a lesson[1]. For the first time in the history of pedagogical thought, Froebel’s pedagogy answered the question of how to make knowledge acquired by children in an active way. In accordance with the children’s characteristic need for play activities, Froebel created classes - games in which serious content was given to children in a playful way. In developing the elementary educational content of classes - games, Froebel followed the same path as Pestalozzi. The development of language, the development of ideas about form, size, and color constitute the content of Froebel’s games - classes. Froebel has the idea of combining learning and play. His “gifts” are built on the realization of this principle. “Gifts” are the subject of a special game for children, which an adult conducts with them. Games with a ball, cubes, balls, cylinders, splinters, etc. are arranged strictly sequentially according to the principle of increasing complexity of training tasks and game actions. The meaning of each “gift” is explained by a rhyme, a song.

By determining the place of the game in the educational process, M. Montessori’s didactic game is close to Froebel’s position. Froebel: «the game should be educational, otherwise it is an empty game that does not affect the development of the child»[4]. For educational games, she created interesting didactic materials for sensory education. Their widespread use quickly gave amazing results. Continuously experimenting not on children, but only on materials, she improved them more and more. Montessori material is the most important component of the method of child development developed by her. Continuing the line of I.G.Pestalozzi, F.Froebel, M.Montessori created didactic materials, which, being the most important part of the “pedagogical environment”, became an organic part of the child’s life activity. Montessori materials, attractive and easy to use, corresponded to the age characteristics of the child. They allowed M. Montessori to implement the principle of self-learning, to ensure that children who freely choose classes performed them as the educator intended, using the “keyboard boards”, “numerical machines”, “frames with fasteners”, insert figures, etc. offered by him. These materials were arranged in such a way that the child could independently detect and correct his mistakes, developing will and patience, observation and self-discipline, acquiring knowledge and, most importantly, exercising his own activity. Adults did not need to point out the mistakes of children and their self-respect was not infringed. Mastering the materials, understanding the interrelations between them, the children entered the world of human culture, perceived the experience of previous generations.

K.D. Ushinsky attached great educational importance to children’s games. He pointed out that learning in the form of a game can and should be interesting, entertaining, but never entertaining. Ushinsky also recommended that folk games be widely used in educational work with preschool children. The theory of children’s play developed by K.D.Ushinsky was a valuable contribution not only to Russian, but also to the world preschool pedagogy[3].

Various studies show that the specificity of the didactic game, as a teaching one, lies in its structure, which contains, along with game tasks, educational tasks. It is established that “any arbitrary change in the ratios of the structural elements of the game leads to its destruction - turns it into a system of exercises.”

Recently, the search for scientists has been going in the direction of creating a series of games for the full development of children’s intelligence, which are characterized by flexibility, initiative of thought

processes, transfer of formed mental actions to new content. In such games, there are often no fixed rules, on the contrary, children are faced with the need to choose ways to solve the problem. The authors often call the proposed games not traditionally didactic, but developing. These are games that contribute to the development of the child's intelligence, taking into account the manifestation of creativity.

Printed board games are an interesting activity for children. They are diverse in types: paired pictures, lotto, dominoes. The developmental tasks that are solved when using them are also different.

Word games are based on the words and actions of the players. In such games, children learn to think about things that they do not perceive directly at the moment. This game teaches you to rely on the idea of previously perceived objects in solving the problem, and "representations are like generalized memories. This transition to thinking in general concepts is the child's first break from purely visual thinking." Verbal play requires the use of previously acquired knowledge in new connections, in new circumstances.

Games with natural materials (plant seeds, leaves, various flowers, pebbles, shells) are used by the educator during such didactic games as "Whose children are these?", "From which tree is the leaf?", "Who is more likely to lay out a pattern of different leaves?", "Arrange the leaves by decreasing magnitude." The educator organizes them during a walk, directly in contact with nature: trees, shrubs, flowers, seeds, leaves. In such games, children's knowledge about their natural environment is consolidated, thought processes (analysis, synthesis, classification) are formed and a love for nature, a careful attitude towards it is brought up.

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«FORMATION OF CRITICAL AND CREATIVE THINKING SKILLS OF HIGH SCHOOL STUDENTS BY MEANS OF PROJECT AND RESEARCH TECHNOLOGIES»

Abstract: The article aims to encourage students to be inquisitive, quick-witted, and use new methods and techniques for developing critical thinking and creative work in a foreign language lesson. Education of students who are innovative, creative, able to express their thoughts freely.

Keywords: critical thinking, decision making, foreign languages, students, barrier, methods;

Introduction

Critical thinking is the analytical conceptual method of accurately and passionately conceptualizing, analyzing, applying, and evaluating information collected from or created by experience, reflection, communication, or observation as a mentor to measures and reliance.

In school and college, students require strong critical thinking skills to read and write effectively. Along with this, the jobs need employees to think critically to analyze data, opt for the best course of action, and act on their choices.The previous students propagate critical thinking, the more skilled they will be at creating refined, thoughtful research of the challenges they face.

At any corner of the world, we ask teachers what they feel are the essential skills for modern learners. Educators, teachers, school leaders have various shared objectives. Although no matter where they barrage from, one of the basic among them is effectively developing critical thinking skills. Thinking critically is the peak of aggregation experience and knowledge. Some crucial skills that are the base for critical thinking are Communication and information skills, Collaboration skills, thinking and Problem-Solving skills and Interpersonal and Self-Directional skills. These are the essential skills that students are going to need in any field and in all levels of education [1, 2011].

Critical thinking is just systematically and consciously processing information so that you can make the finest decision and commonly understand things better. If you want to know how to develop critical thinking skills in students, so here we highlight some essential ways. Critical thinking is the opposite of everyday or regular thinking. Like other academics skills, critical thinking needs an excellent deal of practice.

Along with the changes in the political role of Kazakhstan on the world stage, and the development of theories of language policies, Kazakhstan is currently working on the development of the "Standard of Language Education". According to the Concept, a foreign language defines as the language of international communication along with the state language and the language of interethnic communication. At the same time, the study of foreign languages recognizes as a socially significant, necessary component in human life in the modern multicultural world. A foreign language, as a general educational subject, should contribute to the development of critical thinking skills. The development of the intellect and all its components necessary for a successful existence in society come to the fore.

The formation of critical and creative thinking combines the principles of student-centered and activity-based learning; learning based on cooperation, creative and project, research technologies already known to teachers. Technology of projects aims at the formation of abilities, having which, a school graduate turns out to be more adapted to life, able to adapt to changing conditions, navigate in various situations, and work in various teams, because project technology is a cultural form of activity in which it is possible formation of the ability to make responsible choices.

Methods of research

Critical thinking is one of the thinking skills that should be considered in designing and improving language curriculum because the world we live in is getting more complex to understand, and how we process information has become more important than specific details.

Halverson defines critical thinking as: «to think critically about an issue is to consider that issue from various perspectives, to look at and challenge any possible assumptions that may underlie the issue and to explore its possible alternative». This ability can be improved by teaching students' ways to develop their thinking abilities. Consequently, they will have the benefits which are obtained due to their engagement in thinking and sharing thoughts with other learners [3, 2014].

Moreover, Beyer states that critical thinking is the ability to collect, evaluate and make use of information effectively and appropriately. Critical thinking is the ability to think for one's self and reliably and responsibly make those decisions that affect one's life [2, 1985].

Critical thinking is also critical inquiry. Therefore, critical thinkers investigate problems, ask questions, pose new answers that challenge the status quo, discover new information that can be used for good or ill, question authorities and traditional beliefs, challenge received dogmas and doctrines, and often end up possessing power in society greater than their numbers.

Project-based learning is based on the constructivist learning theory, which finds that learning is deeper

and more meaningful when students are involved in constructing their own knowledge. Constructivism is a theory based on observation and scientific study about how people learn. People construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences [5, 2010].

For example: At Ponor go Islamic State College, the fourth semester of undergraduate students is required to take Teaching English as Foreign Language (TEFL) course. This objective of the TEFL course is to provide the students with knowledge, skills and the basic principles of teaching and learning process dealing with various approaches, methods, and techniques in TEFL and language learning strategies. Furthermore, the students are expected critically learn and keep abreast with current issues concerning teaching-learning methods obtained from various sources such as textbooks, journal articles or seminar papers (TEFL Syllabus of English Department, 2013). The set of key skills required for critical thinking

includes observation, analysis, and judgment. Critical thinking applies logic and relies on broad criteria of intelligence such as clarity, accuracy, significance, scope, and fairness.

- Critical thinking technology gives the student [4, 2000]:
- increasing the efficiency of information perception;
- increasing interest in the material being studied and the learning process;
- ability to think critically;
- ablity to work in cooperation with others;
- improving the quality of education of students.

Critical thinking technology gives the teacher:

- ability to create an atmosphere of openness and responsible cooperation in the classroom;
- ability to use a learning model and a system of effective methods that contribute to the development of critical thinking and independence in the learning process;
- to become practitioners who can competently analyze their activities.

The development of critical thinking requires the creation and application of special methodological tools. American researchers K. Meredith, J. Steele, Ch. Temple developed the structure, and its stages correspond to the natural stages of the cognitive activity of the individual

Table 1.

Technology for the development of critical thinking (C. Meredith, J. Steele, Ch. Temple)

Technological stages	Teacher's activity	Students' activity	Possible methods
Phase 1 Evocation: - updating existing knowledge; - awakening of interest in obtaining new information; - setting the student's own learning goals.	It aims at challenging students with existing knowledge on the issue under study, activating their activities, motivating them to further work.	Student makes assumptions on the issue being studied, systematizes information before learning new material, and asks questions.	Individual, pair, group work; brainstorming; content prediction; problematic issues.
Information received at the evocation stage records and discusses. Work carries out individually, in pairs or groups.			
Phase 2 Realization of meaning: - obtaining new information; - adjusting the student's learning goals.	Aimed at maintaining interest in the theme while working directly with new information, progress from knowledge of the old to the new.	Student is exposed to new information, reads a text, watches a movie, listens to lectures, tries to compare the received data with own experience and knowledge, writes down new questions, makes notes.	Fishbone; search for answers to questions in the first part of the lesson; INSERT; tabulation.
Type of work individually or in pairs. There are two elements of group work: individual search and exchange of ideas.			
Phase 3 Reflection: - thinking, the birth of new knowledge; - setting new learning goals by the student.	Return students to their original assumptions; make changes; give creative, research or practical tasks based on the information studied.	Students correlate new information with old information, using the knowledge gained at the stage of realization of meaning the content.	Research on specific issues of the theme; answers to the questions; organization of oral and written round tables; creative writing.
Analysis, creative processing, interpretation of the studied information is carried out. Work carry out individually, in pairs or in groups.			

In the conditions of teaching research and project activities, it is necessary to separate them, present different requirements for their organization and determine different criteria for evaluating performance. It is the ability to distinguish between types of activities and apply the knowledge of differences in practice that is the leading professional competence of the teacher and the meta-subject competence of the student.

Thus, project and research activities, being a method based on the development of cognitive skills of students, critical and creative thinking, contribute to ensuring the integrity of the pedagogical process, the implementation in unity of the versatile development, training and education of students; development of creative abilities and activity of students; adaptation to modern socioeconomic conditions of life; the formation of cognitive motives for learning, as students see the end result of their activities, causes a desire to learn and improve their knowledge, skills and personal qualities.

Findings and discussions

The Implementation of Project-Based Learning in TEFL 1 Course Referring to the result of observation and interview, it can be implied that the steps in implementing of Project-Based Learning that build students' critical thinking in TEFL class are as follows.

Discussing the Materials to Get Better Understanding

In discussing the materials of English language teaching method, the lecturer divided the class into 7 groups. Each group discussed the selected ELT Method, namely,

1. Grammar Translation Method;
2. Direct method;
3. Audio Lingual Method;
4. Suggestopedia;
5. Silent Way;
6. Community Language Learning;
7. Total Physical Responses.

Each group had to make summary on the selected method in terms of definition, characteristics, the strengths and weaknesses and the underlie techniques, and then it had to be presented in front of the class.

The students applied various techniques and media to present the materials. They used video, picture, LCD as media and demonstrated how to teach by the selected method. The activities are shown in the following figures.

They are may be:

Figure 1. Classroom Presentation

Figure 2. ELT Method Video from YouTube as Media

Figure 3. Constructing Teaching Practice Scenario

Figure 4. Practicing Scenario

The Students' Responses on its

Implementation

Referring to the result of observation and interview to the students, the students showed significantly positive attitude toward the implementation of

Project-Based Learning. They were very enthusiastic in doing the project. It can be seen from their participation in discussion time. Most of them tried to give comment dealing with the concept of ELT Method. In addition, they were actively come for face to face consultation to the lecturer in constructing teaching practice scenario.

Conclusion

As a final remark, the steps in implementing of Project-Based Learning that fosters students' critical thinking in TEFL 1 class are in the following:

1. Discussing the materials about English language teaching method;
2. Working with the group to construct scenario of teaching practice;
3. practicing the scenario;
4. recording the teaching practice into video;
5. evaluating the video product.

Moreover, the advantages on its implementation are in the form of the abolishing of written examination, the continuation of learning by doing and the active participation.

This research should be repeated with a different course content and target audience. Furthermore, experimental studies may be conducted to reveal the effectiveness of Project-Based Learning.

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USE OF MODERN TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE

Abstract: Language learning has become more difficult without the use of digital technology. The use of technology and teacher support in the process of technology-based learning of English as a foreign language (EFL) among high school students in Bosnia and Herzegovina are investigated in this quantitative study. The information was gathered using a seven-part questionnaire that models teachers' influence on students' self-directed usage of technology for language acquisition. The findings show that participants' experiences with technology-based language learning (TBL) are generally positive, and that teachers play an important role in TBL, with insignificant gender and EFL GPA differences on the combined dependent variables of teacher support, but significant grade level differences on the combined dependent variables of teacher support. Furthermore, the findings demonstrated that while students' gender and grade level had no effect on the combined dependent variables of technology use, their EFL GPA had a substantial impact. The outcomes of this study could help teachers engage students in using digital technology effectively in the process of foreign language learning in high school.

Key words: technology, educational process, digital resources, CALL

The last years increasingly raised the issue of using modern technologies in the educational process. It is not only new technical means, but also a new forms and methods of teaching, new approach to learning. The main goal that we set for ourselves, using modern technologies in learning a foreign language it's to show how technology can be effectively used to improve the quality of teaching foreign language students, the formation and development of their communicative culture, learning the practical mastery of a foreign language.

The purpose of this study is to emphasize the importance of current technologies in English language instruction. It examines several ways and tactics that can help English language learners enhance their learning skills via the use of technology. Online English language learning web sites, computer aided language learning applications, presentation software, electronic dictionaries, chatting and email messaging tools, list.

A case study was conducted to determine how typical English language classroom pupils reacted to the use of technology in the learning process. The report analyzes the problems and limits of current traditional English language learning aids based on this practical investigation, and finishes with some ideas and recommendations.

New learning paradigms emerge as a result of the integration of information and communication technology (ICT) into education. We live in a world where technology has reduced the world to a global village, and technological advancements are supporting educational approaches. As a result, a reconsideration of how to alleviate the limits of second language users through the use of new technology may become necessary. In a fast evolving world of technology, interactions between new technology and educational contributions have been discovered to fulfill the varied demands of second language learners to some extent, and any worldwide finding aimed at lowering learners' limits is a desirable development.

As a result, this article provides an overview of how current technology might benefit both teachers and students in a second language situation. The technologically sophisticated nations of the globe have benefited from the fast rise of ICT, which has helped them remove some of the hurdles to teaching and learning. Teachers, students, and others can use modern day technologies in the field of teaching and learning to join communities of people far beyond their immediate environment to critically review, analyze, contribute, criticize, and organize issues logically and contextually while keeping professionalism and societal transformations in mind. New technology, such as the recently announced computer upgrades with new software and networking, have made it more easier for people to do so.

Learning and education used to be limited to face-to-face lectures, reading books or printed handouts, taking notes, and completing assignments in the form of questions or essays. In other words, without a teacher, books, and chalkboards, education, learning, and teaching were thought to be impossible. Education and training have taken on a whole new significance in today's world. Computers are an important element of every classroom, and teachers use DVDs, CD-ROMs, and movies to demonstrate how things function. Through the use of web-based technologies and CD-ROMs, students may interact with subject matter. Furthermore, each student may work at his or her own speed [1].

Distance learning is possible because to technology: Perhaps the most significant influence of technology in the field of education is its potential to assist several individuals learn at the same time from various locations. Learners are not obliged to meet at a certain time or location in order to acquire lessons and information. All that is required is a computer with a modem (or a CD drive); these instruments may effectively send a "classroom" to people's homes and businesses.

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Individual pace is possible thanks to technology: The use of multimedia technologies, on-line training, and CD-ROM-based training has helped to minimize the requirement for instructor-led lessons. Pupils who comprehend things more quickly progress and move on without being held back by those who require more time and assistance to learn. Individual pace is advantageous to everyone.

Technology aids in the reduction of training costs and the enhancement of productivity: Another advantage of employing technology to reach a large number of students in a short period of time is the reduction of training expenses. On a per-pupil basis, corporate and academic institutions can minimize their expenses of giving lectures to students. Furthermore, technology delivers quantifiable outcomes, allowing students to put this learning into practice more quickly and with greater results. Pupils may save a significant amount of time and boost their productivity by utilizing technology. Both of these arguments support the increased prices of modern technical instruments.

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Foreign language teachers must consider effective new approaches to establish a better foreign language teaching and learning environment that is supported by multimedia technologies as technology advances and the digital revolution takes hold. As a result, Computer Assisted Language Learning, or CALL, has grown in popularity in the field of foreign language instruction. This study focuses on how multimedia may play a key role in EFL classes, based on an analysis of the aspects of CALL. The definitions and evolution of multimedia were the subjects of the literature review.

In addition, a study of the literature on multimedia as a teaching technique was undertaken from both theoretical and pedagogical perspectives. Some practical and successful teaching methods, as offered by experienced educators and certified instructors, on how to properly employ multimedia in the classroom are presented by examining the weaknesses and strengths of CALL [2].

The writer draws the following findings as a result of the literature review: multimedia English teaching is a relatively new approach with both advantages and disadvantages. Teachers, who are considered as the most significant component in the efficiency of instruction, must make extensive use of multimedia to establish an authentic language teaching and learning environment in which students may quickly and efficiently acquire a language.

Multimedia is a relatively new and widely used term in the computer world. Multimedia is a term that refers to the integration of text, sound, images, animation, and video. CD-ROM, CD-ROM player, acoustic equipment, and specific gear that allows for the display of advanced graphics are common setups. With the rapid development of the internet, which has become a powerful medium for providing a variety of services such as "e-mail, the World Wide Web (WWW), newsgroups, voice and video conferencing, file transfer and exchange, and numerous corporate services delivered through specialized programs," the internet has evolved into a powerful medium. Multimedia may be referred to as an integrated medium in the context of education, as it comprises of multiple media types such as text, visual, animation, audio, and so on, to explore, query, choose, link, and use information to fulfill the needs of students. "The use of both visual aids and verbal explanations to convey concepts," according to Smith and Woody [3].

Multimedia Development for English Instruction

Multimedia in English instruction, according to Mudge, may be divided into four stages. The first stage of foreign language education may be traced back to the 1950s, when just a few foreign language institutions began to use phonographs, broadcasts, movies, tape recorders, and other modern media in foreign language instruction. Audio and video were formerly thought to be a big change in the teaching of foreign languages at the time. With the growth of electrical technology in the 1970s and 1980s, audio and video developed rapidly. This era contained electronic taping, slide projectors, videocassette players, language labs, and other technological gadgets. Because of the advancement of computer technology and the advent of the digital revolution, multimedia technology was becoming more available in foreign language training by the turn of the century. The internet became a potent medium for delivering computer-aided learning resources in the early 2000s. The internet provides a global way of obtaining information, reducing work burden, and communicating with one another at any time and from any location. CALL (Computer Assisted Language Learning) became popular in the latter half of the twentieth century. Because of the advancement of computer technology and the advent of the digital revolution, multimedia technology was becoming more available in foreign language training by the turn of the century. The internet became a potent medium for delivering computer-aided learning resources in the early 2000s. The internet provides a global way of obtaining information, reducing work burden, and communicating with one another at any time and from any location. CALL (Computer Assisted Language Learning) became popular in the latter half of the twentieth century.

The most well-known tutorial system, PLATO (Programmed Logic for Automatic Teaching Operations), is a specific hardware that includes comprehensive exercises, grammatical explanations, and translation examinations at varied intervals. In the late 1970s and early 1980s, communicative CALL emerged as the next level. It emphasized communicative teaching methods, encouraging students to create creative utterances through a discovery, expression, and growth process rather than just repeating prepackaged words. Pupils were intended to use the computer or other gear to help them learn the language. What they truly work with is their peers or professors, not the computer. The computer is considered as a stimulus or a tool in this approach. Word processors, spelling and grammar checks, and other CALL applications were popular around this time. The third stage, integrated CALL, followed this, and featured the development of multimedia computers and the Internet. This approach not only connects numerous abilities (such as listening, writing, speaking, and reading), but it also connects various technologies that serve as effective and complete language learning and teaching aids. With integrated CALL, instructors moved away from a communicative approach to education and toward a more social approach that stresses language usage in real-life situations. Using this multimedia networked computer in the language classroom allows students to learn English more effectively. For example, when the primary lesson is in the foreground, students may quickly access background material, grammar or vocabulary explanations, and pronunciation information. Furthermore, rather than learning in a passive manner, students in this paradigm are frequently encouraged to participate in their own language development. The history of CALL demonstrates that multimedia may be used for a number of language education applications. It may be used as a tutor to provide linguistic lessons or as a stimulus to get students thinking. Computer use in language training, with the introduction of modern technology and the internet, provides a genuine setting for students to connect with native speakers on a low-cost basis [5].

Nonetheless, the use of multimedia in English classrooms is not as widespread as one might assume. One cause for this might be the lack of technological advancement and underdeveloped pedagogy surrounding the use of multimedia in foreign language instruction. Multimedia, for example, is expensive, and not all educational institutions can afford it. Furthermore, many English teachers are untrained in the use of multimedia in the classroom. According to Gong and Zhou, some teachers who are aware of the value of multimedia teaching tend to focus on the flowery and fancy courseware while ignoring the teaching goal,

teaching object, and teaching content, resulting in the entire English classroom becoming a demonstration hall for computer functions.

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ПОЯВЛЕНИЕ НОВЫХ СЛОВ В РУССКОМ ЯЗЫКЕ И ИХ ИСПОЛЬЗОВАНИЕ

Аннотация: данная статья рассматривает появление новых слов в русском языке, способы их образования и использования в посведневной речи. Упоминаются проблемы, с которыми может столкнуться нынешнее поколение в результате пополнения сллварного запаса русского языка.

Ключевые слова: неологизмы, заимствованные слова, цифровое поколение, миллениалы, коммуникация, тренд.

В настоящее время актуальной темой является появление новых, иностранных слов в русском языке. Язык, как главный инструмент коммуникации, является неотьемлемой частью взаимодействия людей. Словарный запас языка, как живой организм, не стоит на месте и растет с каждым днем.

В большинстве случаев к разряду заимствованных слов относят как те, которые вошли в русский язык без всякого изменения, так и те, которые подверглись значительным изменениям и уже в самый момент заимствования по форме сильно отличались от соответствующих иноязычных прототипов. [1, с. 9] Заимствованные слова часто являются результатом необходимости наименования предмета или выражения чувств.

Неологизмы - это слова или значения слов, которые возникли в языке относительно недавно и ещё не стали общеупотребительными. [2] Это может быть слова, словосочетания или выражения, определяющие новый предмет.

Как было сказано выше, словарь любого языка пополняется в зависимости от тенденций его развития. К примеру в медицине, в связи с последними событиями, наблюдается появление новых слов, таких как «коронавирус», «масочный режим», «социальная дистанция», «паспорт вакцинации». Слово «коронавирус» появилось в конце 2019-го года. Это - название вируса, которое появилось в Китае и, в последствии, распространилось по всему миру. В связи с появлением «коронавируса», появилось и понятие «масочный режим». Масочный режим - это режим, обязывающий людей носить маски, в мерах предотвращения распространения инфекций, передающиеся воздушно-капельным путем. Это слово используется на постоянной основе после появления корона вирусной инфекции, так как появился риск заражения дыхательных путей. Словосочетание «социальная дистанция» широко используется после объявления карантинных мер для безопасности граждан и снижения риска заражения вирусом. Социальная дистанция - это определенное расстояние, которое должен сохранять человек, находясь в публичных или общественных местах. Обычно это расстояние составляет 1-1,5м.

Паспорт вакцинации - это документ, удостоверяющий прохождение дозы вакцинаций от вирусных заболеваний. Этот термин стал широко распространенным в конце 2020-го года, в связи с появлением вакцин, снижающие риск заражения корона вирусной инфекцией.

В нынешние дни нельзя не отметить появление новых слов среди подрастающего поколения. Эти слова можно назвать заимствованными, так как в основном они перешли к нам из зарубежных стран. Появление этих слов связано с интересом молодого поколения к развитию информационных технологий, компьютерных игр и японских аниме. Четко прослеживается влияние взаимодействия культур на язык. Цифровое поколение использует множество слов, для обозначений совершенно новых понятий, которые не существовали ранее. К примеру слово «стримерша» происходит от английского слова «tostream» - струиться, источать. Речь идет о прямой трансляции, которая протекает в данный момент. Девушка, проводящая эту потоковую трансляцию, является стримершой. Стримерша может получать донаты. Это пожертвования от подписчиков, один из способов заработка в интернете. С его помощью можно зарабатывать в социальных сетях, на Ютубе, на своем сайте или блоге. Например, в Дзене можно настроить кнопку донатов от Яндекса. Слово donate с английского переводится как «пожертвование». Задонатить – это безвозмездно перевести деньги блогеру (стримеру, автору).

Из-за влияния субкультур, к примеру японских аниме появились такие слова как фандом, фанбаза, фанфикшн, анимешник и косплей. **Фэ́ндом**, или **фа́ндом** (от англ. *fandom*, букв. «сообщество фанатов»), — субкультура, состоящая из поклонников (фанатов) чего-либо. Как правило, так называют поклонников определённого произведения культуры, вымышленной вселенной, художественного стиля или хобби. Представители фэндома нередко объединяются в фан-клубы, создают фан-арт, фанфики, филк, косплей и прочее творчество по мотивам предмета своего интереса. [4]

«Фанбаза» также является широко употребительным словом в молодежной среде. Слово фанбаза состоит из двух коренных слов: фан и база. Это определение означает собрание людей на основе общих интересов. Оно широко распространено среди слушателей музыки, так как фанаты часто объединяются, чтобы поддержать своего любимого исполнителя. Например, фанбаза аниме Наруто или фанбаза Гарри Поттера. Многие фанаты аниме-анимешники занимаются творчеством на основе любимого аниме. Они могут писать истории, основанные на аниме. Такую литературу называют фанфикшн. Это слово пришло из Америки, оно также состоит из двух слов «fan» - фанаты и «fiction» - вымысел, художественная литература. Фанфикшн - это письменная композиция, не являющаяся действительностью и написанная фанатами с участием определенных героев или реальных людей и являющаяся плодом их фантазий. Фанаты также рисуют любимых героев аниме. Это называется фанат.

Американская культура, в частности кинофильмы также оказывает большое влияние на появление новых слов в русском языке. Например, слово «Френдзона» охватывает сразу несколько понятий воедино и дает им определение в виде одного слова. Френдзоной называются дружеские, приятельские взаимоотношения между мужчиной и женщиной. Однако один из партнеров имеет интенции перевести эту дружбу на более серьезный уровень, в то время как второй партнер не разделяет его интересы в их взаимоотношениях и отвергает все его попытки построить романтические отношения. На сегодняшний день слово «вайб» является самым популярным словом. Данное слово имеет английское происхождение, оно не имеет точного перевода, однако имеет определенный смысл. Фактически, слово «вайб» на русский язык переводчится как «вибрация, вибрировать», однако способ его применения отнюдь не о вибрациях. Такое выражение обычно используется, чтобы описать энергетику, атмосферу человека. «Вайбовым» называют человека атмосферного, располагающего к себе, уютного. Также широкое распространение получило слово «хайп» от английского **Хайп** (от англ. *hype* — «шумиха») — агрессивная и навязчивая реклама, целью которой является формирование предпочтений потребителя. Название её происходит от слова, означающего надувательство, обман или трюк для привлечения внимания. Это же слово может использоваться в адрес человека или бренда, популярность которого пытаются раздуть искусственно. [3]

В русском языке уже успели образоваться новые слова и словосочетания такие как «хайпануть», «хайп-проект», «хайповый».

Жизнь не стоит на месте. И точно также меняется язык, так как он является отражением жизни. Появление новых слов в любом живом языке является неизбежностью так как невозможно избежать влияние культур друг на друга. Появление новых масштабных явлений таких как пандемия коронавируса не может не оставлять свой лингвистический след. И это представляет большой интерес для исследователей языка.

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THEORETICAL BASIS OF TEACHING EXTENSIVE READING IN FOREIGN LANGUAGE LESSONS TO BASIC STAGE OF SECONDARY SCHOOL STUDENTS USING AUTHENTIC MATERIALS

Abstract: Reading plays a significant role in our lives. For some, it is just an ability to recognize and differentiate words and phrases, for others it is a good opportunity to teach how to learn a completely new language. Reading always has a certain purpose. Moreover, reading by means of original texts, video or music benefits a lot from the perspective of successful interaction with natives. So, this article is dedicated to extensive reading using such kinds of materials. In particular, to extensive reading benefits, factors, and criteria of choosing the appropriate material for it to develop students' foreign language acquisition level. The aim of this article is to provide information about extensive reading and its features, present a diagnostics of middle school children's ability of text reading techniques and extensive reading skills while working with authentic material while teaching introductory reading in a foreign language to the basic stage of secondary school as well.

Key words: authentic material, extensive reading, foreign language, criteria, skills, factors, basic stage of secondary school.

Language is a means of human communication, without which the existence and prosperity of society is impossible. Thanks to the development of international relations of our state with others, the possession of a foreign language has become a very popular and valuable skill. Foreign languages began to affect all spheres of society, which eventually increased the status of foreign languages as one of the subjects of general education discipline. The main task of a foreign language as a subject in school is to master the ability of students to express their thoughts and communicate in a learned foreign language. And here, reading can be one of the main ways to bring it to life.

Reading takes special place in the process of learning a foreign language. In the case of this article, attention will be paid to a specific type of reading - extensive reading. An ability to read in English is a crucial skill in learning the language. Moreover, it contributes to the development of vocabulary, spelling, grammar and writing a lot. It helps with being more fluent and increases general confidence. The main idea of extensive reading is becoming a good reader through actual reading as much as possible. The goal is to make this activity enjoyable experience that does not make it hard and flows with little apparent effort and defines pleasurable reading. The focus here is more on reading being pleasurable thing with lots of understanding rather than on it being used to only study.

There are a plenty of benefits that extensive reading can offer in the course of language development:

• It expands the lexicon as learners meet new word patterns, phrases and words repeatedly in a range of context and life situations

• It helps to expand a better understanding of grammatical patterns

• It builds reading speed and enhances skill to process speech automatically
• It helps to develop excellent reading habits and a positive attitude towards reading
• Writing ability and better spelling are developed
• It develops fluency through enabling learners to 'practise' what they have been taught
• It makes you more self-confident

For educators,' expansive reading' is an approach to helping learners to read in English. The goal is for scholars of English to read as extensively as possible about contents that absorb them. This means being suitable to choose a composition or story themselves. It frequently refers to reading done outside the classroom, although it can include 'free reading' sessions in- class time.

Because expansive reading is for pleasure, it's important that pupils read papers or stories that they will find easy. The extended Reading Foundation recommends that learners should know about 98% of the words they're reading because also they can read briskly with high situations of appreciation. The reduced frustration of having to look up words helps to develop an enjoyment of reading. This means they're motivated to read more, which means they profit further and so on. It's a righteous circle. [1]

Because of these benefits, of which any school teacher introducing expansive reading to his or her pupils will little by little come apprehensive, it may feel surprising that similar programs aren't widely applied. The problems, still, are that an expansive reading program costs a certain amount of money, which may not be readily available; setting up a program requires a lot of association and paperwork to make it run efficiently and effectively; an Extensive Reading Program needs class time for private reading, which some headliners may be unintentional to give; and a supplementary reading scheme, or sets of class collection, may be felt to be an acceptable cover for an Extensive Reading Program, and one much easier to handle in the classroom. Eventually, whether or not these problems are overcome is a matter of right-of-way. educators and educational blogs first have to come convinced of the enormous boost such a program can give to their pupils' command of the language to feel it worthwhile committing the finances needed. [2, p. 329]

Now, after observing the essence of extensive reading and its pros, it is time to move on to authentic materials, their meaning, ways to use them in the classroom and their relevance. First thing to start with is the reason that stands behind using authentic materials. Authentic materials provide your students with, well, authentic language. So by dealing with authentic texts, the learners are going to encounter with real language in a real-life context. These texts don't include prescriptively correct language of the course book that we are used to, and in fact, authentic texts can be quite confusing, because they reflect the real usage of the language.

This is the reason it's such a good idea to use authentic texts in the classroom. They are interesting and engaging because we can choose what topics they will cover. Plus, once our students realize they can understand and make sense of authentic language, their motivation and confidence levels will naturally increase. [3, para. 1]

The next issue that comes up is related with choosing authentic materials the right way. There are several important points to consider when choosing authentic materials. You should make sure that you have enough copies of the materials to be used so that each student or pair of students can have a copy to use. It is best not to use material with too many pages, unless the pages are clearly numbered for easy reference. If you plan to use the same materials in more than one class, it is important that they be hardy enough to withstand a lot of handling and they should be easily refolded and put back together. Materials with multiple pieces or pages that fall out or come apart should be avoided. Also, keep in mind that some materials are more easily dated than others. For example, last season's catalog does not have the same impact as a current one which is filled with items which the student could actually order. A menu, on the other hand, can be used as long as the prices remain contemporary. Students are generally uninterested in special events, for example an Expo, that have already past. Remember to choose material that is appropriate for the students' level. However, a certain amount of adjustment can be made depending on the type and level of questions used in the accompanying question handout. [4, p. 1]

After observation of criteria of authentic material choice, it is time to think about how to attract students' reading interest to read these original texts; how to provide interesting reading materials; how to provide time to do the reading; and how to decide on follow-up activities after reading. To do so, it would be better to implement Extensive Reading Program. The challenges that teachers from Indonesia encountered in the course of ER program are mentioned further. The first challenge, as claimed by most teachers, was the teachers' overwhelming workload. During the discussion, almost all teachers agreed that the workload, including the administrative work, is one of the biggest reasons that prevented them from using their creativity in various aspects of their teaching, including developing activities for the ER programs. Given the current workload, teachers often find it challenging enough to implement new, innovative strategies in

their regular teaching and learning process, let alone to conduct programs like ER, which requires better time management. Another problem in the implementation of ER program, is the minimum support from schools and the government. Throughout the discussion, one teacher claimed that ER program would not run effectively without full supports from various parties, especially from schools. Referring to the situation in her own school, she believed that it was impossible to assign students to read when the school did not provide any reading materials. The third challenge faced by teachers in the implementation of ER program is rooted in the different perceptions and implementations. First, some schools in Indonesia, notably those that implement full day school (from 7am to 4pm), do not allow teachers to give homework to students. Thus, if teachers assigned projects, tasks, or assignment related to ER activities, such as making a two-sentence summary, it is seen as assigning homework, thus crossing the boundaries set by the schools. [5, p.78]

The fourth challenge is the different perceptions on the scopes of materials taught in ER program. Some schools believe that all of the activities done by students at schools should be directed to achieve the collective goals as stated in the curriculum. This policy has led some teachers to use only ER topics and materials that are related to the English syllabus in the curriculum. We actually want to have ER materials that are in line with the curriculum but we don't have such materials. Considering all this evidence, it seems that the implementation of ER at secondary schools from the point of views of English language teachers is challenging due to several reasons, namely students' low interest and motivation, insufficiency of English reading resources available at schools, and teachers' working load. [5, p.79]

Based on all of the above, it is necessary to pay more attention to mistakes and shortcomings in the process of completing tasks, focus on using authentic materials during extensive reading lessons, identify the strengths and weaknesses of students and prepare a set of exercises to improve their skills.

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KAZAKHSTAN-CHINA COOPERATION UNDER THE ONE BELT ONE ROAD INITIATIVE

Abstract: The article analyzes the economic cooperation of Kazakhstan and China in the framework of the «One Belt- One Road Initiative». The analysis of the new Chinese initiative is carried out in detail. This article aims to identify the new opportunities and challenges for the development of bilateral economic interactions. The author concludes that Kazakhstan needs to participate in the implementation of the "One Belt, One Road" initiative, to effectively use the emerging new opportunities and advantages of regional cooperation, while achieving, at the same time, minimizing risks and threats.

Keywords: diplomacy, international project, China, Kazakhstan, geo-economics, international cooperation.

Introduction. After the collapse of the Soviet Union and gaining independence of our country, we have established close diplomatic relations with our historical neighbor the People's Republic of China.

Kazakhstan and China are working on the development of cooperation in various fields. The "One Belt, One Road" initiative was announced in Nur-Sultan for the first time. It testifies that relations between the two countries have been developing at the highest level for a quarter of a century.

The main goal of the project is to stimulate the growth of the economies of countries located along the route of the historical Silk Road. Belt and Road Initiative (BRI) creates a new format of political and economic cooperation between countries from East Asia to Western Europe based on the principles of mutual respect, trust, and interdependence. Within the framework of this project, close ties will be established between states in the economic, political, and humanitarian spheres, and the economic situation of the member countries will be improved. Consequently, the Silk Road Economic Belt project is the core of the development of the economies of the states located in the Eurasian space, as well as the most attractive and large-scale investment project of the XXI century for world business [1, p.2].

The "One Belt, One Road" initiative is a megaproject that unites 65 countries of Asia, Europe, and Africa into a single system of economic development. This strategic project was first presented during the official working visit of President of the People's Republic of China Xi Jinping to Nur-Sultan on September 7, 2013. In his report at Nazarbayev University, Xi Jinping officially proposed the initiation of the creation of the Silk Road Economic Belt. Belt and Road Initiative (BRI) was supported by the former President of the Republic of Kazakhstan Nursultan Nazarbayev and was warmly welcomed by the countries of Central Asia. This project will be successful for the Central Asian countries and they act as a corridor for Chinese goods to the European continent. China, in turn, invests heavily and promotes infrastructure in the Central Asian states.

This is a large-scale project-a global strategy planned for a long time. According to some experts, the full implementation period of this project is 30 years. During the implementation of the project, it is planned to create "seven belts": 1. transport; 2. energy; 3. trade; 4. scientific and technical; 5. agricultural; 6. tourism; 7. information. As a result, it is expected to create a free trade area on the territory from the north-western provinces of China and Central Asia to Central and Eastern Europe.

The Chinese authorities always highlight Kazakhstan as a reliable strategic partner in the implementation of the Belt and Road project.

There are doubts about the full implementation of the Belt and Road initiative. At the end of the first fifth anniversary of the BRI real obstacles have appeared. The Prime Minister of Malaysia stressed that Chinese projects are not being implemented in his country and that Chinese loans are unprofitable for the future development of the country, and proposed to revise the terms of lending. The Chinese project has been gaining momentum since March 2015 in all corners of the world. The Chinese authorities explained that the main effect of this project is that all the host states will benefit from it. However, after an open statement by the head of such a large developing state as Malaysia, it is expected that the previous pace of the Chinese project will be slowed down. Now the Chinese authorities face the task of soberly assessing the situation and finding ways to solve them [2, p.38].

However, at the state level, this is the first time when the head of another country opposes the Chinese project. If the number of such cases increases, the prospects for the Chinese project will certainly be vague. Therefore, the Chinese authorities are interested in timely and effective solutions to the problems and obstacles they face during the implementation of the Belt and Road initiative. Currently, the number of obstacles is relatively small. According to the latest research, out of 1,674 activities related to the Chinese project, only 234 had problems. According to this indicator, the Chinese project is much higher compared to the successes of other major global institutions, in particular, the projects of the Asian Development Bank and the World Bank. However, the absence of any obstacles is important for the full implementation of the project.

China's overseas lending boom with the framework One Belt One Road. Other financial institutions require financial discipline and maximum transparency from the borrowing states before issuing loans, when the terms of Chinese loans are lower and, in most cases, are not publicly published. That is why this circumstance causes a constant protest from the society of the borrowing states. The question of whether the sovereignty of the country will be inviolable. Official Beijing has already noticed what steps will be taken in such a situation. First, the Chinese government should forgive debts if it is convinced that the state is unable to fulfill its obligations. Such cases have been with such States as Zimbabwe, Mozambique, Yemen. Secondly, in the case when China cannot repay the debts of states to itself, it prefers to replace obligations with non-financial assets. A striking example is the aforementioned Sri Lanka problem. Sri Lanka cost China $3 billion. The debt amounted to $1.1 billion. The port and its adjacent territories were put into operation for 99 years, and for this reason, many experts often assess the Belt and Road project as a "borrowing trap". In addition, another problem that may hinder the viability of the Chinese megaproject is the priority of a

political nature in the attempts of the Chinese authorities to implement the project. It is not a secret that representatives of Chinese businesses resort to negative actions as buying up local officials and giving bribes to implement their projects in other states. China avoids publishing the terms of the agreements concluded within the framework of the Belt and Road project. China makes such demands not only to states with low political weight in international relations but also to countries with democratic regimes. For example, the Australian Government refused to publish the text of the memorandum which was concluded with China under the Belt and Road initiative [3, p. 125].

As we know, Kazakhstani society faces the same issue. All media reported that 51 joint ventures worth $26.2 billion were registered between China and Kazakhstan, but it is impossible to find information about the main terms and conditions of the full text of the agreements on the establishment of these enterprises. This, in turn, further increases the level of sinophobia in Kazakhstani society. The Chinese project is a global project that has never been in the history of mankind [4, p. 110].

The implementation of such a large-scale project in the shortest possible time can cause unforeseen difficulties. Moreover, China's foreign policy interests are present in the project. Agreements that reached the highest level require mandatory execution. One of the projects made with such haste, not fully taking into account the possibilities and possible risks was the construction of the Jakarta-Bandung railway (5.9 billion). Initially, the project, in which Japan showed great interest, was exported by China. However, it was obvious that the Chinese side will not be able to complete the construction of the railway in 2019, as indicated in the agreement. The reason was the unwillingness of the owners of the territories through which the railway passes, and the local authorities to implement the project. One of the problems of this kind is the construction of the Budapest-Belgrade high-speed highway. Hungarian Prime Minister Viktor Orban proposed to transfer this project to China without any tenders as a symbol of friendship and mutual trust. The Chinese company was supposed to start construction work on this project in 2014. However, the European Commission forced Budapest to revise the agreement with Hungary due to violations of the provisions of the EU tender legislation. As a result, the project which should be completed in 2017, will be implemented only by 2023. Therefore, the haste and unpredictability of the possibilities of possible obstacles hinder the successful implementation of the Chinese initiative.

Another obstacle is the negative attitude of the local population to the Belt and Road initiative. It should be noted that the Chinese side itself is to blame for the formation of such a situation. It is known that the level of sinophobia is already quite high, especially in the states adjacent to the PRC. The fact that the Chinese authorities do not adhere to a policy of transparency regarding the agreements they conclude within the framework of the project further aggravates the high level of sinophobia. The Chinese authorities seem to consider it right to keep the terms of the agreements secret so as not to aggravate the negative opinion of the local population. However, he does not notice that this position has a negative impact. The lack of real information among the local population further increased their anger, increased their attitude towards the authorities of their country as "traitors", and to China as "occupiers".

From my point of view, the Chinese authorities should be interested in the open publication of the concluded contracts. Openness in this direction will immediately impose on the Governments of the host states responsibility for the "burden" of Chinese investments and loans. The Government of the host countries intends to assume greater responsibility to the local population. This would create favorable conditions for further improvement of China's foreign investment policy.

Numerous agreements have been reached between Kazakhstan and China within the framework of the Belt and Road initiative. Within the framework of this initiative, several major infrastructure projects have been implemented over the past five years. In particular: the port of Lianyungang; the continental port of Khorgos, located on the border with China; the port of Aktau, located on the coast of the Caspian Sea; the new railway corridor "Kazakhstan-Turkmenistan-Iran", with a total length of 900 km, connecting the countries of Central Asia with the Persian Gulf through the port of Bandar Abbas, located in the south of Iran; as well as the international transit road corridor "Western Europe-Western China". Within the framework of the Chinese Belt and Road initiative, the total cost amounted to 2,26.2 billion. It is planned to implement more than 51 Kazakh-Chinese joint projects. From 2015 to 2017, the total volume amounted to 5,53.5 million. Three large joint ventures of Kazakhstan and China were launched. The production of powdered polypropylene was the first to be launched in the Pavlodar region. The cost of this plant was $12 million. The production capacity will be seventy thousand tons per year. The main consumers of manufactured products will be the markets of Russia and China. The second launched joint project is $22.5 million. the engineering industry of the JAC brand, which mainly invests. The production capacity of this plant is from one and a half to three thousand cars per year. The cars assembled at these plants are mainly adapted to the CIS market. It is expected that cars adapted to road qualities and climatic conditions will be in demand in the CIS countries.

Given the decline in the level of consumption of the population due to the devaluation of national currencies that have occurred in recent years, the demand for these cars in their country is inevitable. Prices for cars from Japan and South Korea, which are in high demand, are not very affordable for the CIS countries, which increases the demand for Chinese cars. Given these circumstances, China National Vehicles Import and Export Corporation, which is the main investor of the plant, will invest $1 billion over the next ten years to the transport industry of the country. The third Kazakh-Chinese joint venture is the North Kazakhstan rapeseed oil production plant. The volume of investments in this plant amounted to $19 million is. The production capacity of the plant is $ 1 million per year. tons. The main consumer of finished products will be China. Recently, rapeseed oil, which until the end of the twentieth century was used only in the technical field, thanks to the achievements of bioengineering, has become widely used in the food industry, and the demand for products produced in Kazakhstan will grow in the future. It is planned that in the future the market for the products of this plant will not be limited to China, but the possibility of exporting to other countries will increase [5, p.51].

These projects launched over the past three years are known for their positive indicators. While these enterprises have opened more than 400 new jobs in the country, 399 of them are citizens of the Republic of Kazakhstan. A large amount of such reliable information will have a positive impact on the formation of genuine views of the local population on joint Kazakh-Chinese projects. According to the Ministry of Investment and Development of the Republic of Kazakhstan, 51 projects that China and Kazakhstan intend to implement jointly will create more than 20 thousand new jobs in the country. By the end of 2018, $363 million is planned to launch six identical projects in the field of chemistry, mining, metallurgy, and agro-industrial complex. Among these projects, a plant for the production of dry shut and dry sauna can be distinguished. It is noteworthy that the plant for the production of real Kazakh products forms national brands, and real Kazakh products contribute to the development of new markets.

Conclusion. Kazakh-Chinese relations within the framework of the Belt and Road initiative create conditions for the implementation of effective projects for the economies of both countries. Considering that it is important for China to increase new markets and barrier-free transport corridors to ensure further sustainable development of the economy based mainly on exports. Kazakhstan, in turn, needs to develop infrastructure and improve non-resource sectors of the country's economy. Cooperating within the framework of the Belt and Road initiative will contribute to both countries.

Firstly, despite the current difficult conditions in the country's economy, it is necessary to pay priority attention to national interests when concluding agreements with the Chinese side. It is important not to repeat the mistakes of the countries such as Tajikistan, Sri Lanka, Maldives. Secondly, the Chinese side is interested in the fact that the Belt and Road initiative has a large number of projects that will be launched in a shorter time without delaying time. The experience of synchronizing already conceived projects of other states with the Chinese initiative, without creating new projects, is often used by the Chinese side. Under these conditions, work towards maximum rationality for Kazakhstan, avoiding haste when concluding an agreement with China on 105 joint projects for the country; finally, it is important to make the content of agreements concluded with the Chinese side transparent and accessible. This measure will allow the population to get reliable information about the projects being adopted and fully familiarize themselves with their basic conditions. This contributes to the formation of a clear attitude and opinion among the local population towards Chinese projects. In turn, specific causes of sinophobia will be identified in the Kazakh society, which will create favorable conditions for the effective implementation of projects.

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АКТУАЛЬНЫЕ АСПЕКТЫ РАЗРАБОТКИ ЗАДАЧ СОВРЕМЕННОГО ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ В ТЕОРИИ И ПРАКТИКЕ ПОДГОТОВКИ СПЕЦИАЛИСТОВ ИНОСТРАННЫХ ЯЗЫКОВ И КУЛЬТУР

Аннотация: Анализ лингвистической ситуации в Европе и в мире, изучение влияния общества, социального состояния на подготовку личностей со знанием нескольких языков, в том числе иностранных, и культур, поиск лучших инновационных идей и практик современного иноязычного образования, а также ряд других факторов, привели к созданию документа «Общеевропейские компетенции владения иностранным языком: изучение, преподавание, оценка» (CEFR) в 2001 году, и к дополнению некоторых положений представленного стандарта в последующих сопроводительных версиях данного документа в 2018 и 2020 годах. Вместе с тем, необходимость внедрения новых идей в теорию и практику обучения современным языкам и культурам представляет пространство для научных, педагогических, учебно-методических разработок в сфере иноязычного образования. Таким образом, применяя методы изучения и анализа источников, обобщения опыта преподавания, в данной статье рассматриваются сопоставительные моменты представленных документов, преимущества и варианты их применения в иноязычно-образовательном процессе.

Ключевые слова: уровни обучения иностранным языкам, шкала дескрипторов, плюрилингвистическая и плюрикультурная компетенции, медиация, онлайн интеракция, анализ литературы, результаты обучения

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Abstract: The analysis of the linguistic situation in Europe and all over the world, the study of the impact of society, the social condition on the preparation of personalities with knowledge of several languages, including foreign languages, and cultures, the process of searching for the best innovative ideas and practices of the Modern Foreign Languages education, as well as a number of other factors, led to the launching of the document “Common European Framework of Reference for Languages: Learning, Teaching, Assessment” (CEFR) in 2001, and to the supplement of some statements of the standard under consideration in the subsequent accompanying versions of this document in 2018 and 2020. At the same time, the need to introduce new ideas to the theory and practice of teaching modern languages and cultures creates the space for scientific, pedagogical, educational and methodological developments in the field of foreign languages education. Consequently, applying the methods of studying and analyzing the resources, summarizing the experience of teaching, this article discusses the comparative moments of the submitted documents, the advantages and options for their use in the foreign language educational process.

Keywords: common reference levels of language proficiency, descriptor scale, plurilingual and pluricultural competences, mediation, online interaction, analysis of literature, learning outcomes

Развитие общества, науки и технологий, информатизация и процессы цифровизации, происходящие в мире на современном этапе, идеи устойчивого развития и экологичности, антропологический и компетентностный подходы в образовании, способствуют появлению и внедрению новых практик, переосмыслению стандартов и роли обучающих и обучающихся, способов и критериев оценивания результатов обучения. Выпуск сопроводительного стандарта с новыми дескрипторами «Общеевропейских компетенций владения иностранным языком: изучение, преподавание, оценка» (CEFR) в 2018 году, а также его обновленной версии 2020 года, предлагает новые возможности для решения задач современного иноязычного образования, в теоретическом и практическом плане [1]. Рассмотрим в данной статье некоторые сравнительные аспекты нового документа и варианты практического применения предлагаемых идей в иноязычно-образовательном процессе.

Обобщая опыт преподавания и изучения иностранных языков и культур, основываясь на

анализе лингвистической ситуации, данные документы, первая версия документа, представленная в 2001 году, новый сопроводительный том 2018 года, и его обновленный вариант 2020 года могут быть интерпретированы в качестве источника идей, для разработки образовательных программ, силлабусов, инструментов оценивания результатов обучения и применения всеми заинтересованными сторонами образовательного процесса, научного исследования, что подчеркивает их открытость и динамичный характер.

Согласно результатам проведенной Советом Европы конференции в Страсбурге в мае 2018 года (Equals, 2021), основные моменты нового документа свидетельствуют о взаимосвязи образования и общества, лингвистическом и культурном разнообразии, роли обучающегося как активного социального агента, обладающего готовностью и способностью решения задач, обладающего рядом компетенций и стратегий общения, в том числе иноязычного общения и действия в условиях современной действительности [2]. Отмеченные аспекты представлены в описании уровней, дескрипторов владения иностранным языком, критериальных особенностях согласования результатов обучения, целей и задач образовательных программ и силлабусов, и выбора соответствующих способов, методов и технологий преподавания.

Ключевые моменты Сопроводительного тома 2018 года следующие: во-первых, уровни обучения ИЯ дополнены уровнями ‘pre-A1’, ‘A2+’, “B1+’, ‘B2+’; уровни C1-C2 предлагают более детальный классификатор дескрипторов; во-вторых, новая интерпретация документа содержит дескрипторы понятий, таких как «онлайн интеракция», «анализ литературы», «плюрилингвистическая» и «плюрикультурная» компетенции; кроме того, представлены дескрипторы понятия «медиация», которая рассматривается в составе четырех способов, режимов общения, ‘modes of communication’ наряду с «восприятием» (‘perception’), «производством» (‘production’), «интеракцией» (‘interaction’), в устной и письменной формах; в-третьих, подчеркивается значимость подхода, который можно описать, как основывающийся на действиях субъектов образовательного процесса (‘action-oriented’) и рассмотрение обучающихся в качестве активных социальных субъектов, которые не просто усваивают неизвестный им материал, или лингвистические структуры, но несут ответственность за обучение и готовы и способны решать реальные задачи, в том числе лингвистические и коммуникативные, в повседневной жизни, что также соответствует требованиям компетентностного подхода; в-четвертых, авторы Сопроводительного тома детально рассматривают дескрипторы в области фонологии [1]. Смена фокуса на потребности пользователя иностранного языка/обучающегося и учет уровня сформированности способностей решения поставленных задач, проявляется в особенностях критериального оценивания, обеспечивающего взаимосвязанность образовательной программы, обучения и способов оценивания, внедрения принципов «теории конструктивного выравнивания» Джона Биггса (2003) [3]. Также, анализируя данный документ, Konárková M.R., Kadlecová Š. (2020), отмечают представленность взаимозависимости индивидуального и коллективного, когнитивного и социального, личностного и межличностного, а также, рассмотрение языка, как динамичного процесса, в котором значение создается, трансформируется в ходе взаимодействий субъектов, участников общения [4]. Кроме того, обновленный вариант Сопроводительного тома 2020 года отражает аспекты, характеризующие современное общество, вопросы гендерного равенства, социальной инклюзии, формирования трансферных умений и стратегий и др. [5]. Таким образом, интерпретация основных положений документов CEFR обеспечивает пространство для разработок в сфере иноязычного образования и педагогического творчества.

Далее, в соответствии с программными требованиями 3 курса подготовки учителей иностранного языка и литературы интерес представляют такие понятия как «медиация», «анализ литературы», «онлайн интеракция», «плюрилингвистическая» и «плюрикультурная» компетенции.

В двух обновленных версиях CEFR (2018, 2020) понятие «медиации» приобретает более широкое значение: пользователь иностранного языка/обучающийся не только выступает в качестве посредника в межкультурной коммуникации, например, осуществляя перевод высказываний с одного иностранного языка на другой, что представлено в оригинальной версии CEFR (2001), но и в понимании роли иностранного языка для решения задач общения, в целом, реализации коммуникативного намерения, создании условий и возможностей для осуществления сотрудничества, конструирования и понимания нового значения, передачи новой информации в соответствующей форме; при этом, контекст медиации может быть социальный, педагогический, культурный, лингвистический или профессиональный; описание медиации классифицируется в двух категориях: проявления медиации (например, медиация текста, концептов, общения) и стратегии медиации (например, стратегии объяснения нового концепта и стратегии упрощения текста) [5, с.90]. Исходя из данного трактования, аспекты преподавания, в том числе, могут рассматриваться и как примеры медиации.

В отношении креативных текстов и литературы дескрипторы классифицируются на следующие: (1) выражение личного мнения в отношении креативных текстов (в том числе литературных) и (2) анализ и критическая оценка креативных текстов (в том числе литературных). При этом первый тип дескрипторов применим для школьного контекста или кружков чтения, в то время как второй тип дескрипторов направлен на профильную школу и уровень университетской подготовки [5, с. 106-107]. Каждый дескриптор представлен в шкале соответствующих уровней обучения. Кроме того, относительно текстов художественной литературы и текстов других жанров (например, статей газет и журналов, блогов и биографий, и других), в целом, представленность имеют дескрипторы шкалы, рассматривающие чтение как досуг [5, с. 58-59]. Также как и в первом случае, каждый дескриптор представлен в шкале соответствующих уровней обучения.

Продолжая рассмотрение характерных особенностей документов, следует отметить влияние цифровых технологий и аспектов онлайн коммуникации, которое проявилось во включении новых шкал дескрипторов уровней обучения, что особенно актуально в современных условиях функционирования иноязычного образования. Так, в соответствии с предписаниями Сопроводительного тома 2020, онлайн коммуникация всегда опосредована наличием технического средства, в связи с чем имеет свои особенности [5, 96]. Кроме того, шкала дескрипторов онлайн коммуникации содержит описание критериев групповой, совместной интеракции и дискуссии, стратегий достижения понимания и реализации коммуникативного намерения в условиях онлайн коммуникации, а также характеристики целенаправленных онлайн трансакций и сотрудничества, представленных на соответствующих уровнях шкалы [5, с.97-99]. Прогресс от одного уровня к другому представлен через способность и готовность пользователя иностранным языком/обучающегося осуществлять межкультурное общение в соответствующем виртуальном пространстве (например, чат в виртуальном ‘café’, ‘classroom’, ‘meeting room’ и др.), а также, от реактивной функции участника онлайн интеракции до проактивной [5, с.96-99]. Таким образом, рассматриваемые шкалы оценивания уровней обучения относительно онлайн интерактивности содержат интересные моменты, которые могут быть учтены при разработке критериев оценивания уровня обучения на том или ином этапе.

Еще один момент, который рассматривается в Сопроводительном томе 2018 и 2020 года связан с плюрилингвистической и плюрикультурной компетенциями пользователя ИЯ/обучающегося. В обновленных версиях документа, в частности, согласно Сопроводительному тому 2020, обучающийся выступает в качестве социального агента и обладает готовностью и способностью осуществлять межкультурное общение не только на одном или нескольких иностранных языках по-отдельности, достигая совершенства или уровня носителя языка в каком-то из представленных языков, но развивать так называемый межлингвистический репертуар и соответствующие способности [5, с.157]. Формирование межкультурного сознания, плюрилингвистической и плюрикультурной компетенции является актуальной задачей в условиях современного мира и подготовке учителей иностранных языков и культур.

Следует учесть также такой момент, что, согласно Кунанбаевой С.С. (2010), в соответствии с требованиями международно-адаптивной модели уровней обученности в иноязычно-образовательном процессе внедрены следующие уровни: минимально-достаточный уровень I-НС, с которым могут быть соотнесены уровни А1, А2 (ОЕК); уровень базовой достаточности II-НС, с которым соотносятся уровень В1 (ОЕК); уровень базовой стандартности III-НС, соответствующий уровню В2 (ОЕК), уровень сверхбазовой стандартности IV-НС, соотносимый с уровнями С1, С2 (ОЕК); а также максимально-достаточный уровень V-НС, уровень С3 [6, с.179]. Следовательно, характеристики уровней «Общеевропейских компетенций владения иностранным языком: изучение, преподавание, оценка» (CEFR)» соотносятся с соответствующими национально-стандартными уровнями обученности и могут рассматриваться в представленном контексте.

Представленные особенности рассматриваемых документов могут быть внедрены в практику преподавания в иноязычно-образовательном процессе. Развитие умений, стратегий медиации, в частности, должно учитываться в иноязычно-образовательном процессе в современных условиях, наряду с формированием определенных компетенций, присущих обучению межкультурному иноязычному общению, в том числе и на специализированном профессионально-ориентированном уровне. Развитие умений и стратегий медиации способно решить ряд задач, таких как, например, составление продолжительного развернутого высказывания, формирование рефлексивно-развивающейся компетенции обучающихся, формирование межкультурного сознания, углубление концептуального понимания предметно-процессуальных аспектов содержания и других задач как практических, так и теоретических дисциплин образовательных программ подготовки специалистов. Шкалы дескрипторов умений того или иного уровня обучения позволяют формировать задачи урока, моделировать критерии оценивания и проследить динамику прогресса обучающихся на том или ином этапе обучения. Таким образом, внедрение возможностей, представленных рассматриваемыми

документами позволяет актуализировать так называемый ‘acion-oriented’, а также компетентностный подходы к обучению.

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КОНЦЕПЦИЯ ИНФОРМАЦИОННО-ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ ВУЗА (на примере платформы LMS MOODLE)

Аннотация: В статье рассматривается понятие информационно-образовательной среды (ИОС) вуза, преимущества и эффективность использования ИОС вуза на примере платформы LMS Moodle, формирование предметной образовательной среды как одной из важнейших проблем в создании ИОС вуза.

Ключевые слова: информационно-образовательная среда (ИОС) вуза, дистанционное обучение, предметная образовательная среда, LMS Moodle.

Развитие личности студента в рамках информационного пространства вуза является исключительно актуальной проблемой. Значимость информационного пространства заключается в следующем: информационные технологии применяются во всех без исключения сферах жизни общества и умение работать с данными средствами - необходимый атрибут современного специалиста. Поэтому создание целостной системы, способной выступать инструментом организации, управления и методического обеспечения образовательных программ вуза является одним из приоритетных направлений развития единой информационно-образовательной среды вуза.

Современный вуз имеет сложную структуру, которую в общем случае можно представить в виде совокупности взаимосвязанных подсистем: управленческая, маркетинговая, хозяйственная, научная, учебная, экономическая. Стоит отметить, что с каждой подсистемой связана специфическая информационная среда, совокупность этих сред образует информационную среду вуза. Поэтому информационную среду вуза можно понимать как набор условий, существующих внутри вуза и обеспечивающих работу пользователя с информационными ресурсами (в том числе, распределенными) с помощью интерактивных средств информационных и коммуникационных технологий [1].

Преимуществами системы LMS Moodle, повлиявшие на её выбор для решения подобной задачи:

- разнообразие возможностей и большое количество настроек, что позволяет гибко настроить систему под конкретные задачи;
- возможность разграничения прав доступа к отдельным структурным единицам системы;
- модульность и открытый программный код, что позволяет добавлять в систему необходимые функции, разрабатывая новые модули;
- бесплатное программное обеспечение, что позволило снизить стоимость создания виртуальной ИОС;
- возможности по интеграции с другими системами;
- использование учебных материалов в формате SCORM *(Sharable Content Object Reference Model,* «образцовая модель объекта содержимого для совместного использования»);
- выделение отдельного виртуального пространства для любых участников учебного процесса - подключение к дистанционному образовательному порталу.

Использование системы дистанционного обучения в качестве базы для создания информационно-образовательной среды вуза позволяет успешно реализовывать следующие элементы [2]:

- ➢ сопровождение учебного процесса всех форм обучения: электронные ресурсы любого формата - текст, презентации, видео, аудио, интерактивные элементы;
- ➢ поддержка самостоятельной работы студентов, что является немаловажным для систематизации СРС: практические задания, контрольные работы, интерактивные элементы, индивидуальная и совместная работа студентов;
- ➢ мониторинг учебного процесса: тестирование - входной, текущей, промежуточный контроль с автоматическим подсчетом результатов, анкетирование, создание электронного портфолио студентов, создание балльно-рейтинговой системы оценки знаний студентов;
- ➢ общение и консультации в режимах онлайн и офлайн: чаты, форумы, индивидуальные ответы;
- ➢ система для работы и сетевого взаимодействия с другими образовательными учреждениями.

Развитие единой информационно-образовательной среды вуза, использование инновационных технологий и методов обучения на базе информационных технологий создает предпосылки для повышения уровня информационной культуры всех участников образовательного процесса и успешной деятельности в условиях информационного общества.

Реализация проекта по созданию единой информационно-образовательной среды вуза - это новые возможности учебного процесса: сочетание высокой экономической эффективности и гибкости учебного процесса, широкое использование информационных ресурсов, существенное расширение возможностей традиционных форм обучения, а также возможность построения новых эффективных форм обучения.

При проектировании информационной образовательной среды (LMS - Learning Management System) мы должны ориентироваться на педагогические принципы, которые предполагают вовлечение студентов в активный учебный процесс, создание условий для активного взаимодействия студентов и преподавателей, в том числе, в электронном формате, обучение в активной среде взаимодействия всех участников образовательного процесса в офлайне и онлайне.

Выбор конкретной системы не определяет эффективность ее использования на практике, т.к. использование определяется преподавателями. Практически все современные LMS имеют достаточно широкий набор возможностей, а также потенциал для расширения. Выбор конкретной LMS, таким образом, должен напрямую определяться набором ключевых запросов, исходящих из преподавательского сообщества. При этом технологии при всей их важности не являются главными. Главной компонентой успеха становится системная и всесторонняя поддержка преподавателей со стороны методистов и технического персонала [3; 4].

Целью внедрения новых методов в организацию учебного процесса является формирование теоретических и практических знаний по методике организации обучения. В результате освоения учебных программ в рамках повышения квалификации слушатели приобретают навыки:

- по установкам интернет-курсов;
- подготовке и импорту учебного материала в среду интернет-курсов;
- эргономической и дизайнерской обработке учебного материала средствами интернет-курса;
- созданию различных видов тестов в учебных модулях;
- видам практических и самостоятельных заданий в процессе интернет-обучения;
- созданию различных форм интерактивного общения на интернет-ресурсе;
- формированию групп слушателей и потоков допуска к тем или иным учебным ресурсам и формам контроля знаний;
- контролю и отслеживанию учебной деятельности на интернет-ресурсе;
- умению вырабатывать и принимать эффективные решения в условиях планирования и организации информационно-корпоративной среды;

• использованию методов работы в корпоративной среде, в которую включены информационные ресурсы, приложения и системы различных структурных подразделений организации;

• взаимодействию в группе в условиях информационно-образовательной среды и совместной интерактивной работы;

• эффективному планированию и организации собственной деятельности, самостоятельной работы;

• умению гибко и нестандартно мыслить в условиях информационно-образовательной среды.

Система Moodle предоставляет широкий спектр возможностей для полноценной поддержки процесса получения образования, а также предлагает разнообразные способы предоставления учебного материала, проверки знаний и контроля успеваемости. Система Moodle это уже апробированный, хорошо зарекомендовавший себя и успешно действующий, непрерывно развивающийся проект [5].

Создатель курса (преподаватель) может использовать большой набор элементов и ресурсов для создания и работы с курсом: лекции, семинары, задания, глоссарии, тесты, опросы, анкеты, чаты, базы данных, wiki, SCORM и др. На протяжении работы с курсом преподаватель имеет возможность редактирования содержания курса и осуществляет полный контроль за процессом обучения (учет и анализ активности участников, время нахождения в системе, работа с электронным журналом и статистикой, и др.). По результатам выполненных заданий преподаватель может выставлять оценки и давать комментарии. Таким образом, СДО Moodle является центром планирования, создания и организации учебного процесса, используя интерактивное взаимодействие между всеми участниками процесса.

Система дистанционного обучения Moodle проектировалась в соответствии с педагогикой социального конструктивизма, которая включает совместную работу и активное обучение. В процессе работы формируется концепция планирования и создания самого курса: вводной части, интерактивных лекций, использование визуализации материала, создание словарей, веб-страниц, получение и выполнение заданий, формирование банка вопросов, прохождение теста, редактирования некорректно созданных элементов или ресурсов, зависимостей и связей между ними и т.д.

Коммуникативные возможности системы LMS Moodle позволяют студентам своевременно получать информацию или консультацию от преподавателя, общаться между собой по вопросам работы с системой, обсуждать темы на форумах, блогах, чатах или электронной почте. Процесс обучения происходит в интерактивном режиме. Практические занятия проходят в открытой, рабочей, творческой атмосфере. Четкость, логичность и последовательность учебных занятий мотивируют студентов на активность и взаимодействие. Такая интерактивность в реальном и виртуальном пространстве снимает эмоционально-психологическое напряжение и неуверенность некоторых студентов, выравнивает общий уровень группы по практическому навыку в работе с компьютером, расширяет общие представления о возможностях виртуального пространства. Интенсивность учебных занятий, системность и последовательность формируют высокую мотивацию и работоспособность учебной группы и, в конечном итоге, хорошие отзывы обучающихся, получивших знания по методике организации дистанционного обучения на основе LMS Moodle.

Таким образом, учебный курс в сжатые сроки позволяет обеспечить:

• формирование и развитие информационной культуры субъектов образовательного процесса;

• повышение уровня качества обучения на основе использования современных информационно-коммуникативных технологий;

• создание условий для более полного удовлетворения образовательных запросов обучающихся в соответствии с их интересами, возможностями и потребностями [6].

В целях практической отработки передаваемых студентам знаний, умений и навыков в системе повышения квалификации используются интерактивные методы обучения, делается акцент на визуализации учебного материала. Рассматриваются общие подходы к повышению уровня наглядности электронных изданий и ресурсов за счет использования анимации, видеофрагментов, презентаций, звука и т.д. Изучается техническая реализация системы дистанционного образования, его программно-аппаратный комплекс, виды, модели, технологии, создание и изменение контента. При внедрении новых форм и методов обучения в информационно-образовательную среду в рамках повышения квалификации уделяется внимание, прежде всего практико-ориентированной направленности. Учитывается взаимосвязь обучения с профессиональными знаниями и опытом обучаемого, уровнем владения компьютерными технологиями, широтой теоретических и практических знаний. В системе дистанционного обучения важно учитывать мобильную память, кругозор, эрудированность, личностный потенциал студента, его желание самосовершенствоваться и умение «учиться». Информационно-образовательная среда и технологии обучения на основе LMS Moodle объединяют междисциплинарный характер содержания обучения в единое тематическое русло, используют инновационные методы обучения на основе профессиональных потребностей и интересов [6].

Формирование предметной образовательной среды - одна из важнейших проблем в создании ИОС вуза. Основные задачи, определяющие ее решение: выбор ведущих принципов организации образовательного процесса; отбор технологий и способов представления электронных ресурсов, в зависимости от особенностей их восприятия и использования обучаемыми; определение оптимального состава предметного учебно-методического комплекса дисциплины (УМКД); определение для элементов УМКД содержательного и деятельностного компонентов, исходя из принципа структурированной избыточности ИОС; интеграция предметной ИОС в образовательную среду вуза.

Эффективность ИОС определяется тем, какие педагогические идеи реализуются педагогом. Исходя из ведущей роли принципа развивающего и воспитывающего обучения, в основу ОЭР были положены:

- дифференцированный подход к организации познавательной деятельности с учетом различий в уровне начальной подготовки обучаемых, предпочтительном темпе и траектории обучения;
- активизация познавательной деятельности на основе применения электронных образовательных ресурсов, выбираемых в зависимости от личностных особенностей обучаемого;
- широкое использование эвристических приемов, заданий проблемного характера, творческих работ, совместных проектов.

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PROJECT-RESEARCH TECHNOLOGY AND THE POSSIBILITY OF ITS APPLICATION FOR DEVELOPING INTERPERSONAL RELATIONSHIPS OF HIGH SCHOOL STUDENTS

Abstract: Project-research technology is a new approach to organizing education that aims to develop the active independent thinking of the child by reproducing the knowledge and applying it in real-life conditions.

Thus, creating conditions for project and research work in an educational institution contributes to the active involvement of students in the creative search and makes it possible to increase students' interest who are not active enough in the usual lesson system.

Keywords: project-research technology, personality-oriented technology, system-activity approach.

Түйін: Жобалау мен зерттеу технологиясы – білімді жаңғырту және оны өмірлік жағдайда қолдану арқылы баланың белсенді дербес ойлауын дамытуға бағытталған білім беруді ұйымдастырудың жаңа тәсілі. Осылайша, оқу орнында жобалық және ғылыми-зерттеу жұмыстарын жүргізуге жағдай жасау студенттерді шығармашылық ізденіске белсене тартуға ықпал етеді және әдеттегі сабақ жүйесінде белсенділігі жеткіліксіз оқушылардың қызығушылығын арттыруға мүмкіндік береді.

Тірек сөздер: жобалау мен зерттеу технологиясы, тұлғаға бағытталған технология, жүйелік-әрекеттік тәсіл.

Within the new standards framework, a new approach to organizing education is implemented to reveal students' abilities, shape their personalities, and prepare for life in the modern world. According to A.G. Asmolov, the system-activity approach is the organization of the educational process. The central place is independent students' cognitive activity to a maximum extent. With a system-activity approach, the student does not receive knowledge in a finished form but obtains it in the process of personal educational, cognitive or research activities [1, p. 21].

N.G. Alekseev considers a project as an activity to understand an extremely concise description as the foresight of what should be [2, p. 192]. G.K. Selevko characterizes project activity as a component of project-based learning associated with identifying and meeting the needs of students through the design and creation of an ideal or material product with objective or subjective novelty. It is a creative work to solve a practical problem, the goals and content of which are determined by students and carried out by them in the process of theoretical study and practical implementation with the participation of a teacher [3, p. 208].

In the context of the implementation of state standards, the project-research activity of students acquires special significance. This method aims to develop the active independent thinking of the child and teach not only to memorize and reproduce the knowledge that the school gives but also to be able to apply them in practice.

According to E.S. Polat, the project method is a set of educational and cognitive techniques that allow students to solve a particular problem because of independent actions with the obligatory presentation of these results in the form of a project [4]. The method will help the teacher solve these problematic tasks because it belongs to personality-oriented technologies that provide problem-based learning and a system-activity approach, as it is shown in Picture 1. In addition, project activity provides students with independence, when relative freedom of action provides an opportunity to realize their creative ideas [5, p. 132].

Picture 1 – Project technology (Bychkov)

The project puts the student in an active position since it generates ideas, initiates activities, and realizes creative ideas. In addition, the inclusion of students in project activities teaches them to think, predict, foresee, form thinking and develop abilities and interpersonal relationships.

I.S. Sergeev notes that the work on the method of projects is a relatively high level of complexity of the pedagogical activity. Suppose most of the well-known teaching methods require only the standard components of the educational process (teacher, student, group of students) and the educational material. In that case, the requirements for the educational project are exceptional [6, p. 35]. It is illustrated in Picture 2.

Picture 2 – Features of project (Sergeev)

Thus, the project activity allows students to go beyond the volume of school subjects, make interdisciplinary connections, combine existing life experience with new knowledge, develop an active life position, and maximize creative opportunities.

Project activity solves several important pedagogical tasks:

- teaches to apply the essential knowledge and skills learned in the classroom to find and solve social, family, personal problems;
- stimulates the independent cognitive activity of students;
- blurs the boundaries between school disciplines, thereby bringing the learning process closer to real-life;
- attracts students to social activities, which ensures the formation of various professional interests [7, p. 120].

However, a modern person needs to show exploratory behaviour for a full-fledged existence in an intensively changing environment. This circumstance brought a fundamentally new phenomenon for Kazakhstani education, namely, research education.

Project activities are successfully combined with research activities. The implementation of the research teaching method ensures the development of new knowledge. A distinctive feature of research from project traces that research does not involve the creation of any planned object or model. The result of the project is always known in advance, but the result of the study is not known.

The concept of research considers in a broad and narrow sense. Research in a broad sense is the search for knowledge or systematic investigation to establish facts. In comparison, research in the narrow sense is a scientific method of studying something.

The general characteristics of research and project activities include the characteristics of the organizational and managerial plan: goal setting, formulation of tasks; choice of means and methods; planning, determining the deadlines; carrying out project work or research; results of the work and presentation of results [8, p. 204]. The process is represented in Picture 3.

Picture 3 – Techniques and methods of research activities

In the project and research activities, students are engaged in designing their research, identifying goals and objectives, highlighting the principles for selecting methods, planning the course of the research, determining expected results, assessing the feasibility of research, and determining the necessary resources.

In foreign language lessons, the organization of project and research activities is a priority. It forms universal learning activities:

- training in the ability to set goals, organize their activities to achieve them and evaluate the results of this activity;
- formation of personal qualities: thinking, feelings, creative abilities, motives of activity;
- formation of a picture of the world, adequate to the educational program and level of knowledge [9, p. 40].

According to N.G. Alekseev, research activity is based on the principles of the project. The research project is the driving form of building interpersonal interaction between the student and the teacher, during which the cultural values of the scientific community are broadcast [10, p. 33]. Education becomes productive because there is a tangible way out in a completed and formalized research work. The product, in

this case, has rather not material but intellectual and personal value, becoming significant for the creator of this product. In addition, a research project is a form, means, and principle of organizing cultural interaction and a motive for this activity.

The following contradictions cause the need to develop project and research activities. There is lack of congruence between the explanatory and illustrative nature of education in a mass school and the student's desire to develop interests. The time constraints and the amount of knowledge that the teacher should give the student in the lesson are clashed. Moreover, without tiring the students and paying great attention to the formation of mental functions: thinking, perception, attention. Also, the mass school does not provide sufficient opportunities to develop students' independent work skills [11, p. 157].

Activities in project and research learning are not considered additional; they deploy in parallel with the traditional school course. In current conditions, everyone needs research abilities. They consider as an element of professionalism in any field of activity and as one of the main tools in today's dynamic environment [12, p. 128].

In the process of project activity, students independently look for solutions to the problem, analyze the phenomena. In this situation, the teacher plays the role of a mentor who directs the activity but does not manage it. Therefore, it implies interaction on an equal footing between the teacher and students.

The possibility of integrating project and research activities is determined by the following:

- implementing the project, the student is not just looking for something new, but solves a specific problem;
- study harmoniously complements the project since searching for new knowledge is accompanied by setting up an experiment, observation, analysis and synthesis of facts, confirmation or refutation of the hypothesis put forward, measurements, etc.
- project skills help the student organize research independently, namely, set goals and objectives, think over ways to solve them, predict the result and present the knowledge gained in the form of diagrams, layouts, models [13, p. 132].

The comparison of project and research activities is shown in Table 1.

Table 1 – Comparative analysis of project and research activities (Komarova)

Comparison criteria	Project activity	Research activity
Aim	Solving a practical personally significant task and obtaining a specific product.	Solving a personally significant problem, discovering new knowledge.
Result	Designed product, acquisition of new general educational skills, including research.	New knowledge and methods of activity, acquisition of research skills.
Content	Setting and solving personally significant educational tasks related to obtaining a specific product.	Statement and solution of the problem using research activities and procedures.
Forms of organizing joint activities	Individual, group, collective work outside the framework and in the classroom.	Individual, group, collective work in the classroom and beyond.
Actions of students and teacher in joint activities	Students plan the product of project work; master and highlight the stages of design; put forward ideas to improve the result; formulate conclusions; develop different forms of presentation; analyze and evaluate results and products. Teacher advises students; participates in joint activities for the implementation of the project.	Students put forward a hypothesis; plan activities to verify it; apply these methods; analyze the results; formulate conclusions. Teacher advises students; participates in collaborative activities during the study.

The main principles of organization of project and research activities include the following:

a) Independence in the implementation of the project. Students themselves plan and implement their activities; the teacher directs the work and evaluates the results.

b) Practical significance of the results of the project. The project's theme should be relevant to current conditions and have a clear connection with practice.

c) Voluntariness. Students must make their own decision about choosing the theme of the project. The teacher only motivates and interests them.

d) Psychological comfort and goodwill in the team [14, p. 31].

Project and research activities include several stages. Each stage in the organization of design and

research activities involves forming specific universal actions that help the student organize the learning process independently. It is necessary to teach students to think independently, reason, work with information, make decisions, establish cause-and-effect relationships, and reflect on their activities to achieve a positive result [15, p. 213].

1) The first step is to choose a theme for the project. The topic should be close to both the student and the teacher, by that creative results can be achieved. It is essential to motivate students to complete the project at this step. The teacher can engage students in the following ways: raising a sense of independence and the importance of one's work; work for the future; competition; interest in the problem; good cooperation with the teacher; encouraging learners not to be afraid of failure and seek help and support.

2) At the second stage, determine goals and formulate a hypothesis. The student participates in formulating the problem and the formulation of assumptions for its solution. The study involves putting forward hypotheses and theories experimental and theoretical verification.

3) Next comes the choice of research methods. The main ones include the following illustrated in Picture 4.

Picture 4 – Methods of research (Tikhomirov)

4) At the fourth stage, there is a division of roles in the team to achieve an expected result. When forming a group, they include students of different academic performance and social groups. Groups divide in different ways: by common interests, interest in problems, sociability, and intellectual component.

5) At the fifth stage, summarize the results and formulate the conclusions. It is the resulting stage of the research when the research purpose is done, all information is synthesized, and the results of all types are summarized.

6) The sixth stage is the presentation of the project results. The completed material presents to classmates and protect their projects. The main goal is that groups performing different tasks eventually merged into one picture. The presentation enables students to gain public speaking skills, maintain their self-confidence and independence.

7) At the seventh stage, evaluate the results of the project. Here it is essential to highlight the following characteristics of work: degree of independence in finding solutions; involvement in teamwork; level of complexity of the methods used; creativity; level of organization of the presentation is an assessment of the possessing modern technical means and the clarity of presented information.

Project and research activity understood as a specially organized joint educational and cognitive activity of a teacher and students in the design of an individual or collaborative research, which involves: setting personally important educational tasks; planning the course and methods of research within each stage; definition of expected results and products; deployment of activities to solve educational problems; the creation of a specific product; reflection on the results of activities [16, p. 376].

Thus, we can conclude that creating conditions for project and research work in an educational institution contributes to the active involvement of students in the creative search and increases the amount of knowledge. Moreover, it makes it possible to increase students' interest who are not active enough in the usual lesson system. Furthermore, project and research activities at school serve as an essential tool for forming the necessary educational and professional skills, allowing students to make an informed choice of their speciality.

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ШЕТЕЛ ТІЛІН ОҚЫТУДА САНДЫҚ ҚҰРАЛДАР АРҚЫЛЫ ТЫҢДАЛЫМ ҚАБІЛЕТІН ДАМЫТУ: EDMODO САНДЫҚ ҚҰРАЛЫ НЕГІЗІНДЕ

Аңдатпа: Цифрлық технологиялардың кең спектрін қолдану оқытудың жаңартылған форматы жағдайында қажет болды. Бірақ, цифрлық ортада оқыту әдістерінің, нысандарының, құралдарының ашықтығына, қол жетімділігіне және көп қырлы болуына қарамастан, білім беру процесінің субъектілері арасындағы жанама өзара іс-қимылдың ең жарамды, кешенді және тиімді тәсілдерін таңдау туралы мәселе шешілмеген күйінде қалып отыр. Сондықтан бұл мақаланың мақсаты - тыңдау қабілетін дамытудағы сандық құралдарды зерттеу. Бұл мақаланың нысаны - Edmodo сандық құралы.

Тірек сөздер: шет тілі, сандық құралдар, қашықтықтан оқыту, Edmodo, тыңдалым қабілету, процесс.

Тыңдау қабілетін қалыптастыру үшін сандық технологияларды қолданудың мақсаты - оқушыларды қызықтыру, оларды шетелдік оқуға ынталандыру және олардың білімі мен тәжірибесін кеңейту. Оқушылар оқу орнының қабырғасынан тыс нақты қарым-қатынасқа дайын болуы керек, мысалы, оқытылатын тілдің еліне барған кезде немес басқа елдегі достарымен сөйлескен кезде. Біздің елімізде соңғы 10 жылда цифрлық технологияларды мұғалімдер ағылшын тілінде оқу және тыңдау үшін қолдана бастады [1]. Олар күрделілік деңгейі бойынша бастаушыдан алдыңғы деңгейге дейін өзгереді. Шет тілін оқыту үшін оқулықтар мен әдебиеттерді шығаратын баспалардың білім беру платформаларын пайдалану қашықтан оқыту форматына жедел аударуға мүмкіндік берді. Бұл тек сандық оқулықтарды ғана емес, сонымен қатар үй тапсырмаларын тағайындау, оқу және тыңдау бөлімдерінде осы тапсырмаларды автоматты түрде тексеру үшін білім беру платформаларының әлеуетін пайдалануға қатысты. Сондай-ақ, сандық технологияларды қолдану жаттығулар, бақылау тапсырмалары, тесттер және глоссарий арқылы күшейтіледі. Сонымен шет тілінде тыңдау қабілетін қалыптастыруда цифрлық технологиялардың бірқатар келесі артықшылықтары бар:

- оқушылар материалды жақсы қабылдайды және есте сақтайды;
- оқытуды дараландыру, меңгерудің тереңдігі мен реттілігін, жұмыс қарқынын анықтау;
- оқытудың интенсификациясы.

Жалпы барлық аталған артықшылықтар тілдік білім берудің негізгі міндетін шешуге - оқушылардың тілдік құзыреттілігін қалыптастыруға көмектеседі. Бүгінгі таңда тыңдау қабілетін дамыту үшін онлайн режимінде оқытуды ұйымдастырудың жолдары мен келесі мәселелерді қамтитын құралдарын іздеу қажет:

- оқушылардың оқу материалына мобильді және жылдам қол жеткізуін қамтамасыз ету;

- оқушыларды белсенді танымдық іс-әрекетке және шет тілінде жұптар мен топтарда тілдік өзара іс-қимылға тарту;

- оқушылардың жеке және жас ерекшеліктеріне сәйкес келетін материалды ұсыну формасын таңдау қажеттілігі (аудио және видео подкасттар, интерактивті схемалар, компьютерлік тренажерлер, мобильді қосымшалар, онлайн тестілеу).

Сондықтан бүгінгі таңда мұғалімге қол жетімді ақпараттық технологиялар, ағылшын тілін оқытудың сандық құралдарының үлкен жиынтығы бар. Тілдік жаттығулардың әртүрлерін жасауға мүмкіндік беретін ең пайдалы интернет-ресурстардың бірі – Edmodo қосымшасы. Edmodo - бұл көптеген елдердің білім беру жүйелерінде байланыс құралы, виртуалды сынып ішінде өзара әрекеттесу, файл алмасу және бағалау үшін кеңінен қолданылатын қызмет [2]. Edmodo жүйесі «Microsoft Office» біріктіріледі. Виртуалды оқу кеңістігі мұғалімдердің сандық сынып бөлмесін құруға, оқушыларды білім беру және білімді бақылау үшін электронды ресурстарына қосуға арналған.

Тыңдау қабілеті сөйлемдегі фразаның қарапайымдылығына қарамастан, мәлімдемені түсінуге көмектеседі. Сондай-ақ, тыңдау тілді үйренудің қажетті құралы болып табылады. Ол зерттелетін бағыттың фонемалық құрамы мен интонациясы, ырғағы, әдістемесі, екпіні арқылы дыбыстық мән алуға мүмкіндік береді. Тыңдау оқытылатын тілдің дыбыстық жағын, оның фонематикалық құрамын және интонациясын меңгеруге мүмкіндік береді, яғни ол:

- ырғақ;

- екпін;

- әуен.

Мысал ретінде оқушылардың дыбыстарды комбинацияда және бөлек ажырату, айырмашылықты, сандық және сапалық сипаттамаларды, бойлықты, қысқа дыбысты анықтау бойынша оқытуын қарастыруға болады. Салыстыру ретінде тыңдау арқылы ана тілінің ұқсастығы фактісі қолайлы. Ассимиляция бейсаналық түрде жүреді, яғни сөйлеу - еліктеудің нәтижесі. Edmodo оқушыға дәстүрлі баспа парақтарын (doc және басқалары) интерактивті онлайн өзін-өзі түзету жаттығуларына айналдыруға мүмкіндік береді, оны сайтта «интерактивті жұмыс парақтары» деп атайды [3]. Оқушылар жұмыс парақтарын интернетте толтырып, жауаптарын мұғалімге жібере алады. Бұл оқушы үшін де (ынталандырады, қызықтырады және ерекшелейді), мұғалім үшін де (уақытты үнемдейді), сонымен қатар қоршаған орта үшін де (қағазды едәуір үнемдейді) жақсы және ыңғайлы. Сонымен қатар, интерактивті жұмыс парақтары шет тілі сабақтарында тыңдауды дамытуда қолданылатын жаңа технологиялардың артықшылықтарын толық пайдаланады, ол:

- дыбыстарды, бейнелерді қамтуы мүмкін;

- «сүйреп апару» жаттығулары, мұғалім көмегімен қосылу;

- оқушылар микрофонмен орындауы керек тыңдау және ауызша сөйлеу жаттығулары [4].

Басты мағынасы, тілдік жаттығуларды Edmodo қалыптастыруда оқушыларға дайын сөйлеу қызметінің, сондай-ақ сезініп, тілдік құрылымның әр түрлі бағыттарын қалыптастыруда. Жаттығу барысында аудармаға назар аудару қажет: тапсырманың мақсатты функциясы жалпы сөйлемді немесе нақты бөлікті түсіну болуы мүмкін. Аудио мәтінмен жұмыс мұғалім мен оқушылардың іс-әрекеттерінде нақты біріздiлікті қамтиды. Алдын-ала нұсқаулық және дайындалған тапсырма, содан кейін аудио мәтінді қабылдау процесі және түсінуді басқаратын тапсырмалар болуы қажет.

Edmodo асинхронды платформаларында ауызша бақылау мүмкіндіктерін атап өту қажет, онда оқушылар өздерінің дауыстық хабарламаларын сыртқы ресурстарда құрылған және мұғалімге тексеруге жіберілген подкасттар түрінде орналастыра алады. Мысалы, мұғалім тақырып бойынша бейнеге ауызша түсініктеме жазу үшін «Voiceapp» пайдалану қажет, яғни қысқа бейнені дыбысты файлды орналастыра алады. Ән материалы тыңдау қабілетін дамыту және сөздік қорын кеңейту үшін қолданылады. Осы ресурсты пайдалану арқылы тыңдау қабілетін дамыту бір уақытта әнді тыңдау және экранда көрсетілетін жетіспейтін сөздерді толтыру болып табылады. Шет тілін меңгеру деңгейіне және әнмен жұмыс істеудің таңдалған режиміне байланысты жетіспейтін сөздердің саны 10%-дан 100%-ға дейін болуы мүмкін. Қызметті пайдалану сабақта бәсекеге қабілетті болуы мүмкін, онда екі немесе одан да көп топ уақытты өткізіп жібереді. Бұл тыңдау қабілетімен жұмыс істеу процесіне оқушылардың уәждемесі мен тартылуының үлкен дәрежесін енгізеді.

Edmodo білім беру платформасының кеңістігінде оқушыларды өзара әрекеттесуге дайындау кезеңдері келесі әрекеттерді қамтыды:

- технологиялық аспектілер - интерфейсті, функцияларды және сайттың негізгі параметрлерін зерттеу, сайт этикасын ескере отырып профильді тіркеу және толтыру;

- білім беру аспектілері - тиімді оқытуды қамтамасыз ету үшін платформаның мүмкіндіктерін

талдау (тыңдалым, квиз, кері байланысты жүзеге асыру, подкасттарды жариялау, медиатеканы толықтыру);

- контекстуализацияланған аспектілер - тіл ережелері, сөйлеу сауаттылығын сақтау, лексика, грамматика және сандық мазмұнның прагматикасы.

Осылайша, ағылшын тілін тыңдауды дамытуда мобильді және цифрлық технологияларды пайдалану кезінде келесіге қол жеткізуге болады:

- топтық және жеке тапсырмаларды орындау барысында қолданылатын тілдік құбылыстар санының нақты артуы;

- үйде тапсырмаларды орындау кезінде қиындықтар туындаған жағдайда мұғалімге онлайн режимінде хабарласу мүмкіндігі;

- лексикалық материалды бірнеше рет оқытуды қамтамасыз етуге, оқушылардың ынтасын арттыруға мүмкіндік береді [5].

Ойлау процесінің негізгі компоненті ретінде сөйлеу функциясы туралы факт жалпы қабылданған болып саналады. Шет тілін қашықтықтан оқыту процесінде цифрлық білім беру ресурстарын пайдалану шет тілінде сөйлеу дағдыларын қалыптастыру мен дамытудың тиімділігін арттыруға ықпал етеді, сондай-ақ білім алушылардың оқу процесіне ынтасы мен тартылу деңгейін арттырады. Осыған сүйене отырып, тыңдау қабілетінсіз дұрыс оқу мүмкін еместігін анықтау керек.

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АҒЫЛШЫН ӘЗІЛДЕРІН АУДАРУДАҒЫ ТІЛДІК ҚИЫНДЫҚТАР

Түйін: Мақалада сөз ойынына негізделген ағылшын әзілдері аудармаларының ерекшеліктері қарастырылады.

Тірек сөздер: сөз тіркесі, пун (сөз ойыны), әзіл – қалжың, сөзбе – сөз аударма, омоним, омограф, гомофон.

Әзіл – бұл, ең алдымен, адамның күлкілі жақтарын байқап, оларды сөздік (жазбаша немесе ауызша), графикалық, дыбыстық формаларда көрсетудің интеллектуалдық қабілеті.

Әзіл құбылыс ретінде психологияда, тіл білімінде, әдебиеттануда, мәдениеттануда, әлеуметтануда, антропологияда және басқа ғылымдарда қарастырылады.

Ағылшын адамын үш белгі арқылы тануға болады деп есептеледі. Олар: қаттылық, менмендік және ағылшын тілін жақсы білмейтін шетелдіктер ешқашан түсінбейтін юморлық сезім. Чех жазушысы Карел Капек өзінің «Английские письма» еңбегінде былай деп жазды: «Ағылшын адамдары керемет байсалды, құрметті, бірақ кенеттен бірдеңе шығып, олар әзіл – оспақпен жарқыраған өте күлкілі бірдеңе айтады және бірден «ескі былғары кресло» сияқты қайтадан байсалды болады».

Сөз тіркесі – көптеген ағылшын әзілдерінің бір бөлігі болып табылады. Сөз тіркесі «контекстпен тығыз байланысты және оған тәуелді, бұл бір жағынан аударманы қиындатады, ал екінші жағынан ең сәтті шешімді табуға негіз болады» [1]. Сөз тіркесі бір фонетикалық (графикалық) формадағы

екі үйлесімсіз мағынаның соқтығысудан немесе, керісінше, күтпеген комбинациясынан тұрады, сондықтан оның мазмұны (суреттер, коннотациялар, фон, авторлық стиль) жаңа тілдік формаға құйылуы керек, сөз тіркесін аударған кезде түпнұсқаның фонетикалық немесе графикалық формасының өзі реэкспрессияға ұшырайды. Күлкілі сөз тіркесін бір тілден екінші тілге аударуда мазмұн жазықтығынан өрнек жазықтығы маңыздырақ болуы мүмкін, сондықтан оны сақтау мүмкін болмаса, формаға байланысты мазмұнның өзін жаңасына өзгертуге болады. Осыған байланысты, әзілдерді аударуда көбінесе эквиваленттілікке қол жеткізілмейді. Көбінесе, ағылшын әзілін бергенде аудармашы таңдау алдында тұрады - мазмұнды құрбан ету, бірақ ойынды сөзбен жалғастыру немесе сөз тіркесін тастап, нақты мазмұнды жеткізу.

Зерттеудің мақсаты – сөз ойыны (пун) негізінде ағылшын әзілінің аудармасының ерекшеліктерін анықтау. Зерттеу материалы келесі ақпарат көздерінен кездейсоқ таңдау арқылы таңдалған 100 ағылшын әзілдері мен анекдоттары болды: Е.Трянинаның «Көңілді сызықтар» кітабы және ағылшын тілінде әзілдер ұсынатын A - Z English.ru және HomeEnglish интернет көздері және олардың орыс тіліне аудармасы [2, 4, 5].

Кейбір жағдайларда дереккөздерде ұсынылған аударма бізге баламасы жоқ болып көрінсе немесе мүлдем жоқ болып көрінсе, мен өз аудармамды ұсынып көрейін.

Әзіл – қалжыңның сөзбе – сөз аудармасы мүмкін болған кездегі анекдоттар бар, бұл аудармашының міндетін айтарлықтай жеңілдетеді:

The teacher to a student*: Conjugate the verb 'to walk' in the Simple Present* -

«Қарапайым осы шақта «бару» етістігінің парадигмасын жасаңыз».

The student*: I walk. You walk...* – «Мен барамын. Сен жүресің...».

The teacher interrupts him: *Quicker please* – «Өтініш, тезірек».

The student*: I run. You run...* – «Мен жүгіріп бара жатырмын. Сен жүгіресің...».

Міне, сөзбе – сөз оңай аударылатын ағылшын әзілінің тағы бір мысалы: *Name two pronouns? - Who?Me?* – «Екі есімдіктерді ата. – Кім? Мен бе?».

С.Влахов пен С.Флорин «The Untranslatable in Translation» атты кітаптарында сөз тіркесінің үш түрін – фонетикалық, лексикалық және фразеологиялық түрлерін ажыратады. Авторлар фонетикалық сөз тіркестеріне бір сөздің екіншісіне ұқсас мағынасында қолданылуы айтылуын айтады. Лексикалық сөз тіркестерінің ішінде авторлар сөздердің түбірлері немесе бөліктері туралы ойларын атайды; полисемияға негізделген сөз тіркесі; омонимияға негізделген сөз тіркесі; грамматикалық конструкциялардың көп мағыналылығы; жалқы есімдері бар сөз тіркестері туралы да сөз қозғайды [1].

Мен зерттеген ағылшын әзілдері мен анекдоттарында осы сөздердің барлық түрлері анықталды.

Бір сөз қолданылғанда және айтылуында ұқсас басқа бір сөз қолданылғанда фонетикалық сөз тіркесіне негізделген анекдотты қарастырып көрсем деймін. Әдетте мұндай жағдайларда екі сөздің айтылуы аздап ерекшеленеді және автордың ниеті оңай түсініледі.

Міне, мысал: *A policeman pulled over a speeding motorist and asked, "Do you have any ID?"*

The motorist replied, "About what?".

Ағылшын идентификаторы естілгенде идея деп айтылғандай болады, дегенмен ол «құжаттар» дегенді білдіреді. Бірақ әзілді орыс тіліне аударған кезде, әркім өзінің сөз тіркестерін жасау керек: *Полицейский спрашивает гонщицу на мотоцикле: «Права?». Та отвечает: «Я всегда права».*

Лексикалық сөз тіркестеріне мыналар жатады:

1. Сөздердің түбірлерімен немесе бөліктері: *Greenland is ice but Iceland is green* - (сөзбе – сөз.) «Гренландия – мұз, ал Исландия – жасыл».

Бұл мысалда да келесі мысалдағыдай жай сөздер мен біріккен сөздердің түбірлерінің ауысуы бар. Оны былайша аударған дұрыс болар:

«Гренландия жасыл емес, мұзды, ал Исландия мұзды емес, жасыл».

Төмендегі ағылшын тіліндегі әзіл parkway (автокөлік тұрағы) және driveway (автокөлік жолы) сөздерінің түбірінде ойнайды: *Why do we park our car in the driveway and drive our car on the parkway?* - «Неге біз көлігімізді автокөлік жолына қойып, көлігімізді автокөлік тұрағына апарамыз?»

Е.М.Александрова әзіл – қалжыңдағы тілдік ойынның бұл түрі ағылшын тілінің дәстүріне тән екендігін және ағылшын тіліне түбір мен сөздің омонимдігімен және сөзжасамның синтаксистік түрінің кең таралуымен байланысты екенін, құрамындағы күрделі сөздің формасы жағынан еркін сөз тіркесінен айырмашылығы жоқ. Орыс тілінде морфологиялық құрамы басым, құрамындағы күрделі сөз тіркестен формасы жағынан ерекшеленеді, ол орыс тілінің синтетикалық құрылымымен және ағылшын тілінің аналитикалық құрылымымен байланысты [3]. Бұл сөздерді орыс тіліне аудару қиын және тілдік түсініктемелерді және ағылшын тілін білуді талап етеді.

2. Көп мағыналылыққа негізделген сөз тіркесі (лексикалық бірліктердің көп мағыналылығы). Міне, ағылшын әзілінің мысалы: *Mike: I hear that you went fishing last week. Did you get anything?* - «Кеше сенің балық аулауға барғаныңды естідім. Бірдеңе аулай алдың ба?».

Sid: Yep. Sunburned and mosquito bites – «Иә. Күнге күю және масалардың шағуы».

Get сөзінің көп мағыналары бар, олардың бірі «бір нәрсені алу». Майк Сидтің балық аулағанын білгісі келді. Ал Сид күнге күйіп, маса шаққан деп жауап берді.

Passenger: Guard! How long will the next train be? – «Пойыз жолсерігі! Келесі пойыз қандай болады?» (келу уақытын білдіреді).

Guard: About six carriages, sir. – «Алты вагон бар, мырза» (пойыздың ұзындығын білдіреді).

Ағылшын тілінде «long» сөзі екі мағынада қолданылады: уақыт және ұзындық. Жоғарыдағы анекдоттағы сұрақты How long? екі жолмен түсінуге болады: 1) Қаншалықты ұзын? 2) Қанша уақытта? Бұл жоғарыдағы анекдотта күлкілі әсер тудыратын түсінбеушіліктің негізі.

Көріп отырғаныңыздай, лексикалық сөз тіркестерінің жоғарыда келтірілген мысалдары аудармада ерекше қиындықтар туғызбайды.

3. Омонимдермен (жазылуы, айтылуы бірдей, бірақ мағыналары әртүрлі сөздер), **омографтармен** (айтылуы әртүрлі, бірақ жазылуы бірдей сөздер), **гомофондармен** (жазылуы әртүрлі, бірақ айтылуы бірдей сөздер) сөз ойыны: *Why did the bald man paint rabbits on his head? Because from the distance they looked like hares* – «Неліктен таз адам басына қояндардың суретін салды? Өйткені олар алыстан шашқа ұқсайды».

Мұндай сөзбе – сөз аудармада әзіл – қалжың бар ма деген ой келеді. Бірақ «hares» (қояндар) сөзі дыбыс жағынан шашқа ұқсас болып шықты, бұл «hairs» дегенді білдіреді, яғни бұл әзілдегі сөз тіркесі гомофондардың үндестігіне негізделген. Таз адам басына қояндардың суретін салды, өйткені олар алыстан шашқа ұқсайды. Орыс тілінде «растительность» сөзінің екі мағынасы бар: «растения (өсімдіктер)» және «волосы на теле человека (адам денесіндегі шаштар)», сондықтан келесі аударманы ұсынып отырмыз: «Таз адам басына неге шөптің суретін салды? Өйткені ол алыстан мұндай өсімдіктер шашқа ұқсайды деп ойлайды. Осылайша сөз ойынын, аударманың түпнұсқаның мазмұнына жақындығын сақтаймыз.

Міне, тағы бір мысал: - *Why was Cinderella such an awful basketball player?* - (сөзбе – сөз) «Неге Золушка баскетбол ойнай алмайды?».

- *Because she had a pumpkin for a coach* - (сөзбе – сөз) «Өйткені Золушкада күйменің орнына асқабақ болған».

Сөзбе – сөз аудармада юмор жоғалады. Бұл әзілде сөз ойыны a coach – күйме және a coach – жаттықтырушы омонимдеріне негізделген.

Осы анекдоттың бірнеше аудармасын ұсынамыз:

Неліктен Золушка баскетбол ойнай алмайды? «Себебі Золушкада доптың орнына асқабақ болды» немесе «Неге Золушка баскетбол ойнай алмайды? Өйткені Золушкада жаттықтырушы орнына өгей шешесі болған».

Өкінішке орай, екі жағдайда да әзіл мағынасын сақтау үшін сөз ойынын құрбан етуге тура келді.

Басқа мысалды қарастырайық:

- *You see, this hat costs only twenty dollars. Good buy!*
- *Yes, good-bye, twenty dollars.*

Бұл берілген мысалда *«good buy»* (сәтті сатып алу) сөзі және *«good-bye»* (сау болыңыз) дыбысталуы бірдей, бірақ мағыналары әртүрлі.

Сөз ойынын сақтай отырып, келесідей аударуға болады:

— *«Қараңызшы, бұл қалпақ әзірге жиырма доллар тұрады. «Иә, қош бол, жиырма доллар!»*

4. Грамматикалық конструкциялардың көп мағыналылығы.

Келесі мысалды қарастырайық: *Who likes moving pictures? - (most of the men step forward) - All right, you fellows carry the pictures from the basement to the attic.*

«Moving pictures» сөзін «фильм» және «суреттерді тасымалдау» деп түсінуге болады. Осы сөздермен ойнау салдарынан сөзбе – сөз аударма жеткіліксіз болады. Біздің тілде жоғарыдағы әзілді жеткізуге болатын осындай әзіл бар:

-Кім картоп қазуға барады? (Бірнеше адам істен шықты.)

-Жарайды, қалғандарың жаяу жүресіңдер.

Міне, тағы бір мысал:

- *May I try on that red dress in the window?*
- *No, madam, you'll have to use the fitting-room like everyone else.*

Бұл анекдот орыс тіліне барабар аударылған:

- *Можно ли примерить это красное платье на витрине?*

- *Нет, мадам, вы должны воспользоваться примерочной, как все.*

Бұл әзілде «витрина» сол жердегі көйлекті білдіреді: «Мен витринадағы қызыл көйлекті киіп көрсем болады ма?» - дейді. Бірақ сатушы мұны «витринада киіп көру» деп қабылдайды, сондықтан ол олардың киім ауыстыратын бөлмелері бар деп жауап береді.

5. Жалқы есімдері бар сөз тіркестері.

1st Eskimo: *Where did your mother come from?* - (сөзбе – сөз) «Анаң қай жақтан?»

2nd Eskimo: *Alaska* - (сөзбе – сөз) «Аляскадан».

1st Eskimo: *Don't bother, I'll ask her myself!* - (сөзбе – сөз) «Алаң болма, өзім – ақ сұрап аламын!».

Әзілдің мағынасы ағылшын тіліндегі «Alaska» сөзінің «I'll ask her» тіркеспен үндестігін білдіреді. Егер бәрін сөзбе – сөз аударсақ, «Аляскадан» деген жауап неге мені «одан өзім сұраймын» деуге мәжбүр еткені түсініксіз болады.

Біздің ойымызша, ең жақсы шешім - эскимостарды мүлде айтпау.

- *Анаң қай жақтан?*

- *Бангладештен.*

- *Гладештің үйінің не қатысы бар! Анаң қай жақтан деп сұрап тұрмын?*

Бұл әзіл - қалжыңды жеткізу мүмкін болмайтын мысал. Аудармашының уақыты болса және өз тілінде ұқсас нәрсені ойлап таба алса немесе есіне түсірсе жақсы.

Міне, тағы бір мысал.

Knock, knock!

Who's there?

Toby

Toby who?

To be (Toby) or not to be (Toby).

Жоғарыда келтірілген анекдоттың күлкілі әсері екі мағынаның қарама – қарсылығына негізделген, оның пайда болуы Toby есімінің дыбыстық ұқсастығы мен көсемше мен to be етістігінің тіркесуіне байланысты.

Егер мұндай анекдотты орыс тіліне аудару қажет болса, осыған ұқсас орыс анекдотын айту дұрыс және орынды болар еді:

- *Тук - тук!*

- *Кто там?*

- *Галиматья!*

- *Кто? Галиматья? Бред какой-то.*

- *Да не бред я. Гали мать я. Галя у тебя?*

Төменде фразеологиялық сөз тіркесі бар ағылшын әзілінің мысалы келтірілген:

What is the difference between a bottle of medicine and a carpet?

One is shaken up and taken and the other is taken up and shaken.

Бұл әзіл ағылшын фразеологизмдеріне тілдік тұрғыдан тән фразалық етістіктермен ойнауға негізделген. Етістіктің бөлшектің орнын ауыстырмай ауысуы екінші сегментте жаңа фразалық етістіктің пайда болуына және бастапқы мағынаның өзгеруіне әкеледі. Мұндай әзіл, орыс тіліне аударылған кезде, сөздік ойын туралы аудармалық түсініктемелерді талап етеді:

В чем разница между микстурой и ковром?

Одно - трясут и берут (т.е. принимают), другое - берут и трясут.

Қорытындылай келе, ағылшын тіліндегі әзілді орыс тіліне аударудың көптеген жолдары бар және аудармашы «ішкі пішінді» өте мұқият және нәтижелі аударманың сәйкестігіне толық сенімді болған жағдайда ғана қадағалай алады деп айтқым келеді.

Жалпы, көп жағдайда аудармашының әзіл – қалжыңды жеткізудің бір ғана жолы бар – сөзбе – сөз аудармай, өз сөзінде сөз тіркесін жасау, яғни түпнұсқадағыдай авторлық сөздерді пайдаланып, өз қалжыңын ойлап табу, сонымен қатар түпнұсқаға және контекстке мағынасын барынша жақындатуды ұмытпау керек. Бұл кез келген аудармашының қолынан келе бермейтін өте қиын тапсырма. Кейде мұндай жағдайларда ана тілі мен шет тілдерін білудің жоғары деңгейі де жеткіліксіз, бұған қоса бай қиял мен шығармашылықты қажет етеді.

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FORMATION OF THE RESEARCH COMPETENCE OF SENIOR STAGE OF SPECIALIZED SCHOOLS IN GRADES 10-11 AT THE LESSONS OF FOREIGN LANGUAGE USING PROJECT TECHNOLOGIES

Abstract: The article discusses the ways of effectively involving students in project activities as the development of a research consistency.

Keywords: competence, research competence, research activities project activity, project technology project.

One of the tasks of the modern education system is the mastery of a number of competencies by students. Research competence is one such competence. The need of modern society for school graduates aimed at self-development and self-realization, who are able to operate with the knowledge gained, who have developed cognitive needs, the ability to navigate in the modern information space, work productively, effectively collaborate, adequately assess yourself and your achievements.

The need to bring school education in line with temporary needs, the needs of a modern society, characterized by variability, a variety of connections available in it, and the extensive introduction of information technologies.

The educational and research activity of students is not so new, but it is in demand in teaching, as it is aimed at the formation of cognitive activity in students. This led to the introduction of methods and technologies into the educational process of general educational organizations based on the search and research activities of students, including younger students.

Exploratory learning is a procedure for independent comprehension learners around the world by exploring its objects, actions and phenomena.

According to M. V. Klarin, “this is training in which the student is placed in situations where he himself, in the process of cognition, masters concepts and approach to problem solving, more or less degree organized (directed) by the teacher”[1, p. 63-66]. Moreover, in the quality of the content of education is not only educational knowledge, but also eleven methods of research activities acquired through such activities.

The concept of “research competence” is based on the basic category - “research activity”. Many students cannot approach the educational process creatively, therefore it is necessary to stimulate the research activity of students through a qualitative methodological organization of the educational process. The assimilation of research knowledge, skills and abilities is a key issue in ensuring the effectiveness of research activities.

The prerequisite of research activity is the rational organization of the educational process. It is very important to educate students’ readiness for research activities, as it is an integral part of creativity, a significant aspect of professional readiness for a specific type of activity, depending on the choice of the field for further study. The effectiveness of students’ cognitive activity directly depends on the degree of readiness, and, of course, their independence, without which self-education is virtually impossible.

Teaching technology is a complex integrative system that includes an ordered set of operations and

actions that provide pedagogical goal-setting, substantive and procedural aspects aimed at assimilating knowledge, acquiring professional skills and developing the personal qualities of trainees set by the learning objectives [2, p. 3-10].

Important ways to develop research skills and skills are active teaching methods, and one of the leading places here is occupied by the method projects.

Thus, the project methodology is a pedagogical technology focused not on the integration of actual knowledge, but on their application and acquisition of new ones through self-organization and self-education of students.

For more than 10 years, teachers have been using project-based teaching technologies in their work. In progress there were two main directions of project activity:

- design of hardware and software systems based on microprocessor systems;
- software development.

The goal of teachers' activities is to create conditions under which students:

- independently and eagerly acquire the missing knowledge from various sources;
- learn to use the acquired knowledge to solve cognitive and practical tasks (projects);
- develop systems thinking;
- develop their research skills (the ability to identify problems, collect information, observe, conduct experiments, analysis, hypothesis, generalization).

During the period of study at school, each student independently performs a number of different works: reports, abstracts, design work. Each new work should differ from the previous one in an increasing degree of difficulty and volume.

As a rule, students present the results of their work during the defense using an electronic presentation. Note that creating a high-quality electronic presentation of project work is a rather difficult task.

The result of individual or group project activities of students is a real, tangible practical result, designed in one way or another, which can be see, comprehend, apply in real practice: software products, technical real or virtual models, hardware and software systems.

Teachers should highlight points to pay attention to: show students the importance of information technology knowledge for individual growth; teach to highlight the main thing in a large information flow; teach perseverance in competitive situations; teach to organize yourself and others for successful activities; develop the ability to find "original" and effective solutions in the event of non-standard situations; training should have a high degree of variability and provide students with opportunities to find and implement their own creative solutions; develop skills to work in conditions of uncertainty.

In conclusion, we can say that the process the development of students' research competence is focused on the implementation of their research and personal potential, the formation of readiness for active creative activity, which, of course, correlates with the formation of such general competencies as:

- organize their own activities, choose standard methods and ways of performing professional tasks, evaluate

their efficiency and quality;

- to search for and use the information necessary for the effective performance of professional tasks, professional and personal development;
- use information and communication technologies in professional activities;
- independently determine the tasks of professional and personal development, engage in self-education, consciously plan professional development.

By research technology we mean such organization of training, in which the assimilation of knowledge and the initial stage the formation of intellectual skills occurs in the process regarding the independent solution of the system of tasks-problems, proceeding under the general guidance of a teacher.

The use of research technology will enable students understand the language system and provide conscious perception and generation scientific text.

It is necessary to put the student in the position of a researcher - a scientist with the very beginning of the lesson. The teacher thinks over which meaningful characteristics about the material being studied are possible in the subjective experience of students, at a certain moment includes its question as a means of managing the activation of research student activities, into an equal dialogue in which they discuss student versions. As I. Yakimanskaya writes, "a teacher needs to be ready to initiate students to such a conversation, actively encourage students to express their individual "semantics" (albeit not perfect at first from the standpoint of scientific knowledge). Discussing them in the lesson, the teacher forms the "collective" knowledge as a result "Domestication" of individual "semantics", and not just seeking from the class of reproduction of finished samples, prepared by him for assimilation " [3, p. 112]

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THE IMPORTANCE OF FORMATION OF STUDENTS' ACME-CREATIVITY IN ENGLISH CLASSES

Abstract: The article is concerned with the difficulties that arise in the development of students' acme-creative in English classes. The article notes that a high level of acme-creativity allows a person to understand the process of self-development as a vital value, to create conditions for self-improvement and self-realization in life, to recognize their individuality, to be relevant and to express it creatively. According to the research, the author emphasizes the importance of the formation of students' acme-creativity and its influence on the formation of the student's personality.

Keywords: acmeology, acme-creativity, creative thinking, activity.

Our world is subject to constant changes, including globalization, the acceleration of the pace of development of society, the transition to an informational society, a significant expansion of the scale of intercultural interaction and the emergence and growth of global problems, which can only be solved in the process of intercultural dialogue. Therefore, modern society needs a person who is not so much possessing the amount of knowledge. Modern society needs a person who is capable of creating and making a non-standard decision, who is able to predict and invent.

Educational acmeology on the acmeological basis of education as a design-orienting, reconstructive activity and self-organization of the socio-cultural nature of man in the field of implementation of the acmeological concept of education created effective models of the education system. Acmeology of education (N.V. Kuzmina, V.N. Maksimova, E.I. Stepanova and etc.) is human development, in different types of education systems and achieving peaks in human development and behavior philosophical, which combines knowledge of the educational environment and psychological and pedagogical science.

Despite the importance of both content knowledge and creative thinking for educational and professional achievement, classroom instruction often provides few opportunities for students to think creatively. Nevertheless, creative thinking and problem solving can be built into instruction in many ways. For example, teachers can encourage students to seek out new connections between disparate ideas or ask students to offer multiple and varied solutions to complex problems [1, 13p.]. If the ability to be creative is indeed vital for students' future success, teachers must explicitly foster and teach creativity in school. On this view, creativity training should be a key component of primary and secondary education.

Creativity training only makes sense, however, if we assume that everyone can think creatively and that creativity can be influenced. Fortunately, many researchers have argued – and in some cases demonstrated empirically – that every individual possesses the ability to think creatively, at least within particular contexts. Further, research has shown that creative thinking is influenced by various circumstances, including whether work is collaborative and the extent to which individuals are motivated to solve a problem. These findings support the idea that creativity is pliable and that creative thinking can and should be taught in some way. Along these lines, Schacter, Thum, and Zifkin demonstrated that classrooms in which teachers fostered student creativity saw student achievement gains [2, 408p.]. They also showed, however, that most teachers did not employ any strategies that would build students' creativity, suggesting a need for explicit training of creativity instruction for teachers.

Creativity is the most difficult thinking skill to acquire, and also the most sought-after. We value it in our music, entertainment, technology, and other aspects of our existence. We appreciate and yearn for it

because it enriches our understanding and can make life easier.

Creativity always starts with imagination, and history shows that many things we imagine are later actually created. Gene Roddenberry imagined the Star Trek flip communicators in 1966, and Motorola produced them in 1996. In the mid 1800s, Augusta Ada King envisioned a language for computing machines that didn't even exist; today she is honored as the founder of modern programing languages.

When Benjamin Bloom identified what he called the taxonomy of the cognitive domain, he ranked synthesis as one of the most difficult skills to master because a person has to use all of the other cognitive skills in the creative process. Since, according to Bloom, creating is the highest order of thinking, it should be in the forefront of all learning environments and an end goal [3, 89p.]. When students create what they imagine, they're in the driver's seat.

A well-accepted definition of creativity is the generation of a new product that's both novel and appropriate in a particular scenario. (A product could be an idea, an artwork, an invention, or an assignment in your classroom.) There isn't just one way for a person to "be creative," or one set of characteristics that will differentiate "the" creative person. Instead, many experts think of creativity as a set of skills and attitudes that anyone is capable of: tolerating ambiguity, redefining old problems, finding new problems to solve, taking sensible risks, and following an inner passion.

Some researchers distinguish between several stages of creativity. Most people are familiar with "Big-C" creativity: rare ideas of extraordinary people, like Leonardo Da Vinci's Mona Lisa, or Einstein's paradigm-shifting theories of theoretical physics. But there are also everyday forms of creativity: "Mini-c" creativity, when a person learns something new and their understanding of the world changes, and "Little-c" creativity, when a person's life become embedded with everyday creative thoughts and actions [4, 21.p].

Professional "acme" is a mental state that means the highest level for a given person in his professional development, which falls on a certain period of time. It is achieved by maximum mobilization and implementation of professional abilities, capabilities and reserves of a person at a particular stage of life [5, 18p.]. This is the culmination of the highest productivity of creativity and the greatest significance of human-created values depending on the time and volume of activity from the moment of start and the start on the level of professional training methods.

Each person can achieve professional "acme" of varying degrees of social and personal significance during his life. Professional "acme" represents outstanding achievements (discoveries), include individual creative findings and advanced experience. Significant professional "acme" is a high level of professional achievements of a particular person. The use of students' creative capabilities generates independence, activity, and the ability to communicate in a team.

Creativity is the ability to find new solutions to a problem or new modes of expression; thus it brings into existence something new to the individual and to the culture, to look at the ordinary and see the extraordinary, to see what everyone else has seen, and to think what nobody else has thought. Today we are connecting creativity with the word "acme".

Creativity is just connecting things. When you ask a creative person how they did something, they may feel a little guilty because they didn't really do it, they just saw something. It seemed obvious to them after a while. That's because they were able to connect experiences they've had and synthesize new things.

The importance of formation of acme-creativity can be shown in today's English classrooms:

- students can learn English language with fun;
- express their thoughts and opinions freely;
- enhance thinking capabilities;
- reduce stress and anxiety;
- improve focus and attention;
- improve innovative mindset;
- drive lifelong learning.

It is the role of a good teacher to bring in the right mix of creativity in classrooms and bring out the best in the students. The pleasure of creativity also contributes a lot to improved health and this helps them to have a continued growth in academics as well as world of creativity. Sir Ken Robinson said "Creativity now is as important in education as literacy, and we should treat it with the same status." Every child has some inbuilt creativity in them and proper guidance from the teacher coaxes and cultivates it to help them grow up as creative individuals.

Creativity in the classroom will help students to express their unique creative identity and help them to think about and use language in a creative way.

Students can grow up as good communicators in addition to improving their emotional and social skills. Creative classrooms can really transform the way students acquire education and how they apply it in

their real life. In fact, creative expression plays a key role in a student's emotional development.

One of the consequences of the spread of English as an international language is a growing demand at all levels in both the public and private education sectors for good English language teachers. School owners and program directors want teachers who are dedicated, well-qualified, have a good command of English, who work well with their colleagues, who can engage and motivate their students and who are committed to helping their learners succeed. But above all they want individuals who are good teachers. The notion of what it means to be a good teacher is a complex one, since good teaching draws on many different qualities that teachers bring to their classes – reflecting the knowledge, skills and understanding they have built up from their professional education and from their experience of teaching.

In recent years, research and theorizing on the nature and impact of creativity has been a focus in almost every discipline and domain, from those where it has traditionally been central such as fashion design and literature, to areas where it is perhaps less familiar such as business or management. Talk about creativity is everywhere today, driven by the need for companies and organizations to be more competitive and by the movement towards learner-centred rather than test-driven teaching in schools.

Creative teaching is said to increase levels of motivation and self-esteem on the part of learners and to prepare them with the flexible skills they need for the future. Developing the capacity to be creative is believed to have the potential to enrich lives and help contribute to a better society. However, not all students have the opportunity to experience creative teaching.

Creativity is usually described as having a number of different dimensions: the ability to solve problems in original and valuable ways that are relevant to goals; seeing new meanings and relationships in things and making connections; having original and imaginative thoughts and ideas about something; using the imagination and past experience to create new learning possibilities.

Acmeology in the context of the adult education system and high achievements in the integrated development of the younger generation as a guiding theoretical and methodological platform. The acmeological platform includes: the younger generation and adults in the educational environment; as a whole, as a person, as an individual and as a subject of life research; creation of pedagogical conditions for success motivation, the need for success of the subjects of the educational process actualization, their high results, creativity aspiration; variable knowledge of creative transformative activity organization as a space for transmission, intellectual development of each individual organization of forward and creative potential.

In order for the student to be able to successfully engage in creative activities, certain conditions are necessary.

- the teacher must be a creative person himself, in order to know in which direction to work with students;
- a positive attitude of the teacher to establish contact with students;
- creative assignments should be appropriate for the level of training and age of the students;
- to use the necessary information and communication technologies in moderation, because even when learning English, students can create products with their own hands;
- the teacher's participation in the creation of a creative product should be minimal, since the child should try to go through all the stages of creating his work on his own;
- students should be confident in the good result of their activities. Because creativity should not have any other result.

As creativity scholars Scott Barry Kaufman and Carolyn Gregoire write in their book Wired to Create: "Creativity isn't just about innovating or making art—it's about living creatively. We can approach any situation in life with a creative spirit." Teaching is, through and through, a creative profession.

Teachers who can model creative ways of thinking, playfully engage with content, and express their ideas, will beget creative students. Students need to see teachers who have passions, whether it's drawing, mathematics, painting, biology, music, politics, or theater. That contagion of passion and positive emotion is a hotbed for creative thought. Creatively fulfilled teachers may also be happier teachers. One study in the Journal of Positive Psychology suggests that engaging in a creative activity—doodling, playing a musical instrument, knitting, designing—just once a day can lead you into a more positive state of mind. This positive state of mind will sustain you, and spread to your students.

Here are some ways teachers can develop and nurture their own creativity:

Be aware of your own limiting misconceptions about creativity. Examine your own attitude toward creativity and help yourself grow by thinking about alternative solutions.

Take a risk to express your creative side. Often, I'll doodle something on the board as an attention-getter, or to deliver the morning message. Having a meerkat or a dragon telling students to put their backpacks away is much more likely to amuse, plus it's a chance for me to challenge myself artistically every day.

Treat lesson planning as the creative exercise it is. Every day, you face new constraints in the form of the needs and preferences of the specific learners in your classroom. Have you heard your students debating a certain issue during recess or in the hallway? Have you noticed their attention focused on a particular new gadget, fad, or current events issue? Find a way to weave it into a lesson.

Develop personal creative rituals. In her classic 1992 book on developing personal creativity, The Artist's Way, Julia Cameron writes about the "artist's date": "a block of time, perhaps two hours weekly, especially set aside and committed to nurturing your creative consciousness, your inner artist." As Cameron puts it, "the artist date is an excursion, a play date that you pre-plan and defend against all interlopers. … A visit to a great junk store, a solo trip to the beach, an old movie seen alone together, a visit to an aquarium or an art gallery—these cost time, not money. Remember, it is the time commitment that is sacred."

Try meditation practices that encourage creative thought, such as "open-monitoring" meditation. One study found that those who practiced focused-attention meditation performed better on a test of convergent thinking, while those who practiced open-monitoring meditation performed better on a test of divergent thinking.

Seek solitude. Spending time in solitude is essential to nourishing your creativity. Set aside some time to be alone, away from the distractions of technology and others who may rely on you.

Travel. One study found that cross-cultural experiences can increase measures of creative thinking.

Switch up your daily routines. Challenge your conventional ways of thinking by taking a different route to work, listening to a new genre of music, go to a museum and check out a style of art you're unfamiliar with. Changing your environment and breaking out of habitual thought can shake your mind out of its rut.

The skills necessary for progress in our society, regardless of context, are continually changing with the priorities of our economy and our culture more generally. Currently, our economy is transitioning from one based on manufactured goods to one based on information and new ideas. As a result, future progress and achievement will require citizens to have a strong foundation of knowledge as well as the ability to think acme-creatively.

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"DEVELOPMENT OF MODIFIED FLE METHODS AND THEIR APPLICATION IN PRIMARY EDUCATION"

Abstract: The article discusses the current problems of foreign language education in primary education, best methods for elementary grades in learning a foreign language are discussed

Keywords: «foreign language education», «primary school», «new methods».

In the modern interpretation of foreign language education the goal of foreign language education is understood as the development of the student's ability to intercultural interaction and to use the target language as an instrument of this interaction. In the XXI century in all educational institutions it is impossible to imagine the learning process without a foreign language. Particular attention should be paid to the primary grades. Often the child's attention is difficult to hold, so the information must be presented in an interesting form for the student. Also need to take into account that the methodology must be designed to teach a

group of people. The knowledge gained in elementary school is the foundation for further learning and the formation of a person as a person. Existing methods of foreign language education in the modern world need to be modified. Modern methods of foreign language education have their shortcomings. For example, the intensive methodology. In this method, written forms of communication become secondary, which should not be allowed in any case. The direct method is known as a natural method, ignoring writing and reading, which is important in the early stages of the learning process. In elementary school, spelling literacy is important, because in the early years of schooling students learn the basic rules of spelling and orthography. Silent way (the silent method): the teacher shows - the student speaks. The disadvantage of this method is that the elementary school student has to process all the incoming information by himself/herself. Since the teacher says very little, the student will have to take control of his learning. When using Glenn Doman's method, the student is passive, there is no play in the child's activities. Although the author of the method insists that it is necessary to show the cards for literally 1 second and make sure that the child is not bored. Also according to neurologists, excessive intellectual tension can cause headaches and mental disorders. The goal of the professional-applied project is to develop modified methods of foreign language education and their application in primary education. Clearly, to accomplish the previously mentioned project, the following tasks are set:

1) To abolish the separation of culture and language in IEO methods;
2) To increase effectiveness of taught knowledge;
3) Develop a system of motivation and encouragement;
4) To analyze the methodology of creative approach;
5) Combine existing methods of foreign language education in elementary schools with information and communication technologies;
6) To analyze the existing system of homework and modernize it;
7) To develop methods of developing critical thinking in primary education;

Foreign informational and educational environment is a condition for effective formation of intercultural and communicative competence and is an ordered set of personality-oriented electronic educational resources, focused not so much on learning as on personal development, carried out as a result of dialogue with the culture, represented by these electronic educational resources in the process of pedagogically organized interaction of subjects of the educational process. [1] In the cognitive aspect of education, students learn about this foreign culture in its dialogue with their native culture. The second aspect of culture is the developmental aspect. A foreign language as a tool for human development is absolutely indispensable. Language is a tool that develops a person as something else. Outside of language it is impossible to develop a person.[2] At the initial stage of foreign language acquisition it is difficult to speak of any skill as a stable, solid and automated action. Obviously, only what is firmly mastered interferes. Mental actions as hypercorrections erroneous generalization, simplification, etc., which are characteristic of the corrective or approximative systems of learners, are difficult to explain by the influence of a foreign language. They have absolutely other psychological nature - property of the person to program the activity and to define for itself system of reference points and actions, possibly erroneous. We can assume that such errors are based on the very process of formation of speech production in a foreign language, its restructuring, the movement to the mastery of speech through self-correction of their own speech by the learner himself. We should talk about a completely different, global approach to the formation of foreign language speech in students. [3] It is necessary to consider the world's educational system's views on the teaching of English in the primary grades. The methods of teaching English are rapidly evolving in response to the new technologies and opportunities that innovations present to us. The new pedagogy requires a new teacher. It is important for an elementary English teacher to understand the specifics of teaching methods in order to make reasoned choices as well as motivate students to master the foreign language. Because language and culture are a unity. It is important to understand that it is necessary from the earliest stages of teaching a foreign language to be introduced to the foreign language culture. This will help to interest children, cause a desire to expand their worldview. Familiarity with a foreign language culture will help to develop communication skills, imagination, respect for other cultures and learn a foreign language understanding the peculiarities and specifics. Not just, memorizing, but understanding the essence, the context, the mentality. In the theory and methodology of teaching a foreign language has always been a question: What is the best method of teaching a foreign language? It is impossible to name one best method that is superior to others. Besides, it is worth bearing in mind that very rarely any one method of teaching a foreign language is used in its pure form. Usually, the teacher combines different methods of teaching each other. Methods in their pure form are used only in specially planned educational or research purposes. As it was written in the book Golovchun A.A. Osokina D.O. "Methods and techniques of foreign language education primary school" it is possible to use

such methods for elementary school as methods and techniques in teaching grammar to YL which include grammar-translation method; direct method; audio-lingual method; communicative language teaching (CLT). There are different approaches to teaching grammar. Grammar has a valuable role in primary education because the purpose of studying grammatical concepts in the primary grades is the formation of basic language competence, mastering the systemic structure of language and the rules of functioning of its elements, as well as the development of the ability to use these features in speech practice. Direct method, sometimes called 'natural' method. They preferred learning the foreign language (grammar) in the same way as the mother tongue was acquired. Audio-lingual method is based on the principles of behaviorist psychology. This method was similar to the direct method, however more strict. Grammatical patterns were drilled. Communicative language teaching (CLT) is a learner-centred method and encourages learning the foreign language through a meaningful communication in the target language. Task-based learning should be preferred to applying rules of grammar. This book also describes how to effectively plan a lesson for primary school. Remember that a teacher is a creative person, he/she is an actor/actress, and creativity is an unpredictable, lively and interesting process. And yet, you need to plan the lesson in advance, put it through your heart and mind to avoid long pauses and inarticulate explanations. It's no secret that elementary school lessons include playful moments. Games in elementary schools make the lesson more intense and interesting for children. A good lesson plan is an important tool that focuses both the instructor and the learners on the purpose of the lesson, if carefully constructed and followed, enables learners to efficiently meet their goals. Essential components of a lesson plan. A lesson plan identifies the enabling objectives necessary to meet the lesson objective, the materials and equipment needed, and the activities appropriate to accomplish the objective. [4] In addition, it is not always possible to apply the same methods to all students, because everyone has different conditions, goals and learning needs. The rapid pace of development of modern society dictates new requirements for human development as a social being, thereby increasing the relevance of the issues of education, increasing motivation for learning and independent activity. Already from an early age, great attention is paid to the development of enthusiasm. Formation of cognitive activity in learning a foreign language as one of the most popular and sought-after subjects of study is a topical issue for research to determine the features of the formation of interest in learning, finding new technologies and methods of teaching a foreign language. Most of the modern methods of teaching a foreign language are based on the communicative principle, but despite the common nature of these methods differ significantly from each other. Often, students play games on the phone and computer, sitting on social networks. This can all be used for the benefit of learning a foreign language. But we should not overlook games such as movement games. Since, movement games develop students communicative-psychological, emotional, physical development, which is not unimportant. In general, the course provides training, education and upbringing, in accordance with the requirements of social adaptation of children to the conditions of the modern world. Based on all of the above, we can conclude that it is necessary to apply modern pedagogical technologies in teaching foreign languages, as well as to form socio-cultural competence in primary education. Inclusion of socio-cultural component in the teaching of a foreign language at school serves to form in students a holistic picture of the world through the expansion of the volume of knowledge of schoolchildren. Familiarizing elementary school students with a foreign language to another culture contributes to the emergence so the traditions of another people as their own. Only as a result of overcoming this "barrier" there is a process of learning the language itself. A complete process, because students are taught holistically, not just the language, but the language and culture of the people of the language being studied. There is an understanding of the essence and context, which is not unimportant. Actually, socio-cultural competence implies the formation of certain abilities and personal qualities of schoolchildren in primary education:

1) the ability to listen carefully and try to understand the interlocutor;

2) the ability to understand and accept the differences in the cultures of the native language and the language of the country being studied;

3) trying to understand the mentality, which is expressed not only in written or spoken form, but also non-verbally;

4) the need to independently learn a foreign language outside of school hours;

5) tolerance (tolerant attitude to the manifestations of the alien, unaccustomed to us in other cultures);

6) readiness to communicate (desire and ability to enter into active communication with representatives of another socio-cultural community);

7) speech and sociocultural tact and politeness.

Based on the peculiarities of the psychological development of younger students, one of which is the predominance of the emotional sphere over the intellectual, as the leading pedagogical technology in the

early learning of a foreign language game technology is most suitable. It will be successful to combine it with the Google Play Market applications. For example, a successful combination would be a combination with ClassDojo. This is a magazine for praise or punishment. This would help to motivate students. Exercises of a playful nature enrich students with new experiences, perform a developmental function, relieve fatigue. They can be varied in their purpose, content, methods of organization and conduct. They can be used to solve a single problem (to improve numeracy, grammar skills or something.) or a set of problems: to form speech skills, develop observation, attention, creativity or like that. Let's consider the characteristic features of the elementary school student:

1) The elementary school student has no life and learning experience;

2) A junior high school student is not a self-sufficient person;

3) Since, there is no understanding of why to learn a foreign language, a junior high school student often has low motivation to learn.

Methods of motivation in learning a foreign language in elementary school. "The limits of my language mean the limits of my world" . © Ludwig Wittgenstein Wittgenstein associated the certainly limits of language with the limits of philosophical thought. This is exactly what he emphasized with his quote. After all, it's hard to think about things you don't have the words to describe. Those who learn a language have opportunities to find words in a second language to describe things they could never describe in their native language, thereby expanding the limits of their world. In order to get students interested in learning a foreign language, the teacher needs to organize a learning process that would cause high motivation and ensure that students are active in the classroom. Younger students are inquisitive in their masses. They do not yet have a specific area of interest, so they are attracted to everything new. They see the world as quite simple and are more interested in specific experiential objects and topics: animals, plants, seas and rivers, islands and cities, different modes of transportation, stars, planets, and interplanetary flights. Any stories and introductions to pictures or movies about these topics arouse their interest and desire to learn more. Try, when possible, to integrate knowledge, linking the topics of his course with both related and other academic disciplines, enriching knowledge, expanding the horizons of students. Students of this age love to dream and play, to solve riddles and solve mysteries. They are eager for adventure. Serious and long monotonous work quickly tires them out. To increase cognitive activity, it is useful to include games or game elements in classes with them more often, to give food to their imagination, to use small excursions and outings outside the classroom and school more often. To stimulate cognitive activity of younger schoolchildren it is possible to use also their interest in norms of relations between people: what it is possible and what it is impossible to do, why people act so and not otherwise, how they should behave and why - all this children often discuss, from time to time they complain to the teacher about behavior of their classmates. Innovative technologies contribute to the development of intellectual and creative abilities, increase students' motivation. The use of a computer or a laptop at the lesson allows you to form a graphic image of a word simultaneously with its sound and motor image. It is also advisable to use Internet resources at the lesson. It is possible to use such an application as Kahoot. To date, the use of ICT technology in the teaching of a foreign language is one of the most important aspects of improving the learning process. ICT technologies make the foreign language lesson more entertaining and effective. Kahoot is a completely new service for creating online quizzes, tests and polls. Students are able to answer the tests created by the teacher from tablets, laptops, smartphones, i.e. from any device that has access to the Internet. Using this service is a great way to get original feedback from students, greatly encourages the development of intrinsic motivation of the student. Since, schoolchildren like to learn new things. In addition, students may be very interested in interesting presentations that can be made on the Web service "Prezi". Unlike the "classic" presentation made with Microsoft PowerPoint or OpenOffice Impress, where the presentation is divided into slides, in Prezi the main effects are not related to the transition from slide to slide, but to the enlargement of the individual parts of the same slide. This is much more interesting for students. Since, it is possible to create interactive multimedia presentations with a non-linear structure. The use of presentations is especially good when introducing a new topic containing vocabulary.

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THE DEVELOPMENT OF THE SPEECH OF YOUNGER SCHOOLCHILDREN AS AN URGENT PROBLEM OF OUR TIME

Abstract: The article is discusses development of speech of younger schoolchildren and learning from samples and with the help of special exercises.

Keywords: Foreign language education, communication, speaking, development of the speech.

A relevant topic in modern school today is the improvement of speech. Action on the correctness of speech is one of the main directions of the teacher's educational and methodological activities to make better the speech culture of younger schoolchildren. This is a practical teaching of the English language, regular and systematic teaching, teaching on samples and through special exercises, by preventing and correcting mistakes, teaching literary forms of speech. One of the main tasks of a modern school is to prepare graduates of the school who would be able to communicate, hear and speak so that they would be listened to, be able to evaluate someone else's, and of course their own speech. Humanist thinkers, educators, teachers of the XVII-XIX centuries (J.J. Rousseau, M.V. Lomonosov, V.G. Belinsky, Ya.A. Kamensky, K. D. Ushinsky) attached number tiny importance to the problem of the formation of exact speech. In their works, the issues of the role of speech in the development of a child, in the upbringing of their exact speech were considered. To memorise a language, meaningful action is needed to express one's own thoughts. Speech also needs thoughts, just as thoughts necessity language.

Children master their native speech through speech activity, through speech perception and speaking. That is why it is so necessary to conditions for children's speech activity, for communication, for expressing their thoughts. V. Sukhomlinsky said: "Consider the moment when the child has said his word the greatest creative discover in your pedagogical activity. At that moment, he rose one step in his intellectual development" [1].

Speech is a type of human activity, the realization of thinking based on the use of speech tools. A person improves his speech all his life, mastering the riches of the language. Each age stage brings something new to his speech improvement. The most necessary steps in the mastery of speech fall on the child's age - his preschool and student years.

In early childhood, a child has communication needs that he satisfies through the simplest means of speech: walking, babbling, and at the age of about a year, the first words appear. From the very beginning, speech arises as a social phenomenon, as a means of communication. A little later, speech will also become a means of cognition of the surrounding world, planning actions. Developing, the child uses more and more complex speech units. The vocabulary is enriched, phraseology is assimilated, the child masters the laws of word formation, inflection and word combinations, diverse syntactic constructions. He south these means of speech to convey his increasingly complex knowledge, to communicate with people around him in the process of activity [2].

Improving a child's speech is not a spontaneous process. It requires fixed pedagogical guidance. What are the conditions for the successful development of speech, the formation of speech skills in children?

The first condition of a child's speech development, as already noted, is the necessity for communication or communication. Consequently, in the methodology of speech development, such situations should be provided that define the motivation of speech, keep the learner in front of the necessity for speech utterances, arouse his interest and desire to share something, to tell about something. But communication is possible only with the assistance of generally understandable signs, that is, words, their combinations, various turns of speech. Therefore, children necessity to be given speech samples or create a speech environment. This is the second condition for the development of a child's speech [3].

The speech environment is the speech of parents, other relatives and friends, folklore, fiction, radio and television, cinema and theater, and at school, in addition, the speech of teachers and other school employees, the speech that sounds in the classroom, the language of textbooks and textbooks. An necessary area of the school's work on speech development is bringing children's speech skills to a certain minimum, below which number learner should remain, this is the improvement of speech, increasing its

culture, all its expressive capabilities. The guide in this challenging work is the methodology of students' speech development.

In the methodological literature, in curricula and other documents for schools, in live pedagogical communication, the duration speech improvement has at minimum three meanings. Firstly, the improvement of speech is the main strategic goal of speech teaching: speech should be taught in order to expand children's speech (listening, speaking, writing and reading skills) and on this basis to carry out their intellectual, aesthetic and ethical improvement. Secondly, the improvement of speech is the leading principle of speech and speech teaching, the methods and techniques d should actively contribute to the formation and development of children's speech skills and thereby ensure the achievement of the strategic goal of learning. Thirdly, the improvement of speech is a system of work of teachers and students aimed at the formation and improvement of children's speech skills and abilities [3].

For an excellent command of speech, it's required to be able to speech phenomena, and the study of speech theory will assistance children to comprehend speech phenomena and patterns of them in practice. The study of speech theory and the work on speech should organically connect and complement each other. The principle of speech development is only declared in programs and manuals as the leading principle of teaching, which should link all the work on speech and ensure the speech improvement of children. We have not yet learned how to truly implement this principle.

It's required to organize effective teaching, as a result of which children will really comprehend the studied phenomena of speech and speech at a level accessible to their age, will be able to consciously the information gained in their speech practice and thereby make better their speech. If we're able to organize speech learning based on the analysis of speech, speech activity, then we will condition for students to comprehend the speech itself, which contains speech elements. This will get rid of the artificial gap between working on speech and speech.

As K.D. Ushinsky said: "Developing the gift of speech in children means nearly the same thing as developing logical thinking in them." Logical thinking is formed in primary school and develops, improves throughout a person's life. It would be incorrect to equate the improvement of speech with the improvement of thinking. Thinking is broader than speech, it relies not only on language. The action of thought, becoming more complicated in connection with labor, with observation, with other activities, requires enrichment and complication of speech. The enrichment of speech, in turn, has a positive impact on the improvement of thinking. It's necessary that the new speech tools that the learner learns are filled with genuine meaning. This ensures the connection of thinking and speech. If a learner cannot keep his thought into a speech shell, it means that there are flaws in the thought itself, and these flaws are revealed in the process of forming thoughts in speech forms. Voice and speech are given to a person to express thoughts and feelings. This is a law of nature. Learning to observe it's the task of every person [1].

Speech is a means of communication necessary, first of all, to involve the subject in the social environment. It is through speech that the first connections between mother and child are formed, the foundations of social behavior in a grouping of children are established, and, finally, it is through speech and language that cultural traditions largely influence our way of thinking and acting.

Thus, speech errors are understood as any cases of deviation from the current speech norms. In this paper, the classifications of speech errors of M.R. Lvov, Rakhmanov, L.V., M.S. Solovov are analyzed. The classification of M.S. Solovov is more acceptable for improving the verbal speech activity of primary school students. It provides an accessible and detailed description of all kinds of speech errors that occur in the works of children. This classification contains two main groups of errors: grammatical and speech, which makes it possible to categorize them more accurately, distinguish them by types, without mixing with each other. Also, in the first chapter of the thesis research, such aspects as the linguistic features of the verbal speech of younger schoolchildren, speech errors and the causes of their occurrence are disclosed. The effectiveness of teaching conversational activity and its implementation in primary school is considered in detail.

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DIFFERENTIATED APPROACH IN ACQUIRING FOREIGN LANGUAGE COMMUNICATION FOR THE 10TH GRADE FOREIGN LANGUAGE LESSONS

Abstract: The article is devoted to the topic of differentiated approach and includes the theoretical basis and strategies for implementing differentiation, the use of differentiated approach in senior classes.

Keywords: “differentiated approach”, “multiple learning”, “foreign language communication”, “tiering”.

Introduction. Nowadays, during the technogenic culture, people encounter such a problem as retaining own value and significance among all these new technologies. In this regard, the need for humanization of education has intensified in the preparation of a new generation of mankind. The humanization of education is a person’s value orientations, ideals and ideas, norms and rules that are formed at various stages of human development as a subject of activity. Humanism is the idea that considers a person as the highest value and provides a full opportunity for self-realization. Based on this, the problem of the social significance of the differentiated approach in teaching is also intensified, since the differentiated approach takes into account individual characteristics of learners, thereby allowing for a number of educational tasks, especially the creation of conditions for individual development. But, there is an issue with the broad movement toward heterogeneous classroom. Whether teachers can and will appropriately address academic diversity in the regular classroom? And what will occur when schools ensure differentiation?

Scholarly papers. Methods. For the first time, the concept of a differentiated approach to learning began to appear in the 20th century. One of the founders was Carl Rodgers, whose name is amongst most influential in humanistic psychology. His “person-centered therapy” and “differentiated approach” have one thing in common. This is a deep respect for the personality of the child, taking into account the peculiarities of his individual development, treating him as a conscious one [1951]. Further, many scientists have supplemented the idea and currently there are many scientific papers that present models and concepts of a differentiated approach to learning.

The differentiation is connected with Vygotsky’s concept and theory of the zone of proximal development. The ZPD is the distance between what a learner is not currently capable of doing unsupported and what he or she is able to achieve with guidance and encouragement from a skilled partner/adult/teacher [1978, p.86]. Thus, the role of a teacher is, first, to identify strengths and weaknesses of students, and then, to contribute to the progress.

People can confuse differentiated approach with individualization approach when reading a former’s definition. It may seem that these approaches are similar, however, “differentiated instruction is not the same as individualized instruction. Every student is not learning something different; they are all learning the same thing, but in different ways. And every student does not need to be taught individually; differentiating instruction is a matter of presenting the same task in different ways and at different levels, so that all students can approach it in their own ways” [Irujo, 2004]. Therefore, in order to start implementing this kind of approach to teaching, a placement test should be conducted by teachers. Teaching will be successful for foreign language learners if tutors get to know as much as possible about each student in classroom. Usually, it often happens that the students in the same class represent a large variety of academic skills, interests and especially, English language proficiency levels. For example, according to national standard, by 10th grade, students should acquire B2 level (upper-intermediate). However, part of them may be at lower levels. This is a normal and widespread practice. In this case, monitoring is significant in the classroom. Because monitoring enables the teacher to learn more about each student’s academic performance, therefore the better he/she will be prepared and adjusts his/her instruction accordingly. Multiple types of assessment and exercises matching to students’ learning profiles and language proficiency level ensures that each student has an opportunity to demonstrate own knowledge.

Despite enough scientific papers on differentiation, there is still a question and difficulties such “how to begin?”. According to Professor Carol Ann Tomlinson, one of the most important strategies is to start from a small group of students. While sitting down with 6 or 8 students in close proximity, it is much easier to ask and see where they get stuck or where they are able to continue. So when the rest of the class is working on

one task, the teacher uses some of the time to work with small groups [4, p.129]. Another helpful strategy is learning contracts. It allows teachers to design tasks targeted to particular student needs and also give all students in-common tasks. Some tasks are readiness-based, others may be student choice. Tiered lessons are also very effective in providing work for students at challenge levels. In tiered lessons, everybody works with essential knowledge and skills but at different degrees of difficulty or different levels of complexity [4, p.129]. And what about teaching a big crowd? First, taking quick formative assessment gives a read on how well students are progressing. Furthermore, the teacher can make them his/her partners in the classroom. Whilst doing jobs - that a teacher might take on - students understand that their goal is to help each of them grow every day as learners. Because, student know much better than teachers can when something is working for them [4, p.131].

Instruction can be differentiated through content, process, product and learning environment [Tomlinson, 1995]. *Differentiated content* is related to what the students learn. Some students might read functions of a standard while others are still focusing on the basics of a standard. The content delivery can be varied based on student interest or we can design activities for group of students that cover six levels of Bloom Taxonomy (remembering, understanding, applying analyzing, evaluating and creating). Students who are unfamiliar with a lesson could be asked to complete the lower levels tasks (remembering, understanding). Students with higher levels could be required to complete tasks in the higher areas respectively. For example, matching definition, reading a text then answering questions, identify a writer's opinion, analyse a character. Next is *differentiation by process*. Each learner has its own preferred learning style and differentiation will succeed through delivering material to each of them . There are seven most common accepted learning styles: visual, auditory, verbal (linguistic), kinaesthetic, logical, solitary and social. We can differentiate an activity by creating activity tables or through various groupings. And have some tasks designed for visual students (diagrams, textbooks) or audio tests and singing for auditory learners. *The product* is what will be created by students at the end of the lesson. This can be tests, corporate projects or product assessments to allow for class creativity. The latter is *learning environment* which includes safe and supportive physical and psychological conditions in the classroom. It is important to understand the ways in which to manipulate the environment and make it optimal in order to receive maximum effectiveness in instruction.

Results and discussion. Differentiated approach to teaching a foreign language at school is aimed at the following goals [Gubaidullina, 2018]: 1) General education (deepening of knowledge, the extension of linguistics, Philology and General outlook); 2) Practical (mastering receptive and productive types of speech activity at the minimum sufficient level of communicative competence); 3) Developing (development of language, intellectual and cognitive abilities; development of value orientations, feelings, emotional readiness for communication); And multi-level training helps to reveal individuality, to help it to develop, to stand, to appear, to gain selectivity and resistance to social influences. Multi-level training is reduced to the identification and maximum development of the makings and abilities of each student. The teacher's task is to overcome uniformity, shift the emphasis from the group of students to the personality of each of them with its individual capabilities and interests, creating conditions for the development of cognitive activity and independence. [7]

At the stage of introducing new topic, it is desirable for the teacher to work with the whole class, and after several exercises have been completed, and taken feedback, making sure that everything is clearly conveyed, we can proceed to differentiated independent work. It is significant that some students are not left without attention. There are some helpful differentiated instructional strategies such as choice boards, interest centers/groups, and learning contract [Perez, 2016]. *Choice boards* present the students a variety of activities to demonstrate their knowledge of a subject. Moreover, having an element of choice in class greatly increases motivation and confidence. There should be a range of task types for students to choose from. For example, to compose 10-15 short tasks, and put them on a table in the classroom. Students choose tasks themselves and after completing can take another. It allows students to do activities they are interested in and work their own pace [Cambridge University Press ELT, n.d.]. *Interest centers* can be assigned based on readiness level and need working as s part of small groups, depending on the task. There are some ideas that help differentiate classroom: reading center, drama center, poetry center. *Learning contract* is an agreement between the teacher and the student. The teacher describes the needed skills to be mastered whereas the student writes his/her own expectations or requirements.

Teachers should create appropriate and positive learning environment that encourages students. Also another important point is that an atmosphere is supportive. Since students are individuals, there will always be students who are stronger and who are weaker. There are also reasons why students may or may not be successful in class. They are motivation, maturity and learning preferences. Different students will prefer different types of tasks. For example, introverted student may struggle with speaking tasks whereas chatty

student may not cope with writing task. One thing that teachers should remember is that they can try some techniques or strategies to help each types of student and cater for students level of motivation, ability, preferred learning style. For instance, to use differentiated materials or get all students to do the same basic questions moving on to more challenging questions. Writing tasks can vary, like stronger students free write, but for weaker students give prompts or gap-fill versions. When grouping students it is important to take control of the division process. Because mixing up the groups depending on the task and students' ability can have huge benefits. But one group should have students with different abilities, from weaker to stronger. In addition, in order to avoid stronger students dominating, make sure that weaker student is a leader of his/her group and holds key information. This can contribute to the development of team building and teach students to support peers [7].

Conclusion. Despite the fact that designing a lesson plan based on differentiated approach is quite time consuming, it promotes the unity of learners in the classroom, by the reason of the teacher takes into consideration the characteristics of each student and everyone manifests himself/herself during the lesson. The involvement of all students in the learning process prevents demotivation of a group of students with lower academic performance. Also when students are given more options on how they can study language and learn material, they take on more responsibility for their own learning. Students stay engaged in learning.

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IMPLEMENTATION OF INTERACTIVE METHODS IN TEACHING ENGLISH

Abstract: Methodology is an inseparable part of teaching. Researchers have been studying various methods and approaches for years. As a result, teachers have a list of methods to choose. The article considers methods of teaching English. The author emphasizes the concept of interactive method in teaching foreign language; examines its principles, effectiveness and relevance. It presents that nowadays teachers are decision-makers in the classroom, who can choose any method, which is appropriate for students, period of time, topic, aims and values, and even mix them.

Keywords: Interactive method, foreign language, methodology, interactive activities, teaching techniques, communication, mixing of teaching methods.

Text As a result of globalization, English is being taught in all countries over the world for decades. Nowadays, the language is required for work, study, volunteering, communication around the world. Therefore, methodology of teaching English is a science, which is developed everyday by many researches.

Current methods of teaching English are the results of discussion how to help students to learn more effectively. Abstract theory and practical techniques have been debated, have gone in and out of fashion, and have influenced what was and is included in classrooms and teaching materials [1]. Basic teaching techniques can be categorized into three groups:

• Structural methods
• Functional methods
• Interactive methods

Each of the methods includes various approaches of teaching. Teacher may choose an appropriate approach and follow instructions. In this article the interactive methods are stressed. Interactive methods:

• communicative language teaching
• direct method
• language immersion
• natural approach
• silent way
• storytelling
• suggestopedia
• total physical response
• communicative language teaching

According to the Cambridge Dictionary, a word "interactive" means "involving communication between people". Therefore, interactive method is about communication between people during lessons. Interactive method is considered as the most productive among teachers. The use of interactive learning model provides for the modelling of real-life situations, role-playing games, joint problem solving. All participants are equal and the dominance in the educational process is excluded. This teaches a humane and democratic approach to the model.

Interactive learning is organized in such a way that makes all of students involved and everyone makes their own contribution; they exchange knowledge and ideas; the atmosphere is supportive and develops the cognitive activity itself. It increases students' motivation [2].

At the moment there are several classifications of interactive methods. Arutyunov (1983) divided them into two groups:

1) problem-based learning, including practical exercises, seminars, discussions, conferences;

2) game-based learning: for instance, business games, projects, role-playing, simulation exercises, following the instructions [3].

Interactive activities as individual, group, pair work organized in the lessons, research projects, games help students learn to think critically, solve complex problems, weigh alternative opinions, make decisions, participate in discussions and communicate with other participants [2].

Communicative Language Teaching (CLT) is one of the approaches of interactive teaching. Students master the language through using it in communication rather than focusing on the structure. Here language is a tool for expressing meaning. Two main focuses of CLL are on fluency and accuracy. The development of these two abilities takes place through such activities as role-plays, sharing and gathering information, and expressing one's opinion. During these activities, the teacher encourages and supports students through their success and failures with the language [4].

Speaking of activities, Kevin Yee, the Director of the Academy of Teaching and Learning Excellence at the University of South Florida, has always striven for highly interactive teaching. He collects ideas for innovative approaches in the classroom and curates an internationally-recognized list of interactive techniques [5]. The list includes the following techniques which may be used during English lessons:

• Optimist/Pessimist – In pairs, students take opposite emotional sides of a conversation. This technique can be applied to case studies and problem solving as well

• Infographic – Students use online services (visual.ly, infogr.am) to create an infographic that combines flowchart logic and visual presentation

• Invented Dialogues – Students weave together real quotes from primary sources, or invent ones to fit the speaker and context

• Media Break – Designate a two minute break in the middle of class for students to check their electronic devices, with the understanding they won't use them otherwise in the entire class period [6].

Interactive learning solves multiple educational issues:

• develops communication skills;
• teaches to work in team, cooperate and collaborate;
• develops learning skills and intellectual abilities (analysis, synthesis, goal setting, critical thinking, etc);
• helps get rid of stress and the language barrier;
• improves learning efficiency [6].

The main idea of interaction during the lesson is to study together, and not just to do things together. This makes the process of studying more engaging, develops students' interest in the subject. The techniques used for interactive learning are aimed at improving the role of student activity. The use of interactive teaching methods in school is very consistent today. Although the opinions of teachers on interactive lessons differ: some see the progress of pedagogical thought in them and the right step towards democratizing the school, while others, on the contrary, consider such lessons a dangerous violation of pedagogical principles, forced retreat of teachers under the pressure of lazy students who do not want and do not know how to seriously work [2].

To conclude, nowadays teachers of English are acquainted with different methods and approaches of teaching English language as a second language. Therefore, works of researches have a great value for teachers, pedagogy and methodology.

Interactive method is widespread among teaching community and it is admitted as an effective method of teaching. Comparing to other methods, interactive activities teach students communicate, make decisions, solve problems, express opinions. It develops different language and communication skills, cognitive abilities, critical thinking and the ability to search for information. Eventually, students are able to present their knowledge practically.

However, the ability of using methods correctly and mixing them is a skill which is demanded of teachers today. Methodology is a whole science that is being developed everyday. Bearing in mind that fact, teachers may enhance their lessons and help students learn things productively. Interactive methods may be implemented in most of approaches to make lesson more flexible and engaging.

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THEORETICAL BASIS OF RESEARCH OF « THE USE OF INTERACTIVE TEACHING METHODS IN THE DEVELOPMENT OF STUDENTS' COMMUNICATIVE COMPETENCE»

Abstract: the article substantiates the importance of interactive teaching methods for the development of communicative competence in the study of a foreign language. The author gives the concepts of "communicative

competence" and "interactive teaching methods". A definition of various interactive methods is given, such as: game teaching methods, discussion teaching methods, creative teaching methods, the project method; and how they influence the formation of students' communicative competence.

Key words: «competence», «foreign language communicative competence», «teaching foreign languages», «interactive methods».

In modern society, the importance of a foreign language as an academic subject has increased and therefore global changes are taking place in the teaching methods of foreign languages. The goal of teaching foreign languages in secondary school is to achieve foreign language communicative competence by students. The concept of "competence", accepted by the scientific community thanks to the works of the American linguist N. Chomsky (1972), is an area of issues in which a person is aware and has certain knowledge or experience. The main feature of competence as a pedagogical phenomenon is not specific subject knowledge, but certain life skills and abilities that a person needs. As it was mentioned before, the main goal of teaching a foreign language is the development of the communicative competence of students, that is, mastering a foreign language as a means of communication. Communicative competence is a declarative and procedural knowledge of a language that ensures the achievement of communicative goals in oral and written, productive and receptive, monologic or dialogical forms [1, p. 4]. There is no unity in understanding all the components of communicative competence and the mechanism of their interaction. Foreign language communicative competence has a complex multicomponent structure. Various components of communicative competence make it possible to clearly define the goals of teaching a language and choose such teaching methods and strategies that are aimed at mastering students with different types of competence and ensure the possibility of successful use of the language in various communication situations.

As we know, in modern pedagogy there are a huge number of various methods and strategies that allow you to optimize the process of learning a foreign language and master different types of competence for the successful use of the language in various communication situations. The methods known to us are divided into two main groups, namely traditional and non-traditional (modern). Traditional methods mean methods developed in centuries of pedagogical practice and preserved to this day. The purpose of this method is to memorize the material covered, regardless of whether the students understand it or not. Most often, testing is used to test students' knowledge, but this does not take into account the background of their knowledge, abilities and interests. Thus, in the classroom, there is not enough teacher-student relationship, and students have little chance to practice and develop their knowledge and skills of a foreign language and develop communicative competence [2, p. 53]. Non-traditional (modern) methods, in particular the interactive method, on the contrary, presupposes a logic of the educational process that is different from the usual one: not from theory to practice, but from the formation of a new experience to its theoretical understanding through application [3, p. 2]. The main goal of the interactive methodology is to develop the skills of independent search for answers and learning through interaction. In this case, the obligatory fact should be the interaction of students with each other. The purpose of using interactive methods and techniques in teaching foreign languages is the social interaction of students, interpersonal communication, the most important feature of which is the ability of a person to "take the role of another", to imagine how his communication partner perceives him, to interpret the situation and design his own actions. The development of communicative competence is a two-way process of forming a readiness to transfer and assimilate information through speech throughout life and through organized self-education, which constitutes a single development system [Sturikova, 2015, p. 39]. In the process of developing the communicative competence of students, interactive teaching methods are especially important. Interactive teaching methods generally include:

Game teaching methods (role-play, different situations, etc.) in the development of communicative competence are part of the educational process: that is, a single content, plot, and participants unite them. This method helps to assimilate the necessary knowledge, skills and use them in a situation close to real life.

Discussion teaching methods (debate, case method, heuristic conversation, situation analysis, round table, etc.) contribute to the development of partner communication and the ability to work in a group, the development of critical thinking, tolerance and respect for interlocutors and their views.

Creative teaching methods (brainstorming, speaking on a socially significant topic, etc.) are aimed at creating texts - products of creativity, which are distinguished by novelty, originality, are not only subjective, but also objectively valuable. The creative teaching method provides a focus on the development of intellectual, professional, behavioral skills and abilities, and increases the degree of motivation and emotionality of perception of the studied material, its processing and assimilation.

The project method (defense of research projects or presentations, etc.) is a method that involves the process of forming communicative competence through independent search and cognitive activity of

students to solve a problematic task that can be both theoretical and practical. The design method has the highest level of problematicity and cognitive independence of students; it is an effective means of forming communicative competence and developing their creative activity [4, p. 39-40].

As a result, interactive learning methods make it possible to solve several problems simultaneously, with the main one being the development of communicative competence. All interactive methods are based on the principles of interaction and reliance on shared group experience and mandatory feedback. At the same time, the participants actively engage in communication with each other, jointly carry out the solution of the assigned tasks, overcome conflicts through discussion and find common points of contact, learn to look for compromises.

In teaching a foreign language, the use of interactive methods allows the teacher to bring students to a fundamentally new level of mastering a FL, increase the motivation of learning and, with the help of the formation of communicative competence, enables the student to enter a foreign culture, receive, analyze, transmit information and receive an answer.

In conclusion, interactive methods for the development of foreign language communicative competence in foreign language classes always arouse great interest among students, teach to solve complex moral problems, substantiate and express their point of view, contribute to the development of skills such as searching and systematizing information, communicating in a group and accepting solutions [5, p. 121].

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«DEVELOPMENT OF INTERCULTURAL COMMUNICATIVE COMPETENCE OF 7TH GRADE STUDENTS ON THE TOPIC "HEALTHY HABITS" ONLINE»

Abstract:: The article deals with the conceptual foundations of the study of intercultural communicative competence, the methodological development of "Healthy habits", the interaction of communicative competence, the foundations for the formation of "intercultural communicative competence".

Keywords: "intercultural communicative competence", "healthy habits", "development of communication".

Content of intercultural communicative competence for basic class students

The term "intercultural communicative competence" means the level of fluency in a foreign language, which ensures fluent communication in it. This is a complex of knowledge that allows in the process of communication to assess the communicative situation and use verbal and non-verbal means, translate into practice communicative intentions and check the results of communication with the help of feedback.

The concept of communicative competence is the result of an attempt since the 1970s to draw a line between academic and basic human interpersonal communication skills. [10]

Intercultural competence has been studied from different perspectives, and this always implies a

positive attitude towards diversity, as well as respect, understanding and empathy. Many researchers in Russia and abroad believe that intercultural competence involves much more than mastering a foreign language.

The definition of the concept of intercultural competence, its structure, are being developed by Russian and foreign scientists. Most preference is given to M. Bayram's model, according to which intercultural competence consists of five components:

1) intercultural attitudes, including openness, curiosity, willingness to abandon prejudices regarding foreign cultures and native culture;

2) knowledge : about social groups, their characteristics, behavior in their country and the country of the communication partner, about the general processes of social and personal interaction;

3) skills of interpreting and relating include the ability to interpret a document or event of another culture, explain and relate it to the phenomena of the native culture;

4) skills of discovery and interaction include the ability to assimilate new knowledge about culture and cultural behavior, the ability to operate with knowledge, relationships and skills in communication and real time;

5) critical cultural awareness consists in the ability to critically and on the basis of certain criteria to assess the worldview, behavior, results of activities inherent in native and foreign cultures [2]

According to T. V. Larina "To become an intercultural communicant, you must have intercultural communicative competence, which is a complex model. Unlike intercultural competence, which consists in the ability to overcome cultural differences and successfully build relationships with representatives of another culture, communicating in their own language, intercultural communicative competence involves the ability to conduct intercultural communication in a foreign language " [4]

S.S. Kunanbaeva emphasizes the ambiguity of a single term "Intercultural competence", which is understood as an object of formation in the field of teaching foreign languages. The ter m "intercultural competence" is also used in a broad sense - as the ability to manage intercultural communication in the field of cultural studies or intercultural communication, which is understood as communication between representatives of different cultures. " The theory and practice of teaching a foreign language determined the renewal of target attitudes in teaching foreign languages. The updated target attitudes are manifested in the formation of the ICC as the ability for intercultural communication in a person who is defined as a subject of intercultural communication. Intercultural and communicative competence is realized through a set of subcompetencies: cognitive, communicative, linguocultural, sociocultural, conceptual and personality-centered.[5, 106]

We are of the opinion that intercultural competence is a combination of attitudes, knowledge, understanding and skills, applied through action, which, individually or in conjunction with others:

- to understand and respect people who differ from each other;
- to respond appropriately, effectively and with respect when interactions and communication occurs with such people;
- to establish positive and constructive relationships with such people;
- understand yourself and your own numerous cultural characteristics through encounters with cultural "difference" [1]

In learning a foreign language, you need to focus on the interaction of students not only with the teacher, but also with each other. In such an educational process, an interactive form of learning is achieved through the introduction of material and the formation of skills and abilities of speech activity through foreign language. This form of organizing cognitive activity pursues certain goals:

1) creating a comfortable learning environment;
2) strengthening the motivation to study the discipline;
3) the formation of communication skills and abilities;
4) multidimensional impact on students;
5) the formation of analysis and reflection;
6) development of skills in the use of modern technical means;
7) development of the ability to independently find, determine reliability, differentiate information;
8) an increase in the volume of students' independent work;
9) developing the ability to work in a team

Let us consider in detail the main types of forms of interactive learning that are used in English lessons for the 7th grade and develop the communicative competence of students:

1. "Debate" is a discussion. Participants should offer arguments for and against, convincing each other.
2. "Dialogue" - a short discussion or conversation of students

3. “Brainstorming” - solving problem situations through synthesis and analysis.

4. “Dispute” is a cognitive process that helps develop thinking, forms the views and beliefs of a person.

5. “Round table” is a form of lesson in which students exchange information and solve a collectively investigated problem

6. “Case study” - students should analyze the problem situation, understand its essence, offer possible solutions and, together with the whole group, choose the best of them.

Intercultural communicative competence in teaching a foreign language on the topic “Healthy habits”

The intercultural communicative competence of schoolchildren should be formed starting from the early stages of education. Therefore, in teaching a foreign language, it is necessary to add such forms as role-playing games, contests, quizzes. To improve intercultural communicative competence, such lessons are effective that simulate situations on the topic “Healthy habits”. Teaching foreign languages should be aimed at practical application of skills, that is, communicative competence should be formed, which involves achieving the goal of a communicative act in any situation. Therefore, such forms of learning as simulation, business, role-playing games, biographical reflection, projects, etc. play a special role in teaching a foreign language [Galskova, 2004, p. 112]. Game methods provide a higher degree of manifestation of cognitive independence by students. The essence of the role-playing game lies in the transformation of the student into one or another character and actions in accordance with the set game task. The key educational moment in such games is the process of reincarnation, that is, the development of the ability to look at the world around us through the eyes of another person. Each lesson should be well-planned and have its own plot, and all actions in the lesson should correspond to its purpose. Thus, the cognitive activity of students becomes the most effective. The use of various kinds of games during classes provides ample opportunities for combining the rational and emotional components of learning. Their use allows, among other things, to compensate for the information overload that secondary school students fully face, to organize a psychological relief mode for students, which ultimately contributes to better assimilation of knowledge and communication skills. Games, placing high demands on the level of teacher qualifications, allow creating a creative, relaxed atmosphere in the classroom, while at the same time indicating ways to solve problems in specific situations of communication. Game activity affects the development of attention, memory, thinking, imagination, all cognitive processes.

The main problem of learning a foreign language is that students are outside the language environment. Therefore, the teacher is forced to recreate this environment and simulate foreign language communication during the lesson. The inclusion of gaming activities in the learning process liberates, motivates and stimulates students to further study the culture of another country. At the same time, schoolchildren learn to find the necessary information, transform it, develop plans based on it for getting out of any problematic situation of intercultural communication. In addition, during the game, stereotypes, intercultural shock, prejudice and fear of mistakes in oral speech, that is, the language barrier, are overcome. The children’s vocabulary is enriched, their speech becomes more saturated and free. Domestic and foreign psychologists, such as L. S. Vygotsky, Z. M. Istomina, R. I. Zhukovskaya, I. A. Zimnyaya, E. I. Negnevitskaya, F. Fröbel, J. Piaget, note that the game - this is the most effective form of teaching the culture of the country of the target language. A pedagogical game, unlike any other, must have a clearly defined learning goal and lead to the expected pedagogical result [Elkonin, 1987, p. 278]. The game is a means of mental development, since it activates various mental processes. The use of game situations during the lesson increases the quality of knowledge and interest in the subject, helps students to better absorb complex material. In addition, games relieve fatigue, the intensity of mental work, increase the efficiency of students. Thus, the game is an effective way to improve the quality and productivity of teaching a foreign language. The game is one of the most important components of the educational process. According to N. A. Shcherbakova, a positive atmosphere in the classroom and the creation of a situation of success for students has a positive effect on learning outcomes and makes it possible to overcome the barrier of shyness, which makes it difficult to communicate freely in a foreign language [Shcherbakova, 2013].

So, the intercultural competence of schoolchildren should be formed starting from the earliest stages of education. The task of the teacher is not just to give the grammatical foundations of the English language, but through the language to acquaint with the history, culture, traditions and customs of the country of the language being studied. The sooner this happens, the more students will be open to gaining new knowledge, new experiences. It will be easier for them to overcome the linguo-ethnic barrier in intercultural communication, and therefore, to understand and accept a person of a different culture or an entire nation.

The process of formation of intercultural competence among students brings positive changes in their intellectual development.

• develops the ability to identify the distinctive and common features of the cultures of the countries of the native and studied languages.

• such functions as memory, perception, observation, thinking and imagination are strengthened [Filonova, 2012. p. 102-104];

• the student's speech abilities are improved;

• development of a tolerant attitude towards cultural differences.

How important is the topic of "Healthy habits" online

This topic is important because, in the classroom, students are increasingly faced with the need for cooperation and communication with other students. Different methods arouse the greatest interest among students. When performing speech exercises, video material, printed materials serve as a visual and semantic support or an incentive for students to express themselves. Tasks are accompanied by an attitude to express a certain attitude to what they see, helping to express their point of view in a given situation. But all people cannot think in the same way and understand each other. As a result, misunderstandings and conflicts arise. Each student has his own opinion, often not coinciding with the interests and opinions of other students. However, the needs that arise in the process of interaction between people in different spheres of public life, encourage people to constantly seek and improve communication links. That is why it is so important to develop in the younger generation such a kind of knowledge as intercultural competence. In the process of teaching foreign languages, it is necessary to form the ability to communicate in a foreign language, or in other words, to acquire communicative competence. Communicative competence implies the ability to use all types of speech activity: reading, listening, speaking (monologue, dialogue), writing.[11]

The process of communication in a foreign language is studied not only as a process of transmitting and receiving information, but also as a regulation of relations between partners, establishing various kinds of interaction, as the ability to assess, analyze the situation of communication, subjectively assess one's communicative potential and make the necessary decision.[12]

Foreign language teachers should instill self-confidence in students during communication. Therefore, the learning process must necessarily be communicative, more than any other. One of the main tasks of a modern teacher is to instill in the younger generation a sense of tolerance and respect. The correct approach of the teacher to the formation of intercultural competence will allow students to avoid most of the problems in intercultural communication in the future.

Modern linguodidactics offers various forms of teaching that are implemented in an English lesson. While ensuring the individualization of the educational process, an atmosphere of cooperation and benevolence, stimulating cognitive and creative abilities, increasing the role of the student in the teacher-student relationship, varying tasks will create conditions for the formation of communicative competence. I want to note that the development of students' communicative competence is facilitated by the use of various interactive forms of teaching in English lessons, which increase the motivation of students to learn the language, identify problems in the student's knowledge, and increase the level of knowledge. Considering that the comprehensive goal of teaching a foreign language in accordance with communicative competence is a foreign language, interpersonal and intercultural communication with native speakers within the limits established by the standard, it is necessary to organize the educational process in such a way that each student is involved in educational activities. It is impossible not to say about the need taking into account his personal qualities, abilities and interests in order to impart a personality-oriented character to training.

The student must achieve such moral qualities as tolerant behavior and awareness of his place in the cultural world, readiness and ability to conduct a dialogue with other people, achieve mutual understanding in it, find common goals and cooperate to achieve them. Knowledge of the sociocultural specifics of the country of the language being studied and the ability to build one's speech and non-speech behavior adequately are also important. Foreign language communicative competence is necessary and sufficient for the correct solution of communicative and practical tasks by students in the studied situations of everyday, pedagogical, scientific, business, political and socio-political communication, the development of abilities and qualities necessary for communicative and socio-cultural self-development [13]. Thus , we emphasize the special importance of the formation of intercultural competence in school .

The result of intercultural learning is the formation of intercultural competence among students in grade 7. The process of formation of intercultural competence in schoolchildren brings obvious positive changes in their intellectual development.

In this regard, we consider intercultural competence as part of the communicative competence of a linguistic personality, that is, to convey thoughts and exchange them in various situations in the process of interaction with other participants in communication, using communicative behavior correctly.

The implementation of intercultural competence implies the use of a variety of pedagogical teaching

aids that have a direct impact on the process and effectiveness of the formation of competence.Any educational material is easier to digest if it causes positive emotions in students. In a benevolent, creative atmosphere in the classroom, communicative barriers are removed, and it is stimulated as a stable, highly developed desire for communication, for personal contact with people, expressed in the ease of entering into social contact.

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СУЩНОСТЬ, СОДЕРЖАНИЕ И СТРУКТУРА ФОРМИРОВАНИЯ ИНТЕЛЛЕКТУАЛЬНО-ТВОРЧЕСКОГО ПОТЕНЦИАЛА ПОДРОСТКОВ

Аннотация. Творческая индивидуальность каждого человека реализуется им в личной, общественной и профессиональной сферах. На сегодняшний день существует высокая потребность в интеллектуально и творчески развитой личности. Школа же призвана способствовать становлению такой личности. Рассмотрение психолого-педагогических публикаций показывает, что в педагогической науке нет однозначного представления об интеллектуально-творческом потенциале подростка как феномене и научном понятие.

В данной статье выявляются сущность, содержание и структура формирования интеллектуально-творческого потенциала подростков. Анализируются различные походы к определению феноменоы «интеллектуально-творческий потенциал», «творчество», «творческий потенциал», «интеллект», «интеллектуальный потенциал», характеризуются содержание и структура формирования интеллектуально-творческого потенциала подростков, определяются факторы и условия для развития данного потенциала подростков. Цель исследования заключается в выявлении и теоретическом обосновании сущности, содержания, структуры и способа формирования интеллектуально-творческого потенциала подростков.

Ключевые слова: потенциал, творчество, творческий потенциал, творческие способности, интеллектуальный потенциал, личность, подросток, самовыражение, самореализация, саморазвитие.

Введение

В настоящее время происходит модернизация в системе образования, что приводит к формированию нового вызова и ряду задач. Нарастает потребность в личности, всесторонне развитой, в том числе и интеллектуально, творчески. Нарастает потребность в личности, которая может внести свой эффективный и креативный вклад в развитие общества и страны. Данные задачи ставятся в государственных документах, таких как «Казахстанский путь – 2050: Единая цель, Единые интересы, Единое будущее» [1], Закон «Об образовании» Республики Казахстан [2], Программа «Взгляд в будущее: Модернизация общественного сознания» [3]. Это служит усилению внимания к формированию и развитию интеллектуально-творческого потенциала личности в целом, что в дальнейшим обеспечит, как и личную конкурентоспособность человека, так и конкурентоспособность всей страны.

В связи с этим перед системой образования стоит такая задача как формирование интеллектуально-творческого потенциала подростков, поскольку в скором будущем именно на них, на подрастающее поколение, будет возлагаться ответственность за плодотворное развитие и процветание страны. Подростковый возраст характеризуется развитым самосознанием, стремлением к самовыражению и самореализации, что служит отличной почвой для формирования интеллектуально-творческого потенциала.

Сущность, содержание и структура интеллектуально-творческого потенциала

Прежде чем рассматривать саму сущность интеллектуально-творческого потенциала, важно рассмотреть его составной компонент «потенциал». В психологии «потенциал – совокупность имеющихся средств», в философии же понятие потенциала неразрывно связано с терминами «возможность» и «действительность». То есть, в целом, потенциал является способностью человека умножать свои внутренние возможности. Также определению слову «потенциал» дал Б.А. Введенский, который считал, что «потенциал – это средства, запасы, источники, которые имеются в наличии и могут быть мобилизованы, приведены в действие, использованы для достижения определенных целей, осуществления плана, решения какой-либо задачи, а также возможности отдельного лица, общества, государства в определенной области» [4, с. 257]. Согласно его определению, потенциал может иметь, как и личный характер, так и социально обусловленный. Таким образом, потенциал присущ каждому человеку и имеет свои составные части в виде способностей или возможностей.

Ряд исследователей под творческим потенциалом понимают определенный уровень психических возможностей личности. Так, В.Ф. Овчинников определяет творческий потенциал личности как совокупность возможностей реализации новых направлений деятельности [5, с. 59]. А по мнению Л.А. Даринской, творческий потенциал – это сложное интегрально понятие, включающее в себя природно-генетический, социально-личностный и логические компоненты, представляющие в совокупности знания, умения, способности и стремления личности к преобразованиям в различных сферах деятельности в рамках общечеловеческих норм морали и нравственности [6, с. 27]. Таким образом, можно сказать, что творческий потенциал имеет сложную структуру, которая включает в себя несколько компонентов.

Феномен творческого потенциала тесно связан с творческими способностей, поэтому следует также рассмотреть определение данного понятия. Согласно В.И. Андрееву, творческие способности ученика – это «синтез свойств и особенностей его личности, характеризующих степень их соответствия требованиям определенного вида учебно-творческой деятельности и обусловливающих уровень ее результативности» [7, с. 68]. Из этого можно сделать вывод, что творческий потенциал в связи с интеллектуальным компонентом деятельности учащихся.

Поэтому помимо определений творческого потенциала важным является рассмотрение определения интеллектуального потенциала. Понятие интеллектуального потенциала может употребляться применительно и к отельному индивиду, и к целым социальным группам или слоям, и к обществу в целом, также, как и творческий потенциал. По определению А.С. Седуновой, интеллектуальный потенциал выступает как целостная интегрированная система интеллектуальных ресурсов личности, осознанно реализуемых в деятельности [8, с. 16]. Данная интегрированная система строится самой личностью в купе с вкладом общества, котором индивид развивается и формирует свои взгляды и способности.

По мнению, Т.А. Поскребышевой, сущность понятия «интеллектуально-творческий потенциал» необходимо рассматривать как интегративную характеристику личности, характеризующуюся единством когнитивного, эмоционально-личностного, мотивационно-волевого компонентов, подлежащих развитию в целенаправленно организованных условиях внеурочной деятельности [9, с. 150]. Само сочетание и творческих, и интеллектуальных потенциалов личности могут

поспособствовать всестороннему развитию различных способностей и возможностей.

Структура интеллектуально-творческого потенциала является компонентым, так как сам интеллектуально-творческий потенциал входит наряду с духовно-нравственным потенциалом и психофизиологическим потенциалом личности в структуру личностного потенциала (П.Ф. Кравчук). По мнению П.Ф. Кравчука, у личности есть некая структура, в которую входят различные потенциалы, в том числе и интеллектуально-творческий, для полноты самой личности [10, с. 64]. Для реализации себя в какой-либо деятельности в каждом компоненте данной структуры личности нужна цель, мотивация, навыки и знания.

Формирование интеллектуально-творческого потенциала подростков

Для формирования интеллектуально-творческого потенциала подростков следует обратить внимание на некоторые факторы, такие как мышление, способности и креативность. Поскольку интеллектуально-творческий потенциал является компонентом структуры личности лишь определенные личностные направленности могут выявить и развить данный потенциал в полной мере.

На основании периодизации психического развития личности, подростковый возраст считается периодом жизни человека от 11-12 до 14-15 лет, то есть периодом между детством и юностью. В данный период идет бурное развитие всех компонентов личности: физиологически, мыслительно, психологический. В подростковом возрасте изменениям и преобразованиям подвержена не только физиологическая сторона, но и личностная. Формируется чувство осознанности, желание к самовыражению и проявлению себя с более «взрослой стороны». В подростках формируется способность к гибкому мышлению и творчеству. Продолжение развития теоретического мышления дает возможность подростку использовать различные гипотезы при решении неординарных вопросов, находить разные способы осуществления своей цели. То есть для развития самого интеллектуально-творческого потенциала необходима постоянная деятельность, решение новых задач, которую требует участия, как и творческих, так и интеллектуальных способностей подростков. В основном развитию интеллектуально-творческого потенциала способствуют только содержательные практические занятия, которые подразумевают приобретение и сохранение навыков творчества. В образовательном процессе применяются педагогические ситуации, которые направляют развитие подростка в творческое русло.

Таким образом, чтобы сформировать и развить в подростках интеллектуально-творческий потенциал, нужно:

1. Формирование у подростков навыков сотрудничества и коллективного взаимодействия.
2. Формирование у подростков потребностей в продуктивной, социально-одобряемой творческой деятельности посредством непосредственного знакомства с различными видами, развитие интересов на основании индивидуальности подростка.
3. ормирование нравственного, эмоционального, волевого компонентов мировоззрения подростков.
4. Развитие познавательных интересов подростков.

Выводы

В ходе анализа понятий и определений было выявлено, что «потенциал – это средства, запасы, источники, которые имеются в наличии и могут быть мобилизованы, приведены в действие, использованы для достижения определенных целей, осуществления плана, решения какой-либо задачи, а также возможности отдельного лица, общества, государства в определенной области», «творческий потенциал – это сложное интегрально понятие, включающее в себя природно-генетический, социально-личностный и логические компоненты, представляющие в совокупности знания, умения, способности и стремления личности к преобразованиям в различных сферах деятельности в рамках общечеловеческих норм морали и нравственности», «интеллектуальный потенциал выступает как целостная интегрированная система интеллектуальных ресурсов личности, осознанно реализуемых в деятельности», «интеллектуально-творческий потенциал необходимо рассматривать как интегративную характеристику личности, характеризующуюся единством когнитивного, эмоционально-личностного, мотивационно-волевого компонентов, подлежащих развитию в целенаправленно организованных условиях внеурочной деятельности». Такие компоненты как мотивация, знания, навыки, способности являются основополагающими для формирования и развития интеллектуально-творческого потенциала подростков и, так как, подростковый возраст обуславливается своими особенностями, благодаря гибкости мышления и психологическим особенностям, формирование данного потенциала является феноменом обязательным и нужным.

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‘FORMATION OF RESEARCH COMPETENCE BY GRADE 8 STUDENTS USING A CASE STUDY’

Abstract: In this article, the author discusses the formation of students’ research competencies. The article reveals the motivational, communicative, personal components of the structure of research competence. The definitions of the concepts “competence” and “research competence” are considered.

Key words: competence, case study, communicative competence, modern education system

Modern changes are taking place in the field of education in accordance with modern requirements. Due to the diversity of strategies in the country, much attention is paid to education. The main goal of the education development strategy is to adapt the education system to the new socio-economic conditions. Every year, the value of continuous education, self-improvement and self-education becomes a weighty argument for determining the quality of education. Accordingly, the main result of higher education is determined based on social needs. Today, the main demand in the country is a competitive, competent specialist with a broad outlook, able to compete on an equal footing with other professionals around the world, freely engage in intercultural communication.

In modern sociological and pedagogical sources, one can find various interpretations of the concepts of «competence» and «competency”. In its chronology of development, the concept of “competence” is considered as an acmyological category of human development, as well as a socio-professional category of “ability”.

According to Kunanbayeva S.S., the concept of “competence” is an integral characteristic of the quality of education, competence will be considered in a unit that reflects the relationship of “potential carrier” to “acting reality”.

The synonymous use of the terms “competence” and “competency” complicates the development of the theory and practice of competence. The concepts of “competence” and “competency” should be distinguished according to the criteria “potential - actual, given - mastered”. Competence defines a set of goals, responsibilities, tasks solved by a person, and ‘a set of knowledge, skills and abilities formed in the process of teaching a particular subject, as well as a set of skills and knowledge, skills and abilities, defined as the performance of an action’. (Bagramova N.V). According to Zimnyaya I.A., ‘a real, well-established

quality of a person, based on knowledge, is an intellectual and personal conditional social and professional characteristic of a person, his personal quality.'

Some researchers and teachers, such as Gusinsky E.N., Kuzmina N.V., think that the formation of research competence is carried out in terms of systematic and continuous educational process and the predictability of learning outcomes.At the same time, research competence is assumed to be a personal skill that is formed in the process of scientific work, which was aimed at independent knowledge of the unknown, solving difficulties.It depends on how the educational process will be built, what approaches the teacher uses in the educational process, whether the student will be able to continue learning without the help of others in the future.Therefore, at school age, it is necessary to form the research competence of students.

Case Study Technology.

Case-stage technology was introduced in the early twentieth century at the Harvard Business School in the United States. The main features of case technologies: case method - the study of practical situations from the point of view of real situations, incident report, students learn about the problem and look for ways to solve it. However, when using cases in school teaching, the problem of "collective thinking" immediately arose, when solving non-standard problems, schoolchildren reached out to the "leader", copied his ideas, but could not develop. In order to introduce this technology into the educational process, first of all, it is necessary to develop an effective case, develop a methodology for its application in the educational process.

The case structure includes:

− situation - real event, problem, event

− context of the situation - chronological, historical, context of the place, features of the action, explanation of the situation.

Case Study Method Ideas:

− The methodology is designed to study subjects that may have several answers to questions;

− Based on the formation of skills for joint creative work with educational objects;

− Knowledge and skills obtained as a result of applying the method.

There are repeatedly situations that comprehend particular one problem and three or four approaches to it. The students forced to determine individual and keep safe it reasonably. In this case, there is no require to communicate particular individual challenging situation: different from conventional instructional tasks, they include many solving and several different ways to calculate the problem.

The case method is reflected in the course of action of intelligent of students, a special example that stimulates him to determine and circumstance differently, to restore his innovational energy. The main outgoing here are clear democratization and translation of the educational cognitive process freedom of students, the materialization of their increasing communication of thinking, ethics and motive of pedagogical activity.

The case study arrangement helps to develop the teacher's originative intelligent and expand ability to constitute unique lesson content. Development of individual competence is to master the teacher's sufficient methods, to improve the cognitive operation of training, the qualification to systematize their training system in accordance with modern requirements. Accordingly, the challenge facing teachers is to develop extraordinary and ready for representation young people who are accomplished to acquire their own knowledge, application their accomplishments for universal expression.

The main purpose of the CASE STUDY technique:

− The formation of new qualities and skills in students;

− Develop the ability to analyze

− Solve various problems

− Learn to work with information

The main task of the stages of the case-study method: to provide evidence of individual actions, to identify the initiatives of the research participants. Students must independently read the text of the case and prepare answers to questions. At the beginning of the lesson, students are introduced to case studies and research work. In addition, students will be offered tasks to solve problems. Students work in small groups to prepare a collective answer to a temporary question posed by the teacher at the same time. In an action group, a "speaker" is selected or appointed to make decisions. If the question is well thought out, the decisions of the groups should not be contradictory. Speakers propose group solutions and ask questions. The teacher organizes and guides the general discussion. In addition, the teacher concludes the discussion by analyzing the discussion process of the case study and the work of all groups, gives a short explanation of the true development of the story, draws conclusions.

Using a case for grade 8.

According to the work of Savankova M.V and Zhussupbekov A.A. *"Methods and techniques of foreign*

language education: senior stage of secondary school", there are several ways for teachers to use case studies in the classroom. One of them is to use case studies to challenge learners' decisions and help them formulate new strategies. This is a typical case study method. Students formulate solutions and conclusions together and allow students to learn from each other.

I propose a case that you can use when going through the conversational topics "Hobby", "Free Time". It is desirable to use this case in the proposed form in high school, because texts containing information are quite complex both lexically and grammatically.

Case 'Are video games right for you?'

Teacher: *"Tell me, what are your hobbies? (Students answer)*

You see, the about popular relaxation is computer games. I determine computer games or video games are general not individual among children. Many adults furthermore appreciate playacting video games. Many citizens pay out their leisure time (or their assignment time) at their computers playacting games. Let's compare notes

It's great? Maybe this is helpful?

We will scrutinize approximately it, compare notes the advantages and disadvantages of recording games, and draw conclusions.

Video game

"Computer entertainments are conspicuously predominant these days. A collection of youngsters play computer distractions in systematize to escape gloomy reality and to battle with shocking creatures or to spare the world from cool outsiders. By and close to I am affectionate of playacting computer recreations. They subscribe to me an opportunity to dive into activating experiences: to overcome impediments, to fly an atmosphere ship or to pilot a shuttle, to untangle individual astounds, to see subsequently a effective pet, to put together cities, to amuse oneself assume distractions and in reality to control the existences of individuals. Computer entertainments are continually deed to be more life-like and complex. Modern styles and classification established up. That's reason I can't stand up to the attraction to invest in contemporary computer distractions each month. But concurring to specialists, computer distractions can be or maybe unsafe and they can hurt teenagers' wellbeing. They say that computer entertainments make inexperienced individuals unsociable and inactive. They are retained in entertainments without lecture each other for a long time. A collection of youngsters can play for hours without eating, resting.

In this case, teachers can ask the following questions to get the students' opinion about the case:

- What is your opinion on...?
- How do you feel about....?
- What are you thinking about....?

And students can use expressions to help them express their opinion about the situation:

- My point of view ...
- Well, as far as I understand ...
- It seems / seems to me that ...

In this article, various approaches to the definition of the concepts of "competence", "competency" were analyzed. The formation of the research competence of students of educational institutions is defined by us as an active creative interaction of teachers and schoolchildren, aimed at acquiring students of knowledge, skills and personal qualities that allow them to effectively carry out research activities. I have acknowledged that case - technology develops the ability to: analyze and establish a problem, clearly formulate, express and argue your position, communicate, debate, perceive and evaluate verbal and non-verbal information, make decisions taking into account specific conditions and the availability of factual information.

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FACTORS INFLUENCING THE FORMATION OF STUDENTS' ORAL COMMUNICATION SKILLS

Abstract: Modernization of the content of education and its structural system in modern schools is the main requirement of educational reform. It is the duty of every teacher to consider ways of education through the active and cognitive activities of students, the development of their speaking skills, the formation of a decision-making personality, the introduction of new learning technologies. In an age of rapid development of science and technology, increased flow of information, the main task before us is to develop human abilities and talents by forming the mental capacity. In short, we can achieve a certain success by using each technology. The humanization of the education system in the formation of the next generation as an individual, the effective use of the innovation process is a modern requirement.

Keywords: active and cognitive activities of students, capacity, individual, the main goal of teaching a foreign language.

The state compulsory standard of general secondary education of the Republic of Kazakhstan states that "the main goal of teaching a foreign language is to teach students to communicate in a foreign language at a basic level." Because in modern market conditions, mastering a foreign language, including English, the knowledge of a foreign language has become an urgent issue of life. Therefore, there is a need to diversify and complicate the various methodological approaches to teaching a foreign language to the younger generation. English is one of the most developed languages in the world in terms of artistry and imagery, purity and richness of vocabulary.[1]

In today's era of rapid globalization of education and science, economics, business, politics and competition, we all need to know three languages. That is, before the growing generation it is necessary to know how many languages. Modern school education is characterized by adaptation to the interests of man, able to make a conscious choice, to take independent decisions and strive to participate responsibly in public life. At the same time, there will be an actual creation of an innovative model of schools, aimed at cultivating a highly educated personality with an active civic position, able to compete in the international market, including the best of the best of the best examples of the best examples. One of the priorities of the country's educational policy in the implementation of these goals is the comprehensive development of the abilities of foreign language learners and the maximum disclosure of their potential. The formation of the oral speech of schoolchildren requires the use of active teaching methods and the principles of assessing progress, as well as the use of interaction methods. Their combination determines the quality of education. The content of the methodology used to teach speaking in English depends on the complex of knowledge, skills and abilities acquired by the student in language communication. The formation of oral speech skills in a foreign language lesson is a necessary condition for the communication process. Speech training is carried out in the form of monologues and dialogues. Speech skills in the form of monologues and dialogues are determined by the function of communication, such as informational, regulatory, ethical and emotional regulation. It is known that the communicative function of language is carried out not in the form of separate units, but in the form of conscious actions that communicate with each other. [2]Spoken language plays an important role in achieving communicative goals in teaching a foreign language. This is because through speech, people understand each other, express their thoughts, prove them, and express their feelings about the message they hear. Dialogic speech is not planned in advance, it occurs during the conversation. Students should be able to ask general and specific questions, answer various questions, and state whether they agree or disagree with something. Students must increase the speed of their speech, and each student must make at least two remarks during the conversation. In the development of dialogic speech, the role of lessons-conversations, lessons-excursions, lessons-games, lessons-conversations is important. Monologue speech development lessons are one of the main activities in teaching a foreign language. The monologue requires preliminary preparation. [3]

In the context of deepening ties between states and peoples in the field of industry, science and culture, education and upbringing, our democratic society currently needs specialists with a very high level of foreign language proficiency. They, in turn, lead and nurture the next generation. Therefore, one of the main tasks of the modern school is to improve the quality of teaching a foreign language to the level of free communication

of school graduates. After all, the main goal of language education is teaching a foreign language in a new way, using communicative methods and forms that contribute to the formation of a multicultural personality capable of cultural dialogue.[4]

Since language is a means of human communication, it is the basis of human speech. The Swedish linguist Ferdinand de Saussure was the first to point out that the study of speech is one of the biggest problems in linguistics. Scientists who studied children's language: A. Shakhnarovich, L. Shcherba, E. Kubryakova, S. Kanzelson: "Speech is a continuous process and it consists of the process of speech and listening." P. on the issues of speech situations and the creation of communicative learning conditions. Shubin, I.M. Berman and V.A. Buchbinder, V.A. Skalkin, G.A. Rubinstein, M. Rosenbaum, V.A. Artemov, Yu.I. Passov, A. Hornby and many other scientists were involved. In the methodology, the study of a foreign language is considered as an important stage in the formation of comprehensive skills and abilities to communicate in a foreign language. The goal of learning is not only the language system, but also the function of speaking in another language, as well as a means of communication. The study of the features of teaching oral communicative, unprepared and prepared, dialogic and monologue speech is one of the main practical goals of modern methods of teaching a foreign language at school. The formation and development of speaking skills remains a necessary condition for the success of the communicative process.[5]

Each subject has its own characteristics in the use of training technology. The basis of oral and written communication in a foreign language is laid in the primary school. A significant part of the educational time goes to the development of oral, figurative, orthographic, lexical and grammatical literacy. Thus, the teaching of the basic English language carries a multifaceted character, while the teacher pays special attention to the formation of speaking skills (monologic, dialogic and situational).

Oral speech is a form of speech activity in the form of thoughts, which is characterized by a productive type of action in the direction of speech activity in the expression of thoughts. And in the process of communication the speech is directed to the satisfaction of human needs.

Thus, as a type of speech activity, oral speech has the following characteristics:

- Personal contact,
- Connection with thinking,
- Connection with the communicative function of thinking.

Speech function is the result of mental, psychophysiological activity of the human brain. Therefore, speech activity is carried out due to a complex psychophysiological mechanism of speech activity. Learning a foreign language is a complex structure that is carried out in different situations of communication, highlighted by words. Types of speech activity: speaking (listening and speaking), reading, writing and language aspects: phonetics, vocabulary and grammar. Each of these components, in turn, is, for example, a means of oral communication, through which it is associated with the ways of obtaining information when listening, providing information during speech, exchanging information during a conversation. The use of oral communication should arouse genuine interest in students and a desire to engage with them. In modern methods of teaching foreign languages, oral speech is widely used as a means of teaching, allowing students to participate in verbal communication, starting with learning a foreign language. Words or grammatical constructions introduced by language learners through the active work of hearing, vision and speech, motor analyzers are stimulated by cognitive interest.[6]

The main goal of education is to prepare students for natural communication. The effectiveness of the learning process is determined by its purposefulness, in particular, by the fact that the student encounters natural speech difficulties in the learning process and, accordingly, learns to overcome them.

Objective factors - the conditions of auditory perception of the proposed text: unfamiliar grammatical phenomena, unfamiliar vocabulary, speech rate and its individual features, shortness of time and non-repetition of the received information

Subjective factors are determined by the features of the psyche that perceive a foreign language through hearing (phonemic and speech hearing, memory, attention, internal articulation, imagination, predictive abilities).[7]

Thus, speech is a key component of thinking. It is impossible to learn to read correctly in all its forms without mastering the spoken word. Mastering the function of speech involves the gradual formation of speaking skills and competencies. Speech corresponds to a certain type of action, and skills - to speech actions.

The formation of speaking skills is a prerequisite for the development of speech skills, its basis. Factors of its provision:

- good atmosphere in the classroom; positive emotional climate; trusting relationship between teacher and students, as well as between students of small language groups. These factors, along with communicative

motivation, contribute to the successful mastering of foreign language activities, the intensification of the learning process.

The essence of speech is thought. Speech formation is carried out during the exercises. The purpose of training should be to work with language and speech material. It is important to focus on students' ability to use phonetic, grammatical and lexical texts correctly, to develop the ability to use skills creatively in solving communicative tasks. Therefore, it is advisable to use reproductive exercises at this stage. Although the learner still has little language experience, the work should be focused on speaking a foreign language. Training is conducted on specific topics. Topics should be relevant to their interests. This helps to increase motivation. The choice and sequence of tasks can be the basis for gaining the necessary cognitive experience to strengthen self-confidence, develop skills of dialogue and monologue. Exercises should focus on independence of thought, allowing for diversity of thought. They allow not only to formulate and express their position, but also to cooperate with other participants in the learning process in pairs or groups. They try to understand the meaning of a word and observe how it combines with another word, as a result of which they repeat the words of different phrases they have learned before, form phrases.[8]

Prepares for the use of vocabulary in oral speech and creates a favorable environment for learning to read and write. They listen to different lexical complete speech patterns (typical sentences) and repeat them several times. The use of the required word or phrase is provided by visual aids, or a word, a phrase. Quantity, time, etc. listens to proposals related to changes and carries out transformation, ie change.

Oral performance of exercises - provides the ability to use the learned material in speech, gets acquainted with the learning material, performs various oral exercises without reference to the graphic representation of the learning material. The course allows you to expand your knowledge and develop your speaking skills. The main factors that a teacher should consider when speaking:

• language learner - to teach pronunciation, because he speaks only in spoken language. Learning to speak is a difficult task, starting with the first step in learning a language.

• language learner - the development of the ability to receive learning material through the auditory canal, which is one of the most important factors in learning a foreign language.

• language learner - listening to the material in a foreign language, connecting it with words.

• language learner - interest development. It is important to support their high activity in order to create a communicative environment in the lesson that encourages speaking.

It is important to work with music in order to be able to express their thoughts and feelings in a foreign language lesson. On the basis of working with music develops the skills of speaking, the ability to perceive a foreign language by hearing, the ability to use accurate musical materials, develops a positive attitude to a foreign language and the culture of other peoples. One of the tools to increase interest in the country and language of the language taught. Information and communication technologies (ICT) in foreign language teaching is a whole world of endless opportunities for effective use of foreign language teaching. The use of information technology creates a comfortable interactive learning environment, increases the motivation and activity of the lecturer, helps to accelerate and individualize learning, facilitates independent work.

It is necessary to ensure the development of a foreign language at the individual and creative level, the use of language as a means of communication.

In the context of teaching English:

• it is impossible to teach speaking without taking into account the requirements of the communicative approach;

• It is important to teach oral speech through dialogue-modeling, role-playing and other effective means using inductive and deductive methods;

• To ensure the effective development of oral skills, it is necessary to use a set of exercises for teaching dialogic speech, focusing on the monologue.

Thus, the integrated use of all new pedagogical and information technologies in the learning process stimulates personal, intellectual activity, develops cognitive processes, promotes the formation of competencies in the student to learn a foreign language. Since language is a means of communication, it is the basis of speech, it speaks a lot of vocabulary, develops the ability to use rules and speech. This allows you to use English fluently as a useful tool in practice.[9]

When working with text, students should be introduced to new words, try to express themselves correctly, ask questions, understand the question and give clear answers. It is necessary to be able to compose and narrate sentences with familiar words, phrases and new words found in the text, to conduct competitions, trips, games in each class, using test questions on topics.

The use of video materials, slides, pictures, diagrams, tables with multimedia text also allows students to memorize the concepts expressed in words a hundred times a day. Development of oral language skills of

primary school students through information and communication technologies is carried out with the help of computer software and hardware.[10]

One of the methods of speaking is development through dialogue. Spoken communication develops a student's language. In order to create a dialogue, it is necessary to develop students' vocabulary related to reading a certain topic, learn new words, explain their meaning, learn the forms that make them, learn to compose sentences, connect words and phrases, systematically express their thoughts. Then the student tries to speak fluently during the dialogue, to build the dialogue correctly, taking into account the grammar of the Kazakh language. Dialogue has a lot to do with the development of spoken language. Dialogue is the most basic form of communication. Relationships between people begin with greetings. The teacher talks to the students from the beginning of the lesson. Conversations are created by giving assignments on a specific topic. Dialogue can be used both as a whole and individually with listening. Students are interested in learning to communicate through purposefully organized situations. Dialogic speech corresponds to the basic principles of communicative learning. Its principle is that communicative learning should take place only in the case of an answer. And oral communication is carried out through interrogation. Any type of communicative speech activity is based on the level of lexical and grammatical preparation. Oral communication and textual work of the situation are the main tools for the organization of active speaking. Pupils' speaking skills consist of a system of speaking, the ability to compose a short and complete answer to a question, the ability to summarize and present what they read, both orally and in writing - the skills of composition, writing. In order to develop the language, the teacher needs to carry out various methods, work, develop the ability to speak, to compose a dialogue on the text, to tell the content of the text. This approach helps you to quickly understand and memorize a new lesson. With the help of diagrams, students can easily create a story on any topic, express their thoughts, develop oral language, increase vocabulary and become fluent. Children compose a story using the diagram provided.

The content of the teaching method used to teach speaking in English depends on the set of knowledge, skills and abilities acquired by the student in language communication. Speech training is carried out in the form of monologues and dialogues. Speech skills in the form of monologues and dialogues are determined by the function of communication, such as informational, regulatory, ethical and emotional control. In a foreign language lesson, you can develop speaking skills through games, questions and answers, filling in the words of a poem, composing a text based on a picture, and using cards. Methods used in English lessons to develop students' language skills, knowledge, and interest in speaking include: The oral method is used to build theory and fact-based knowledge, to complete homework and a new lesson, and to repeat rules.[11]

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«ПРОЕКТНАЯ РАБОТА-КОНЦЕПЦИЯ ОБУЧЕНИЯ»

Аннотация. В статье рассматривается подход к проектной работе, основанный на утверждении о том, что для успешного владения иностранным языком следует знать не только языковые формы, но также иметь представление о том, как их использовать для целей реальной коммуникации и какие виды упражнений можно использовать для развития данных навыков.

Ключевые слова: коммуникативные компетенции, самостоятельное обучение, общение, урок-проект, проектная деятельность.

На сегодняшний день конечной целью обучения студентов иностранному языку является обучение свободному ориентированию в иноязычной среде и умению адекватно реагировать в различных ситуациях, то есть общению. Чтобы научиться общению на иностранном языке, нужно создать реальные, настоящие жизненные ситуации (т. е. то, что называется принципом аутентичности общения), которые будут стимулировать изучение материала и вырабатывать адекватное поведение. Студенты должны быть готовы использовать язык для реальной коммуникации также вне занятий, например, во время посещения страны изучаемого языка, во время приёма иностранных гостей дома, при переписке, при обмене аудио и видеоматериалами, результатами заданий и т. п. с друзьями в стране изучаемого языка. Коммуникативную методику можно использовать на уроках-проектах.

Таким образом, на своих занятиях я предпринимаю попытки вовлечь студентов в живую иноязычную речь посредством различных видов проектов и форм языкового моделирования.

Проектная методика характеризуется высокой коммуникативностью и основана на цикличной организации учебного процесса, то есть учебный процесс планируется по циклам, которые подразделяются на начальный, средний и завершающий. Это дает мне возможность проектировать результат моей личной учебной деятельности и моих учеников в конце каждого этапа обучения. На моих уроках это может происходить в виде различных форм обобщения всей работы.

Опыт работы над технологией методики проекта в течение нескольких лет позволяет провести анализ и дать ответ на вопрос: «Как данная технология влияет на обучение иностранному языку»[1].

Е.С.Полат выделяет следующие умения, которые способствуют успешному овладению проектной деятельностью:

интеллектуальные (умение работать с информацией, с текстом (выделить главную мысль, вести поиск информации в иноязычном тексте), анализировать информацию, делать обобщения, выводы и т.п., умение работать с разнообразными справочными материалами);

творческие (умение генерировать идеи, для чего требуются знания в различных областях; умение находить не один, а несколько вариантов решения проблемы; умения прогнозировать последствия того или иного решения);

коммуникативные (умение вести дискуссию, слушать и слышать своего собеседника, отстаивать свою точку зрения, подкреплённую аргументами; умение находить компромисс с собеседником; умение лаконично излагать свою мысль)»[2].

Проект - это возможность учащихся выразить свои собственные идеи в удобной для них творчески продуманной форме: изготовление коллажей, плакатов, объявлений, исследования с последующим оформлением и т.д. В процессе проектной работы ответственность за обучение возлагается на самого ученика. Самое важное то, что ребёнок, а не учитель определяет, что будет содержать проект, в какой форме и как пройдёт его презентация.

Для чего нам нужен метод проектов? Научить учащихся самостоятельному, критическому мышлению. Научить ориентироваться в информационном пространстве. Размышлять, опираясь на знание фактов, закономерностей науки, делать обоснованные выводы. Принимать самостоятельные аргументированные решения. Научить работать в команде, выполняя разные социальные роли.

При выполнении проектной работы, которая может быть представлена в устной и письменной форме, необходимо придерживаться, на мой взгляд, следующих рекомендаций:

Во-первых, поскольку проектная работа дает возможность учащимся выражать собственные идеи, важно не слишком явно контролировать и регламентировать школьников, желательно поощрять их самостоятельность.

Во-вторых, проектные работы являются главным образом открытыми, поэтому не может быть четкого плана их выполнения. В процессе выполнения проектных заданий можно вводить и некоторый дополнительный материал.

В-третьих, большинство проектов может выполняться отдельными учащимися, но проект будет максимально творческим, если он выполняется в группах. Это особенно важно, например, при подборе картинок для коллажей и другой работе подобного рода. Некоторые проекты выполняются самостоятельно дома, на некоторые из проектных заданий затрачивается часть урока, на другие - целый урок, поэтому в классе желательно также держать старые журналы, ножницы, клей. Третья рекомендация еще раз подчеркивает важность и эффективность учебного сотрудничества

Самостоятельное обучение способствует получению фактических знаний, глубокому пониманию и мотивации учащихся. Мониторинг пути обучения является ключевым компонентом самостоятельного обучения и положительно влияет на приобретение знаний. Все эти результаты указывают на важность самостоятельного обучения, но также и на тот факт, что этот процесс необходимо начинать осторожно и внедрять в учебную среду, которая предлагает ориентацию.

Проект осуществляется по определенной схеме:

1. Подготовка к проекту.

Приступая к созданию учебного проекта, следует соблюдать ряд условий:

предварительно изучить индивидуальные способности, интересы, жизненный опыт каждого ученика

выбрать тему проекта, сформулировать проблему, предложить учащимся идею, обсудить ее с учениками.

2. Организация участников проекта.

Сначала формируются группы учащихся, где перед каждым стоит своя задача. Распределяя обязанности, учитываются склонности учащихся к логичным рассуждениям, к формированию выводов, к оформлению проектной работы. При формировании группы в их состав включаются школьники разного пола, разной успеваемости, различных социальных групп.

3. Выполнение проекта.

Этот шаг связан с поиском новой, дополнительной информации, обсуждением этой информации, и ее документированием, выбором способов реализации проекта (это могут быть рисунки, поделки, постеры, чертежи, викторины и др.). Одни проекты оформляются дома самостоятельно, другие, требующие помощи со стороны учителя, создаются в классе. Главное – не подавлять инициативу ребят, с уважением относится к любой идее, создавать ситуацию «успеха».

4. Презентация проекта.

Весь отработанный, оформленный материал надо представить одноклассникам, защитить свой проект. Для анализа предлагаемой методики обучения важны способы выполнения и представления проекта. Так, у школьников может быть специальная тетрадь только для проектов. Проекты могут выполняться на отдельных листах и скрепляться вместе, образуя выставку, монтаж. Группы могут соревноваться друг с другом. Проектные задания тщательно градуируются, с тем, чтобы учащиеся могли выполнять их на английском языке. Поощряется вначале черновой вариант, а потом чистовик.

5. Подведение итогов проектной работы)[3].

Количество шагов – этапов от принятия идеи проекта до его презентации зависит от его сложности.

Можно выделить следующие проекты:

№	**Виды проектов**
1	Конструктивно-практические проекты
2	Игровые – ролевые проекты
3	Информативно-исследовательские проекты
4	Сценарные проекты - Творческие работы
5	Издательские проекты

Используя в нашей работе проектную методику, мы пришли к выводу, что при обобщении, закреплении и повторении учебного материала, а особенно при организации его практического применения этот метод очень эффективен. Особенно привлекательным для нас является тот факт, что проектное обучение активно влияет на мотивационную сферу обучаемого. Очень важно также и то, что в работе над проектом обучающиеся учатся сотрудничать, а обучение в сотрудничестве

воспитывает в них такие нравственные ценности, как взаимопомощь, желание и умение сопереживать; совершенствует общую культуру общения и социального поведения в целом, формирует творческие способности и активность обучаемых, т.е. идет неразрывный процесс обучения и воспитания, и приводит учеников к практическому владению иностранным языком.

Использование инновационных технологий в преподавании не только подогревает мотивацию детей, не только делает уроки более разнообразными и интересными, но также способствует саморазвитию. Проектная методика является эффективной инновационной технологией, которая обеспечивает:

значительное повышение уровня владения языковым материалом и говорением как одним из видов речевой деятельности;

повышение уровня внутренней мотивации учащихся;

повышение уровня самостоятельности учащихся, уровня сплоченности коллектива;

повышение общего интеллектуального развития учащихся.

Каждая форма обучения также имеет свои сильные и слабые стороны, желаемые и нежелательные эффекты при различных обстоятельствах, которые наблюдаются у учащихся. Не конкретный подход, а широкий репертуар соответствующих ситуаций, которые больше всего помогают учащемуся.

Для проведенного здесь анализа была выбрана литература последних двадцати лет, которую чаще всего можно встретить в библиотеках вузов и школ или которую можно увидеть во многих дискуссиях с коллегами как наиболее распространенную в настоящее время проектную литературу. Речь шла не столько о практических и опытных отчетах, сколько о презентации реализуемых моделей проектов. Поэтому выбор не случайный, а преднамеренный. Это проектная литература Карла Фрея (2008 г.), Дагмар Гензель (2009 г.), Герберта Гудьонса (2001 г.), Вольфганга Эмера и Клауса-Дитера Ленцена (2002 г.). Выбранные модели представлены в трех аспектах. Выделены три аспекта, а именно критерии, которые отдельные авторы называют уроками проекта, описание разработанной модели и создание матрицы, которая показывает, соответствует ли соответствующая модель характеристикам самостоятельного обучения) [4].

Разработка каталога критериев важна для того, чтобы иметь возможность классифицировать и оценивать примеры, которые называются проектами на практике, представление модели для ее оценки и анализа сильных и слабых сторон и матрица, чтобы выяснить, какие из них, по утверждению моделей, обеспечивают возможность самостоятельного обучения. На основе сформулированных до сих пор соображений характеристики самонаправленного обучения теперь применяются в качестве матрицы к модели проекта Фрея, которую мы использовали в ходе исследования.

Характеристики проектного обучения по модели Карла Фрея

Функция	**Выполнение**	**Обоснование**
1.Саморегуляция		
Мотивация	+	Учащиеся сами выдвигают проектную инициативу, это тема из области их интересов; сами определяют сферу деятельности
Когнитивные стратегии	+	Методологическая процедура определяется точным расписанием; учащиеся решают для себя, что они делают, когда и кто что делает, они также договариваются об их цели и в какой форме проект должен быть завершен; Учащиеся должны собирать информацию и выбирать подходящие стратегии обучения. Учащиеся обобщают и закрепляют важную информацию.
Метакогнитивные стратегии	+	Учащиеся должны активно взаимодействовать с самостоятельно выбранным сферой деятельности; им следует использовать стратегии обучения или применять их самостоятельно, а также самостоятельно получать и добывать информацию; отдельные этапы проекта организуется и проводятся учащимися, и они сами контролируют и регулируют собственный процесс обучения.
Рефлексивность и осознанность	+	Учащиеся точно знают, что они делают; ход проекта определяется ими и снова и снова проверяется по фиксированным точкам; они ставят перед собой цели и стараются их придерживаться, действовать осознанно и обдуманно.
2.Кооперация	+	Взаимодействие и групповая работа рассматриваются как важные элементы проекта; продукт может быть получен только вместе и при разделении труда; Здесь основное внимание уделяется процессам взаимодействия.

3. Личные результаты (культура обратной связи)	+	Метод проектов имеет воспитательный эффект; образование личности находится на переднем плане; Учащиеся обретают уверенность в своих действиях.

Таким образом, проектная методика основана на личностно-деятельностном подходе и в большей степени способствует формированию вторичной языковой личности, развитию и совершенствованию первичной языковой личности, а значит и совершенствованию иноязычной коммуникативной и межкультурной компетенции школьников в целом.

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DEBATES AS A FORM OF ORGANIZING EDUCATIONAL WORK WITH HIGH SCHOOL STUDENTS

Abstract: The article describes the skills that students develop in the form of debates in educational work. The debate helps students to find evidence that is relevant to the situation, to determine the purpose of working with the text and the collection and analysis of information, to identify the main idea when reading different texts, and so on. develops skills. Opportunities to conduct educational classes in the form of debates improve the skills and abilities necessary for students (public speaking, analysis of important issues, analysis of the informational text, the development of interaction with each other).

Keywords: debate, high school students, educational work, critical thinking, skills, abilities

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ЖОҒАРЫ СЫНЫП ОҚУШЫЛАРЫ МЕН ТӘРБИЕ ЖҰМЫСЫН ҰЙЫМДАСТЫРУДАҒЫ ДЕБАТТЫҢ АЛАТЫН ОРНЫ

Түйін: Мақалада тәрбие жұмыстарын дебат түрінде жүргізу барысында оқушыларда қалыптасатын іскерліктер, дағдылар жайлы баяндалады. Дебат оқушыларда жағдаятқа сәйкес үйлесімді дәлелдемелер таба білуге, мәтінмен жұмыс істеудің мақсатын және ақпарат жинау мен талдауды анықтау, әртүрлі

мәтіндерді оқығанда негізгі ойды анықтай алу және т.б. іскерліктерді дамытады. Тәрбие сағаттарын дебат формасында өткізудің мүмкіндіктері оқушыларға қажетті (көпшілік алдында сөз сөйлеу, маңызды мәселелерді талдау, ақпараттық мәтінді талдау, бір-бірімен өзара әрекеттерді дамыту) іскерліктері мен дағдыларын жетілдіреді.

Тірек сөздер: дебат, жоғары сынып оқушылары,тәрбие жұмысы, сын тұрғысынан ойлау, іскерліктер, дағдылар

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ДЕБАТЫ КАК ФОРМА ОРГАНИЗАЦИИ ВОСПИТАТЕЛЬНОЙ РАБОТЫ СО СТАРШЕКЛАССНИКАМИ

Аннотация: В статье рассказывается о навыках, которые вырабатываются у студентов в ходе воспитательной работы в форме дебатов. Дебаты помогают учащимся найти доказательства, соответствующие ситуации, определить цель работы с текстом и сбора и анализа информации, выявить основную мысль при чтении разных текстов и т.д. развивает навыки. Возможности проведения воспитательных занятий в форме дебатов совершенствуют необходимые для учащихся навыки и умения (ораторское искусство, разбор важных вопросов, анализ информационного текста, развитие взаимодействия друг с другом).

Ключевые слова: дебаты, старшеклассники, воспитательная работа, критическое мышление, навыки, умения

Today, the main goal of our country is to educate a patriotic generation, competitive, educated, loving the country and the land, respecting other countries. Along with the requirements of the time, the requirements for educational institutions, including schools, are also changing. This can be seen in the messages of the country's leadership to the people ("Eternal Country", "Future Orientation: Spiritual Revival", "Cultural Heritage", "Seven Edges of the Great Steppe", etc.). The organization of the educational work of high school students is based on the above messages.

The purpose of the State Program of Education and Science Development of the Republic of Kazakhstan for 2020-2025 is to increase the global competitiveness of Kazakhstan's education and science, individual education and upbringing on the basis of universal values. That is, in order to bring up a patriotic, competitive generation, we need to pay special attention to the educational work of high school students and differentiate the forms of educational work in schools.

Achieving a level of competitiveness of high school students in accordance with the requirements of market-oriented educational services reflects the level of education of the state. Educational work at school is aimed at the formation of each child as an individual who defines the purpose of life and ways to achieve it. School is the main link in the education system, where a generation with creative thinking and universal moral qualities should be brought up.

The future of every nation, of all mankind, depends on the younger generation. And one of the most important conditions for the development of society is the education of citizens who are able to socialize, respect the rights and freedoms of the individual, have high moral qualities, show national tolerance, respect the language, traditions and culture of other peoples.

In this regard, the use of debate as a form of educational classes in the school system is very effective.

As a result of the widespread use of debate in the education system and in public life in recent years, debate as a game; as a pedagogical technology; considered as a form of teaching hours.

The concept of "debate" (from the French word debattre - debate) is really similar to what we understand through discussion. Discussion (Latin discio - consideration, research) - discussion of a controversial issue; each side to study the issue, which contradicts the opinion of the interlocutor, justifies its position and requires the achievement of goals [1]. An important feature of the debate that distinguishes it from other types of debates is the ability to argue. The debate can be used in the following areas:

- in educational work (including in order to develop teamwork skills, endurance, ability to quickly navigate in difficult situations, responsibility, leadership skills, self-presentation skills);

- in educational work (including in order to develop teamwork skills, endurance, ability to quickly navigate in difficult situations, responsibility, leadership skills, self-presentation skills);

- in the development of research skills (contributes to the formation of skills of working with sources of scientific information, scientific research, research activities);

- as a kind of intellectual game

Debate is a game technology that involves a certain level of competition. It is important that the person who is able to build the most logical line of evidence is the winner, because one of the disputing parties cannot have an unconditional right. At first glance, this contradicts didactic principles, but it connects the discussion with life and social experience: each issue has two sides, at least each solution has its supporters and opponents.

The interactive game "Debate" is an effective tool to teach high school students to be able to formulate their position clearly and logically, to find evidence and arguments to support the proposed ideas. The technology of the game and its achievements have not been studied in practice in the science of pedagogy, and in this regard, the analysis of the results achieved by students and teachers in school debates in self-development and self-education seems relevant. The value of the interactive game "Debate" as a technology of education and upbringing is as follows.

1.Participation of students in the "Debate" prepares them for life in a democratic society, the lack of debate skills of citizens limits the exercise of their constitutional rights. The facts show that if a person does not exercise his right to freedom, he will be deprived of it. A young person accustomed to debate significantly increases the chances of effective participation in the management of society. Zhang Zhennan, a professor at Taipei Pedagogical University (Taiwan), expressed a similar view in the Debate Game: "In order to promote democracy, every citizen must be guaranteed the opportunity to exercise their right to speak. Debate helps to improve the debate skills of high school students, improve the quality of speech, as well as teach students to speak logically and clearly, thus helping to accelerate the development of a democratic society "[1].

2. Debate develops in students the qualities necessary for social leaders. Analyzing the main characteristics of the institution of the presidency in the United States, the American historian Arthur M. Schlesinger emphasizes that the president needs two qualities to successfully run the country: first, the ability to direct voters in one place. all directions or other; secondly, to be able to explain to voters the correctness of the path shown by the President. A. Schlesinger rightly points out that these skills are not natural talents, but can be developed in the process of socialization. He also notes that during the election campaign, which was essentially politically controversial, there were many educated governors and managers at various levels, who could be used not only in politics but also in other areas of human activity [2].

3. "Debate" games allow high school students to regularly exercise to justify their positions in all areas of everyday life. Being able to justify and justify one's point of view at any time, anywhere is the most effective way to hold a debate. [3].

4. The debate helps to create a stable motivation for high school students to learn. Students participating in a debate usually have two goals: temporary - to be motivated to participate in the competition or to win; long-term - deepening of knowledge, development of abilities. The temporary goal, combined with the long-term goal, creates an active learning environment and encourages the development of positive personality traits, helps to correct students' misconceptions and teaches them to independently check the quality of knowledge and skills.

5. The debate provides students with a deeper understanding of socio-cultural and political issues. Unfortunately, students, like ordinary people, are poorly focused on modern issues.

By participating in the debate, students learn not only the techniques of proof, but also the study of the issues discussed during the debate. Students, participants in the debate, analyze a wide range of aspects related to the topic of the debate in preparation for the speech. The purpose of the debate course for high school students is to develop students' skills of comprehensive problem analysis, the latest knowledge of the world around them, the ability to respond quickly and adequately to difficulties. and readiness to make independent decisions. Only in this case, we can say that the game of "debate" will become a full-fledged educational technology.

6.Debate promotes the development of critical thinking. Critical thinking plays an important role in education as an integral part of scientific thinking. There are many interpretations of the term "critical thinking". In this article, we follow the definition given by L. Carfiss, a scientist at the American Institute of Higher Education: "Critical thinking is a quality of a person who can study a problem in detail, combine all the information about it, and develop the ability to think. solution, formulation of a hypothesis and proof of its reliability. By participating in the debate, students learn to think critically at the same time. A

study conducted in the United States in 1940-1970 showed that students who participated in the debate club competition showed better results in the logic exam than those who did not participate in the debate [2].

7. Debate is an effective way to combine knowledge. American researcher A.S. Byrd noted that the solution of any issue in the discussion process is associated with many areas of knowledge. Teachers are encouraged to study the experience of debate clubs and adopt interdisciplinary learning and application technologies from their participants, aimed at creating a holistic picture of the world among students [2].

Debate develops the skills of gathering complete information. Clearly, the ability to quickly gather a variety of information on a topic of interest is one of the prerequisites for successful performance in "debate" competitions, as in any professional activity.

9. The debate contributes to improving the quality of pedagogical leadership (quality of education) in the educational and cognitive and educational-organizational activities of high school students. The organizers and mentors of the debate group plan the process of studying the issue from the position of each of the two opposing parties, assist the offensive and defensive parties in formulating arguments and counter-arguments, conduct litigation among students, analyze and refine positions. with teams.

Achieving the goals achieved through debate technology is based on the observance of three basic principles.

1.Debate may not be directed against a person. Arguments against the ideas and opinions of opponents can be formulated, but not to criticize or insult even more opponents.

2. The debate is based on truth. Sometimes it's hard to be honest: you have to admit that there is no evidence or that the logical constructions are wrong. But the manipulation of arguments should be avoided.

3. Debates in educational practice are not aimed at competition between them, but at the education and development of students, their socialization. This is a learning technology dressed in a rival uniform. The competitive moment of the debate attracts many of its participants, but it is important that it does not become an advantage. The advantages of debate technology include [4]:

- to form the field of in-depth and comprehensive consideration of the issue in preparation for the debate;
- develop the ability to analyze and compare different ideas and facts, draw valid conclusions, create a chain of proof;
- develop the ability to focus on the essence of the problem;
- development of procedural skills: obtaining and processing information, use of libraries, contouring of texts, etc .;
- mastering the skills of debate culture: the ability to listen to the arguments of opponents, the correct use of non-verbal communication language (facial expressions, gestures, intonation);
- develop the ability to clearly organize and communicate their ideas orally and in writing;
- cultivate tolerance for different views, including those that differ from their own;
- development of self-confidence;
- formation of team work skills;
- ability to work with unfamiliar ideas, etc.

The debate is at the heart of the discussion. Describing the possibilities of discussion in the learning process, it should be noted that due to the high degree of spontaneity, it can not act as an independent method of mastering the learning material, as it does not ensure the achievement of approved (planned) results. However, as an element, it is included in almost all traditional and innovative technologies and teaching methods.

Debate can be used as a tool for the development of communicative competence in the study of basic disciplines and in special classes for the development of methods of debate. The culture of debate assumes that each participant follows certain rules and regulations, the development of which leads to the formation of communication competencies.

- free exchange of views;
- respect the opinion of each participant in the discussion;
- resistance to criticism.

It is psychologically very difficult to follow these rules during a free debate. Therefore, first of all, different forms of regulated discussion are used in pedagogy; secondly, in-depth reflexive analysis, the moment of understanding the student's own activity as a participant in the dialogue is very important.

During the educational hours using the form of debate, students ask questions on their own, observe other aspects of the problem, determine the purpose of the speech; be able to find relevant evidence for a given situation and class, create a report, determine the purpose of working with the text and the collection and analysis of information, identify the main idea when reading different texts, etc. develops skills. Debate has a complex impact on the development of students, because the potential of the debate is very high. . Opportunities to conduct educational hours in the form of debates improve the skills and abilities necessary for the formation of communicative competencies of students (dialogue, public speaking, analysis of important issues, analysis of the informational text, the development of partnerships). For example: Dialogic communication skills (increased ability to ask questions on their own, to observe other aspects of the problem, to understand the issues raised by the other player in the debate; to be tolerant of different views on the issue);); Public speaking skills and abilities (determine the purpose of the speech; the ability to find relevant evidence for the task; to get acquainted with the topic, find the main idea, prepare notes, take into account the time of the speech, consider possible questions, collect the necessary documents for its answers, etc. .b.) [3].

The purpose of the school in improving the quality of education and upbringing is to focus on the formation of a common system of knowledge, business and skills, ie the formation of basic skills in the process of increasing the personal responsibility of the student. Such basic qualifications include social and civic qualifications, which form civic responsibility, spirituality and culture, high ability. One of the manifestations of social and civic competence is critical thinking and communicative business.

In conclusion , a modern person should not only acquire knowledge, but also grow up to be a patriotic generation that can speak fluently, express themselves freely, love the country and the land, respect other nationalities, and have the ability to apply the knowledge, skills and abilities in practice. must be. Debate is an indispensable treasure in the education of high school students.

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РОЛЕВАЯ ИГРА НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА

Аннотация: В статье рассматриваются вопросы, касающиеся использования ролевых игр на уроках иностранного языка. Как мы знаем, основной задачей каждого учителя является постоянное поддержание интереса к изучению иностранного языка. Скучный урок не доставляет удовольствия ни учителю, ни учащимся. Исходя из этого, становится ясно, что актуальность данной темы вызвана несколькими факторами. С другой стороны, наиболее важной проблемой преподавания иностранного языка является обучение устной речи, создающей предпосылки для раскрытия коммуникативной функции языка. Наиболее эффективным способом решения этих проблем являются учебные игры и вовлечение учащихся в игровой процесс.

Ключевые слова:ролевые игры,обучение,задания,сюжет,иностранный язык.

Об обучающих возможностях использования игрового метода известно давно. Многие ученые, занимающиеся методикой обучения иностранным языкам, справедливо обращали внимание на эффективность использования игрового метода. Это объясняется тем, что в игре проявляются особенно полно и порой неожиданно способности любого человека, а ребенка в особенности. Й. Хейзинга отмечал, что человеческая культура возникла и развертывается в игре, как игра. Однако хочется отметить, что использование игры недостаточно хорошо изучено в преломлении к обучению иностранным языкам. А ведь именно игра может выполнять исключительную роль усиления познавательного интереса, облегчения сложного процесса учения, создания условий для формирования творческой личности учащихся, а также вывести профессиональное мастерство учителя на уровень современных технологий.

В настоящее время большой интерес вызывает использование ролевых игр на уроке иностранного языка для моделирования реальной ситуации общения. Поэтому, думается, что необходимо подробнее остановиться на ролевой игре. К ролевой игре методика обучения иностранным языкам идет уже давно. Упражнения типа «прочитайте по ролям, инсценируйте диалог (Role-play the Dialogue)» занимают прочное место в арсенале методических приемов, а подобные инструкции можно встретить во всех учебниках иностранного языка. Секрет популярности ролевых игр среди учителей и учащихся прост. Являясь учебной моделью межличностного группового общения, специфической организационной формой обучения устно-речевому общению, основанному на коммуникативном принципе, ролевые игры легко вписываются в урок и, кроме всего прочего, доставляют учащимся неподдельное удовольствие.

Ролевая игра используется для решения комплексных задач усвоения нового материала, закрепления и развития творческих способностей, а также для формирования обще учебных умений. Она дает возможность учащимся понять и изучить учебный материал с различных позиций. Социальная значимость ролевых игр в том, что в процессе решения определенных задач активизируются не только знания, но и развиваются коллективные формы общения. Что касается собственно ролевых игр, то их вид и свойства можно представить следующим образом:

• Контролируемая
• Умеренно контролируемая
• Свободная
• Эпизодическая
• Длительная

Контролируемая ролевая игра является более простым видом и может быть построена на основе диалога или текста.В первом случае учащиеся знакомятся с базовым диологом и отрабатывает его. Затем совместно с учителем они обсуждают содержание диалога,прорабатывают нормы речевого этикета и необходимую лексику.После этогоучащимся предлагается составить свой вариант диалога,опираясь на базовый и используя написанные на доске опоры.Новфй диалог может быть похож на базовый, но в нем необходимо использовать другое наполнение,другую форму вопросов и ответов,диалог этот может быть короче или длиннее базового.Кроме того, по мере необходимости учитель может давать инструкции по ходу ролевой игры.

Вторым видом контролируемой ролевой игры является ролевая игра на основе текста. В этом случае после знакомства с текстом учитель может предложить одному из учиников сыграть роль какого-либо персонажа из текста,а другим учиникам –взятьунего интервью.Причем учиники-репортеры могут задавать не только те вопросы,ответы на которые есть в тексте ,но и любые другие их интересующие,а учиник ,исполняющий роль персонажа, может проявить свою фантазию при ответе на эти вопросы.Как и в первом случае,учитель может давать инструкции, помогая учащимся походу ролевой игры.

Более сложной является умеренно контролируемая ролевая игра, в которой участники получают общее описание сюжета и описание своих ролей.Проблема заключается в том, что особенности ролевого поведения известны только самому исполнителю.Остольным участникам важно догадаться,какой линии поведения следует их партнер,и принять соответствующее решение о собственной реакции.

Наиболее сложными являются свободная и длительная ролевые игры,открывающие простор для инициативы и творчества.

Что касается свободной ролевой игры,то при ее проведении сами учащиеся должны решить, какую лексику им использовать ,как будет развиваться действие.Учитель только называет тему ролевой игры, а затем просит учащихся составить различные ситуации, затрагивающие различные аспекты данной темы. Также учитель может разделить класс на группы и предложить каждой группе выбрать тот аспект предлагаемой темы,который им наиболее близок. При этом, если потребуется, он помогает учащимся в распределении ролей и в обсуждении того, что необходимо сказать по выбранной ситуации,или оказывает какую-то другую помощь.

Творческое ролевое общение требует развития социальных умений. Поэтому ролевые игры на уроках инастранного языка нередко включают элементы социальноготренинга (упражнений в общении).Приведем примеры подобных заданий:

- **line-up** (учащиеся стараются как можно быстрее выстроиться в ряд в соответствии с предложенными признаками);
- **rounds** (участники «круга» произносят каждый свое слово таким образом, чтобы образуемое предложение звучало так плавно, как если бы произносил один ученик);
- **strip-story** (каждый ученик получает свою фразу и старается быстрее занять соответствующее место в «рассказе»);
- **smile** (учащиеся подходят друг к другу и с обязательной улыбкой обмениваются репликами);
- **flower** (ученики дарят друг другу цветок, произнося при этом: «Я дарю тебе цветок, потому что ты хороший друг и т.п.»), учащиеся говорят друг другу приятные слова;
- **contacts** (ученики подходят друг к другу и начинают беседу);
- **reflection** (ученики пытаются представить, что о них думают другие школьники);
- **listening** (ученики слушают друг друга и кивают в знак согласия или несогласия);
- **politeness** (ученики обращаются друг к другу с вежливыми просьбами);
- **respect** (ученики говорят о своем уважении друг к другу, подкрепляя высказывания примерами);
- **concessions** (школьники учатся уступать друг другу в споре);
- **gratitude** (работая вместе, ученики выражают друг другу благодарность за оказанную помощь);
- **conflict** (ученики учатся правильно реагировать на «эмоциональную фразу» партнера).

К перечисленным заданиям можно добавить и еще много других, но все они должны быть направлены на формирование у учащихся необходимых социальных умений.

Ролевая игра может использоваться при обучении иностранному языку школьников любого

возраста. И поскольку игра остается в младшем школьном возрасте пока еще ведущей формой деятельности ребенка, то с её помощью следует обучать детей иностранному языку. Тем самым повышается мотивация школьников к изучению иностранного языка. В процессе обучения иностранному языку старших школьников применятся деловая игра, в основе которой лежит модель некой реальной деятельности. Широко известны такие игры, как «Суд», «Дискуссия», «Выборы» и другие. Игра позволяет приблизить обстановку учебного процесса к реальным условиям порождения потребности в знаниях и их практическом приблизить обстановку учебного прцесса к реальным условиям порождения потребности в знаниях и их практическом применении, что обеспечивает личностную познавательную активность школьникоков . Что же касается примениния ролевой игры в процессе обучения школьников средного звена, то здесь целесообразность данного приема обуславливается тем, что основной психологической потребностью подростка является овладение формами общения . А так как ролевая игра как раз и моделирует межличностное групповое общение, то она находит отклик у учащихся 7-9 –х классов.

Рассмотрим свойства ролевой игры и ее характеристики. Прежде всего, необходимо уточнить, что в данном контексте под ролевой игрой будет пониматься любое условное воспроизведение ее участниками реальной практической деятельности людей. Как считают Р.У. Родригес и Р.Г. Вайт,«ролевая игра соединяет классную комнату и жестокую реальность».

Ролевая игра обладает большими обучающими возможностями, которые заключаются в следующем:

Обучающие возможности	**Содержание**
Ролевая игра как самая точная модель общения	Предполагается подражание действительности в ее наиболее существенных чертах
Ролевая игра обладает большими возможностями мотивационно-побудительного плана	Точно обозначенные предполагаемые обстоятельства создают общий побудительный фон, а конкретная роль, которую получает ученик, сужает его до субъективного мотива
Ролевая игра предполагает усилия личностной сопричастности ко всему происходящему	Ясно ощущаемое личностное ядро повышает эмоциональный тонус актера-ученика, что положительно сказывается на результате и, в конечном счете, на усвоении иностранного языка
Ролевая игра способствует формированию учебного сотрудничества и партнерства	При правильной постановке дела игру можно расценивать как организационную форму, способствующую созданию сплоченного коллектива, и в этом ее воспитательное значение
Ролевая игра способствует расширению сферы общения	Предполагается предварительное усвоение языкового материала в тренировочных упражнениях и развитие соответствующих навыков, которые позволят учащимся сосредоточиться на содержательной стороне высказывания, поэтому ролевой игре следует отводить достойное место на всех этапах работы над темой
Ролевая игра имеет образовательное значение	Учащиеся, хотя и элементарной в форме, знакомятся с технологией театра

В соответствии с данными характеристиками можно обнаружить сходство ролевой игры и реальной деятельности. Отличие же заключается в том, что ролевая игра это условное воспроизведение ее участниками реальной практической деятельности людей. Чтобы роль могла стать средством обучения, она должна отвечать целому ряду требований, учитывающих как учебные задачи, так и индивидуальные особенности и потребности учащихся. Ролевая организация общения требует отношения к учащемуся как к личности с присущими ей особенностями, которая может предпочесть те или иные роли. Именно поэтому распределение ролей является ответственной педагогической задачей. Знание мотивов, интересов, индивидуальных отношений учащихся позволит учителю предложить им те роли, которые в наибольшей степени соответствуют особенностям их личности. При подборе ролей важно учитывать не только интересы учащихся, но и их психологические особенности. На начальном этапе ролевого общения целесообразно давать учащимся роли, наиболее полно соответствующие их темпераменту. Преодолевать застенчивость, робость можно начинать лишь тогда, когда учащийся уже привык к ролевому общению, обрел уверенность в себе. Важную роль при распределении ролей играет учет социально-психологических характеристик учащихся, под которыми понимается статус учащегося в группе. Поэтому учитель должен сознательно управлять этим статусом, выдвигая то одного, то другого ученика на ведущие (лидерские)позиции в ходе организации игры. Целесообразно время от времени давать ученикам, занимающим в жизненной практике положение ведомых, роли главных героев, а лидерам Коллектива (в психологии их называют

«звездами») поручать роли персонажей, находящихся в зависимом положении (младший брат, сестра и т.п.). Особенно тщательно отбираются роли для учащихся, не пользующиеся авторитетом в классе (так называемые «отверженные»). Такие ученики должны получать роли положительных личностей, имеющих влияние и популярность по сюжету игры.

Попробуем рассмотреть ролевую игру с позиции учащихся и учителя, учитывая, что ролевая игра - это, прежде всего, речевая деятельность, игровая и учебная одновременно. Сточки зрения учащихся, ролевая игра - это игровая деятельность, в процессе которой они выступают в определенных ролях. Она выполняет определенные функции, которые можно увидеть на следующей схеме:

Рассмотрим эти функции подробнее.Целью ролевой игры является осуществляемая деятельность, так как именно игра, мотив лежат в содержании деятельности, а не вне ее. Являясь моделью межличностного общения, ролевая игра вызывает потребность в общении на иностранном языке. И именно в этой позиции она выполняет мотивационно-побудительную функцию.Как уже говорилось выше, ролевая игра обеспечивает обучающую функцию, поскольку она в значительной степени определяет выбор языковых средств, способствует развитию речевых навыков и умений, позволяет моделировать общение учащихся в различных речевых ситуациях. Воспитательная функция ролевой игры заключается в том, что именно в ролевых играх воспитываются дисциплина, взаимопомощь, активность, готовность включаться в разные виды деятельности, самостоятельность, умение отстоять свою точку зрения, проявить инициативу, найти оптимальное решение в определенных условиях.

Ролевая игра формирует у школьников способность играть роль другого человека, увидеть себя позиции партнера по общению. Она орентирует учащихся на планирование собственного речевого поведения собеседника, развивает умение контролировать свои поступки, давать объективную оценку поступкам других. Таким образом, ролевая игра выполняет и ориентирующую функцию.

Компенсаторная функция ролевой игры проявляется в том что именно в игре разрешается противоречие между потребностью действия у ребенка и невозможностью осуществить требуемые действием операции. Дети стремятся к общению, и ролевая игра дает им возможность реализовать свое стремление.

Джон В. Оллер отмечает, что ролевая игра делает человека более гибким, т.е. добившись мастерства в языковом Поведении, он с легкостью сможет применять полученные навыки и умения в новых ситуациях .

В структуру ролевой игры как процесса входят:

а) роли, взятые на себя играющими;

б) игровые действия как средство реализации этих ролей;

в) игровое употребление предметов, т.е. замещение реальных вещей игровыми, условными;

г) реальные отношения между играющими;

д) сюжет (содержание) — область действительности, условно воспринимаемая в игре.

Задача учителя состоит в том, чтобы отобрать необходимые ситуации-иллюстрации и ситуации-проблемы на конкретном материале, подготовить дидактический материал: карточки-задания для каждого (можно сподсказкой о характере его деятельности), подобрать группы учащихся и распределить роли, поставить задачу, по которой учащиеся должны высказывать свою точку зрения, продумать предполагаемые ответы и реплики (если необходимо, подсказать их определенным учащимся), проявлять к учащимся интерес и внимание во время проведения игры.

В заключение хочется отметить, что ролевые игры строятся на принципах коллективной работы, практической полезности, соревновательности, максимальной занятости каждого учащегося

и неограниченной перспективы творческой деятельности в рамках ролевой игры. В процессе ролевой игры формируется сознание принадлежности ее участников к коллективу, сообща определяется степень участия каждого из них в работе, ощущается взаимосвязь участников при решении общих задач. В процессе ролевой игры развивается логическое мышление, способность к поиску ответов на поставленные вопросы, речь, речевой этикет, умение общаться друг с другом. Поэтому использование ролевой игры на уроке иностранного языка повышает эффективность учебного процесса, помогает сохранить интерес учащихся к изучаемому языку на всех этапах обучения.

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ОНОМАСТИЧЕСКИЕ-РЕАЛИИ НЕОЛОГИЗМЫ В КОНТЕКСТЕ МЕДИЙНОГО ДИСКУРСА

Аннотация. Целью данной работы является выявление и систематизация наиболее распространенных способов образования ономастических-реалий неологизмов. В статье были рассмотрены ономастика, реалии и неологизмы по отдельности. Работа проводилась с помощью сопоставительного метода с применением словообразовательного анализа. Анализируя факторы, подтолкнувшие авторов обратиться к масс-медиа в качестве источника материала исследования, были попытки охарактеризовать медийный дискурс, с указанием его значимости в современном мире. Во время исследования было рассмотрено большое количество материалов – тексты газетных и электронных изданий на трех языках.

Ключевые слова: ономастика, реалия, неологизм, реалия-неологизм, медийный дискурс, язык СМИ.

Прежде чем дать определение относительно новому термину – ономастические реалии неологизмы (ОРН) – рассмотрим каждый из них.

Онимы – одни из первых частей речи языка всего человечества. Как только появилась речь у наших предков, появились имена собственные. Представьте первобытных людей, которые со временем поняли важность общения и стали давать определенные названия окружающим их предметам, будь то гора, вода, камень, еда и т.п.

Имена собственные – наиболее динамичный пласт лексики – составляют ономастическое пространство, определяемое моделью мира, существующей в когнитивном представлении народа, дающего имена [1, 12].

Имена собственные интересовали лингвистов и ученых с давних времен. Так, римляне, например, ввели термины nomenclator, что означает “называтель имен”. Так они называли раба, который был обязан “сказывать своему господину на улице или на площади имена встречающихся граждан” [2, 415]. Древние греки выделяли особое искусство давать имена, а человек, владеющий этим искусством, назывался “сочинитель имен” [3]. И такие античные мыслители, как Демокрит, Платон, Аристотель, Дионисий Фракийский, Апполоний Дискол и другие интересовались и проводили собственные исследования об именах собственных.

В 1930 году Альбер Доза организовал I Международный ономастический конгресс, который прошел во Франции и стал проводиться каждые два года. Параллельно развивалась и тюркская

ономастика, в развитие которого внесли огромные труды такие ученые как Н.А. Баскаков, А.Н. Кононова, А.М. Щербак, Б.Я. Владимирцов и др. Одним из ярчайших примеров является словарь тюркских языков “Диуани лугат ат-турк” Махмуда Кашгари.

Казахская ономастика тоже не осталась в стороне, и ее исследованиям и развитию поспособствовали такие отечественные ученые, как Т.Д. Джанузаков, О.А. Султаньяев, Г.К. Коншакпаев, А.А. Абдрахманова, А.Т. Кайдаров и другие. Так, Т.Д. Джанузаков в 1981 году в Институте языкознания имени Ахмета Байтурсынова открывает отдел ономастики, который работает и в наши дни.

Что касается реалии, более точное и развернутое определение дали болгарские ученые С. Влахов и С. Флорин: “Реалии – это слова (и словосочетания), называющие объекты, характерные для жизни (быта, культуры, социального и исторического развития) одного народа и чуждые другому, будучи носителями национального и/или исторического колорита, они, как правило, не имеют точных соответствий (эквивалентов) в других языках, и, следовательно, не поддаются переводу на общем основании, требуя особого подхода” [5, 47].

Реалии – это нечто особенное, что существует в той или иной культуре и может не существовать в другом. Это могут быть особенные явления, предметы, выражения и понятия. Например, персонаж из русских сказок, как Баба-Яга, никак не перевести на другие языки. Возможно существование эквивалента как Жалмауыз Кемпір в казахском языке, но все же это нечто особенное, относящееся к русской культуре и литературе. Примеров можно привести неимоверное количество, и в каждом народе найдется множество реалии. Еще несколько примеров из нашей, казахской культуры: бешбармақ, саумал, қымыз; сәукеле, камзол, торсық; батыр, келіншек, қамшы и др. Реалии должны передавать специфические особенности культуры одного народа, отличающие его от других народов [6, 24].

Слово “реалия” (realis, -e, *мн.* realia “вещественный, действительный”) обозначает, во-первых, предметы материальной культуры, служащие основой для номинативного значения слова, и, во-вторых, абстарктные сущности, связанные с духовными ценностями и обычаями народа, общественно-политическим устройством и культурно-социальными традициями страны, т.е. все реальные факты, касающиеся быта, культуры, истории страны изучаемого языка [7, 11].

Наш мир меняется ежедневно с появлением все более новых гаджетов и устройств. Вместе с этим бесспорно и появление новых слов – неологизмов. Сам термин неологизм заимствован с французского языка, а в переводе с греческого языка neos logos – новое слово. Словари любого языка пополняются новыми лексическими единицами с каждым годом, в связи с чем, данная отрасль претерпевает “неологический бум”. Ежегодно на сайте Cambridge Dictionary можно заметить появляющиеся списки неологизмов, состоящие из сотни единиц. Несмотря на это, есть несколько нерешенных проблем, такие как отсутствие критерий определения неологизма.

Согласно Н.М. Шанскому, неологизмы – “новые лексические образования, которые возникают в силу общественной необходимости для обозначения нового предмета или явления, сохраняют ощущение новизны для носителей языка и которые еще не вошли или не входили в общелитературное употребление” [8, 158].

Развитие языка не стоит на одном месте, а постоянно пополняется и меняется, также как и все живое на свете. Свои изменения в язык вносят различные сферы жизни, как технологическая, политическая и культурная. Без неологизмов и заимствований сложно представить современную жизнь. Разумеется, переизбыток заимствованных слов может сказаться на языке не лучшим образом, но, тем не менее, неологизмы наполняют нашу жизнь новыми и современными понятиями.

В процессе нашего исследования, рассмотрев каждый термин по отдельности, термину “Ономастическая реалия-неологизм” нами предложено следующее определение – оним, который присущ определенному народу, при этом обладает новизной, существующий в данное время и отсутствующий в прошлом.

Для достижения цели авторы использовали сравнительно-сопоставительный метод, анализ словарных дефиниций и лингвостатистические подсчеты. Как известно, сопоставительный метод – это исследование и описание языка через системное сравнение с другим языком с целью прояснения его специфичности. В данном случае, мы сопоставляли ОРН в английском, казахском, а так же русском языках, так как в казахстанские СМИ и телевизионный дискурс реализуется посредством не только государственного, но и межнационального языка.

Ономастические реалии-неологизмы, будучи сами по себе комплексным образованием, являются важной составляющий вербальных средств, задействованных в медийном дискурсе.

Авторы привели классификацию выявленных ОРН и подразделили их на однокомпонентные (т. е. представляющие собой “последовательность знаков, ограниченную пробелами” [9]) и двух- или более компонентные (состоящие из 2-х и более самостоятельных и служебных слов). Последние благодаря соотнесённости по своим семантическим характеристикам с одним референтом, сближаются с графически целостными ОРН. Затем среди одно-компонентных были выявлены словообразовательные и семантические ОРН.

Все выявленные ОРН подразделялись на образованные при помощи аффиксации (суффиксация, префиксация, суффиксация + префиксация, нулевая суффиксация, нулевая суффиксация в сочетании с префиксацией) и неаффиксальных способов (сложение, сращение, аббревиация, усечение).

В качестве исследовательского материала нами был выбран медийный, в частности телевизионный дискурс, т.к. в наше время СМИ играют огромную роль и так же сильно влияют как на людей, так и на наш язык. По мнению лингвистов, теледискурс – разновидность дискурса масс медиа и определяется как “телевизионная речь в ситуации социального взаимодействия телекоммуникатора и телеаудитории” [10, 166].

Для исследования были отобраны скрипты передач следующих каналов: BBC One, BBC Two, BBC World News, Первый, КТК, Хабар, 31 канал. Общая продолжительность около 10 часов.

Также материалы для исследования были взяты из следующих печатных и электронных изданий: Business Insider, The Guardian, The Sun, New York Times; NurKZ, Inform.kz, Tengrinews, Informburo.kz.

Отобрано было всего 76 ОРН, которые ранее не были зафиксированы в толковых словарях и появились только в 21 веке.

Нами было выявлено, что имена собственные, которые состоят из двух или более самостоятельных служебных слов составляют примерно 51 % в английском и 33 % в казахском языке (32 и 12 единиц):

- *The Turbine Hall* – выставочный зал в галерее Tate Modern Exhibition, Bankside, London (англ.).

- *How it is* - произведение современного польского художника Мирослава Балки, принимавшее участие в экспозиции галерии искусства XX в. Тейт Модерн в 2009 г.

- *Halyk Arena* – ледовая арена, построенная в 2016 году для Зимней Универсиады 2017 в г. Алматы.

- *Көшпенділер әлемі* – Международный фестиваль культуры кочевников, который проводится в столице Казахстана с 2016 года. Современные кочевники или все, кто хотят себя ими почувствовать, собираются ради атмосферы древней цивилизации.

- *Крылья Алаколя* – единственный в Казахстане фестиваль для казахстанских бердвотчеров, который проводится в начале мая с 2019 года.

Кроме этого выявлены следующие ОРН в казахстанском медиа дискурсе, которые полностью либо частично состоят из иностранных (чаще английских) слов:

- *The spirit of Tengri* - Фестиваль современной этнической музыки, который учрежден национальной радиостанцией Tengri FM в 2012 году и ежегодно проходит в конце мая – начале июня на площади Абая в Алматы, Казахстан.

- *ҚocLike* – казахстанская телепередача, где молодые люди ищут себе пару;

- *Eco Qolday* – проект по раздельному сбору ТБО;

- *Хахастан Show* – казахстанское юмористическое телевизионное шоу;

- *#stories* – казахстанская телевизионная программа;

- *Клип show* – казахстанский музыкальный телеканал;

- *Expert Review с Ерланом Оспановым* – программа о финансах;

- *Қызық times* – юмористическая передача;

- *ХабарLine* – новости с юмором;

- *E-Gov* – электронное правительство.

Оказалось, однокомпонентных ОРН приблизительно 48% в английском и 31% в казахском языке. К семантическим ОРН можно отнести 13 (англ) и 5 (каз), так как используются уже существующие слова, но для названия новых явлений и предметов:

- *Skycap, The Workers, ARTiculation, Jawbone, Marsyays, Her, Spiked, Shiboleth, Sonos, Quilliam, Her, Applause.*

- *Ashyq, Onai, Kiwi, Kaspi, Хабар.*

При помощи аббревиации или телескопным способо созданы всего 6.2% от английской и 4.7% от казахской выборок:

- *2058, EDL, MI, Nettitude, TH (англ.);*

- *E-gov, E-salyq, КТК, 31.*

В образовании ономастических реалий-неологизмов из нашей выборки используются

следующие способы: переосмысление значения (13%), сокращение (11%), словосложение (9%), телескопия (28%), телескопия + словосложение (2%), префиксация (2%), искажение исходной формы слова (4%), сокращение + словосложение + искажение (2 %), заимствование (4%).

18% проанализированных лексических единиц формально представляют собой словосочетания и предложения, но по семантическому критерию близки словам.

9% занимают промежуточное положение между сложными словами и словосочетаниями.

Телескопия является преобладающим способом словообразования, хотя еще недавно она представляла собой «лишь окказиональный способ создания новых лексических единиц» [11, 77]. Это может вести «к развитию агглютинативных черт в семантике, структуре производного слова, что является наиболее общей тенденцией развития современной словообразовательной системы».

В образовании ономастических реалий-неологизмов нередко (в 18% случаев) принимают участие англоязычные заимствования. В основном это происходит с лексическими единицами, употребляющимися для описания сферы высоких технологий.

Исследования ОРН ставят новые задачи перед словообразованием как разделом языкознания, так как в данных выборках существуют такие лексические единицы, способ образования которых требуют дополнительного изучения.

Необходимо отметить, что рассмотренные нами ономастические реалии являются неологизмами потому, что они не были внесены ни в какие современные словари.

Таким образом, в результате исследования авторы пришли к следующему:

- Наиболее распространенные способы образования ономастических-реалий неологизмов: а) в английском языке: образование ОРН из двух и более самостоятельных слов, сокращения, словосложения и телескопия; б) в казахском языке: так же образование ОРН из двух и более самостоятельных слов, сокращения, словосложения и телескопия.

- В казахстанском медийном дискурсе заметно использование заимствований в ОРН, в основном из английского языка;

- В английском языке чаще встречаются ОРН из двух и более самостоятельных слов. Авторы предполагают, что в английском языке, в качестве языковой экономии, распространена модель “Ы + N + Ы…”;

- В английском языке сложения используются чаще, чем в казахском или русском языках. В то время, как в казахстанском СМИ чаще используются телескопия и сокращения.

- Почти общее количество ОРН, в английском и казахском языках, образуются с помощью развития нового значения, т.е. существующие лексические единицы используются для создания новых имен собственных.

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PRE – SERVICE STUDENTS' NATIVE LANGUAGE INTERFERENCE IN ENGLISH CLASSES

Abstract: The article considers the prevention of interference of the native language since the psychologically competent construction of the process of teaching a foreign language determines the need to avoid mistakes. As a result, the authors of this paper focus on the problem of typical blunders being revealed in students with bachelor's degrees, future foreign language teachers, and second-year students, as well as the issue of developing operational systems to prevent nature language interference.

Key words: interference, English language, language skills, lexicon, grammar.

Preventing interference skills of the native language are one of the top-topical issues of language training of pre-service students, future teachers of teaching a foreign language, as the psychologically proper construction of the process of learning a foreign language mean that you need about practice, neutralization of errors and the success of teaching depends to a certain extent on such the organization of the educational process, in which the teacher can predict and preempt the emergence of at least some of the errors that appear natural. In this article, we address the problem of identifying typical errors and developing a system of work to prevent interference of native language skills among bachelor students studying in the second year. A lot of researchers have looked into the issue of interference in foreign language teaching methodology. Thus, when teaching foreign language vocabulary to students at a technical institution, A.V. Timofeev studied the issue of eliminating interlanguage interference [1, p. 149]. N. P. Fedorova looked into how to overcome linguistic and cultural barriers when teaching a foreign language to non-linguistic university students [2]. The problem of linguistic interference in teaching translation students a second foreign language was addressed by A.N. Burkina [3, p. 145]. However, despite the importance of scientific research findings, the problem of preventing native language interference in the teaching of English to future foreign language instructors is underdeveloped. Thus, the importance of the study's problem stems from the need to develop a system of work to prevent interference of native language skills among pre-service students, future foreign language teachers, namely, in this article, we discuss the system of work with second-year students studying in the direction of "Foreign language: two foreign languages," according to the profile "Language of Mass Media."

The following research objectives have been identified:

- identify typical errors in writing, reading, and speaking in English of second-year bachelor students; - identify the causes of typical errors in writing, reading, and speaking in English of bachelor students; - identify ways to prevent typical mistakes in writing, reading, and speaking in English of bachelor students; - develop exercises that help eliminate typical mistakes in writing, reading, and speaking in English of bachelor students.

The focus of the research is current issues of professional training for pre-service students and future English instructors, as well as the problem of overcoming the native language's interfering influence when teaching English.

The following research approaches are used in our article:

- the comparative analysis approach, because typical bachelor student mistakes in English speech are mostly the result of differences in the lexical and grammatical systems of English and Kazakh; - the scientifically documented observation method;

- trial training.

Practical part. Let us clarify that interference is defined as the process of two systems languages interacting, as well as the outward effect of this interaction in the speech activity process. Interference as a subjective process is determined by the student's individuality, his ability to comprehend and generalize, and his ability to keep language material in memory, as well as his prior experience. In the second year, students continue to develop and improve their oral and written language skills while also working to identify and prevent common errors, which can be caused by both subjective and objective factors, such as a false belief or an unconscious assumption that the patterns of a foreign language and the laws of the native language

are the same. Because of the exercises' reproductive-productive and productive nature, students do not limit their utterances to taught speech patterns, but instead, employ new speech patterns and models that he subconsciously constructs on the model of similar models in his mother language. The probability of errors in such cases is quite high, because the similarity found turns out to be false due to a lack of linguistic experience, and leads to sentences that are unacceptable from the viewpoint of the regularities of the structure of the English language, as shown in studies by T.S. Kirillova and A. Arginbaev [4, 13].

When we use **special questions** in English, the words what, when, which, who, and who should be the first in the structure of the interrogative sentence. And in the Kazakh language, the words of special questions what, when, which, whose, and who we should put after the subject. Which of the country are you going to next week? – Келесі аптада сіз қай елге барайын деп жатырсыз? Where your father was born? – Сіздің әкеңіз қайда туылған?

The location of the **auxiliary verb** in the position after the beginning**.** Why Arman isn't coming today? (Бүгін Арман неге жұмысқа келмейді?); When this garage was built? (Мына гараж қашан салынған?). Интерференцияның басты көрінісі болып табылатын ағылшын тіліндегі «Арнайы сұрақта сұраулы сөзден кейін алдымен бастауыш, содан кейін баяндауыш және т.б. сөйлем мүшелері орналасады» деген ережені ескеру керек. Ал қазақ тілінде бастауыш,арнайы сұраулы сөз, кейін баяндауыш тұрады.

Prepositions are one of the most essential structural features in many languages around the world that lack a case system for the nominal aspects of speech. In synthetic languages, prepositions and case affixes (as in Kazakh) or case affixes, postpositions, and service names perform the function that prepositions and case affixes (as in Russian) or case affixes, postpositions, and service names perform in analytical languages (as in Kazakh). Prepositions in English are used to express the links and relationships between objects, phenomena, and situations. They can express an object's location or movement in one or more directions: to go to school; to return from the Crimea. A preposition can refer to a position or movement in relation to a certain location, place, line, surface, or volume: to sit by the table, to stand by a wall, to be stretched by the river, to be dispersed across the plain, to dwell within London. Furthermore, the preposition can be used to convey an object's movement or position along a line, across a surface, or across a space: to stroll down the street, to run across the square. Prepositions indicating the difference in the levels of the arrangement of objects, actions, phenomena: above, below. Above the clouds – бұлттардан жоғары; above the horizon - көкжиектен жоғары (над горизонтом); above the valley- сай үстінде (над долиной); below the clouds - бұлттан төмен (под облаками); below the knee - тізеден төмен (ниже колена). As can be seen from the above examples, the preposition above is translated into Kazakh using the initial case of the noun in conjunction with the adverb –жоғары. It is also possible to translate using the service name - үст (үстінде) The preposition below is translated into Kazakh using the postposition төмен, which controls the initial case of the noun. Prepositions indicate a possible juxtaposition of elements of reality: on, over, under, in, inside, outside, around, before, behind, beside, between, at. On the continent – материкте; on the coast – теңіз жағасында; on the beach –теңіз жиегінде; on the playing ground – ойын алаңында. All prepositions of this group are translated into Kazakh as үсті, бүкіл, асты, іші, аржақ, алды, қатар, ары, қарсы or by means of the local case affix (-да, -де, -та, -те) attached to the base of the noun. Prepositions indicate the sequence of the arrangement of objects, actions, phenomena: before, after, next to. The prepositions before and after are used when it comes to a linear sequence of any elements. If the sentence refers to something located in front of the subject that is indicated by the noun, the preposition before is used. If it is said about something located behind the object indicated by the noun, the preposition after is used: To run before the crowd – жұрттың алдында жүгіру; run after the crowd – жұрттың соңынан жүру; to put B after A - А-дан кейін В-ны қою.

Let's give examples of exercises that allow you to form the skill of untranslated vocabulary. Choose the right word (injure or damage) in the correct form to complete the sentences: 1. Fire in the ___ town Hall. 2. Several vehicles were ___ in an accident. 3. He ___ injured his knee playing football. 4. Smoking seriously affects ___ your health. 5. Three people were killed and five __ as a result of the accident. 6. The charges are likely to affect ___ his political career.

We translate these words «injure or damage», as «зардап шегу». But in the English language, we should use these words in different cases.

Indicates **damage** to only non–living objects; spoil so that the basic functions of the object are disrupted or its appearance is lost. The car was badly damaged in the accident. – Көлік апаттан қатты зардап шекті.

Indicates various **injuries** inflicted on humans, living beings, as well as parts of their bodies. He seriously injured his arm. – Оның қолы қатты зардап шекті.We use the words "Damage" for objects, "injure" for humans. When developing exercises aimed at preventing interference, an important point is to identify discrepancies in the form and functioning of similar linguistic phenomena in the native, studied languages, and demonstrate these discrepancies, contributing to the awareness of differences in the systems

of the two languages. Non-personal verb forms also require special attention, although they are studied in grammar classes, they are components of speech samples studied in the second year. The gerund presents particular difficulties for students since such a grammatical phenomenon is absent in the Kazakh language. There are two possible causes of interference: latent interference manifested in the disuse of the gerund, which leads to the deprivation of idiomatic speech, the design of speech according to structural and speech patterns not typical of the English language, and, secondly, it is an obvious interference (errors), when an infinitive is used instead of a gerund after some verbs, adjectives, and nouns. Here are examples of typical cases: to make a point of, to dream of, to have a way of, there is no the sense in, what's the use/sense of, to have difficulty, it's no use, it's no good, to be worth, etc. We will bring an example of an exercise for automating speech samples using a gerund. Read the pairs of sentences and then join them to make one sentence. Use the speech patterns with the gerund:1. Don't try to cheat. It's no use. 2. Don't waste the time. It's not worth it.3. Don't get frustrated. It's not worth it.4. Don't work if you don't need the money. There is no point.5. Don't worry about it. What's the use?6. Don't keep these old things. There is no point.7. Don't consider the plan. It's not worth it.

A special exercise to correct and improve sentences like "Spot the mistakes" is useful. It's important to develop students' ability to notice and correct mistakes [5].

At first, it may be a correction of someone's category of errors, for example, ask students can trace whether the active vocabulary was used correctly, whether the construction was chosen correctly from the point of view of a foreign language. In addition, for each written work, it is advisable to introduce an exercise called "Corrections", in which the student writes a series of examples on the corrected version of a speech sample or lexical unit. In our earlier research, it has been shown that the quality of language training of pre-service students increases if a special seminar on psychological problems of teaching a foreign language is included in the training program, namely, on the problem of the interfering influence of the native language when mastering a foreign language, in this case, English [3]. Thus, we have come to the necessary style of developing a special seminar plan for second-year bachelor students studying in the direction of "Pedagogical Education", which includes consideration of the following issues:

- interference mechanism and the role of the installation in the interference of skills;
- types of interference (linguistic and speech, interlanguage and intra-linguistic, explicit and hidden);
- interference categories and subtypes (cases): lexical, grammatical, and phonetic; - interference requirements and causes; - methodological significance of considering the native language's interfering influence when acquiring a new language;

We conducted a trial training at M.Auezov South Kazakhstan University, Shymkent during the second semester of the 2021-2022 academic year to test the effectiveness of the system of work. we developed to overcome the interference of native language skills among pre-service students, future teachers of a foreign language. During the trial training, we selected a group of 15 second-year bachelor's students (Group No. 1). We chose a control group (Group No. 2), which also consisted of 15 persons, to compare the training results and determine the usefulness of the proposed method of work.

There were three stages to the trial training: preliminary, fundamental, and final

We chose criteria to evaluate the level of language competence in the preparatory stage, and we were also required to check the quality of this level in both groups. We assessed the pupils' ability to develop the following skills and abilities:

- select lexical units that are appropriate for the situation and integrate them correctly with other lexical units, i.e. lexical correctness;
- to select a grammatical structure and correctly formalize it in accordance with the language's norms with the structure of the utterance, i.e. grammatical correctness;
- to solve a communicative problem.

We utilized a scale of 0 to 3 to measure task performance. Table 1 shows the criteria as well as the scores.

Criteria for assessing the level of formation of foreign language speech skills Table 1

Point	Criteria		
	Lexical correctness	Grammatical correctness	Solution of the communicative problem
3	The demon streamers have all of the words they need to complete a communicative task.	Correctly chooses the grammatical structure and formalizes a statement in accordance with the language's conventions.	Fully complies with the solution of the communicative task in light of the communication context

2	To a large extent, the demon streamers have the language required to complete a communication task.	In general, he uses proper grammatical structure and formalizes the statement according to linguistic conventions.	In light of the overall situation, copes adequately with the solution of the communicative task.
1	Insufficiently exhibits mastery of the terminology required to solve a communication difficulty	In general, He chooses the grammatical structure correctly in general, but not always correctly formulates the sentence according to language norms.	Insufficiently copes with the solution of the communicative task in accordance with the communication situation
0	For solving a communicative challenge, the lexical stock is insufficient.	The grammatical structure is wrongly chosen, and the statement is incorrectly formed according to the language's rules.	Can't solve a communicative problem in the context of the communication circumstance

Summarizes the results of the zero slice. Table 2

Criteria	Group No. 1	Group No. 2
Lexical correctness	2,1	2,4
Grammatical correctness	1,8	1,6
Solving a communicative problem	2,3	2,6
Total according to all criteria	2,06	2,2

Table 2 shows that the findings obtained during the zero slices in groups No. 1 and No. 2 are nearly identical. Following the zero cut, we moved on to the main stage of trial training, during which students in group No. 1 studied English as part of the subject "Language of Mass Media" and students in group No. 2 were trained according to the developed system for overcoming the interference of native language skills. Following the zero cut, we moved on to the main stage of trial training, during which students in group No. 1 studied English as part of the subject "Language of Mass Media" using the developed system work on overcoming the interference of native language skills, and students in group No. 2 were trained using the traditional method without using the developed system work. We did a control segment at the conclusion of the trial training. The evaluation criteria were not altered. Table 3 displays the results of the control section.

Results of the control slice Table 3

Criteria	Group No. 1	Group No. 2
Lexical correctness	2.9	2.6
Grammatical correctness	2.8	2.6
Solving a communicative problem	2,4	1,9

We can notice a greater outcome in group No. 1, where English language training was conducted utilizing the designed method of work to overcome the interference of native language abilities, based on the data in the table (see Table 3). A positive outcome is also important.

It can also be found in group No. 2, where English language instruction was delivered using traditional methods. Table 4 shows how the growth of indicators has changed over time.

Dynamics of growth of indicators Table 4

	Group No. 1	Group No. 2
Zero slice	2,06	2.2
Control section	2.7	2.36
The difference of the results is	0.64	0.16

Conclusion

In conclusion, we highlight that the issue of the native language's interfering influence is filled with tremendous challenges that can only be overcome with conscious coordinated action on the part of the teacher and students in the process of enhancing oral and written communication skills. The results are unique in that they show how implementing a defined system of work to combat native language interference improves the effectiveness of language training for pre-service students and future foreign language teachers.

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ШЕТ ТІЛДЕРІН ОҚЫТУДЫҢ ЖАҢАРТЫЛҒАН БАҒДАРЛАМА ЖҮЙЕСІНДЕ ТЫҢДАУДЫ ОҚЫТУ

Түйін.Ұсынылған нәтижелер зерттеудің мақсатын анықтады,яғни

шетел тілін оқытуда оқушылармен бірден сол тілде сөйлесіп, тілді тыңдап, түсінугебағытталған. Тілді үйрену сабақтарында оқушылардың тыңдау, оқу, жазу, сөйлеу дағдыларын дамыту сабақ барысында жүзеге асып отыруы тиіс және жазудан гөрі оқушылардың тыңдап түсінуіне, сөйлеуіне көбірек назар аудару керектігіне назар аударылады.Зерттеудің ғылыми жаңалығы тыңдау, түсіну, меңгеру оқушылар үшін қиындығы негізіндегі факторды еске сақтау керектігі ұсынылады.

Тыңдау дағдылары сөйлеушіні есту арқылы ғана қалыптасатындығын және тыңдауға оқыту кезінде мұғалім де кездесетін қиындықтарды және оқыту процесінде тыңдаудың негізгі принциптерін ұғыну.

Жұмыстың практикалық маңыздылығы тыңдау процесінде әуелі тілдік форма берілетіндігін, соны қабылдау арқылы оқушы мазмұнды ашатындығын ,сондай-ақ тыңдау, түсіну, оқу өзара тығыз байланысты екендігін, тыңдап-түсіну дағдыларынсыз шет тілін өз дәрежесінде, жетік меңгеру мүмкін еместігі анықталады.

Тірек сөздер: оқыту процесінде тыңдаудың негізгі принциптері, Оқушыларға шет тілін үйретуде негізгі қиыншылықтары,тілді үйрену сабақтары, шетел тілін оқыту әдістері.

Шетел тілін оқытуда оқушылармен бірден сол тілде сөйлесіп, тілді тыңдап, түсінуге бағыттау маңызды. Шетел тілі ана тілімен қоса оқушының сөйлеу қабілетін және жалпы дамуын ғана жетілдіріп қоймайды, оны өзін қоршаған айналасындағы адамдармен қарым - қатынас мәдениетіне де үйретеді. Оқушының шетел тілінде сөйлеу қабілетін жетілдіру мектепте берілетін білім мазмұнының негізгі мақсаты болып табылады, оқулықпен және басқа оқушылармен қарым - қатынас барысында меңгереді. Шетел тілін оқушыларға үйреткенде біз оларға басқа халықтың мәдениетіне, дүниежүзі мәдениетіне жол ашамыз. Оқушының түсінуі сөйлеушінің сөзін тыңдау арқылы жүзеге асады. Ол қарым-қатынастың негізін құрайды және айтылып жатқан сөзді тыңдап, түсіну оған логикалық жауап беруді қамтиды. Тыңдап түсінуде тыңдаушы ойды анализдеу операциясын, синтез, дедукция, индукция, салыстыру, абстрактциялаулар, нақтылау, т.б. қызметтерін атқарады.

Тілді үйрену сабақтарында оқушылардың тыңдау, оқу, жазу, сөйлеу дағдыларын дамыту сабақ барысында жүзеге асып отыруы тиіс және жазудан гөрі оқушылардың тыңдап түсінуіне, сөйлеуіне көбірек назар аударылады, өйткені бұл жаста балалардың көбі есту, көру арқылы есте сақтайды.

Тыңдалым - бұл ауызша сөйлеуде оқушының назарын, түсінігін және ақпаратты белсенді өңдеуін қамтитын күрделі қызмет. Ауызша сөйлеуді түсінудің психологиялық негізі - түйсік, дыбыстық бейнелерді, тілдік құбылыстарды тануы және олардың маңызын түсінуі болып табылады.

Тыңдалым - бұл оқыту процесінде адамның сыртқа шығаратын “күрделі” ішкі арнайы сөйлеу қызметі.

Тыңдалым - бұл үлкен зияткерлік күш салуды талап ететін белсенді процесс.

Көптеген мұғалімдер тыңдалым бұл тек магнитофондық жазбалар деп ойлайды, бірақ, бұл қате пікір, өйткені тыңдалым шет тілін тасушымен тікелей қарым-қатынас жасай білуінде, оның айтқанын

түсінуінде. Бұл әрине, оңай шаруа емес. Қазіргі кезеңде мұғалімге шетел тілі сабағының ажырамас бөлігі тыңдалым болып табылатынын түсіну маңызды.

Егер олар бүгін сабақта үйренген сөздерін күнделікті үйде қайталап отырса, келесі сабақта балалар оны ұмытпай еркін қолданатын болады. Қойылған мақсаттарға жету үшін бастауыш оқушыларының сөйлеу дағдыларын жетілдіру, дамыту және сабақта ойын түрлерін қолдануы керек. Өйткені, ойын – көңіл-күй, ойлау күштерін талап ететін, ұйымдастырылған сабақ болып табылады. Әр кез ойын шешім қабылдауды ұсынады, себебі, жеңіске жету мақсаты болады.

Осы сұрақтарды шешуде ойлау шығармашылықтары қалыптасады. Пән бойынша алған білімі емес, тіл бойынша дайындығы төмен оқушылар ойында алдыңғы, бірінші болуы мүмкін, себебі, олардың тапқырлығы, жинақтығы ойын барысында көрінеді. Мысалы 1сыныпқа арналған бір сабағымды алып көрсетсем, «About myself» яғни, өзін және отбасымен таныстыру. Бұл тақырыпта оқушы отбасы мүшелерімен танысады. Танысу барысында “This is ” құрлымымен және “my” есімдігімен толықтай меңгеріп шығады. Сондай-ақ бұл құрлымдарды оқулыққа арналған дискіден оқушылар тыңдап, қайталап және көзбен көріп сөйлей алуға дағдыланады.

Мұғалімің бастапқы кездегі ұйымдастыру қызметінің маңызы зор, себебі, шет тілін – оқушылар үшін жаңа пән ана тілінен кейінгі екінші тіл. Бұл ерекшеліктерді міндетті түрде ескереген жөн. Бірінші сабақтардан бастап әр оқушыны сабаққа тартуға тырысу қажет.

Мысалы:2- сынып оқушыларына магнитофон тыңдатып, оған еліктеуге үйрету қажет.

Сөздердің дыбысталуына байланысты сөз жұптарын табу арқылы оқушылар жұппен жұмыс жасауға дағыдланады.Бұл әдіс баланың бір-бірімен қарым-қатынасын тудырып,бірлесе білім алуға баулиды.

Тыңдау, түсіну, меңгеру оқушылар үшін қиынға соғады, себебі олар дыбыстарды жылдам айырып, ойында сақтап түсіну керек. Оқушылар бұл процесті өзінің туған тілінде өте жөңіл орындайды, ал шет тілінде қатты қиналады. Сондықтан, таңдағанда өте зерек болуы керек және ойлай білуі керек. Ерік- зейінін, еске сақтауға көмектеседі.

Ол үшін негізгі факторды еске сақтау керек:

1) Лингвистикалық материал

2) Материалдың мамұны

3) Материалды беру жағдайы

Оқушыларға шет тілін үйретуде негізгі 3қиыншылық бар: фонетикалық, лексикалық және грамматикалық.

Фонетикалық қиыншылықтар ағылшын тілі мен қазақ тілінің дыбыстық құрамының айырмашылығында кездеседі. Ағылшын тілінің дыбыстарын өз тілінің дыбыстарына ұқсатып айтады Мына сөздерді қиындықпен айтады: *Worked-walked, first-fast-forced, lion-line, tired-tide, bought-boat-board.*

Дауыс ырғағындағы айырмашылықтар да түсінуді қиындатады.

Мысалы: Good morning!

Сондықтан тыңджау дағдыларының, дыбыстар мен дауыс ырғағының жаттығулары өте қажет.

2. Лексикалық қиындықтар – ағылшын тілінің аналитикалық құрылысымен және инфинитив, көсемше құрылымдарының өте көп қолданылуына байланысты,

Мысалы:

The horse is slipping. The horse is sleeping.

They worked till night. They walked till night.

Міне, осындай сөйлемдерді түсіну өте қиын, сөздерді шатыстырады.

Мысалы:

East-west take- put ask-answer

Әсіресе, логтан кейін қолданылатың етістіктер.

Put on: put off-put down

Take off: see off-going for: etc

Ағылшын тілінде грамматикалық омонимдер де қиындық туғызады.

Мысалы: to work-work , to answer-answer. – ed Past Ind. Participle 2

Бұлардың бәрін тыңдап айыру қиын.

3. Тыңдауға берілген материалдың мазмұны да түсіндеуге әсер етеді. Тыңдауға арналған материалды дайындау үшін маныларды ескеру қажет:

А) материал тақырыбы түсінуге жеңіл ме? Қандай қиын сөздер бар?

Ә) материал түрі: суреттеу ме, әңгіме ме?

Б) материалды үзінді ме, әлде толық па?

В) материалды тыңдауға әзірлік.

Г) материал диалог түрінде ме, әлде монолог па? Монологтық сөйлеу оңай, сондықтан тыңдауға тиімді.

4. Матеиялды тыңдау жағдайы өте маңызды.

1. Сөйлеу дылдамдығы

2. Сөйлеу қарқыны: басында жай басталуы қажет.

Сөз топтарының арасында пауза болуы қажет. Тыңдаудың соңында қарқыны қалыпты деңгейге 1 минут – 150 сөзге жетуі керек. Орташа қарқын 120 сөз: жай қарқын – 95 сөз.

3. Қайталау жиілігі 1 немесе 2 рет.

4. Сөйлеп тұрған адамның барлығы, егер таза тілде сөйлеуші адам өзі тұрса өте жақсы. Ал ең қиын диалогты тыңдау керек.

5. «Көру» құралдары заттар немесе қимыл тектес болуы мүнкін. Олар көруге, естуге, тыңдауға көмектесуі қажет.

6. Сөйлешінің дауысы да тыңдаушыға әсер етеді. Мұғалінің дауысына үйреген оқушылар басқа адамның сөйлегеніне түсінбеуі мүнкін. Сондықтан мұғалім дауыс ырғағын барынша өзгертіп отыруы керек. Ағылшын тілінде сөйлеу – тілді игерудің ең қиын түрі, бір екі сөзден тұратын сөйлем құрастыру үшін сөйлеу дағдысын қалыптастырып, машықтану керек.

Бұл көп дайындықты қажет етеді, ал мектепте оқушы өз ойын айтып түсіндіруі қиын. Мұғалімнің бұл үшін қолданатын әдістері өте аз. Оқушы жай ғана естігенін қайталайды, үлгі бойынша берілген сөздердіжазады. Әрине, бұл механикалық жаттығулар өте қажет, бірақ жылдан жылға оларды сөйлеу мағынасыз қолдану ешқандай пайда бермейді. Оқушы бір нәрсе туралы айтқысы, түсіндіргісі немесес сұрағысы келсе тілдік қоры пайдалануы қажет және оған мұғалім көмектесіп отыру керек, Осы психологиялық фактор үнемі есте болуы керек.

Басқа фактор- психолингвистикалық фактор. Оқушы өз есінде қалған сөздерді, сөз тіркестерін сөйлеу үлгілерін грамматикалық формаларды, құрылымдарды тақырыпты, жағдайды пайдаланып, сөздерді, граматиканы үйрете отырып сөйлеуге ынталландыру қажет. Мұғалім оқушыларды әзірленген сөйлеуден әзірленбеген сөйлеуге біртіндеп әкелуі керек.

Мұғалім тыңдап түсінуді дамыту үшін ауызекі сөйлеу және дағдылық жаттығуларды қолданады.

Шетел тілінде түсініп сөйлеуді арнайы үйрету керек. Мектеп жағдайында тыңдалым - мұғалімнің немесе диктордың, кластастарының немесе ықтимал қонақтардың сөздерін тыңдау және түсінуді білдіреді. Тыңдау дағдылары сөйлеушіні есту арқылы ғана қалыптасады. Бұл ретте, сөйлеушінің әр түрлі қарқынмен, түрлі интонациямен, әр түрлі деңгейдегі сөздерін дұрыс түсіну қажет етіледі. Тыңдау - ақпаратты естіп, қабылдау арқылы сөйлеудің түсіндіру функциясын орындайды.

Шет тіліндегі тыңдалым тақырыбы отандық және шетелдік ғалым-әдіскерлер Е. И. Пассова, И. Л. Бим, Р. П. Мильруд және т. б. ғылыми еңбектерінде көрініс тапқан. Ауызша сөйлеуді тыңдап, түсіне білуді оқыту сөйлеу қызметінің күрделі түрі және маңызды мәселе ретінде күн тәртібінен түскен емес. Дұрыс әдістемелік тұрғыда ұйымдастырылған тыңдалым (отандық және шетелдік әдіскерлердің айтуынша) шетел тілін оқыту процесінің табысты болуын анықтайды. Мәтінді тыңдай отырып оқушылар негізгі мәнін есте сақтауға тырысады. Мәтінді түсінуге оның мағыналық ұйымдастырылуы әсер етеді. Негізгі ой байқалып, қалған бөлшектері оған жанасып тұратындай әңгіме тыңдалымнан соң құрылуы тиіс. Әрине, шет тілінде сөйлеушіге оқушылар қызыға қарайды, оларды тыңдай отырып, тусінуге тырысады, ал жекелеген оқушылар қарым-қатынасқа да түсуге талпынады. Осылайша, тыңдалым - шетел тілін оқытудың маңызды элементі. Егер оқушының фонемалық есту қабілеті жақсы дамыған болса, онда тыңдалым шет тілінде түсініп, қатынас жасай білуіне ықпал етеді.

Шет тілін оқыту әдістемесінде тыңдалым оқылып жатқан тілдің елі туралы мәліметтерді, оның өмірі мен әдет-ғұрпы, халқының мерекелері мен салт-дәстүрі, яғни елтану аспектісін қолдану арқылы жүргізілсе тиімді және оқушының ой-өрісінің кеңейе түсуіне ықпал ететіні көрсетілген. Оқу үдерісінде тыңдалым әрі мақсат әрі құрал ретінде танылады. Мысалы, құралы ретінде төмендегідей пайдаланылуы мүмкін:

- оқу үрдісін ұйымдастыру тәсілі ретінде;
- тілдік материалды ауызша нысанда енгізу тәсілі ретінде;
- басқа сөйлеу қызметінің түрлеріне оқыту құралы ретінде;
- білім, білік, дағдыларды бекіту және бақылау құралы ретінде.

Тыңдауға үйретудің ең басынан бастап мұғалімнің шет тілінде сөйлеу қарқыны қалыпты болуы тиіс. Дайындығы төмен сыныптарда оқушылардың мәтін мазмұнын ұғынулары үшін, сөйлемдер мен абзацтар арасындағы үзіліс ұзақтығын арттыра отырып, ақпаратты аз мөлшерде беруге болады. Алайда, психологтардың деректері бойынша, мәтінді тыңдау ұзақтығы 1,5-3 минуттан аспауы тиіс.

11-12 жаста жеткіншектерде формалды ойлау қалыптасады. Жасөспірім логикалық пайымдау арқылы әрекет етуі мүмкін. айқын немесе қол жетпейтін оқиғаларды қабылдауда өзінің жаңа бағдары арқылы елестету мүмкіндігін пайдалана алады. Міне, осы жаста балалардың даму ерекшеліктерінің қызметіне (жады, зейін, қабылдау, ойлау, болжау, түсіну) зор мән беру маңызды. Оқыту процесінде тыңдаудың 3 негізгі принциптерін атауға болады. Олар:

1.*Тыңдауды коммуникативтік білік ретінде оқыту.* Бұл принципте мұғалім оқушылардың шет тілінде тыңдаған ақпараттарын қажетті жерінде пайдалана білу қабілет-дағдысын дамытады;

2.Дәлме-дәл мәтіндерді қолдана отырып, тыңдауға оқыту. Бұл принципте оқушыға тілді тасымалдаушының ағылшын тілінің барлық ерекшеліктерін сақтай отырып, табиғи қарым-қатынас жасауды мақсат еткен мәтінді тыңдатуы;

3.Тыңдауды кешенді түрде қабылдай білуге оқыту. Тыңдалым тек мәтінді тыңдау мақсатында өте сирек пайдаланылады. Әдетте, оқушылар тыңдайды және сөйлейді, тыңдайды және жазады, тыңдайды және оқиды. Тыңдалым басқа да коммуникативті дағдылармен тығыз байланысты. Олар: оқу, жазу және сөйлеу .Бұлардан басқа тыңдаудың белсенді, экстенсивті және қарқынды бағыттары бар.

Белсенді тыңдалым - түсінікті және дәйекті ақпарат алуды мақсат ететін нақты қадам. Нәтижесінде оқушы тыңдағандарын түсініп, алынған ақпараттарын жинақтап, есте сақтайды. Негізінен, белсенді тыңдау - мұқият тыңдау.

Экстенсивті тыңдалым - шетел тіліндегі тыңдалған мәтіннің жалпы мағынасын біртұтас түсіну. Экстенсивті тыңдалым барысында ақпарат ықшамдалған түрде беріледі. Негізінен экстенсивті тыңдалым - берілген мәтіннің басты мағынасын тыңдап, түсіну.

Қарқынды тыңдалым - бұл естіген мәтін туралы тыңдалым мен өз жорамалын айту арасындағы жарыспалы жүретін жұмыс. Қарқынды тыңдалым - күрделі және басқарылатын процесс, себебі оқушылар белгілі бір танымдық мәселелерді шешуді мақсат етеді. Қарқынды *тыңдалымды* жақсы қабылдайтын оқушыларда ақыл және сын тұрғысынан қарай алатын қасиеті (естігені туралы еш күмінсіз өз ойлары бар) болуы тиіс. Қарқынды тыңдалым - ойша пайымдап, тұжырым жасау тыңдалымы.

Тыңдауға оқыту кезінде мұғалім түрлі қиындықтарға кездеседі, бұл қиындықтарды да мұғалім жақсы білуі тиіс. Олар, негізінен:

7. оқушының берік меңгеруі қажет материалдың көлемінің үлкен болуы;
8. тілдік ортаның, тірек элементтерінің болмауы;
9. тілдік қатынас қарқыны, баяндау тәсілінің түсінікті тұрғыда болмауы;
10. мұғалімнің шет тілінде ұсынылатын мәтінді оқу кезіндегі өз сөздеріне талап қоймауы (мәнерлеп оқи алмауы, дикцияның нақты қойылмауы);
11. сөздегі дыбыстар мен сөздер арасындағы айырмашылықтың айқын көрінбеуі;
12. тым жеңіл аудиомәтін беру де дұрыс емес. т.б

Сондай-ақ, егер мұғалім тыңдауға оқыту қызметін бірден бастамай, ең алдымен оқушыларды тілдің кейбір бағыттарымен дағлыландырып алайын, содан соң тыңдалымға түсейін десе, қателеседі және қиындықтарға кездеседі.

Оқушылар мектеп, сынып, отбасы, достық, өмір туралы, басқа елдер, табиғат туралы аудиомәтіндерді үлкен қызығушылықпен тыңдайды. Тыңдауға үйрету алғашқы сабақтан бастап, пәннің бүкіл курсының соңына дейін жүруі өте маңызды, яғни мұғалім оқушылармен шет тілінде амандасуының алғашқы минутынан бастап, сабақта қарым-қатынас орнатудың түрлі формулаларын енгізуге ынталы болуы қажет.

Тыңдауға берілген мәтінді табысты меңгеруде оқушы нақтылау немесе түсіну мақсатында қайталап сұрау формуласын қолдана білуі керек. 5-6-сыныптарда негізгі назарды оқушыға таныс мазмұнды мәтінді толық түсінуін дамытуға бөлген дұрыс. Өйткені осы кезеңде оқушыда есту арқылы мағыналық қабылдаудың психологиялық механизмі және вербальды құралдар арқылы түсіну іскерлігі қалыптасады. 7-8-ші сыныптарда, тыңдалымның екі түрін атап көрсетуге болады. Олар: толық түсініп тыңдау және негізгі мазмұнын тыңдау. Ал, 8-9-шы сыныптарда қолданыстағы бағдарламаға сәйкес белгілі тілдік бірліктер арқылы қалыптасқан білікті жетілдіру, қажет болған жағдайда оларды түзету басты міндет болып табылады.

Тыңдауға оқытудың нәтижесі мұғалімнің сабақты ұйымдастыра білуіне, сөйлеуіне, техникалық оқыту құралдарын тиімді қолдануына, оқу кешені авторларының барлық нұсқауларын орындауына, жұмыстағы шығармашылық әдіс- тәсілдерді пайдалануда креативті жолдарды көре білуіне байланысты. Сонда ғана, жүйелі жүргізілген жұмыс оқушылардың шеттілін меңгерулеріне жағдай жасайды.

Жаңа материалды түсіндіру, тыңдату және пысықтау оқушылардың қызығушылықтары мен жас ерекшеліктеріне сай жоспарлы, жүйелі таңдалуы тиіс. Шет тілін тыңдап, түсіну дағдыларын меңгертуде оқушының дыбыстар ағымын тани білуіне; тыңдалып отырған тілдік единицалардың мағынасын қабылдауына; тыңдалып отырған мәтіндегі ең маңызды ақпаратты іріктей білуіне назар қою керек. Тыңдау және оны түсіну қарым - қатынастың негізін құрайды, тілдік - ауызша коммуникацияны меңгеру - тыңдап, түсінуден бастау алады, өйткені мұнда бірнеше ой операциялары орындалады. Олар: тыңдалған дыбыстарды дифференциялау, ойлау әрекетінде қорыту, тыңдау кезінде оларды есте сақтап ұстау, жобалап болжау қабілетін іске асыру және қарым - қатынас ситуацияларын ескере отырып, тыңдалған аудио материалды түсіне білу.

Тыңдау процесінде әуелі тілдік форма беріледі, соны қабылдау арқылы оқушы мазмұнды ашады. Мұндағы іс-әрекет бағыты: тілдік формадан мазмұнға қарай. Тыңдау, түсіну, оқу өзара тығыз байланысты. Тыңдап-түсіну дағдыларынсыз шет тілін өз дәрежесінде, жетік меңгеру мүмкін емес.

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CURRENT PROBLEMS OF INTERRELATION OF LANGUAGE, CONSCIOUSNESS AND MODERN TECHNOLOGIES

Abstract: The article deals with current problems of the relationship between language, consciousness and modern technologies. It is considered how the Internet and modern technologies affect a person, his language and thinking. The problem of the relationship between language and thinking is one of the complex and topical issues not only of general linguistics, but also of logic, psychology, philosophy, linguistics and psycholinguistics. The complexity of the problem is due, first of all, to the complexity and inconsistency of the nature of both thinking and language.

Keywords: “language”, “consciousness”, “modern technologies”, “linguistics”, “thinking”.

The problem of the relationship between language and consciousness, language and thinking has always been at the center of psychological and philosophical research. This is not accidental, since the study of this issue allows not only to clarify the nature of consciousness itself and language as unique phenomena that determine everything human in a person, but also makes it possible to trace the development of a person. Consciousness and language are the two most important components of the human personality, which can be revealed only through the knowledge of each other, since one determines the development and existence of the other.

Many questions arise here, such as whether it is possible to think outside of language, or how babies think before they start speaking, or how people can even know what is outside of language when their knowledge is inside language, which beyond the scope of the book. The important thing here is that we acknowledge a range of theories about how languages shape people. The strongest versions of “linguistic determinism” are often structuralist, that is, they seek to match linguistic structures with the structures by which our experience is organized. [1, p.4]

Representatives of the Geneva Linguistic School, headed by the famous scientist F. de Saussure, believed that the native language is integral to our thinking and is closely related to our personal and social life. As an example, they consider the process of development of the child’s thinking. Ch. Bally in the article “Teaching the native language and the formation of consciousness” emphasizes that in terms of the depth of its influence among the factors involved in the formation of thinking, language is in the first place. Therefore, the native language has a huge impact on the specific form of thinking of a person. Note that the ideas of F. de Saussure, Ch. Bally close to the theory of “linguistic relativity”. “If thought can affect language then language can affect thought.” [2, p.25]

It is worth noting that for a long time in philosophy such thinkers as Plato, Heraclitus and Aristotle studied the relationship between consciousness, thinking and language. It was in ancient Greece that the latter were perceived as a single whole.

As early as the beginning of the 19th century, having visited the Basque country in Spain, Humboldt first drew attention to the language of the people there, which was strikingly different from other Indo-European languages. In 1801, in a monograph on the Basque language, he first established that "different languages are not different designations of this or that subject, but different visions of it." [3, p.9]

The main work of Humboldt "On the difference in the structure of human languages and its influence on the spiritual development of mankind" for the first time clearly raises questions in theoretical linguistics about linguistic relativity, i.e. about the influence of language on the thinking of its speakers and the dependence of a person's picture of the world on the natural language in which he speaks.

Humboldt denied that the language was created by collective agreement, so one might get the impression that, in Humboldt's opinion, it just "came from nowhere". Based on this, we can conclude that when there was no language, there was no thought. Another problem of the same kind: on the one hand, Humboldt says that thinking is impossible without language, and on the other hand, that the collective thinking of the nation creates language. It is obvious that language did not always exist, and then one can conclude that thinking did not always exist either. But language owes its existence to the attempts to objectify thinking. [4, p.19]

In this regard, one of the main questions that has not been resolved in the Humboldt system arises, namely the question of the emergence of language. Humboldt characterizes language as "the first act of reflection", thanks to which a person "awakens to self-consciousness".[5, p.301]

Studying the influence of language on thinking, we can say that just as language is caused by thinking, so thinking develops through language.

The role of language in relation to thought does not at all consist in creating a material sound means for expressing ideas. Here, rather, language serves as a kind of mediator between thinking and sound, and in such a way that their combination inevitably leads to a mutual delimitation of units.

At the moment, communication of many people takes place in the virtual world, in social networks. Many words in English have been abbreviated. Kazakh and Russian languages are subject to the same trends. Languages are being simplified. The number of words used is reduced. Perhaps there will be fewer words in the language.

The influence of the Internet on speech is easy to see. The older generation communicated through letters, composed literate texts, and strove for the beauty of the language. Modern youth simplifies their life as much as possible with short correspondence, using simple terms in everyday life. Internet users do everything quickly. They do not pay attention to grammar, punctuation and spelling. At the level of phonetics, speech becomes slurred. At the lexical level, this affects the coarsening and simplification of speech. At the syntactic level, speech becomes incoherent.

The influence of the Internet on speech can also be traced thanks to hybrid words. There is a growing tendency to mix English phrases with Kazakh/Russian words. The desire to stand out, to invent something new pushes users to invent completely new phrases. Such terms are gaining popularity, firmly rooted in colloquial speech. This is how the influence of the Internet on the language is manifested.

Language is often characterized as a tool, an instrument of thinking, and the relationship between language and thinking as their unity. Recognition of the close connection between language and thought is one of the main principles of materialistic linguistics. It should be noted that any phenomenon related to language and consciousness reveals the presence of several theories, each of which is both difficult to disprove and prove. However, all theories have something in common. All of them talk about the interdependence of thought and language. But none of the hypotheses contains the idea that thinking and language are two substances that exist in parallel and are not connected with each other.

In general, with the historical development of thinking in all its forms, its impact on the language gradually increases, affecting mainly the expansion of the meanings of words, in quantity, the growth of the lexical and phraseological composition of the language.

Human thinking is changing, language is changing, and our whole culture is changing along with us. A new culture has emerged — the Internet and the digital population.

From a linguistic point of view, something really interesting is happening to the language on the Internet: new grammatical structures and phrases appear in it, which express what ordinary language simply can no longer express. However, all this change in grammar, the rejection of punctuation marks, the violation of the order of words and their mangling do not dominate only in some part of the Internet. Users of one social media platform where a new normal is being born are probably users of other platforms, and as they move from one to another, they carry the language with them.

The significance of this problem is proved by the fact that in different countries scientists observes and study similar processes occurring in natural national languages spoken by Internet users. For example, even in England, where there is no situation of borrowing Internet terminology from a foreign language, scientists have come to the need to identify and study a new functional style "Weblish (Web + English), which is actively spreading among Internet users, covering ever wider sections of the mass audience. [6, p.64]

The Internet has been accused of making children illiterate and dulling once-intelligent adults. But these conclusions are not entirely true - Crystal's research actually indicates the opposite. It turns out that those who use technology on a daily basis, on average, read more, faster and better than users who are not so advanced in the novelties of the 21st century. Moreover, a significant number of people simply use technology to communicate faster without changing language rules and norms.

On the one hand, there is an opinion that the Internet makes the language develop at a faster pace, reflecting the trends of rapid social development. The Internet is an information and communication environment with a high tone of communication, expressiveness and dialogue. On the other hand, we have to state the presence of negative trends. Based on these opinions, certain conclusions can be drawn: regular Internet users prefer a free language, the correctness of which does not need to be thought about. For them, the main thing is not the form, but the essence of the message. Of course, in any case, the language will not be pure. Without jargon and slang, it will simply be dead. [7, p.304]

The Internet language is constantly changing, it is impossible to catch and study it in some static state. Based on the above, we can draw certain conclusions: regular Internet users prefer a free language, the correctness of which does not need to be thought about. For them, the main thing is not the form, but the essence of the message. Of course, in any case, the language will not be pure; without jargon and slang, it will simply become dead.

Thus, the impact of the Internet on the language is extremely multifaceted, but at the same time does not affect the system categories. Indeed, the language of Internet communication is currently developing, which is a written form of oral speech and is often used in everyday communication, which affects the general state of the language. But at the same time, the language continues to develop, become more complex, as science, literature, and art develop, which require complex forms of expression.

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ANALYSIS OF MISTAKES OF KAZAKH LANGUAGE STUDENTS IN STUDYING STRUCTURAL PARTICLE IN CHINESE "的"

Abstract: Structural particle "的" in Chinese is the most widely used hieroglyph in Chinese and its use is also the most difficult. Therefore, the correct use of "的" for Kazakh language students is very difficult, there are many mistakes in its use. This article analyzes the mistakes in the use of "的" by Kazakh language students with an average level of Chinese and shows ways to master it.

Keywords: chinese language, grammar, structural particle, structural particle"的", head, attributive clauses

Кіріспе. Қытай тілі дүниежүзіндегі кеңінен таралған тілдің бірі болып табылады. Соңғы жылдары елімізде де қытай тіліне деген қызығушылық артып, қытай тілін үйренушілермен қоса, қытай тілін оқытатын оқу орындар мен оқытушылардың саны да арта түсуде. Алайда қытай тілін үйрену барысында кездесетін қиындықтар туралы қазақ тіліндегі зерттеулер өте аз. Қазақ тілді студенттердің қытай тілін үйрену кезінде грамматикалық жақтарда көптеген қиындықтар кедеседі, соның бірі "的" құрылымдық шылау. Құрылымдық шылау қытай тілінде жиі қолданылады, сонымен қоса грамматикалық тұрғыда ең күрделі сөздер боп есептеледі. "的" құрылымдық шылау сөз тіркестеріне әсер етіп қана қоймай, сөйлем мағынасының өзгеруіне де әсер етеді. Сол себепті, қазақ тілді студенттер үшін қытай тіліндегі құрылымдық шылауды меңгеруде айтарлықтай қиындықтар туғызып, қолдану барысында қателіктер кездеседі, мәселен, қолданатын жерде қолданбайды, қолданбайтын жерде жиі қолданады. Сондықтан бұл мақалада, қазақ тілді студенттердің "的" құрылымдық шылауын үйренудегі қателіктері мен себептеріне талдау жасап, игерудің тәсілдері көрсетілді. Қазақ тілді студенттердің "的" құрылымдық шылауын қолданудағы бұл қателіктерін теориялық және практикалық жағынан нақты мысалдар арқылы жан-жақты талдап түсіндірудің маңызы өте зор.

Әдебиеттерге шолу. Тақырыпта көрсетілген "的" құрылымдық шылауын теориялық негіздемелер ретінде қытай тіл білімінде өзіндік орны бар көрінекті ғалымдар зерттеу жасаған. Мәселен, Хуан Боронг , Ляо Сюдуннің «Қазіргі қытай тілі», "的" құрылымдық шылауын анықтауыш пен басыңқы сөзді байланыстыратын құрам деп есептейді.[2, 41б.] Чжан Бин «Қазіргі қытай тілінің қысқаша талдауы» кітабында "的" құрылымдық шылауын анықтауыш пен басыңқы сөзді байланыстыратын құрам деп есептейді, және "的" құрылымдық шылауы анықтауыш бола алады деп айтқан еді.[3,244-245б.] Лүй Сяңшу «Қытай тілінің 800 сөзі» кітабында"的"-ның негізгі қызметі сөз тіркестерін құрап, зат есімді сипаттайды деп айтқан.[4, 157б.] Сонг Яфу «Шылау және құрылымдық шылау» мақаласында тілдік практикалық қолдануда "的" құрылымдық шылауы сөзді байланыстыратын екі сөздің арасында сипаттау немесе шектеу қызметін атқарады деп айтқан.[5,62б.] Қытай ғалымдарының "的" құрылымдық шылауын зерттеуі айтарлықтай нәтижеге жеткен. Отандық қытайтанушы-ғалым Толқын Қалибекұлының «Қазіргі Қытай және Қазақ тілдеріндегі сөз тіркесінің құрылымдық түрлері» монографиясында, "的" құрылымдық шылауы-анықтауыштың грамматикалық көрсеткіші деп айтқан. Аталған еңбекте қытай тілінің грамматикасы жан-жақты зерттелген.[1, 123б.]

Зерттеудің мақсаты қазақ тілді студенттердің "的" құрылымдық шылауын үйренудегі қателіктеріне талдау жасап, қателіктердің себептерін айқындау.

Зерттеудің міндеті қазақ тілді студенттердің "的" құрылымдық шылауын үйренудегі қателіктерін мысалға ала отырып, қытай тілін зерттеуші ғалымдардың "的" құрылымдық шылауы жөніндегі зерттеу нәтижелерін пайдалана отырып, қателіктеріне талдау жасап, игерудің тәсілдерін көрсету.

Қытай тілінде "的" құрылымдық шылауы көбінде анықтауыш пен басыңқы сөзді байланыстырады. Сөйлемдегі басыңқы сөзді сипаттайды және шектейді. "的"-ның алдында қолданатын анықтауыш көбінде зат есім, сын есім, етістік, есімдік, сан есім, т.б. сөз таптарынан тұрады. Ал басыңқы сөз көбінде баяндауыш болып, зат есім немесе сын есімнен тұрады.

Мәселен: 1. 老师们的工作特别多。(Мұғалімдердің жұмыстары өте көп)

- Мұндағы анықтауыш老师们 зат есім，басыңқы сөз工作 зат есім。

2. 她玩了30分钟的游戏。(Ол 30 минут ойын ойнады)

- Мұндағы анықтауыш 30分钟 сан есім，басыңқы сөз游戏 зат есім。

3. 这是妈妈做的饭。(Бұл маманың жасаған тамағы)

- Мұндағы анықтауыш 做 етістік，басыңқы сөз饭 зат есім。

"的" құрылымдық шылауы анықтауыштың грамматикалық көрсеткіші болғанымен, барлық анықтауыш пен басыңқы сөздің арасына "的"-ны қолдана бермейді. Мәселен төмендегі сөйлемдерде "的" құрылымдық шылауы қолданылмайды:

1. Жалаң сын есімдер анықтауыш ретінде қолданылғанда "的" құрылымдық шылауы қолданылмайды:他是个好人。(Ол жақсы адам)

2. Мемлекет, мекеме, топ және т.б. атаулар анықтауыш болып, жалқы есім құралғанда "的" құрылымдық шылауы қолданылмайды: 北京外国语大学很有名。 (Бейжің шет тілдері университеті өте атақты)

3. Заттың материалын, сапасын және т.б. жағын сипаттайтын ерекше сөз тіркесі анықтауыш болғанда "的" құрылымдық шылауы қолданылмайды: 我需要买电脑包装手提电脑。(Маған ноутбук салатын ноутбук сөмкені сатып алу керек.)

4. Шектеулікті білдіретін мөлшерсөз анықтауыш болғанда "的" құрылымдық шылауы қолданылмайды: 我想买三公斤苹果。(Мен 3 килограмм алма сатып алғым келеді.)

5. Сілтеу есімдігі “这”、“那” анықтауыш болғанда “的” құрылымдық шылауы қолданылмайды: 这水果很好吃。(Бұл жеміс өте дәмді.)

6. Сұрау есімдігі “什么”、“多少” анықтауыш болғанда “的” құрылымдық шылауы қолданылмайды: 苹果多少钱？(Алма қанша тұрады?)

Осы мақалада 2 және 3 курс қазақ тілді студенттері зерттеу жұмысына қатысты, студент саны-23, деңгейлері орташа. “的” құрылымдық шылауына байланысты қазақ тілінен қытай тіліне аудару туралы 20 тест сұрақтары болды. Тест нәтижелері бойынша жіберілген қателерге талдау жасалды. Нәтижесінде “的” құрылымдық шылауын қолдануда жиі кездесетін 4 түрлі қателер болды, олар: қате қолдану, барлық жерде қолдану, күрделі анықтауыштардың орын тәртібінің қателігі, қолданбау. Жиналған қате нәтижелерімен талдау жасалды.

Кесте 1 - зерттеу нәтижесі

тест сұрақтың №	дұрысы	қатесі	ең көп кездесетін қате	
	17	6	4 қате қолдану	
	20	3	2 қате қолдану	
	18	5	4 барлық жерде қолдану	
	15	8	7 күрделі анықтауыштардың орын тәртібінің қателігі	
	16	7	5 қате қолдану	
	14	9	5 қолданбау	
	17	6	4 қолданбау	
	18	5	3 күрделі анықтауыштардың орын тәртібінің қателігі	
	21	2	2 қолданбау	
	20	3	2 қате қолдану	
	15	8	7 барлық жерде қолдану	
	12	11	8 барлық жерде қолдану	
	18	5	4 күрделі анықтауыштардың орын тәртібінің қателігі	
	14	9	7 күрделі анықтауыштардың орын тәртібінің қателігі	
	13	10	9 барлық жерде қолдану	
	21	2	2 қолданбау	
	18	5	3 қате қолдану	
	16	7	4 қате қолдану	
	17	6	4 күрделі анықтауыштардың орын тәртібінің қателігі	
	17	6	5 барлық жерде қолдану	
Қателердің жиынтығы	қате қолдану	қолданбау	күрделі анықтауыштардың орын тәртібінің қателігі	барлық жерде қолдану
	20	13	25	33

Нәтижелер. Жоғарыдағы зерттеу нәтижесіне талдау жасау бойынша, «的» құрылымдық шылауын қолдануда жиі кездесетін қатенің түрі барлық жерде қолдану болды, яғни «的» құрылымдық шылауын сөйлемде келсін келмесін анықтауыш пен басыңқы сөз арасында жалғаулық ретінде қолдана беріп, сөйлемнің мағынасын өзгертіп жіберуін айтады. Бұл қазақ тілді студенттердің арасында ең көп кездесетін қателік боп табылады. Яғни «的» құрылымдық шылауын үйренді, бірақ қай кезде қолдану керек, қай кезде қолданбау керек екенін білмейді. Әсіресе жіктеу есімдігі анықтауыш болғанда қате қолданады. Мәселен:

Қатесі: 我的妈妈的工作很辛苦。

Дұрысы:我妈妈的工作很辛苦。(Менің маманың жұмысы өте ауыр.)

Қатесі: 她穿着一件非常漂亮的粉的裙子。

Дұрысы:她穿着一件非常漂亮的粉裙子。(Ол өте әдемі бір күлгін көйлек киіп тұр.)

Қателіктің жиі кездесетін екінші түрі ол күрделі анықтауыштардың орын тәртібінің қателігі, яғни сөйлемде «的» құрылымдық шылауын қолданудың реті қате. Әсіресе бір сөйлемде бірнеше анықтауыш болған жағдайда студенттер «的»-ны қалай қолдануды білмей қалады. Мәселен:

Қатесі: 她穿着一件非常漂亮粉的裙子。

Дұрысы:她穿着一件非常漂亮的粉裙子。(Ол өте әдемі бір күлгін көйлек киіп тұр.)

Қатесі:运动是身体的健康保障。

Дұрысы:运动是身体健康的保障。(Дене шынықтыру – денсаулық кепілі.)

Қатесі:学校网站发布了的申请奖学金信息。
Дұрысы:学校的网站发布了申请奖学金的信息。(Стипендия алуға өтініш беру туралы ақпарат мектеп сайтында жарияланды.)
Қателіктің енді бір түрі ол қате қолдану, яғни анықтауыш пен басыңқы сөз арасына «□» құрылымдық шылауын қолданбайтын кезде қолданып, сөйлемнің мағынасының өзгеріп кетуін айтады. Мәселен:

- Жалаң сын есімдер анықтауыш ретінде қолданылғанда «的» құрылымдық шылауы қолданылмайды.

Қатесі: 他是一位好的人。
Дұрысы:他是一位好人。(Ол жақсы адам.)

- Сілтеу есімдік “这”、“那” анықтауыш болғанда «的» құрылымдық шылауы қолданылмайды.

Қатесі: 不能这样的做。
Дұрысы: 不能这样做。 (Бұлай істеуге болмайды)

- Заттың материалын, сапасын және т.б. жағын сипаттайтын ерекше сөз тіркесі анықтауыш болғанда «的» құрылымдық шылауы қолданылмайды.

Қатесі: 他们家的钱都在保险的箱里。
Дұрысы: 他们家的钱都在保险箱。(Олардың ақшасы сейфте.)
Соңғы қате түрі ол қолданбау, яғни «的» құрылымдық шылауын міндетті түрде қолдану керек кезінде қолданбау. Бұл аз кездесетін қате түрі, алайда қателіктер бар. Зерттеу бойынша студенттер көбінде анықтауыш сын есім, зат есім болған кезінде «的» -ны қолданбай кетеді. Мәселен:

- сын есім + «的»+басыңқы сөз.

Қатесі: 哈萨克斯坦有最美丽风景。
Дұрысы: 哈萨克斯坦有最美丽的风景。(Қазақстанда ең әдемі табиғат бар.)

- зат есім + «的» + басыңқы сөз.

Қатесі: 这是小孩玩具。
Дұрысы: 这是小孩的玩具。(Бұл баланың ойыншығы.)
Жоғарыда айтылғандай «的» құрылымдық шылауы қытай тілінде өте көп қолданылады, сонымен қатар қолдану тәсілі өте күрделі, өзгерісі де өте көп. Сондықтан қазақ тілді студенттер «的» құрылымдық шылауын қолданғанда әр түрлі қателер кездеседі. Оның себептері: біріншіден студенттердің «的» құрылымдық шылауын толығымен түсінбеуі, оның қолдану тәсілдерін толғымен білмеуі. Студенттер «的» құрылымдық шылауын қандай жағдайда қолдану керек, қандай жағдайда қолданбау керек, қандай жағдайда «的» -ны қысқартуға болатынын білмейді. Екіншіден қытай тілінде үш «de» (的、得、地) бар, дыбысталуы бірдей болғанымен үш түрлі иероглифпен жазылады. Анықтауштан кейін «的», пысықтауыштан кейін «地», толықтауыштың алдында «得» қолданылады. Бұл сөйлемдегі құрылымдық қатынастарды айқынырақ етеді. Қазақ тілді студенттер бұл үшеуін өте жиі шатастырады, білмеген жердің барлығына «的»-ны қолданып үйреніп қалған. Үшіншіден, елімізде мемлекеттік тіл қазақ тілі, орыс тілі ресми тіл. Бұл екі тілдің грамматикасы мен сөз сөйлеу дағдысы санаға терең сіңген. Бұл екі тілдің дыбысталу ережелері, грамматикалық жүйесі және т.б. жақтары қытай тілімен салыстырғанда өте үлкен айырмашылық етеді. Студенттеріміз амалсыз осы екі тіл арқылы қытай тілін үйренеді, сондықтан бұл екі тілдің кері әсері қалайда туындайды. Мәселен, қазақ тілінде септік жалғаулары бар, олар сөйлемдегі сөздерді бірі-бірімен жалғастырып, септестіріп тұрады. Студенттер «的»- ны ілік септіктің жалғауы ретінде қолданады, яғни кімнің? ненің? деген сұрақтарға жауап береді, тәуелділік мағынаны білдіреді. Мәселен: Менің анамның жасаған тамағы 我妈做的饭, студенттер оны қазақ тілінің грамматикасы бойынша 我的妈做的饭 деп жазған, бұл дұрыс емес. Ал кімнің, ненің деген сұрақтарға жауап бермесе «的» -ны қолданбай кетеді. Мәселен: әдемі гүл 漂亮的花, студенттер 漂亮花 деп жазған. Бұл қытай тілін үйренудегі ана тілінің кері әсері боп табылады, осы әсерден қытай тілін үйренудегі қателіктер туындайды.
Қорытынды. Осы зерттеуде қазақ тілді студенттердің «的» құрылымдық шылауын қолданудағы қателері, олардың оқу деңгейін ғана көрсетіп қоймай, сонымен қатар студенттердің қытай тілін үйренудегі қиындықтары да көрінді. Студенттердің қиындықтарын білгенде ғана біз оларға грамматиканы түсіндіріп, көбірек жаттығу дайындау арқылы оқу сапасын көтеруімізге болатынына көзіміз жетті. Үйренетін тілдегі грамматиканы алғашында дұрыс меңгерсе, дұрыс сөйлем құрау жүйесін қалыптастыруға болады, уақыт ұзарған сайын қателіктерін түзеу алғаш бастап үйренгеннен қиын болады. Сондықтан, қазақ тілді студенттерге қытай тілін үйреткен кезде, «的» құрылымдық шылауына ерекше мән беріп, арнайы түсіндіру қажет. Мәселен, Сабақ жүргізу барысында, «的» құрылымдық шылауын студенттердің деңгейіне байланысты біртіндеп оқыту қажет. Әр жаңа қолдану тәсілін үйреткенде бұрынғы үйренген тәсілдерді қайталап, салыстырып оқыту пайдалырақ болады.

Егер бірден «的» құрылымдық шылауының барлық қолдану ережелерін үйретсе, ол студенттерге психологиялық қысым алып келеді, қытай тілі өте қиын деген тұжырымға келіп, қытай тіліне деген қызығушылық төмендеп кетеді. «的» құрылымдық шылауын үйреткенде қазақ тілі не орыс тілінің грамматикасына салмай, барынша қытай тілі арқылы түсіндіру қажет, сонда ана тілінің кері әсері барынша азаяды. Сонымен қоса көптеген мысалдар келтіріп, жаттығулар жасатып түсіндіру қажет. Үш «de» (的、得、地)-ны студенттердің деңгейіне сәйкестендіріп айырмашылығы мен қолдану тәсілдерін түсіндіріп, көп жаттығу дайындау арқылы қазақ тілді студенттеріне «的» құрылымдық шылауын үйретіп, оңай игеруге болады.

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CORPUS LINGUISTICS IN ANALYZING THE CONTEXT IN THE CANTERBURY TALES

Abstract. The corpus of the language and the science that is associated with it, corpus linguistics, is such a topic, an area that very quickly burst into the life of linguists around the very end of the 20th - beginning of the 21st century. The role of corpus linguistics is now growing very rapidly. A corpus is an electronic collection of texts in one language. This article provides an overview to corpus linguistics and its techniques used to analyze the context, where a word exists in, of a literary text The Canterbury Tales written by Geoffrey Chaucer. The word frequency, collocations with the keywords in the text, genre, part of speech and the concordance are analyzed by The British National Corpus (BNC) and The Corpus of Contemporary American English (COCA) and WebCorp as well to illustrate in what context the word can be collocated with other parts of speech. Short passages are taken from The Canterbury Tales to emphasize the use of corpus linguistics in analyzing implicit words and their contexts found in the frame story.

Keywords. Corpus linguistics, context, implied meaning, concordance, collocation, word frequency

Methodology. As corpus linguistics is directly applied with statistics and statistical analysis, the quantitative research method is used in the article. Moreover, qualitative research method is involved to collect and analyze non-numerical data to obtain information and concepts from the works of those scholars who have worked in corpus linguistics.

Literature Review. The development of computer technology has contributed to the fact that a large number of texts have become available in electronic form. In order to be able to work with such volumes of texts, extracting the necessary information from them, linguistic corpora began to be created all over the world, i.e. collections of specially selected texts, marked up according to various linguistic parameters and provided by a search system. Subsequently many scholars and linguists have conducted research in corpus linguistics and many handbooks and books have been written. The way how the corpus linguistics can be applied in the language of poetry and literary texts and can be used in stylistic analysis is clearly outlined [1]. The increase in the volume of research material required the use of new methods for the analysis of linguistic data, including their statistical processing. The fundamental conceptual issues highlighting how the corpus linguistics is employed as a methodology and its theory and practice is also reviewed [2]. Word frequency analysis function facilitates enquiry across different corpora, different language varieties and different contexts of use. One of the most major developments in the study of set of words and vocabulary

range has been the neo-Firthian approach to word meaning. Firth stated that the meaning of one word is as important as how it combines and collocates with other words in actual use (i.e. its collocations) as it is of the meaning it possesses. [3].

Research result. The detailed analysis of the specific words and text passage is given in the article. The procedure of the use of different corpora is illustrated in figures. The implied words *knight* is identified in the text passage and described to give a full understanding of its meaning in the context. Consecutively the concordance list is analyzed by the WebCorp corpus to show how the word knight is given in different contexts and in the context of the frame story The Canterbury Tales. One of the main sources of linguistic material required for linguistic and philological research is the text, written or oral. Based on the analysis of a set of texts, it is possible to draw a conclusion about the linguistic phenomenon of interest to the researcher, for example, about the grammatical structure, the use of expressive means in the language, how many times a word is used (frequency) etc.

Discussion. Thus, corpus linguistics includes two aspects: firstly, the creation and marking (annotation) of text corpora and the development of search tools for them, and, secondly, linguistic itself - experimental research based on corpora [4].

In linguistics, a corpus (in the plural: corpora) is a collection of texts selected and processed according to certain rules, used as a basis for the linguistics studies. They are used for statistical analysis and statistical hypothesis testing, confirmation of linguistic rules in a given language.

A corpus can contain texts of one language (monolingual corpuses) or several languages (multilingual corpuses). Multilingual corpora that have been created specifically for comparative comparison are called parallel corpora.

According to the Sketch Engine a corpus (written one: text) is defined as a very large collection of a text (it can include more than billion words) which is also produced by users of the certain language and can be used in order to analyze how many words, word combinations and phrases in the language are used by many linguists and scholars who express their interest in corpus linguistics and in general by those who make research in investigating natural language processing [5].

Corpus is the basic concept and database of corpus linguistics. The analysis and processing of different types of corpus is the subject of most work in computational linguistics, speech recognition, and machine translation. Corpus and frequency dictionaries can be useful in teaching foreign languages as well.

A linguistic corpus is a collection of texts collected in accordance with certain principles, marked up according to a certain standard and provided by a specialized search engine. Sometimes a corpus ("corpus of the first order") is simply called any collection of texts united by some common feature (language, genre, author, period of creation of the texts). It also can be applied to the investigation and study of literary works.

The national corpus is created by linguists (specialists on the so-called corpus linguistics, a rapidly developing modern field of linguistics) for scientific research and language teaching. Most of the world's major languages already have their own national corpora, differing in completeness and level of scientific processing texts. The British National Corps (BNC) is the generally accepted model. Many other contemporary corpora are based on BNC. The National Corps has its characteristics. The BNC project involved the collaboration of three publishers (with Oxford University Press as lead contributor, Longman and The & R. Chambers), two universities (Oxford University and Lancaster University) and the British Library. Now the corpus contains 100 million words of different genres.

One of the largest representative and authoritative corpora is the Corpus of Contemporary American English (Corpus of Contemporary American English (COCA)). At the moment, this is the only large, balanced corpus of the American version of the English language with more than one billion words usage. This corpus is available at http://corpus.byu.edu/coca , but registration is required. The corpus contains oral (spoken) speech, fiction, magazine articles, newspapers, scientific texts in the same proportions. As the British National Corpus, the Corpus of the Contemporary American version of the English language is full-text and is provided with metatext and morphological markings. Each year of the period from 1990 to 2009 is represented by texts of 20 millions of word usage [6]. Thus, unlike BNC, the Corpus of the Contemporary American English is a dynamic corpus. The search interface allows to search for both words and phrases, lemmas, as well as to perform a grammatical search. It is possible to be able to get all the contexts in which a word or phrase of interest to the user occurs, as well as information about the distribution of the frequency of their use by genre and by year.

The Canterbury Tales is the most famous of the works of Jeffrey Chaucer. It is borrowed from the Decameron which is written by an Italian poet, writer and scholar Boccaccio. Several persons of different classes go on pilgrimage to Canterbury Abbey; they meet in one of the hotels in the London suburb of Sowerk, agree to continue the journey together and, at the suggestion of the innkeeper, decide to shorten the

time with stories; this is just a slight rework of the Decameron plan. But the vivid characterization of the people gathered at the Souerk hotel and of English society is entirely due to Geoffrey Chaucer; this preface to The Canterbury Tales, written with cheerful humor, shows Chaucer's great art of portraying social life. We see the same in the stories following the prologue; they are very diverse, witty, express a deep study of life.

Chaucer's book opens with a General Prologue, which outlines the appearance of each of the characters. It sets the leading compositional principle used by the author. The innkeeper Harry Bailey invites worshipers to tell entertaining stories to while away the journey to Canterbury and back. Chaucer's book consists of these stories, each of which is a complete poetic novella. "Canterbury Tales" adjoin the ancient genre tradition of a collection of short stories and novellas, united by a common plot "frame": the situation of the conversation, the alternation of storytellers. This tradition, in line with which in the XIII-XIV centuries. created many works of world literature, under the pen of Chaucer undergoes significant changes. He strives for greater naturalness and significance of the main plot, framing the inserted novellas. Along with the general prologue, the characteristics of the pilgrims are also contained in the prologues that immediately precede their stories.

The article deals with the implicitness or with implied words in The Canterbury Tales; it also provides a detailed analysis of corpus of the short passages which contain hidden or non-obvious lines or words (implied).

Based on the search engine of The Corpus of Contemporary American English (COCA) a text or passage, that includes a word which is not stated directly, is analyzed by the following sections in WORD SCETCH page: frequency range, context, genre, collocations and concordance. As the implied word isn't expressed explicitly, following words and phrases in the lines that go with the given word can give much more information to the reader and its description that can be related to the hidden or implicit word.

Concordance is defined as" a display of every instance of a specified word or other search term in a corpus, together with a given amount of preceding and following context for each result or 'hit' [7].

The first example in the General Prologue about the *Knight* is analyzed in COCA search engine. First, we need to identify what is implied by *Knight* and what the author intended to deliver. Chaucer gives a good description of that person's character and his achievements are also provided in further lines, although at first it is difficult to identify who specifically the author is going to portray. Nevertheless, we can also presuppose what features the knight can have from the first line where the word knight was mentioned [8]. A 'knight' refers to a man of high social rank who fought as a soldier on a horse in the past [9]. The genre, the word is mostly and frequently is used, is given below in figure 1:

SECTION	ALL	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
FREQ	285	0	285	0	0	0	0	0
WORDS (M)	100	10.0	15.9	7.3	10.5	16.5	15.3	20.8
PER MIL	2.85	0.00	17.91	0.00	0.00	0.00	0.00	0.00

Figure 1 The genre the word knight is frequently used

It is seen from the chart above that the knight in general is used in fictions (the frequency is 285) as it is considered as a word of medieval times. The chart is given from the BNC.

The following figure 2 gives a full picture of the passage:

Figure 2 illustrates the analysis of the short passage containing the word KNIGHT

In Figure 1 we can see that total amount of words in the passage is 249. On the right there is a table of frequency range: low, middle and high. Low frequency words are highlighted with yellow, middle ones with green, high frequency words are colored with blue one. Mostly used words in the passage are approximately prepositions, pronouns and adverbs such as *he, his* (mentioned 12 times), a conjunction *and* (15 times). However, as the passage is taken from a literary text it has its own genre and stylistics. Subsequently words that are less used and used mainly in fictions are positioned in low frequency section. There are words as *heathen, knight, worthy* can be found in the passage only 2 times. Looking at the table we can see that the author used the words that describe the KNIGHT and went beyond its actual meaning. Even if the reader will not probably not fully understand the meanings of the word, the mentioned above table can help to decode and find some collocations and keywords.

As the word knight considered with its implied meaning, based on the COCA we can go deep in its full analysis as a noun:

Figure 3 shows a wide range of information on the word, including genre distribution, related topics, collocates, related words and synonyms

It is shown that the word knight mostly used in fiction according to the Figure 3. It can be less found in spoken English. Also, topics that can be related to the word are *castle, noble, armor* illustrate that it fully describes the time when the Canterbury Tales was written.

The following example of the word *knight* is inserted into the WebCorp using its wordlist tool. The concordance line of the word can be given in the following Figure 3:

Figure 4 the concordance line (WebCorp corpus) of the word Knight

The lines were taken from the Canterbury tales and inserted in the Wordlist Tool using the electronic link of the frame story. In all lines the knight is given as a noun so that one who is interested in the word can easily find different contexts and collocations with the word identifying the differences and similarities the word used in the text. Here the word *knight* is given in the context of *hero* and on obvious fact for that is adjectives which are used to describe him. For instance, the adjectives as *worthy* and *noble* portray that knight who behaves himself as gentle, polite and honored.

Conclusion. The general overview to the new area of linguistics (corpus) is provided in the article. According to the scholars and linguists, who made a huge contribution the study of corpus, the analysis of the word knight taken from the frame story The Canterbury Tales is done. It was done based on the three different corpora such as BNC, COCA and WebCorp as well. The word frequency, a wide range of information on the word, including genre distribution, related topics, collocates, related words and synonyms, the concordance list are also illustrated in figures with their detailed analysis. In the case when the reader needs and wants to decode the meaning of one specific word (especially in a literary text where sometimes words are not given explicitly) and it does require more background knowledge or experience of the reader, here the corpus could be a great tool to be able to get as much as possible from the word.

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ТУЫСТЫҚ АТАУЛАРДЫҢ МАҒЫНАСЫНДАҒЫ АҚПАРАТТАРДЫҢ ЭТНОЛИНГВИСТИКАЛЫҚ СИПАТЫ

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Түйін: Бұл мақалада қазақ тіліндегі антропонимдердің сөзжасамдық атауларының этнолингвистикалық ерекшеліктері қарастырылған. Мақаланың көлеміне сәйкес біз келін сөзінің

мағынасын және ол арқылы берілетін ақпарат саласы талданған. Қоғамдағы қалыңдықтың орны мен адамдық сипатына қатысты ұлттық ұғымдардың көрсеткіші мақал-мәтелдерде, ауызша рухани мұраларда және біздің жазушыларымыздың көркем шығармаларында сақталғаны туралы жазылған.

Тірек сөздер: этнолингвистика, антропоним, антропонимжасам, тіркес, ұлттық ұғым, туыстық атаулар мәні, келін сөзінің этимологиясы, дәстүр.

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Abstract: This article discusses ethnolinguistic features of word-forming names of anthroponyms in the Kazakh language. According to the scope of the article, we analyzed the meaning of the word bride and the field of information transmitted through it. It is written that the indicator of national concepts related to the place and human nature of the bride in society is preserved in Proverbs and sayings, oral spiritual heritage and artistic works of our writers.

Keywords: ethnolinguistics, anthroponym, anthroponymy, phrase, national concept, meaning of kinship names, etymology of the word bride, tradition.

Қазақ тілінінің лексикалық қорында халқымыздың ғасырлар бойғы арман-тілегі, салты мен дәстүрі, рухани мәдениеті, тарихы, ұлттық дүниетанымы сақталғаны туралы тілші ғалымдар тарапынан айтылып жүргеніне біраз уақыт. «Шындыққа негізделгенмен, жалпылама айтылатын осы пікірлердің нақты көрінісін қалай байқауға болады?» – деген сұрақтың жауабын іздестіріп көрелік. Бұл орайда сөздік қордағы әрбір сөздің беретін мағынасымен қатар, мағына арқылы берілетін ақпараттардың сырларына да үңілуге тура келеді. Ұлттық таным көкжиегіндегі көптеген қасиетті құндылықтар сол ақпараттар арқылы белгілі болады. Оны басқа тілдегі сөздермен салыстырғанда байқалады. Біз өзімізге белгілі орыс тіліндегі ұғымдармен салыстырып көрелік. Мысалы, «невестканы» қазақша «келін» деп аударамыз, дұрыс делік, басқаша аудару мүмкін де емес, алайда невестка мен келіннің менталитеті бір-бірімен сәйкес келер ме екен. Оларды арнайы аударып, қазақша сөйлетіп жүрген сөздіктердегі мағынасына қарасақ, мынандай көрініседі: невестка: «*1) (по отношению к отцу, матери, брату мужа)* ***келін*** *невестка до сих пор чуждается родственников мужа → келін келген жерін әлі елсінбей жүр; 2) (по отношению к младшему брату, младшей сестре мужа)* ***жеңге****; 3) (по отношению к женам братьев)* ***абысын.***

Орыс тілінде жалпылама мағынада қолданыла береді. Бізде бір ғана келіннің төңірегінде қалыптасқан түрлі мағыналар мен ұғымдар. Ал шын мәнінде *келін* қазақ тілінде ата мен енеге, күйеуінің ағасына қатыстылығы тұрғысынан ғана мағына беретін атау сөз. Ата-ене мен қайын ағаның алдындағы келіннің мінезі, өзін ұстауы, айналамен қарым-қатынасындағы келінге тән дәстүрлі иба қазақ менталитетіне ғана тән ерекшеліктерді көрсетеді. Әрине жаңа заманға сай келін бейнесінің де жаңаша сипат алғаны жасырын емес, алайда белгілі бір топтар арасында болмаса, ақ жаулық салып ақ босағаны аттау дәстүрі келін мен атаның, келін мен енеңің, келін мен қайнағаның арасындағы қатынас әлі күнге өзінің дәстүрлі сипатын сақтап келеді. Жас келіннің құқы – келіп түскен жерінде көрсетілетін қамқорлық, құрмет; білмегенін үйретіп, жаңа өмірге баулитын енелер институтының жұмысы тоқтаған жоқ, керісінше бүгінгі күн талабына сай түлеп, жаңғыра түсіп отырған жағдайлар аз емес. Демек, келін сөзі түсіндірме сөздікте көрсетілген «1. Ата-ана үшін баласының әйелі де, жасы үлкен ағалар мен туған-туысқандар үшін інісінің әйелі. 2. Жаңадан тұрмысқа шыққан әйел, келіншек» [1. 578] секілді өзіне телінген жалпыға түсінікті мағынасымен қатар, осы мағына аясында қабылданатын ілгеріде аталған келінге тән қасиеттер мен қазақ ұғымындағы келін туралы ақпараттардан ажыраған жоқ. Ал егер осыны невестканың аудармасы ретінде алар болсақ, ұлттық менталитетке тән барша құндылықтардың мәні жойылмақ (Осы күйінше ұғымға сіңіп кетуден сақтануымыз керек). Қазақ тілінің барша құндылықтарды бойына сақтаған қасиетін осы ерекшелігінен байқаймыз. Келінге қосымша ілгеріде аталған «абысын», «жеңге» сөзінің мағынасында қамтылған ақпараттардың да орны үлкен. Тарихи тамыры тереңнен бастау алатын жеңге мен қайын, жеңге мен қайын сіңілі арасындағы қатынасты ұлттық менталитет тұрғысынан ғана түсінуге болады. *Абысын, жеңге* бірнеше дыбыстан құралған белгілі бір мағынаны білдіретін сөздер ғана емес, бұл сөздердің артында сонымен бірге ұлттық дәстүр құндылықтарымен сомдалған, қоғамдағы орны мен мәртебесі айқындалған образды бейне тұр.

Ғасырлар бойы таным кеңістігіндегі барша рухани құндылықтарды халық өзінің тіліне жинақтады. Сөз бастаған шешен мен топ бастаған көсемдердің шаршы топ алдында айтылған рухты

сөздері тілдің қуатын асқақтатып, әр сөзге жан бітірді. Көңіл тереңінде жатқан асыл ойлар шешендік өнер арқылы жарыққа шығып, ұлттық тілдің мәдени сапасын арттырып отырды. Сөз мағынасы арқылы берілетін ақпараттар байып, түрленді. Қазақ тіліндегі кез келген атаудың аясында қоғамға ортақ белгілі ұғым-түсініктер қамтылады. Мағынасы ақпараттарға қанық кез келген сөз өзінен жаңа сөздер жасауға қабілетті болатыны белгілі. Бұл орайда, алдымызға қоғамдық сана қалыптастырған дәстүрлі ұғымдардың бейнесіне қатысты мәселе қойылып отырғаны туралы ойланғанымыз абзал. Лексикалық қор құрамында жинақталған сөздер негізінен тілдік санадағы ұғым-түсініктер мен заттардың сыртқы бейнесінің ғана атауы емес, сонымен қатар барша қасиеттерінің қазақ түсінігіндегі сипатын білдіру қызметін де атқарады. Мысал ретінде ілгеріде аталған *невестка* мен *келін*, *абысын*, *жеңге* сөздерін тағы бір салыстырып өтсек, қазақтың аталған үш сөзін орыс тілінің қай сөзімен аударғанда да нақты мағынасын бере алмайтынымыз байқалады. Біріншіден, ұлттық менталитет басқа, екіншіден, ілгеріде атап өткеніміздей *келін, абысын, жеңгенің* әрқайсысының ғасырлар бойы қазақ қоғамында айқындалған өзіндік бейнесі мен орны бар. Осы орындарына қарай әрбір адамның оларға деген қатынасы әртүрлі. Руға, атаға, туыстық қатынасқа негізделген қазақ қоғамының қатынастар жүйесі тұрғысынан алғанда, қоғамдағы әр адамның құқықтық мәртебесі, осыған қарай атауыш сөз мағынасы мен ол арқылы берілетін ақпараттардың ауқымы айқындала түседі.

Мақала көлеміне сәйкес осы аталған үшеуінің ішінде *келін* сөзінің мағынасы мен ол арқылы берілетін ақпараттар аясына тереңірек талдаулар жасап көрелік. Келіннің қоғамдағы орны мен адами сипатына қатысты ұлттық ұғымдар көрсеткіші мақал-мәтелдер мен тұрақты сөз тіркестерінде, ауызша жеткен рухани мұралар мен жазушыларымыздың көркем шығармаларында т.б. сақталған. Мысалы, *«Келіннің отауы»* тіркесінде жаңа түскен келінге тән кішілік, сүйкімділік, жастық, жинақылық т.б. секілді ақпараттар бар. Ол өзінен-өзі қамқорлықты қажет ететіні белгілі. Қыр-сыры мол отбасылық өмірге жаңа қадам басқан жас отбасының бейнесін елестетеді. Бұл тіркестің құрылымдық жүйесі де, мағынасы да, ол арқылы білдірілетін ақпарттардың да болмысы қазақы. Бұл тіркесті дүниеге әкеліп, болмысын сомдаған ұлттың оған жүктеген ұғым-түсініктерін басқа тілді тұтынушылар немесе өзге мәдениет пен менталитет өкілінің толық мәнінде тани алуы қиын.

Келіннің қоғамдағы орнын, қойылатын талап пен құқығын айқындап беріп отыратын көптеген тәрбие берудің дәстүрлі механизмдері бар. Өкінішке қарай, қазіргі уақыт сұранысының негізінде келінге қойылатын талап пен тілек өзгерді. Осыған байланысты ұлттық педагогикалық дағдылар мен құқықтық-нормативтік түсініктердің санадағы келбеті де біршама басқалау сипат алғаны рас. Бүгінгі таңда олардың көпшілігін тұрақты тіркестер мен мақал-мәтелдердің мазмұны және салт-дәстүрде сақталған қағидалар арқылы қалпына келтіруге, сөйтіп тілдік бірліктерге тән генетикалық кодтардың сырларын тануға қол жеткізуге болады. Тілімізде қолданылатын мақал-мәтелдердің мағынасына мән бере отырып, олар арқылы берілетін ұлттық менталитетке қатысты ақпараттарға талдаулар жасап көрелік. Талдаулар келіннің құқығы мен міндеттерін айқындайтын ақпараттар турасында. *Қалыңсыз келген келін қырыстанғанын қоймайды (мақал).* Қазақ халқында «қалыңмал» ұғымы бар. Көлемі құдалардың әлеуметтік жағдайына қарай айқындалады (Бай мен бай құда болса, арасында жорға жүреді. Кедеймен кедей құда болса, арасында дорба жүреді. Бай мен кедей құда болса, шыдай алмай зорға жүреді). Қазақ «қалаңсыз қыз болса да, кәдесіз қыз болмайды» дейді. Бұл келінге көрсетілетін құрмет. Келін түсіргенде ат шаптырып той жасалмаса да, тиісті кәдесі (*Тұрмыс-салтқа байланысты жасалатын сый-сыяпат түріндегі ырым жоралар*) жасалуы тиі. Дәстүрдің орындалмауы сыйламау (менсінбеу) болып табылады. Қазақ ұғымында қалыңмалы көп болған сайын қыздың беделі де жоғары. Қалыңсыз келген келін өзіне лайықты құрметтің көрсетілмегеніне ренішті болуы мүмкін. Қалың малдың берілмеуі, осы тұрғыдан алғанда, келіннің моральдық құқығына қайшы. Сондықтан, қырыстануы – өз құқығын жоқтауының бір көрінісі. Қазақ отабасында ол мойындалған заңдылық – қырыстануын орынды санау байқалады.

Қазақтың дәстүрлі отбасылық кодексінде келін мен атаның, келін мен ененің, келін мен қайын ағаның, келін мен қайынбикенің, келін мен қайынның, келін мен қайын сіңілінің арақатынасы, айтылатын әңгіменің мазмұны да белгіленіп қойған. Келін енесіне айтатын әңгімесін атасына айта алмайды, қайнысына айтатын әңгімесін немесе әзілін қайынағасына айта алмайды. Қайын сіңлісімен бөлісетін сыры өзінше бөлек. Қайын сіңлісінің құтты орнына қонғанға дейінгі өзгелерге айтылмайтын құпия сырлары жеңгесінің бақылауында болады. Ол соған тікелей жауапты, егер құдаласқан жерге бармай, басқа біреумен қашып кеткен немесе т.б. жағдайларда ең бірінші сұраққа алынатын – қыздың жеңгесі.

Келін қайынын еркелетуге, атымен атамай басқаша ат қоюға және оның еркелігін көтеруге, ауырлау айтылатын сөздеріне ренжімей шыдауға міндетті, оны заңдылық деп қабылдайды. Ал оған тасырма беріп, міндет жүктеуге, орнын тауып жазалауға құқылы. Мұндай жағдайға байланысты екеуі де шағымданбайды, ондай шағым-арыз қарауға жатпайды.

Келіннің құқығы мен міндеттерін бейнелейтін тағы бір-екі мақалдың мазмұнына үңіліп көрелік:

«Жақсы келін – келін, Жаман келін – өлім». Қазақ «ұлды – қоныс, қызды – өріс» санайды, яғни қыз аз күдік қонақ – жат жұрттық. Әке шаңырағына ие бола алмайды, дәстүрлі қоғамымыздың заңдарында ондай құқық берілмеген. Қыздан туған – «Жиен ел болмайды» дейтіні сондықтан. Ұлттық түсінік бойынша үлкендер, келіннің адами қасиетінің қандай екеніне қарамай, қолынан ас ішіп, немере шуының арасында болуды бақыт санайды. Келін түскеннен кейін ененің ас мәзіріне араласуы ұят, сондықтан бұл міндет отбасының жаңа мүшесінің қолына көшеді. Осындайда, әсіресе қонақ келгенде өз міндетін дұрыс орындауы, ата-енесін, яғни шаңырақты ұятқа қалдырмауы аса маңызды. Сол секілді ауыл-ел, айнала-көршілермен қарым-қатынастың орнауында келіннің рөлі үлкен. Бұл жөнінде халық даналығы: «Келіні жақсы үйдің керегесі алтын» – дейді. Егер олай болмағанда тәрбиесіздігі – оған дұрыс жол көрсетіп, тәлім бере алмаған енеге мін. «*Келін жаман емес, келген жері жаман*» – дейтін мақалдың астарында келген жерінің осы жауапкершілігі көрініс береді. Ерекше жағдайда болмаса, келген келінді кері қайтарып жіберу жоқ, сондықтан ендігі міндет – тәрбиелеу. Бұл орайда ененің тәжірибесі бірінші кезекте сынға түседі. Ене тәрбиесінің бір көрінісі немесе нәтижесі – «Келінді қайын ененің топырағынан жаратады» – деген мақалдың астарында. Үлкенді сыйлап, айтқанын орындай жүріп, келін сол отбасының дәстүрін қабылдайды. Негізгі ақылшысы – енесінің өнегесін көп көргендіктен, оған ұқсауы – заңды құбылыс.

Өлімнен ұятты күшті санайтын қазақ үшін кей келінінің өрескел істері енемен қоса бүкіл отбасын ыңғайсыздыққа қалдырады. Сондайда, біреудің баласы деп жұртпен қосыла жамандамай, енді өзімдікі деп жақсылығына қуанып, кемшілігіне күйінеді. Сонымен қатар, әркім өз ісіне ғана жауап бермей, отбасы мүшелерінің бірі үшін бірінің ұялуы, «ыстығына күйіп, суығына тоңуы» – ұжымдық жауапкершіліктің көрінісі. Өлімге теңейтіні де сол болса керек.

«Келіннің сөзі кетпендей, баланың сөзі батпандай» үлкеннің бетіне қарамайтын қазақтың дәстүрлі қоғамында сыйластық бірінші орында тұрады. Әсіресе ата-ененің, қайын ағаның алдындағы келіннің сыпайы мінезі мен ақылды қылығы жалпы ұлттық ұғымдағы оның типтік бейнесіне тән еркешелік. Ғасырлар бойы қалыптасқан дәстүр бойынша әркімнің қоғамдағы орнына қарай сөйлеуіне, оның шегінен шықпауына мән беріледі. Ақпаратты қабылдаушының көңіл күйі де өз орнына қарай өзгеріп отырады. Ауыл ішіндегі, отбасындағы немесе ағайын арасындағы ұлттық дәстүрдің өзі айқындап берген әркімнің дәрежесіне қарай коммуникативтік қатынас жүйесінің нормасы белгіленген. Ағайын арасындағы сыйластықтың негізгі арқауы болып табылатын осы норма аясында әркім өзінің құқығын талап етеді.

Келін сөзінің мағынасы жасы үлкендерге қатыстылығын білдіреді, сондықтан ата, ене, қайын аға, қайын бике т.б. туыстардың барлығының дәрежесі онан жоғары тұрады. Мұндайда байқаусыз айтылған жай сөздің өзі, ағайын құқығы тұрғысынан, үлкендердің көңіліне ауыр тиюі мүмкін, «келіннің сөзі кетпендей» – дейтіні де сондықтан.

Келінге қаратылып айтылатын мақалдардың бірі – *«Келінге өкпе тисе, көңілі көкке жетеді».* Өкпе кәделі мүшеге жатпайды, дегенмен келінге соның өзі қуаныш, өйткені бұл кемсіту емес, көрсеткен қызметіне ризалықтың белгісі. Аузы дуалы ел ағалары жиналған дастарқаннан ұсынылған астың қандайы болсын оған көрсетілген құрмет әрі бедел. Өкпе сөзі, бұл орайда, мал мүшесінің аты болумен қатар, «кез келген ас» деген мағынада жұмсалып тұрса керек.

Сонымен келін сөзінің бір мағынасы көріп отырғамыздай – кішілік. Барша үлкендердің алдында онан ибалылық, имандылық, ақылдылық, іскерлік т.б. секілді жақсы қасиеттер талап етіледі. Алайда, қазақ қоғамы ешқашан құқығын шектемейді, аяқасты етпейді. *«Жақсы келін – қызыңдай, жақсы күйеу – ұлыңдай», «Әзілің жарасса, атаңмен ойна»* секілді мақалдар келінге берілетін еркіндіктің сырларынан да хабар беріп тұр. Сыйластықтың аясында, ұлттық дәстүрдің белгіленген шегінен шықпай ретін тауып тіпті ата-енесімен әзілдесіп жатса да қарсылық жоқ, тыйым салынбайды. Құқықтық тұрғыдан алғанда «келін» сөзінің мағынасында оның отбасындағы орны айқын көрінеді. Босаға беріктігі мен шаңырақ шаттығы үшін оған қойылатын талап пен берілетін еркіндік, көрсетілетін сый-құрмет пен өнеге қазақ отбасы институтының ережесінде жазылып қойған.

«Келін» сөзінің мағынасындағы ақпараттардың толық мазмұнын осы мағынадағы мақал-мәтелдер мен тұрақты тіркестердің этнолигвистикалық сырларына үңілгенде ғана тануға олады. Әсіресе этнология, этнография, тарих т.б. секілді ұлттың рухани өмірімен сабақас салалармен байланыстыра отырып, кешенді түрде қарастырғанда сөз мағынасының терең сырлары ашылмақ.

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АНАЛИЗ ЭФФЕКТИВНОСТИ ИСПОЛЬЗОВАНИЯ САЙТА ДЛЯ ИЗУЧЕНИЯ ИСТОРИИ НЕЗАВИСИМОСТИ КАЗАХСТАНА

Аннотация: В статье рассматривается использование Web-технологий как инструмент эффективного преподавания в современном мире. Основное содержание статьи составляет анализ использования веб-сайта для обучения. В результате определено, что использование сайта для изучения истории Независимого Казахстана поможет обучающимся более качественно усвоить тему.

Ключевые слова: Независимость Казахстана, сайт, цифровое образование, история, интернет.

Мы живем в современном быстроразвивающемся мире, который просто невозможно представить без научно-технического прогресса, влияющего на развитие человеческого общества. Традиционная система образования должна претерпеть существенные изменения в методике в силу появления и внедрения новых компонентов обучения. Многие специалисты, исследователи в области педагогического образования подвергают традиционную систему обучения справедливой и обоснованной критике. Этим мы обязаны процессу цифровизации образования, возможности использования в системе обучения дидактических возможностей современных информационно-коммуникационных технологий, Интернет и Web-технологий. Процесс внедрения новых педагогических технологий обучения, использование дидактических возможностей Web-технологий позволяет формировать и проектировать эффективную образовательную среду [1].

Использование Интернета в обучении связано с обретением новых возможностей для самовоспитания, повышения уровня и качества своего общего и профессионального образования, самоактуализации. Работа на компьютерах и использование средств глобальных коммуникаций может помочь учащимся гармонично жить и работать в информационном обществе, глубже и разнообразнее познавать окружающий мир и эффективнее развивать свой интеллектуальный потенциал.

Новые медиатехнологии уже подтверждают свою исключительную ценность и полезность, особенно для образовательных целей во многих отраслях. Компьютер уже стал центральной частью современного образования. Простота и доступность электронных средств связи позволяет студентам из отдаленных уголков земного шара получать ранее недоступную им информацию. Успехи в информатизации общества во многом зависят от того, как осуществляется подготовка всех его членов к использованию Web-технологий в профессиональной деятельности [2].

Анализ возможностей осуществления цифрового образования через Интернет позволяет выделить следующие его преимущества: гибкость, возможность заниматься в удобное для себя время, в удобном месте и темпе, нерегламентированный отрезок времени для освоения дисциплины; параллельность - параллельное с профессиональной деятельностью обучение, т.е. без отрыва от производства; возможность постоянного повышения своего образовательного уровня, перехода к непрерывному образованию в течение всей жизни. Социальное равноправие; равные возможности получения образования независимо от места проживания, состояния здоровья, элитарности и материальной обеспеченности обучаемого, относительная анонимность компьютерного общения

позволяет высказываться людям, которые теряются в ситуациях непосредственного общения, и приводит к тому, что вклад учащегося определяется только по его достижениям, без всякого влияния «внешних культурных признаков» [3].

В наше время прорыва в изучении компьютерных технологий использование электронных девайсов гораздо удобнее, чем тяжелые бумажные учебники, которые со временем подлежат утилизации. Обучение через сайт поможет школьникам освоиться в цифровом мире. Сайт – это совокупность веб-страниц, оформленных в одном стиле и объединённых общей концепцией [4].

Высококачественные учебные материалы, такие как тексты, графические иллюстрации, интерактивные демонстрации, учебные пособия, аудио и видеопрезентации, необходимы учащимся, чтобы полностью усвоить и понять значение определенной темы. В поиске этих материалов для своих классов, педагоги часто обращаются к обычным поисковым системам в Интернете, таким как Google, Яндекс и другие, или так называемые ресурсы для учебных материалов, например онлайн-библиотеки. Веб-сайт, посвященный определенной тематике предмета, в свою очередь, является готовым инструментом для обучения, не требующий временных затрат на создание педагогом презентаций и дополнительных визуальных материалов для проведения урока [5].

Важность познания истории своего народа необходима для того, чтобы понять истоки настоящего и понять опыт предшествующих поколений. Как сказал Елбасы Н.А. Назарбаев: «История — лучший учитель», поэтому исследования в области истории являются очень актуальной темой.

К сожалению, очень многие люди недостаточно хорошо знают историю Казахстана, а в школах дети или же в вузах студенты чаще всего испытывают скуку при изучении большого количество текстового материала, поэтому уровень концентрации на предмете снижается. Сам по себе предмет истории достаточно интересный, но проблема скорее кроется в его подаче. В связи с данной проблемой, разработка веб-сайта для более эффективного усвоения истории Независимого Казахстана является важной темой.

Важно узнать общественное мнение, на сколько важна идея данного исследования. Поэтому составляются вопросы для проведения анкетирования. В ходе данного анкетирования было опрошено сорок пять человек, это студенты и преподаватели Евразийского Национального Университета им. Л.Н. Гумилёва.

Важность изучения истории оценивается в 76,9%, остальные ответили, что история не знания первой важности (рис. 1).

Рисунок 1. Важно ли изучать историю своего государства?

53,8% опрошенных утверждает, что знает историю Независимого Казахстана (рис. 2).

Рисунок 2. Считаете ли вы, что знаете историю Независимого Казахстана?

На вопрос о том, в каком году Казахстан получил независимость, большая часть ответила правильно, однако были и неправильные ответы. Это ещё раз подтвержает необходимость интересного и современного донесения информации для качественного усвоения истории обретения независимости нашего государства (рис. 3).

Рисунок 3. В каком году Казахстан обрёл независимость?

Любовь к чтению книг по истории был выявлен у 23,1% , такое же количество опрошенных проявляют нелюбовь к чтению, 53,8% не испытывают интерес (рис. 4).

Рисунок 4. Любите ли вы читать книги по истории Казахстана?

Большинство опрошенных ответило, что для них веб-сайт является более удобным, чем книги (рис. 5).

Рисунок 5. Считаете ли вы веб-сайт более удобным, чем бумажные книги?

76,9% считают, что с применением веб-сайта изучение Независимого Казахстана стало бы более интересным. Однако, 23,1% пришли к выводу, что это никак не повлияет (рис. 6).

Рисунок 6. Если бы учебные заведения использовали веб-сайт как метод обучения, стала бы тема Независимости Казахстана более интересной?

Использование веб-сайта – важный шаг к развитию педагогического подхода, основанного на визуальном восприятии. В результате анкетирования выяснилось, что применение веб-сайта может быть эффективным методом качественного обучения. Использование интернета становится все более распространенным инструментом в процессе обучения, а цифровую компетентность следует рассматривать как важнейший навык XXI века и как основу безопасности в информационном обществе [6].

Обучение через сайт поможет школьникам освоиться в цифровом мире и научиться самостоятельно обучаться. При помощи использования новых медиа студенты имеют возможность глубже вовлекаться в процесс обучения.

Данная разработка будет полезной школьникам и студентам, изучающим Новейшую историю Казахстана. Кроме того, этот проект будет полезен обучающимся для подготовки к сдаче ЕНТ, студентам первых курсов вузов и преподавателям.

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ВЛИЯНИЕ СОЦИАЛЬНЫХ СЕТЕЙ НА ПОЛИТИЧЕСКУЮ СФЕРУ ОБЩЕСТВА

Аннотация: В статье рассматривается влияние социальных сетей на политическую сферу общества, ее воздействие на индивидуальное и групповое сознание. Цифровые средства массовой информации занимаются мониторингом политической активности или пассивности населения, они выступают одним из главных инструментов манипуляции общественного сознания. Автор приходит к выводу, что роль и значение средств массовой информации на современном этапе изменились. Сегодня средства массовой информации выполняют функцию как инструмента информирования общества, так и механизма контроля со стороны общества за деятельностью власти.

Ключевые слова: виртуальная реальность, социальные сети, интернет, политические институты, публичная политика, информация.

Abstract: The article examines the influence of social networks on the political sphere of society, its impact on individual and group consciousness. Digital mass media are engaged in monitoring the political activity or passivity of the population, they act as one of the main tools of manipulation of public consciousness. The author comes to the conclusion that the role and importance of mass media has changed at the present stage. Today, the mass media perform the function of both a tool for informing society and a mechanism for public control over the activities of the authorities.

Keywords: virtual reality, social networks, Internet, political institutions, public policy, information.

В ходе медиатизации политики использование информационных технологий и деятельность политических институтов имеет как отрицательное, так и положительное значение. Безусловно, внедрение электронного правительства, возможность проведения общественно-политического мониторинга государственных структур является положительным аспектом использования информационных технологий. Однако, возможные ограничения свободы слова, контроль над сознанием и над средствами массовой информации, целенаправленная дезинформация и пропаганда насилия, бесспорно, являются негативными последствиями использования информационных технологий.

«Ведущими политическими субъектами на современном этапе являются социальные сети, которые встроены в процесс публичной политики. Сетевые сообщества являются новой формой публичной политики, в рамках которой происходит обмен информацией между пользователями социальных сетей и блогосферы, влияющие на формирование общественного мнения и способствующие принятию политических решений в политической сфере. Именно в сетевом сообществе образовываются новые группы и контргруппы политической сетевой общественности, организовываются на данных площадках политический диалог и дискуссии, таким образом создавая интерактивную среду» [1, с. 207].

Российские ученые Гапич А.Э. и Лушников Д.А. считают, что «одной из закономерностей функционирования социальных сетей является доминирование слабых связей, то есть распространение информации через незнакомых или малознакомых людей [2, с. 37]. М. Грановеттер, профессор

Стенфордского университета в своем труде «Сила слабых связей» провел исследование социальных сетей еще до появления электронных социальных сетей и показал возможности развития мобильности, которые открывают социальные сети. Исследователь пришел к следующему выводу: «информация и возможности передаются через слабые связи гораздо быстрее, чем через сильные, так как у людей со слабыми связями меньше общих контактов. Слабые связи напоминают мост, конца которого не видно и куда он может привести неизвестно» [3, с. 47]. Таким образом идея ученого заключается в следующем: «от удаления слабой связи успешная передача ресурса в среднем пострадает сильнее чем от удаления сильной. То есть о широко распространяемой информации узнают большое количество людей именно через слабые связи, чем через сильные. Например, если распространить любую информацию среди своего окружения, а они в свою очередь дальше будут пускать слух, то многие услышать данную информацию по несколько раз, так как между ними достаточное количество общих знакомых и друзей. Поэтому данная информация будет распространяться только между знакомыми и друзьями и слух не сможет преодолеть «мосты», в конце концов распространение слуха будет спадать и притупляться» [3, с. 51]. Поэтому большинство сетевых моделей связаны с сильными связями, которые ограничивают сферу их применяя рамками малых групп. Большое количество сторонников, способных переходить к практическим действиям формируются благодаря слабым связям, обладающим большой сплачивающей силой за короткий отрезок времени. Таким образом, специфика социальных сетей в этом и заключается, которая является как преимуществом, так одновременно ее недостатком. Поэтому социальные сети на современном этапе являются ресурсами как гражданского общества, так и государственных структур. Дж. Най, американский исследователь, отмечает, что «проблема всех государств сегодня заключается в том, что все больше событий происходит вне контроля даже самых мощных из них» [4]. Дж. Най данную проблему связал с вопросами кибербезопасности во всем мире. «Частные лица и частные организации от корпораций и неправительственных организаций до террористов, таким образом, получили возможности играть непосредственную роль в мировой политике» [4].

Само понятие «виртуальная реальность», происходящая от латинского слова «мнимый», «воображаемый» был введен в научный оборот исследователями Массачусетском технологическом институте в семидесятых годах и первоначально обозначал трёхмерные макромодели, созданные с помощью компьютера. Применительно к социальным сетям Интернета данное понятие стали использовать позже [5, с. 3]. Сегодня виртуальная реальность понимается как иллюзорная реальность трехмерного мира, созданная посредством информационно-коммуникационных технологий, где человек взаимодействует с различными объектами, где ведущую роль играют логико-языковые и информационные структуры. Затем был введен в научный оборот термин «киберпространство», своего рода компьютерная модель мира иллюзорного субъективного присутствия в данной модели.

К сожалению, в отечественной науке мало исследований в области политических сетей. На наш взгляд, это обусловлено слабой развитостью в Казахстане самих политических сетей, то есть отсутствием объекта анализа. Однако в условиях глобализирующегося мира усложняются сетевые взаимосвязи между политическими акторами, принимающими участие в государственном управлении. Подтверждением являются повышение роли гражданского общества в политике и привлечение экспертного сообщества к разработке проектов политических решений в Казахстане. В условиях взаимодействия государственных структур и гражданского общества в политической сфере сети составляют основу публичной политики.

Средства массовой информации, использующие современные технические средства большое влияние, оказывают на восприятие населением отдельных политических событий. Скрытое воздействие на индивидуальное и групповое сознание разрабатывают с помощью компьютерных технологий и посредством глобальной сети. Как правило, именно средства массовой информации занимаются мониторингом политической активности или пассивности населения. Поэтому средства массовой информации выступают одним из главных инструментов манипуляции общественного сознания. К распространенным методам воздействия на сознание индивида относятся: клевета, подтасовка фактов, умалчивание важных фактов, распространение заведомо ложной информации. Именно поэтому есть проблема возможности манипулирования сознанием и кодирование информации. По мнению Э. Тоффлера: «индивидуум начинает получать все возрастающее количество закодированных, но также заранее составленных сообщений» [6, с. 25].

Наряду с сетевыми и традиционными электронными инструментами вышеупомянутые сообщения используются благодаря внедрению информационных технологий. На взгляд российского ученого Кара-Мурзы С.Г. при определении сути манипуляции сознания, происходит «программирование мнений и устремление масс, их настроений и даже психического состояния с

целью обеспечить такое их поведение, которое нужно тем, кто владеет средствами манипуляции… Таким образом, манипуляция – это способ господства посредством духовного воздействия на людей через программирование их поведения» [7, с.115].

Несомненно, для достижения своих целей современные политические технологии, чтобы убедить граждан в принятии выгодной им той или иной позиции, продуктивно используют законы массовой психологии.

Одним из главных методов деятельности средств массовой информации в антидемократических политических системах является манипулирование общественным сознанием. Справедливости ради следует указать, что и в современных западных демократических государствах данными методами проводят избирательные кампании. Так как именно через средства массовой информации избиратели получают данные о политических партиях, о кандидате в президенты или в парламент. Хорошо организованная реклама в период выборных кампаний мешает определить объективную политическую позицию, а также реальные морально-нравственные, профессиональные качества кандидатов. Именно поэтому решения и действия политических технологов влияют на подсознательном уровне на выбор граждан. «Даже явная ложь, представленная через телеэкран, не вызывает у телезрителя автоматического сигнала тревоги – его психологическая защита отключена», считает ученый С.Г. Кара-Мурза [7, с.117].

Наглядно влияние глобальных социальных сетей на формирование общественного мнения было подтверждено событиями, которые произошли в США в ноябре 2020 году после президентских выборов. Так, шестого и седьмого января 2021 года американские социальные сети YouTube, Facebook, Twitter, Snapchat, Instagram удалили твиты, видео, сообщения президента к своим сторонникам и заблокировали аккаунты Дональда Трампа. В свое оправдание владельцы социальных сетей обвинили Дональда Трампа в том, что он использовал свои аккаунты для распространения ложной информации, призывал своих сторонников к беспорядкам и насилию в [Американские соцсети заблокировали аккаунты президента США Дональда Трампа // https://habr.com/ru/news/t/536330/]. Интересно, что с 2016 года взаимоотношения Дональда Трампа со средствами массовой информации были конфликтными. Выражалось это в том, что Д. Трамп обвинил Google в проведении политики двойных стандартов, что компания вела дискриминационную политику к тем средствам массовой информации, которые были лояльны по отношению к Дональду Трампу и формировали негативный образ Трампа, дискредитируя его в глазах общества [8].

Крупные интернет компании Google, Twitter, Facebook, Amazon открыто выступили против президента Д. Трампа в мае 2020 года, когда президентом был подписан указ о регулировании деятельности вышеупомянутых интернет холдингов. По мнению Д. Трампа: «Google, Twitter, Facebook ограничивают права граждан на получения достоверной информации, так как данные компании утаивают, «заглушают голоса консерваторов» [9].

На формирование общественного мнения имеют большое влияние корпорации Microsoft, YouTube, Facebook, Apple, им принадлежит одна треть глобального трафика. Как показали события «войны» Д. Трампа с интернет холдингами, в демократических политических системах социальные сети наряду с формированием общественного мнения являются важными инструментами контроля и регулирования общественного мнения в политической конкуренции. Изучая опыт демократических стран мы приходим к выводу, что существует объективная необходимость в развитии альтернативных социальных сетей, развитие государственных интернет платформ. Необходимо также осуществлять контроль над Интернетом и осуществлять правовое регулирование данной сферы.

Зарубежные исследователи средства массовой информации называют «четвертой властью», так как они проявляют активность не только в периоды избирательных кампаний, но и реально влияют и формируют общественное мнение, участвуют в политических процессах.

Такие методы манипуляции как формирование ценностных установок у общественности, ограничение в распространении или сокрытие «неудобной» информации является манипуляцией общественным мнением и широко применяется в политической действительности. Большинство средств массовой информации не объективны в подаче информации, так как зачастую медиа холдинги принадлежат определенным бизнес и политическим структурам. К тому же индивидуальные и психологические особенности самих журналистов также влияют на подачу информации. Безусловно, общественность черпает информацию о внутренней и внешней политике государства, о деятельности всех ветвей власти благодаря средствам массовой информации. Информация, получаемая через медиа большинством граждан на достоверность, не проверяется, поэтому в сознании индивида формируются ассоциативные и поведенческие стереотипы, ценности и установки, шаблоны поведения, которые в дальнейшем воспринимаются как личные.

С развитием Интернета в последние десятилетия в мире происходит трансформация медиа системы, которая выражается в том, что общество постепенно отказывается от традиционных средств массой информации: радио, нецифрового телевидения, газет. А средства массовой информации дигитализируются, то есть переводятся в цифровую форму. Все газеты сегодня набираются на компьютере, имеют электронную версию в глобальной сети. На распространение, хранение, доставу и доступа к информации оказывают большое влияние современные информационно-коммуникативные технологии.

Мы приходим к следующим выводам: важным условием функционирования политической системы и принятия решений на всех уровнях является информация и процессы информационного обеспечения. В органы государственной власти, во все социальные и политические институты проникают новые информационные технологии управления. В современных условиях средства массовой информации стали площадкой, где происходит реальная политическая конкуренция и борьба. Средства массовой информации выполняют функцию как инструмента информирования общества, так и механизма контроля со стороны общества за деятельностью власти.

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ЕВРАЗИЙСКОЕ ЭКОНОМИЧЕСКОЕ СООБЩЕСТВО И ЕГО РОЛЬ В МЕЖДУНАРОДНЫХ ОТНОШЕНИЯХ

Аннотация: В статье автор анализирует текущее состояние и роль Евразийского экономического сообщества (ЕврАзЭС) в международных отношениях. Идея создания Евразийского экономического сообщества – это свидетельство дальновидной внешней политики. ЕврАзЭС является региональным проектом, направленным на интеграцию постсоветских стран. Становление этого проекта, как части новой мировой архитектуры, происходило под влиянием глобального экономико-финансового кризиса в истории человечества.

Ключевые слова: Евразийский экономический союз, единое экономическое пространство, теория конкуренции, международные отношения, интеграция, постсоветские страны.

Республика Казахстан определила, что ключ к ее успеху в XXI в. напрямую связан со следующими вопросами: модернизация, улучшение благосостояния населения, инновации и научные открытия, интеграция и открытость миру. Двадцать лет назад в Московском государственном университете имени М.В. Ломоносова впервые перед квалифицированными и авторитетными учеными Президент РК Нурсултан Абишевич Назарбаев выступил с евразийской стратегической идеей. Эта интеграционная идея отражала возрастающую роль рыночных отношений в эпоху глобализации.

Сегодня благополучие, успех любой страны определяются степенью ее сотрудничества с другими государствами. В связи с этим приобретают большое значение интеграционные процессы, среди которых особое место занимает региональная интеграция. Сегодня в мире существует множество интеграционных организаций. Подавляющее большинство из них основано на экономическом сотрудничестве: «Ассоциация свободной торговли Северной Америки (NAFTA)», «Общий рынок стран Южной Америки (МЕРКОСУР)», «Ассоциация стран Юго-Восточной Азии (ASEAN)», «Свободная торговля большого арабского региона (PAN-ARAB)», «Экономическая ассоциация стран Восточной и Южной Африки (COMESA)», «Азиатско-тихоокеанское экономическое сотрудничество (АРЕК)», «Европейский союз (ЕС)», «Организация по экспорту нефтепродуктов (ОПЕК)», «Всемирная торговая организация (ВТО)», «Карибская ассоциация (KARIKOM)» и др. [1; с. 55].

Кратко пройденный эволюционный путь ЕврАзЭС выглядит следующим образом. Сначала евразийская идея переросла в проект «Союза Евразийских государств» для придания нового импульса развития СНГ, в 1994 г. была создана зона свободной торговли, в 2010 г. она трансформировалась в «Таможенный союз», в 2012 г. на ее основе была осуществлена идея «Единого экономического пространства». Если описать официальный процесс, то 10 октября 2000 г. в Астане главами нескольких государств (Белоруссия, Казахстан, Россия, Таджикистан, Киргизия) был подписан Договор об учреждении Евразийского экономического сообщества (вступил в силу 30 мая 2001 г.). В Договоре была заложена концепция тесного и эффективного торгово-экономического сотрудничества для достижения целей и задач, определённых Договором о Таможенном союзе и Едином экономическом пространстве. Организацией- преемницей этого договора стал Евразийский экономический союз (ЕАЭС), который в 2015 г. начал активную деятельность.

Этот проект действительно занимает важное историческое место в первой четверти XXI в. Решение о сотрудничестве было принято по инициативе состоявшихся государств. В проекте учтены национальные интересы стран-участниц [2]. Новая интеграционная организация, сохранив суверенитет государств-членов, вывела Казахстан, Кыргызстан, Таджикистан, Белоруссию и Россию на новый уровень интеграции. В организации подробно обсуждаются и учитываются пожелания стран, членов Евразийского экономического сообщества. Главными в этом плане являются политическая независимость, суверенитет, стабильность государства. Что касается национальных валют, которые являются одним из главных символов независимости, то на сегодняшний день единое экономическое пространство не представляет им угрозу. Что касается языковых вопросов государств-членов Сообщества, то все международные соглашения в рамках ЕврАзЭС, все решения комиссий, имеющие обязательный характер, переведятся сразу на государственные языки каждой из государств-членов. Поэтому не допускается дискриминация по языковым принципам. В ходе создания Евразийского экономического сообщества около двух лет назад речь шла о создании наднационального парламента в России. Но эта идея изначально не получила должной поддержки со стороны парламентариев Казахстана. Необходимо отметить, что кадровая политика в органах ЕврАзЭС заключалась в том, что привлечение к работе квалифицированных специалистов производилось на конкурсной основе с учетом принципа равного охвата сторон [3; с. 141]. Сотрудники комиссии имеют международный статус.

Гражданам государств, членов ЕврАзЭС, предоставляется равное право на обучение в высших учебных заведениях. В качестве приоритетного направления развития высшего образования в Казахстане налажены партнерские отношения с российскими вузами.

Специалисты общей теории конкуренции и международных отношений доказали, что развитие государств не зависит от природных ресурсов, численности населения и размера его территории. В Казахстане с его нынешними ресурсами и потенциалом открывается возможность для дальнейшего развития. Если посмотреть на современное состояние интеграционного объединения, являющегося одним из крупнейших потребительских рынков земного шара, крупнейшим экспортером энергоресурсов, то можно видеть, что эффективность новой союзной организации строится на взаимопонимании. Единство интересов и партнерские интересы дали большой толчок к технологической кооперации стран-участниц ЕврАзЭС. Очевидно, что эта кооперация носит не только сырьевой характер, и также развивается в сфере высоких технологий. В этой связи очевидно, что в рамках Евразийского экономического сообщества большое значение имело формирование единого рынка нефти и газа, энергетики и инфраструктуры. Соответственно, члены ЕврАзЭС реализуют согласованную промышленную политику.

Увлеченные украинским кризисом, западные СМИ в значительной степени проигнорировали роль и место ЕврАзЭС, в то время как академическое сообщество по-прежнему разделяет мнение о перспективах проекта [4, с. 26]. В научной литературе существует неоднозначное мнение

относительно ЕврАзЭС: в недавних исследованиях авторы либо безоговорочно отвергают ЕврАзЭС как слегка завуалированное проявление геополитических амбиций России, либо придерживаются осторожно оптимистичного подхода, но тем не менее рассматривают дальнейшую интеграцию как в значительной степени неизбежную. Действительно, тема «трансформации» тонко пронизывает официальный дискурс, где часто встречаются ссылки на наднациональный компонент ЕврАзЭС и аналогии с Европейским Союзом (ЕС). Некоторые ученые отметили, что евразийская интеграция, похоже, противостоит тенденции регионализма второй волны в своих попытках имитировать ЕС и добиться «глубокой интеграции». Именно на этом фоне в данной статье делается попытка разобраться в роли ЕврАзЭС в международных отношениях.

Существование региональной идеологии или идентичности, а также общих ценностей и убеждений среди государств-членов ЕврАзЭС может быть недостаточным для осуществления трансформирующейся интеграции, но «недостаточность не означает неважность». Оглядываясь назад, можно заметить, что неофункционализм, возможно, недооценил роль сопротивления со стороны властей. То же самое можно сказать о важности международного контекста или внешних факторов, которые включают региональную экономическую динамику, а также степень, в которой другие акторы за пределами региона будут «помогать или препятствовать» интеграции. В некоторых случаях международный контекст способствует интеграции, вынуждая государства-члены независимо от их первоначальных намерений проводить общую политику в отношении третьих сторон. Такое внимание к институтам идентичности и международному контексту или экзогенным факторам обеспечивает четкую основу для выявления роли ЕврАзЭС.

Одним из важных моментов в развитии ЕврАзЭС стало создание институциональной базы, способной продвигать интеграционную повестку дня. Это не только Таможенный союз, но и Евразийская экономическая комиссия, которая начала работу в 2012 г. с четкой целью обеспечения функционирования и развития торговли. Фактически, Евразийская комиссия является первым наднациональным институтом, появившимся за почти 25 лет постсоветской интеграции, что само по себе является заметным достижением и мощным сигналом о намерениях со стороны государств-членов ЕврАзЭС к международным странам.

Поэтапный вывод НАТО из Афганистана, вероятно, создаст будущие проблемы в Центральной Азии, но страх перед «цветной революцией» и сменой режима в государствах-членах ЕврАзЭС ощутим, в частности, после событий на Украине в 2013-2014 гг. Многие эксперты полагают, что «новая» прозападная ориентация Украины привела страну к хаосу. Здесь свержение правительства рассматривается как катастрофа. Однако не следует переоценивать идентичность как движущую силу интеграции. Многие на Западе видели в ЕврАзЭС подходящую платформу для дальнейшего экономического взаимодействия при «нормализации» отношений с Москвой. Однако изучение внешних связей ЕврАзЭС выявляет политические мотивы и асимметрию сил даже более серьезную, чем те, которые проявляются во внутреннем развитии. Геополитические соображения преобладают над экономическими, влияя как на тип взятых торговых обязательств, так и на их потенциальные экономические интересы.

Учитывая торговый профиль стран СНГ, ЕврАзЭС предлагает небольшую экономическую выгоду, в то время как затраты на интеграцию заметны. Тем не менее, Казахстан охотно нес эти издержки за предполагаемые геополитические выгоды. Что касается интереса России к евразийской интеграции, то он связан не столько с имперским наследием, сколько с пониманием Москвой современного международного порядка. Москва считает, что формируется постзападный мир, в котором на смену гегемонии США приходит «деглобализация и регионализация мировой экономики и политики». Создав Таможенный союз в 2010 г. и ЕврАзЭС в 2015 г., Россия надеялась закрепить свое место в этом порядке. Это желание было особенно актуальным, поскольку инициативы Запада, такие как Транстихоокеанское партнерство (ТТП), казалось бы, пытались исключить Россию из интеграции. В этом смысле ЕврАзЭС наделил Россию региональным влиянием для участия в реструктуризации мировой арены.

Важным аспектом международной стратегии Казахстана является упор на равноправное партнерство интеграционных инициатив для обеспечения глобальной стабильности [5; с. 74]. Казахстан, как и другие страны, сильно заинтересован в укреплении репутации ЕврАзЭС как блока, способного иметь дело с внешними игроками, но также и в выборе этих субъектов и определении характера взаимодействия с ними.

Интерес Казахстана к бывшим внешним связям ЕврАзЭС имеет и защитное измерение. Эта тенденция стала особенно актуальной после аннексии Россией Крыма и гибридной войны на востоке Украины, которая вызвала обеспокоенность по поводу суверенитета стран СНГ. Казахстан

и Беларусь формально поддержали действия России, но не согласились ввести торговые штрафы и санкции в отношении Украины и Запада [5]. Решение Москвы действовать в одностороннем порядке подчеркнуло, в какой степени ее геополитические приоритеты перевешивают экономические обязательства, независимо от затрат для ее партнеров по ЕврАзЭС.

Что еще более важно, независимо от формального разделения полномочий между органами ЕврАзЭС и государствами-членами, институциональный процесс заключения международных соглашений предоставляет государствам-членам полный контроль. Решения о начале переговоров принимаются президентами государств-членов организации. Таким образом, любые стратегические решения относительно географического охвата или типа соглашения принимаются на самом высоком политическом уровне и подлежат межгосударственным переговорам. Для переговоров по любому соглашению команды формируются из членов Комиссии и представителей стран-участниц. Это одно из заметных различий между ЕС и ЕврАзЭС. В ЕС Европейская комиссия ведет переговоры с третьими сторонами в соответствии со своим мандатом. В ЕврАзЭС Комиссия появляется не сама по себе, а всегда вместе с государствами-членами.

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SOURCES AND FORMATION OF AMERICAN SLANGS

Abstract. The article deals with the problems of youth American slang, the ways of its formation and way of expressing feelings, a verbal type that can stand up to the whole world and create its own unique world, which can only be used by young people. The influence of this leads to the emergence of youth slang. On the basis of the study the scientists suggest that slang is a complex and unavoidable linguistic phenomenon. Its origin always depends on the historical, social and cultural trends of the life of a particular language community. Slang is interesting not only from the point of view of linguistic theory, but also from the point of view of translation theory.

Keywords: «slang», «jargon», «argo», «lexicography», «youth», «society».

Introduction

The etymology of the word” slang “ has been controversial, and there are many theories in linguistics about where this concept came from. The most appropriate version is considered to be Eric Partridge (a well – known slang researcher), who showed that the word slang can be associated with the verb sling-to utter(throw). The concept of slang began to attract the attention of modern philology. Currently, there are so many definitions of slang that they often contradict each other. These contradictions relate primarily to the scope of the concept of “slang”: in particular, whether to include expressive, ironic words that are

synonymous with literary equivalents in slang or not, its use is discussed in the framework of educated people. Its sources, on the one hand, are slang of different social groups, and on the other-in different thematic groups of words in Kazakh and English.

Slang is not known when the word slang originated orally in England. It was first written in England in the 18th century. Then it meant" insult." Around 1850, the term "illegal" began to be used more widely as a local vocabulary. A number of English scholars use the word slang only as a synonym for jargon, argo. This is the opinion of the famous slang scholar Eric Partridge. He noted: "In the future, I will use the term slang as a synonym for the word jargon."

Steward Flexner, as the author of the slang dictionary of America, introduced some information. He believes that every American Dictionary contains at least 10,000 or 20,000 words. 2,000 words in the same dictionary are slang. It turns out that slang accounts for 10-20% of the vocabulary. In the eyes of Stuart Flexner, this lecture fund is not very widely used in everyday life, although it is known to the entire American public. According to the research of scientists, in America there are 1000 slang words in the English Dictionary, and in other types there are 3500 words. These are professional slang, jargon, argo and winged words.

The results of the research work

As for the linguistic features of American slang, it should be noted that the main ways of word formation are word composition, affixation (and suffixation) and abbreviation. Of the slang suffixes, "-o" should be particularly noted, which has no special meaning, but gives the words a peculiar slang flavor: "botto (=bottle)», «blindo (=drunk)», «endo», «weirdo (=weird person)». The suffix "-ee", which has a very limited distribution in the English literary language, in the American slang is very productive, and this suffix does not necessarily denote the object of any action, but also the actor himself: "beatee, cookee, disappointee" [7; p. 73]. Another typical feature of American slang is the transformation of a number of full-meaning words into semi-suffixes. So the word "monkey" is used as a semi-suffix with the meaning "worker; mechanic": "air monkey", "company monkey", "grease monkey". The word "happy" has turned into a semi-suffix with the meaning "enthusiast, amateur": "Car-happy", "rock-happy", «coin-happy» [7; c. 72]. The word "head" metaphorically reflects a person in words that define personal qualities: hot-tempered ("hothead") or constantly complaining about something ("sorehead"), a beginner in some business ("redhead"). It is very typical to shorten words and form so-called "blends" like "branch" (= "breakfast+lunch"). Truncated words: "def - definetly", "pash - passion", "toke - token" (puff when smoking), as well as American slangisms "pro", "mike", "pix" (pictures; photographs), "bod (=body)" – all formed by shortening. This trend, as well as the replacement of words with capital letters, was provoked in the 80s of the twentieth century. Mostly rock bands that abbreviated everything in their names. Americans do not regret getting rid of extra letters that are not pronounced. For example, "humour" in their version will be without the second letter "u", and "programme - program". By means of acronyms in social dialects, not only abbreviations are formed, but also the most common everyday words, for example, "cod" - to deceive ("cozen + deceive"), "hock" - to win ("heat+kibosh"), as a binder can act practically any vowel [7; p. 73]

Every young generation wants to put a gap between themselves and the generation of parents, and also strives to be different from older young people. The fastest way to do this is through the art of language, developing your own idioms, expressions and your own encoding of well-known concepts. Special attention should be paid to that part of youth slang, which is an emotionally colored vocabulary (including over 100 adjectives with evaluative information), most often with a mocking, ironic or parody connotation. Compare, for example, the slang "bacon" and "police" – the police; "beef" and "complaint" – a claim the problem; "buffalo chick" and "female fat" – fat woman, "mule with a broom" and a "very ugly girl" – very ugly girl; "dark side" and "the student neighborhood" – student district, and many others. From these examples it can be seen that metaphorical transference plays a significant role in the formation of such units. Students have introduced about 30% of slangisms, which arevocabulary related to the sexual sphere. Also, a large group of student slang consists of vocabulary related to alcohol consumption and parties ("chill" - relax; "have arms", "chizzil– - to have a party; "raize da roof" – to have a good time, etc.), while slangisms with the dominant "study" make up an insignificant number (1%).

"GMT" is an abbreviation of "Gets Me Tight", which leads us to the verb "to tight", which means "angry" in the slang of New Yorkers. For example, you can say very irritably: "It gets me tight when my boyfriend doesn't like my Instagram posts". "Bae" can be deciphered as "before anyone else", and it may also be an abbreviated version of the word "babe". As a rule, this is what they called their boyfriend, girlfriend, spouse. In 2016, it is already considered obsolete (according to modern teenagers - "It's so outdated, so 2013»). Example: a guy says to a girl: "Bae, you're so beautiful", she in turn can answer: «Aww, thanks,

bae». “Aint” - can be heard in songs, rap verses. For example, the line “Yo I aint going to go there” is perceived difficult for rap listeners who are familiar with English only from textbooks. In fact, “aint” is just a replacement of the verb “to be” with a negative. This is the most simplified way, since it replaces all similar expressions with this verb – “I am not = I aint”, “he is not = he aint”, “we’re not = we aint” and so on. For example, «You aint going to go home tonight». “Cruisin” – “everything is calm, relaxed”, “everything is fine”. This expression can often be heard from people walking along the streets, passing by in cars, and so on. The line “I’m just cruisin the streets of L.A.” can be translated as “I’m just driving a car through the streets, I’m not going anywhere in particular” – “Just cruising”. “For real” - in modern speech, you can hear, rather, “fo real” is the same as “really”. That is, by asking “fo real?”, you want to make sure whether the person said something seriously. “Homie” – friend, brother, and so on. It is very often used in American English. From the same series, the word “Cuz”. “Know What I’m Sayin?– - like “Do you understand what I’m talking about?”. It is used to clarify that the interlocutor understands what it is about. Often in conversations, this phrase is shortened to “know-im-saying”. In America, this phrase can often be heard on television. “Bounce” – to leave, to leave, and the like. “I’m gonna bounce” – “I’m going to leave.”

Slang requires that the person is always updated and changed depending on his height. However, most slang is not long in comparison and is removed from use.

1. different views on the meaning of the term” slang “ allow us to generalize its most important properties;

2. slang is not a literary vocabulary, that is, it is words and phrases outside of literary English (Standard English);

3. slang is primarily a vocabulary that appears and is used in oral speech;

4. slang is an emotional vocabulary;

5. the usual emotional coloring of many slang words and phrases is characterized by different colors (jokes, ridicule, dismissal, hatred, rude words);

6.depending on the scope of application, slang can be divided into well-known and commonly used (general slang) and unpopular or little-known (special slang).

Many slang words can be incomprehensible to a large part of the population (especially during the period of their origin and transition to a wider field of application). Ambiguity occurs due to the borrowing of slang from dialects and jargon of foreign languages; slang includes various words and phrases with which people can get acquainted with certain social and professional groups; slang is a bright, expressive part of non-literary vocabulary, the style of the language, which is directly opposite to speech with a literary language. Slang is a living, moving, changeable language that changes over time and responds to any changes in the life of the country and society.

What influences the speech of Kazakh youth in slang words?:

- Development of computer technologies. The internet and its vast possibilities, rapidly developing computer technologies have always attracted young people.

- Modern musical culture. One of the hobbies of young people is music. It is part of the life of young people. Modern music is a mixture of different cultures, musical trends, and the result of compositional experiments. Currently, foreign music is popular among young people, and Kazakh performers and compositions often do not attract young people.

Conclusion

There are opinions that slang words are useless to people. Slang words do not reproduce our language fund. Slang words are an imitation of youth. Therefore, we must teach our young people the correct upbringing and speech style. In his address to the people of Kazakhstan, the head of state said: “knowledge of three languages is the key to the future.” That is why slang plays a very important role in the lives of young people, as if their life is impossible without slang, which not only helps young people communicate with each other, but also facilitates the process of mastering new foreign vocabulary by expanding their vocabulary. In my opinion, slang is not at all harmful. So we can’t decide for sure whether we need slang or not. Slang has been and will continue to be in our vocabulary. Slang is an integral part of our lives. Any object has two ends-a strong one and a weak one. Today’s young people, as educated, talented people, should be able to distinguish between what is right and what is wrong, preserve the Kazakh, literary language and culture.

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SOCIO-ECONOMIC CONSEQUENCES OF THE SYRIAN WAR

Abstract. The war in Syria became the deadliest conflict of the 21st century. Because Syria is a country that has influenced other states in the region and has often played an important role in international affairs. This article analyzes socio-economic consequences of the still unfinished war. Particular attention is paid to the problems of Syrian refugees in other countries and GDPs in Syria. The article emphasizes that the strategic goal of Syria is the process of reconstruction. The conclusion notes that the recovery period will be difficult and associated with serious hardships. And in the foreseeable future, even with all the creativity of the Syrian people, a sharply weakened economic potential and more modest opportunities for internal and external savings will make the country chronically prone to crisis and dependent on unpredictable circumstances of various etiologies.

Key words: Syria, Syrian Civil War, economic consequences, humanitarian crisis, reconstruction.

Introduction. Ten years ago, anti-government speeches began in Syria, which quickly grew into a civil war, and then into a full-scale international conflict. Today, not only the Syrian authorities, opposition and terrorist groups participate in the confrontation, but also Russia, the USA, Turkey, Iran and several more European and Middle East countries [1]. All these years, civilians die under shells and bombings, the country's infrastructure is being destroyed, the number of refugees continues to rise, and there are fewer reasons for optimism.

On March 15, 2011, one of the first major protests against the Bashar Assad regime took place in Damascus [2]. By this time, the resignation of Tunisian President Zin al-Abidin Ben Ali, who ruled 24, and Egypt's president Hosni Mubarak, who had been in power for 30 years. Against their background, the probability of relatively young Bashar Assad (at the time of the crisis, he was 45 years old, of which 11 he was president of the country) was not high in power. However, the reality turned out to be different.

Syria has become the territory of the open rivalry of world and regional states - its troops in its territory are openly held by Russia, Iran, Turkey, the USA, and countries involved in the war through various paramilitary and political groups to which they support [3]. Several phases have passed over the decade, from 2013 to 2017 Syria became the territory of the first "caliphate" in modern history, and the civil war involving other countries was supplemented by the war against terrorists whose stay in Syria brought not only thousands new victims, but also the destruction of world cultural monuments [4].

Once one of the most successful states in the region, Syria, which has become a center of attraction for political extremists and international terrorists, a universal platform for sorting out relations between Iranians and Israelis, Turks and Kurds, Shiites and Sunnis, Moscow and Washington, describes a motley picture of the conflict. The duration of the war is not accidental, but quite legitimate – from the very beginning there was a harsh presence of external forces and players in the country, which was predicted by the former Russian ambassador to Saudi Arabia, deputy chairman of the Association of Russian Diplomats Andrei Baklanov [5].

Consequences of the ten-year war in Syria.

A decade ago, against the backdrop of the Arab Spring, Syrian violence against street protests quickly escalated into civil war. Since then, the war in Syria has become and remains one of the largest and deadliest humanitarian crises in the world. Figure 1 outlines the main issues in the Syrian conflict.

Figure 1. Main issues of the ten-year war in Syria

The war in Syria led to an unprecedented humanitarian crisis. Almost half a million people died, more than half of the population - more than 12 million forced to leave their homes (1-diagram). Among them, 6,6 million left Syria, the other 6 million found temporary shelter inside the country [6]. A whole generation of children were born in exile. Refugee migration has significantly changed the internal political situation in countries where they were forced to seek shelter – Turkey, Lebanon, Jordan, European Union countries.

1-diagram: Syrian population in 2011-2021 years

In addition to human victims, military actions have huge economic consequences. Syrian GDP decreased sharply since the outbreak of internal war in 2011, infrastructure was damaged and trade with Syrian neighbours has decreased significantly.

The Syrian economy has suffered as a result of massive and widespread destruction across the country. Destruction is visible in all industries without exception. The real sector, especially economic infrastructure and energy, was extremely affected. The private sector suffered huge damage in the industry. The social sphere is almost destroyed, and human capital is caused by injuries that are fraught with direct loss of physical qualities. It is difficult to assess the harm caused by humanitarian disaster. There are still losses from the collapse of healthcare, education, sustainable unemployment, giant spread of poverty and poverty. It is extremely difficult to determine the damage caused by the destruction of historical monuments and the looting of museum values, in general, to identify the multiple consequences of disappearance of a normal environment that threatens the life of society.

The civil war in Syria has made huge gaps in its economy and has presented the country with a major strategic task – the restoration of the national economy. But it will be an extremely costly project. The destructive force of the military confrontation will lead to colossal reconstruction costs, which will many times exceed the annual GDP of the pre-war period [7].

In any case, the recovery period will be difficult and involving serious deprivation. And for the foreseeable future, even with all the creativity of the Syrian people, sharply weakened economic potential and more modest possibilities of internal and external accumulations will make the country chronically exposed to crisis and dependent on unpredictable circumstances of a variety of etiology.

When will the war end in 2021?

To answer this question, let us turn to an interview with Syrian President Bashar al-Assad, which he gave to the Russia-24 TV channel in 2019. According to him, "The war in Syria did not start because of disagreements over the constitution, the war in Syria began because the terrorists killed the military, police and civilians, and also because they destroyed infrastructure. Because of this, the war will end when we end terrorism" [8].

Conclusion. The general conclusion that can be drawn from this article, the recovery period will be difficult and associated with serious hardships. There are already indisputable signs that Syria has been thrown back 25-30 years in terms of economic development. Because destruction is visible in all branches of economic activity without exception. Especially economic infrastructure and energy sector was extremely affected. The private sector suffered huge damage in the industry. The social sphere is almost destroyed, and human capital is caused by injuries that are fraught with direct loss of physical qualities. It is difficult to assess the harm caused by humanitarian disaster. There are still losses from the collapse of healthcare, education, sustainable unemployment, giant spread of poverty and poverty. It is extremely difficult to determine the damage caused by the destruction of historical monuments and the looting of museum values, in general, to identify the multiple consequences of disappearance of a normal environment that threatens the life of society.

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CORPUS-BASED ANALYSIS OF PHRASEOLOGY IN POLITICAL DISCOURSE (BASED ON THE MATERIAL OF THE ENGLISH LANGUAGE)

Abstract. The use of a linguistic corpus is one of the most recent approaches of phraseology research in the linguistic society. This article deals with the corpora and corpus linguistic approaches to study phraseology used in political discourse. The term corpus is understood more specifically as a compilation of naturally occurring texts stored electronically and available for quantitative and qualitative analysis. A linguistic corpus is a collection of texts compiled into a single system using search engine-provided criteria (context, genre, time of text generation, etc.) to address specific linguistic problems. For the contextual research of phraseology, we used BNC (British National Corpus) and COCA (The Corpus of Contemporary American English). It's also worth noting that the BNC was used to create other linguistic corpora. The emergence of new publications in the field of English phraseology based on corpus analysis demonstrates the method's relevance and usefulness.

Key words. Corpus linguistics, discourse, political discourse, phraseology, idiom.

In the modern world, in the era of globalization and a wide information space, interests in politics have increased. As a result, studying political speech, its typology and genre characteristics, basic political concepts, phraseosemantics, and syntactics of political texts becomes relevant. Political discourse, according to many researchers, is a collection of speech acts occurring in a socio-cultural and historical context. Moreover, its achievement is determined by the choice of linguistic means, among which phraseology plays

a special role. The political text is at the peak of the attention of language researchers. Thus, today there is a tendency to a thorough and comprehensive study of political activity. Phraseology is the most effective means of conveying expressiveness, aggressiveness, manipulativeness and authority in political speech. For this reason, the study of its functioning in political discourse is important for linguists. Nevertheless, there is a shortage of works on corpus analysis of phraseology in political discourse.

Phraseology fills speech with imagery and vividness, which is highly appreciated by politicians. According to Smagulova (2014), phraseological units – artistic, figurative, stable combinations of words are an indicator of the richness of the literary language and speech culture.

As Professor Kunin rightly noted, phraseology is the treasury of the language (1996), phraseological units in the language are wealth. They not only reflect the culture and way of life of a particular nation, but also help to make speech more expressive and emotional. One of the main functions of phraseology is the pragmatic function, i.e., the purposeful impact of the language sign on the addressee. The most important for the addressee and his goal of communication is the pragmatic focus of the information discourse. As explained by Barkhudarov the discourse is not limited to the text itself, but it also includes the social context of communication that characterizes its participants, the processes of producing and perceiving speech, considering background knowledge (Barkhudarov, 1975). At the same time, the main goal is pursued, which is to try to force someone else (others) to do something (Budaev, Chudinov, 2006). Phraseological units are an effective stylistic device. Therefore, language is important for the process of forming political power and the will to govern, and all political actions are prepared, monitored, and inspected by language.

Literature review. Modern political institutions, research into political processes and technologies, and events all contribute significantly to the advancement of national political science. In this regard, the socio-political vocabulary, political texts have been partially studied from the linguistic side. Nevertheless, there are still many issues that require a comprehensive study of political discourse from a special textual point of view.

The term "discourse" was first used in the 1950s of the twentieth century in the work of Benveniste as "a word (speech) pronounced by a speaker" (Benveniste, 1974, p. 139). Habermas also touched upon the problem of discourse and understood it as a special kind of communication, a special dialogue. Noting that "discourse requires the preparation of participants to achieve the intended goal", he stated that it is carried out based on its participants (Habermas, 2003, p. 234). The concept of discourse, according to scholars, is recognized in linguistic, philosophical, literary-theoretical, political, ethnological, pedagogical, historical, media, psychological research as a multidimensional concept that characterizes various phenomena.

Only in the 60s and 70s of the twentieth century did the term "discourse" become widely used. G. Burkitbayeva explains the reasons for the interest in its consideration by the diversity and multiplicity of interpretations of the "discourse" (Burkitbayeva, 2005, p. 321).

The following linguists have contributed much to the studies in the field of discourse: E. D. Suleimenova, G. Burkitbayev, Z. Yernazarova, D. Alkebayeva, B.A. Akhatova, B. S. Zhumagulova G. Matzhanova, V. I. Karasik, E. S. Kubryakova, E. I. Sheigal, Y. Habermas, T. Van Dyk.

Phraseology of the English language is of great interest and potential for scientific research. The use of corpus analysis to study English phraseology is gaining popularity among academics.

Methodology. It is not enough just to find the right material, it is also essential to carefully analyze it, check for consistency, reliability, and relevance. Therefore, the method of contextual analysis is chosen for the theoretical method by using corpus. For the analysis, phraseological units were selected from English-language Internet sources – The Times, The Guardian, The New York Times, The Independent, CNN.

While watching the speech of a politician, we notice that interesting expressions, phrases are used in their speech or written texts. Politicians are increasingly using diverse terms and phrases to make their speeches more colorful, compelling, and appealing to the audience, or to build shorter and more memorable sentences. One of the ways of delivering an effective and persuasive speech is the use of phraseology, especially idioms. Let's take an example which is taken from theguardian.com:

The Prime Minister, Scott Morrison, has accused critics of wanting a ***"kangaroo court"*** *to oversee federal parliament after he faced an internal revolt over the Coalition's failure to establish a commonwealth integrity commission.*

A *kangaroo court* is an English idiom which carries the meaning of unfair illegal trial, mockery of the court, a parody of justice, lynching, lawlessness. This expression is often used in relation to the court, which, formally observing the procedure, makes an imitating and pre-prepared, fabricated verdict. As a result, phraseology as a linguistic unit contains a variety of features. Linguists such as S.G. Gavrin, V.N. Telia and V.L. Arkhangelsky regard phraseology as a language unit defined by properties such as metaphoricity, equivalence, and synonymy with the word. (Telia, 1996, p. 228).

It is essential to use phraseological units in public speaking. They not only give the speech a figurative polysemantic characterization, but also serve as an intensifier of interaction with the audience, because they

bring the joy of recognition to the public. The use of phraseological units gives the speech liveliness and imagery. For example, there is an extract from speech of youngest Mayor in the Township, Mark Gyorfy:

"I'm honored to serve a second term as Morris Township's deputy mayor," Wilson said. "Promoting good two-way communication with residents is a cornerstone value for me. I work hard to listen, build trust, and work together in a spirit of collaboration to solve problems, ***find common ground****, and accomplish beneficial results for our community."*

The idiom to *find common ground* has a positive connotation in this context. It is used by the author to demonstrate that he is willing to make concessions. From the point of view of pragmatics, it can be concluded that the idiom has a stylistic expressive-figurative function.

Consequently, these qualities of phraseology are also appreciated by politicians. So, they use it in their political texts and speeches. There's no doubting that phraseology appeals to speakers because of its expressiveness and colorfulness.

Results and discussion. In this research we have relied on two related corpuses. The first is a moderately sized, second-generation and genre-balanced 100-million-word British National Corpus and the second is a larger, more up-to-date (but what is relevant - genre-balanced) 450-million-word Corpus of Contemporary American English (COCA). It should be noted that COCA is constantly developing, and it is large enough to study and investigate different linguistic phenomena.

We have investigated the representation of the idiomatic expression *kangaroo court* in the corpuses of BNC, COCA.

Many scholars believe that phraseological units are used mainly in people's daily lives and most often it is spontaneous. Like politics, phraseology shows the essence of a particular state or culture. In this article, using the corpus analysis of this phrase, there were attempts to prove that phraseological units are most often found in colloquial speech. Besides, it has been of great interest to compare the frequency of representation of the target idiom in both corpora, i.e. to determine its occurrence in BNC and COCA. It turns out that its usage is more frequent in COCA and amounts to around 124 instances.

This difference in frequency of occurrences can be seen in the graphs below.:

Figure 1 BNC 'kangaroo court' used 6 times

Figure 2 COCA 'kangaroo court' used 124 times

It has been mentioned that phraseological units are more often used in colloquial speech, in terms of corpora in the spoken genre. Here is the evidentiary material:

Figure 3. genres frequency

The figure demonstrates and proves our hypothesis that phraseology is most commonly used in oral discourse. By relying on COCA, we can verify this view once more. In section 'search' we can see other features like *list, chart, browse and collocates*. If we are interested in a set of words or a grammatical construction, then the LIST option shows the frequency of each matching form (*end up being, ended up saying*, etc), while the CHART option shows the total frequency in each section. (in COCA, the genres and five year blocks). It is also possible to see the frequency of words and phrases by sub-genre and/or year, e. g. *laptop*, or *fake news*. We can find a wealth of information for the top 60,000 words in the corpus.

In the figure below we have also used the CHART option to prove the information presented in our diagram. Besides the chart option where we can see frequent genres, we also can see the period frequency, in which period of time it was used mostly. As can be seen from this, a corpus can serve as a useful tool for discovering many aspects of language use that otherwise may go unnoticed.

SECTION	ALL	BLOG	WEB	TV/M	SPOK	FIC	MAG	NEWS	ACAD	1990-94	1995-99	2000-04	2005-09	2010-14	2015-19
FREQ	124	23	18	15	27	9	7	19	6	13	24	12	12	9	13
WORDS (M)	993	128.6	124.3	128.1	126.1	118.3	126.1	121.7	119.8	121.1	125.2	124.6	123.1	123.3	122.8
PER MIL	0.12	0.18	0.14	0.12	0.21	0.08	0.06	0.16	0.05	0.11	0.19	0.10	0.10	0.07	0.11

Figure 4. CHART option

As has been mentioned before, the word combination *kangaroo court* is an English idiom that refers to an unfair, illegal, or excessively quick trial, sometimes with a pre-determined outcome. The expression originated in the XIX century in the USA, meaning that the meeting would take place as quickly as a kangaroo jump. There was a trial in history that may be the example of kangaroo court. During the revolution in Iraq in 1958, the trial of Colonel Abdikarim Kasem lasted only 15 minutes. The defendant was found guilty and sentenced to death. The illustration below shows the most frequent word collocated with *kangaroo court*. The court is a process. Therefore, the first word used in the context is the *process*.

HELP		FREQ	ALL	%	MI
1	PROCESS	4	220102	0.00	4.19
2	HAGUE	3	2094	0.14	10.49
3	PROCEEDINGS	3	11584	0.03	8.02
4	HEARING	3	72007	0.00	5.38
5	SYSTEM	3	334975	0.00	3.16
6	TRANSPARENTLY	2	583	0.34	11.75
7	PRESIDE	2	1026	0.19	10.93
8	EXPOSING	2	6103	0.03	8.36
9	CORRUPT	2	12630	0.02	7.31
10	CREDIBILITY	2	14946	0.01	7.07
11	CABINET	2	17852	0.01	6.81
12	CONVICTED	2	19701	0.01	6.67
13	TRIALS	2	20103	0.01	6.64
14	ATTEMPTED	2	22470	0.01	6.48
15	JUDGES	2	26296	0.01	6.25
16	CHARGE	2	75903	0.00	4.72
17	JUSTICE	2	102549	0.00	4.29
18	PLAYERS	2	108485	0.00	4.21
19	INTERNATIONAL	2	157786	0.00	3.67
20	EVIDENCE	2	161459	0.00	3.63

Figure 5. collocates of 'kangaroo court'

The corpus is helpful to lexicologists and linguists since it allows them to compose dictionaries based on actual use of particular lexemes in modern texts rather than on intuition and certain speculative considerations. Being a kind of huge encyclopedia, although organized not paradigmatically, but syntagmatically, the corpus can be very useful to a linguoculturologist.

Finally, in the modern era of rapid development of the Internet and computer technologies, the philologists's use of the corpus as the primary source of factual material increases the verifiability of the data they use by orders of magnitude, contributing to the growth of phraseological research in science.

Conclusion. In this paper, we have analyzed an example of political phraseology. We looked at how phraseology was used in two corpora, BNC, and COCA, and took into account the following linguistic factors: word frequency, context words, and collocates. Although the technique of this study can be applied to other domains and realms, we have focused on one of the political phraseological units. The analysis and study of words in contexts using corpora opens the way to a deeper knowledge, understanding and assimilation of language, in our case, phraseological units in political discourse.

Different methods, such as identifying the qualities of politicians' speeches in other languages, can be employed for additional investigation. It is possible to establish a parallel corpus (English, Spanish) to compare and contrast the characteristics of the use of political phraseological units in two languages by using the Spanish language.

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REGIONALISM IN THE SYSTEM OF INTERNATIONAL RELATIONS

Abstract: The article considers new components of regionalization of worldwide family members. Its content material modifications significantly. This, in particular, is because of the reality that states more and more more lively provide powers to their areas withinside the improvement of worldwide family members. At the identical time, huge areas started out to shape as a subsystem of worldwide family members. The feature of those areas is the monetary and political consolidation of nations that use the geographic thing for country wide improvement and make certain their protection in its numerous components. The nearby subsystem of worldwide family members in Europe has traditionally been formed, initially its western part. In the twenty first century, it extended its borders, inclusive of the states of Eastern and Southeastern Europe. The political and monetary consolidation of nations has placed on the time table the hassle of the formation of nearby identity. The instance of the European Union suggests the complexity and inconsistency of locating a stability of country wide and nearby interests. One of the results of the in depth globalization of the past due 20th - early twenty first century changed into the improvement of a huge nearby marketplace in Asia, the emergence of a fashion toward consolidation, which has now no longer most effective an monetary however additionally a political dimension. Regionalism in Asia has its very own unique features, a huge quantity of struggle situations. Integration strategies broaden in Asia thus far with out the use of supranational sorts of regulating the interplay of the collaborating countries. The article considers the results of the lifestyles of subsystems for the Eurasian area. The stipulations of its structuring are being created. Variants of this system are taken into consideration Chinese Silk Road Initiative, the location

of Eurasian Economic Union, idea the «the combination of integrations», etc. In conclusion, the nearby priorities of the overseas coverage of the Russian Federation, the want for his or her modernization withinside the context of the formation of recent subsystems of worldwide family members withinside the Eurasian area are analyzed.

Keywords: *Regionalism, international relations subsystem, Eurasia, regional priorities of Russia.*

The transformation of international relations after the end of the Cold War is characterized by various manifestations. In the last 10-15 years, the number of scientific developments on the role of regions in the modern system of international relations has increased, which in itself means that some significant changes are taking place in this segment. This topic is usually considered in the context of the regionalization of international relations. It seems that this is not enough today, since the increasing complexity of post-bipolar relations, freed from the corset of their ideological and political confrontation, is not revealed. And in the foreign policy of states, a serious evolution is noticeably relative to the regions on which the burden of implementation is increasing the foreign policy strategy of the countries, especially in the economic, cultural, humanitarian, and other spheres. The regions have become active actors in international relations, and separatist movements are emerging on this basis in a number of States. Each state determines the level and degree of competence of its regions, especially the states of the federal structure, in the implementation of their interests in the field of international relations. One way or another, the regions have become a factor in the foreign policy activities of states. In the Russian Federation, for example, at the end of the 90s of the last century, a number of federal laws regulating the international relations of the subjects of the Federation with the regions of foreign states were adopted. Thus, the articles of the Constitution of the Russian Federation of 1993 on their powers in the international sphere were concretized and the mechanisms of interaction between federal structures and subjects of the Russian Federation on the implementation of the state's foreign policy were determined. However, the phenomenon that is interpreted in scientific research as the formation of regions as subsystems of international relations is of the most significant importance for the theory and practice of international relations. From this point of view, their regionalization acquires new content. If regionalization is understood as the political and economic structuring of a certain geographical space, then the process of regional consolidation is observed on the European continent. The forms of this consolidation have their own historical justification, their own ideology, reflecting the specifics of the region, its evolution, primarily the western part. To overcome the consequences of two devastating world wars on the European continent and to exclude the possibility of their recurrence, it was necessary new forms of interstate communication, the formation of common regional interests, primarily in the economic sphere, where the struggle for the possession of resources necessary for economic activity turned into bloody clashes. The forms of combining these resources can be different: globalization has different options here. In Western Europe, the process of regional consolidation has followed the formation of supranational-type integration.

From a historical point of view, the European continent belongs to the "laurels" of the region's development into a subsystem of international relations, turning it into a subject of world politics and economics. After the end of the Cold War, this process acquired new dimensions (expansion of its participants at the expense of the countries of Eastern and Southeastern Europe) and qualitatively new political forms (transformation of economic communities into a union). This meant not only the unification of national economic, but also political markets. The process is complex, internally contradictory, difficult to manage, but it exists and deserves careful analysis, since we are talking about the formation of a new regional community, about regional identity, it turns out that it is about supranational identity. Whether such a thing is possible, the answer to this question remains open, since it is difficult to say how much the population of one national identity is ready to cede part of it to supranational entities. One of the consequences of the intensive globalization of the late XX - early XXI century was not only the development of the national markets of the Asian region, but also the emergence of a trend towards their consolidation, which, in addition to the economic dimension, began to acquire political forms (ASEAN). The Asian region has its own specific, in particular, the presence of two giant states in it, differing from other countries in the size of their economy, population, competing with each other for dominance in the Asian region. There are conflict situations of various kinds in it, which cannot but affect the situation in the Asian continent. Nevertheless, the security infrastructure is being formed, and the set of tools for interaction in various spheres of public position is expanding. However, the participants of the Asian region have yet to find optimal ways to resolve many problems.

Integration processes in ASEAN are developing so far on the basis of taking into account the national interests of the member states of this association, voluntary participation in integration projects, the creation

of common tools that stimulate the interaction of ASEAN members. At the same time, there is a desire to use supranational instruments for regulating integration processes. Integration as a manifestation of globalization and as a factor of consolidation cannot but have a regional "binding". Gradually, elements of interstate interaction are being created in Asia, which make it possible to consider the Asian region as a subsystem of international relations functioning according to its own rules and principles, taking into account the specifics of the region and the countries located in it. The formation of two subsystems of international relations at different, opposite ends of the Eurasian continent means overcoming the usual, traditional division of the world into West and East, a new structure of international relations is being laid, the consequences of which will sooner or later affect the overall balance of forces in the world. In fact, it is already changing now: the Asian market is increasingly playing the role of a locomotive for the development of the world economy, the importance of the Asian region in global development is increasing.

The bioeconomic and geopolitical shift of world development to the Asian region observed in the last 10-15 years has historical significance. To a certain extent, the hysterical and nervous reaction of the countries of the Western community, especially its leader, the United States of America, only confirms the epochal significance of this process, which goes beyond the Asian region. But we will remain within the scope of the stated subject of research. One of the consequences of the appearance of two subsystems of international relations on the world political and economic map is a clearer design of the space, which in historical and political sciences has received the definition of "Eurasia". In the context of the above-mentioned processes, this concept receives a new sound, a new content in all aspects inherent in international relations. Eurasia acquires certain geographical parameters, therefore, acquiring the characteristics of a large region, a link between the western and eastern parts of the continent. There is no unambiguous understanding of the parameters of Eurasia in the political and scientific literature. In the Russian interpretation, Eurasia is a space consisting of the SCO, the Eurasian Economic Community, and ASEAN. The project of "integration of integrations", covering the space of the AEU countries and the EU member states, falls out of this interpretation. In a certain sense, the concept from Lisbon to Vladivostok can also be considered as a Eurasian project, but it assumed the inclusion of the Asian part of the territory of the Russian Federation in European projects. Therefore, we can conclude about A broad and narrow understanding of the Eurasian space. If we proceed from the fact of the existence of two subsystems on the continent, then Eurasia covers the space between them. And in this context, the Eurasian Economic Union can be considered as the core, the central structural element of Eurasia.

The Eurasian space has already become an object of intense competition between the countries located on the territory of this region and non-regional states. The main problem of Eurasia is the prospects for structuring this space. Elements of this process are already available. If we consider in historical sequence, these are the creation of the Commonwealth of Independent States (1991), the emergence of ASEM in the form of a dialogue format between European and Asian countries, the creation of the Eurasian Economic Union (2015), the Chinese Silk Road project "One Belt, One Road", the Russian initiative on the conjugation of two integration associations (the project "integration of integrations" - the AEU and the European Union). The Russian initiative has not yet found an adequate response from the European Union, although some countries are showing interest in cooperation with the AEU. At the same time, active work is underway to link the AEU and the Chinese Silk Road project. Both sides are exploring the possibilities of combining objectively overlapping or overlapping interests. They are a platform for pairing. The AEU and the People's Republic of China signed an agreement on cooperation on their conjugation. Undoubtedly, this process is not free from contradictory assessments, ambiguous perception by national States. It is not yet clear to what extent the Silk Road project will contribute to national and regional development. This project has a pronounced specificity: it has, first of all Infrastructural nature. The Chinese side is striving to ensure the shortest and economically profitable way for the delivery of its goods to European countries by its implementation. But to what extent this will contribute to the formation of economic development zones, because the countries will mainly provide transit services, there is no certainty yet. In a short historical period, the Eurasian space becomes structured. To the elements listed above, we should add the SCO, which includes most of the active countries of the Eurasian space and which covers 60% of the territory of Eurasia with a population of more than three billion people and a quarter of the world's gross product. Here we need to add a project on cooperation between the AEU and ASEAN. Consequently, there is a process of complication of the structure of the Eurasian space and their coupling becomes a political problem, the subject of regional policy and diplomacy of countries located on the Eurasian continent. In other words, there is a gigantic task to be solved: the formation of institutional relations between the above-mentioned associations and organizations of different natures.

The Eurasian space, which until a certain period was of peripheral importance and attracted non-regional countries mainly by its energy potential (first, the AEU, in which a fifth of the world's gas reserves, 15% of oil are concentrated), has become the subject of geopolitical rivalry, a region-a space in which the strategic interests of many countries are intertwined, as a new balance of interests is being built, breaking the previous structure of international relations. The interests of China, the European Union, and the United States are represented in the Eurasian space, forming a kind of triangle, another geometric dimension of this kind, from the interests of Russia, the European Union and the USA. Another thing is the interests of Russia, China, and the countries of Central Asia. This circumstance determines that Eurasian regionalism cannot but have an open character. It follows from this that the evolution of the Eurasian region will most likely take place according to different rules than the European region. The development of the latter with the aim of creating Eurocentrism on the basis of the European Economic Communities, then the European Union, which, after the massive inclusion of the VE and SEE countries into its composition, moved to a modified expansion policy, putting forward the Eastern Partnership project. The core of this policy is the formation of Eurocentrism based on EU standards. The current or already existing situation puts Russia in a difficult position: it, as well as the Eurasian Economic Union, is "squeezed" between two regional subsystems with major jerks. The country's foreign policy will have to solve a kind of rebus: which of them to bet on or try to determine its place, to form a balance of interests. The core of the consolidation of the Eurasian space today is the Chinese Silk Road project. Of the 28 EU member states, half of the states of this integration association are already participating at the national level in individual infrastructure projects. Both regional markets are objectively interested in trade and economic cooperation. The Eurasian space is considered by both sides rather as intermediate between them. Therefore, the Chinese side does not hide that it is primarily interested in infrastructure and transport projects, logistics and the like. In other words, the capacity of countries, located between China and the European continent, necessary to reduce the speed of commodity exchange.

It is unlikely that such an option meets the interests of Russia and other AEU countries: they want to be a development zone, not a space serving trade and economic relations of two powerful regional markets, two subsystems. Russia will have to define its strategic interests in the Eurasian space more clearly and concentrate its material (and not only) resources for its implementation. Certain steps are being taken in this direction, but hardly sufficient. In recent years, the version about the "turn to the East" of Russia's foreign policy has become widespread as a response of the country to the introduction of sanctions against Russia by Western countries. However, this is a simplified interpretation of the objective process: Russia could not help but react to the dynamically developing Asian market. The need for intensive development of trade and economic relations with Asian countries has existed for a long time, but there were no objective conditions: the Asian market was low-capacity, and we have weak export potential, primarily in Siberia and the Far East. The fast-growing Asian market in the 1990th and in the 2000s changed the situation. In this context, Russia has a chance to move away from the unilateral organization to the European market. And in Soviet times, it occupied a dominant position in the country's foreign trade (35-37%). The situation worsened even more in the 2000s when the countries of Eastern and Southeastern Europe were included in the European Union. The share of the European market exceeded more than half of Russia's foreign trade. Under the influence of mutual sanctions, it has decreased, but it is still more than forty percent. This historically justified "flux" can and should be adjusted. This is advisable both from the point of view of economic security and in terms of strengthening the economic foundations of the policy for the approval of multipolar or concentric world order.

Therefore, it is in Russia's national interests to build a strategic balance of economic relations with both markets – European and Asian, "hanging" on the western and eastern ends of its territory. This is a cardinal condition for Russia's political presence in the structures of these subsystems of interstate relations dealing with security issues in all its aspects, ensuring equal participation in them. In Russia's foreign policy strategy, the economic factor has become dominant in the context of the changing configuration of the Eurasian space. It is well known that without an economic lining, the fate of a political project can turn out to be an ordinary project. The Russian economy accounts for the lion's share of the economic potential of the AEU and, consequently, the Russian side has special responsibility for the state of the economy of the AEU member states. Unfortunately, the situation in today's economy of the Russian Federation is far from desirable: the GDP growth rates are within the statistical error and therefore cannot but affect the economic situation of the entire Eurasian Economic Union. Its participants are forced to look for other sales markets, attracting investments from non-regional countries. Without restoring their positions in the AEU economy. Russia will not be able to ensure the role of an active participant in the Eurasian processes. It is this direction that should be a strategic priority among the regional directions of the state's foreign policy activities.

An integral part of this strategy should be the intensification of integration processes within the AEU. "Intensification" does not mean forcing, accelerating them without taking into account objective conditions. Politically and economically, it is necessary to stimulate various forms of interaction of integration participants, creating favorable legal, financial (taxes, etc.), social prerequisites. It is important to avoid The "russiacentricity" of integration into the AEU, the objectively dominant position of Russia in the AEU means increased responsibility of Russia, which should be shared by all participants in integration. It is significant to avoid the sad experience of the Council of Mutual Economic Assistance, the functioning of which was based on USSR-centricity.

Compared to the Asian and European markets, the Russian one is not capacious. It is difficult to attribute it even to the average. For these markets, Russia is objective of interest in two parameters: a source of fuel and raw materials and a convenient territory for the development of transport and logistics infrastructures. Similar factors apply to all AEU member states. Therefore, the common strategic interest of the members of the Eurasian Economic Union is that the AEU should become an independent, capable structural element of the Eurasian space, become its real core, with the interests of which all structures of this promising regional space should be considered. The AEU can and should become a pillar for building a balance of interests in the Eurasian space. The AEU is not a subsidiary, intermediate link between two giant markets, two subsystems, but an independent component of Eurasian processes. This will make it possible to counteract the trend of pulling apart the AEU countries: the European Union has been implementing for a long time the strategy for the Central Asian States its parameters have recently been clarified, and additional conditions have been developed for the intensification of relations with them; a similar strategy is being implemented by the United States of America. Eurasian regionalism is open to cooperation with non-regional countries. But the above examples mean that these strategies are aimed not only at consolidating the Eurasian space, but are considered in terms of rivalry primarily with China, as well as Russia, which today objectively play a pivotal role in shaping the configuration of the Eurasian space. Eurasia needs further conceptual analysis as a whole, so it is for individual components. With the identification and assessment of risks and benefits (economic and political, humanitarian and environmental), it is necessary to study all aspects of the interface of various projects existing today in the Eurasian space and their assessment in the context of the foreign policy strategy of the Russian Federation. The register of regional priorities of Russia's foreign policy also needs to be clarified. Their significance should be considered from the point of view of their contribution to ensuring Russia's interests in modern politics and economy and in the long term.

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ДВИЖЕНИЕ К НОВОМУ МИРОПОРЯДКУ: КАЗАХСТАН И КИТАЙ В КОНТЕКСТЕ ДЕГЛОБАЛИЗАЦИИИ

Аннотация: Одним из важных экономических трендов последнего десятилетия является процесс мировой деглобализации. Авторы выделяют растущую тенденцию, состоящую из разделения сферы мирового влияния, превращение из однополярного, с гегемоном в лице Соединённых Штатах Америки, в двуполярный, где на этот статус стала претендовать Китайская Народная Республика. Казахстан имеет богатую историю сотрудничества с обеими претендентами. Таким образом, в статье приведены анализы по экономическому росту Китая, поднята тема борьбы за первенство, а также рассмотрена роль Казахстана в цикличной экономической мировой торговле для приблизительного прогноза положения страны в новом мировом порядке.

Ключевые слова: Деглобализация, Глобализация, «Торговая Война», Казахстан, Китай.

Введение

В последнее десятилетие наблюдалось замедление экономического роста после финансового кризиса (2008-2009 гг.), динамизма глобальных цепочек создания стоимости (ГЦСС), снижение темпов роста международной торговли товарами, которые привели к эмпирическому обнаружению прихода тенденции деглобализации [1]. Деглобализация оценивается по тенденции снижения доли импорта в валовом внутреннем продукте страны и зависит от импорта продукции обрабатывающей промышленности, разрыва в доходах страны и политической глобализации. Деглобализация не является новым термином для мировой экономической сферы: мировой рынок цикличен, а сейчас, по данным DHL (DHL Global Connectedness Index) [2], идет заметное сокращение товарных услуг, транзакции осуществляются только во внутреннем рынке, что приводит к замедлению экономического роста и влияет на уровень международного сотрудничества. Региональные блоки начинают сосредотачивать в руках важные человеческие ресурсы. К примеру, производство мобильных телефонов сосредоточено в развивающихся странах, а фармацевтическая отрасль – в развитых. На этом моменте следует выделить, что по уровню торговли самыми взаимосвязанными регионами являются Восточноазиатский и Тихоокеанский, а по уровню мобильности капитала и обменом информацией – Североамериканский. Но также наблюдается заметная обособленность многих стран: европейские банки резко сократили объемы трансграничного кредитирования [3], идея свободной международной торговли становится объектом критики Европейского союза и возрасла значимость национальной валюты. Таким образом, Казахстан резко выступил против формирования наднациональных органов монетарного регулирования на базе ЕАЭС [4]. В случае европейских государств, наиболее эффективным методом защиты национального производства стало проведения протекционистних мер, что значительно усиливает опасения по поводу растущей тенденции деглобализации. В качестве примере следует привести собственный механизм проверки инвестиции Европейского Союза и технологический протекционизм США, направленный на облегчение блокирования растущего объема китайских слияний в высокотехнологичном промышленном секторе (CFIUS). Помимо технологического протекционизма, в связи с геополитическими тенденциями, наметилось движение в сторону финансового разделения. Так, несколько китайских компаний, включая SMIC и Alibaba [5], объявили о добровольном

исключении из списка американских фондовых бирж. Однако были высказаны опасения, что такой добровольный делистинг может привести к снижению доступа к долларовым кредитам и, соответственно, к дефициту долларовой ликвидности. Помимо сокращения товарных потоков и капитала, эксперты провозглашают смерть глобализации и переход к стадии деглобализации также из-за пандемии Covid-19, серьезных сбоев в морских перевозках, возрождения популистского национализма и растущей напряженности в отношениях между Китаем и всеми его основными торговыми партнерами [6]. Следовательно, эволюционные модели деглобализации и либерального международного порядка будут иметь серьезные последствия для мирных изменений в мировой политике.

Деглобализация и Китай

В период деглобализации прогнозируется двуполярное разделение на сферы влияния. Как известно, на роль одной из этих полярностей претендует Китай. Без учета ситуации с мировой пандемией по данным национального бюро экономических исследований в период с 2014 по 2019 наблюдалось увеличение мирового экспорта для около 19 стран, в число которых входит США, и уменьшение доли экспорта в отношении Китая [7]. Подобные результаты отражают следствие протекционистской политики США, но не самой выгодной из-за прямой зависимости США от производственных мощностей и специалистов Китая.

В эпоху глобализации Китай занимал роль «мирового производственного центра»: производство считалось выгодным за счёт низкой заработной платы, высокого уровеня квалификации специалистов в сфере производства высоких технологий. Европейские страны инвестировали [8] и поддерживали торговые отношения с Китаем с целью поддержания высокого уровня технологического развития, что позволило стране Поднебесной нарастить:

5. Поток трудового мигранта и базу специалистов.

6. Производственные мощности. В частности, значимую роль сыграла компания TSMC [9] как крупный и развитый завод производства процессоров.

7. Базу потребительских технологии путем применения метода «Fork», подразумеваещего копирования функциональных возможностей разных технологии и сервисов.

Китай также обеспечил реализацию мер направленных на защиту своего рынка от влияния западных стран. Одно из главных направлений стало чёткое формирования внутреннего потребительского рынка, использование преимущества железного занавеса и государственной цензуры. Китай является страной с населением более чем полтора миллиарда человек, внушительная часть которой обладает конкурентоспособной покупательной способностью, в отличии от Индии, имеющее соотносимое количество человек. Оба этих фактора делают рынок Китая востребованным в мире. Возможность управления конъюнктурой подобного рынка позволяет вводит выгодные для китайской стороны требования к реализуемым товарам. Требвания как к идейным, так и функциональным составляющим продукта: ограничения и идеологическое направление китайского рынка позволяют поддерживать нужный идейный вектор и контролировать практически все составляющие рыночной системы. К примеру, американская компания «Apple» удовлетворила требования китайского государства о хранении данных граждан Китая на территории КНР [10]. Нарастающее экономическое положение страны Поднебесной и «Мягкая Сила» политики, направленная на создание имиджа в глазах зарубежных стран при помощи культуры, также создавало угрозу званию США как гегемона. Результатом столкновения интересов двух держав привело к открытой экономической конфронтации, именуемой «Торговой Войной».

В данном случае, США ускорил тенденцию приближения деглобализации, накладывая множество санкции [11] на Китай и отказываясь от союза. Однако, Китайсякая Народная Республика по-прежнему сохраняет свои позиции как второй экономики мира, и претензии на звание первой, благодаря развитому внутреннему рынку с упором на отечественное производство и широкомасштабному повышению техно-инновационного потенциала. Одной из ключевых мер противодействия США в рамках торговой войны осуществляется в финансировании и поддержаний развития Индии с целью создания нового «Мирового производственного центра» [12]. Учитывая разницу в платежеспособности и образованности населения Индии и Китая, авторы предполагают, что США могут не успеть реализовать этот план, не потеряв к тому времени положение гегемона.

Китай и Казахстан

Деглобализация подразумевает увеличения разрыва между развитыми и развивающими странами. В период правления Н. Назарбаева Казахстан активизировал политику привлечения иностранных инвесторов в экономику и ключевую роль в проекте сыграл Китай [13]. 1 сентября

2015 года, бывший президент РК Нурсултан Назарбаев совершил государственный визит в Пекин [14], тем самым открыв дорогу к динамичной реализации экономических реформ. На тот момент Казахстанские эксперты возлагали много надежд на сотрудничество с восточным соседом. Оптимистичный настрой был также подкреплен запущенным Китаем проектом Один Пояс Один Путь [15], обещающим развитие промышленных предприятий, увеличение рабочих мест и избавление от последствий финансовых кризисов. Однако, с каждым годом антикитайское настроение среди казахского народа возрастает, и не зря. Влияния Китая на Казахстан обрело масштабные размеры, делая нашу страну экономически зависимой и уязвимой от финансов. По данным Национального банка, долги Казахстана на 1 июля 2021 года составляли $166,7 млрд и за последний год внешний долг вырос на $6,9 млрд [16]. Рассуждения о китайской экспансии приобрело острый характер также из-за разногласий по поводу использования вод трансграничных рек и проблемы с поставкой товаров в Китай. Подобные события показали Казахстана как мелкого игрока на геоэкономической арене, не особо влияющего на происходящее: Казахстан всё еще не может договориться с Китаем насчет экспорта сельскохозяйственных товаров, равномерного распределения водных ресурсов, а растущая синофобия в стране остается нерешенной. Массовые протесты проходят и по причине недоверия к властям, которые не умеют доносить политику до народа. Антикитайским настроением также могут пользоваться, как и внутренние группы элиты ЦА для борьбы друг с другом, так и Западом. Действительно, версий много и антикитайская ситуация способна выйти из-под контроля, если не развить медиа-сообщества в Центральной Азии для формирования менее предвзятого отношения. При этом объективная реальность в итоге работает на «мягкую силу» Китая: перспективы ОПОП, расширение финансово-экономического сотрудничества способны успокоить антикитайские волнения. К тому же, рассуждения о планах Китая – это всего лишь «капля воды в море» и в Казахстане существует ряд более важных проблем, требующих незамедлительного решения: коммерциализация государства, застойная бедность и незрелость населения. Массовый беспорядок, произошедший в январе 2022 года, заставил полностью пересмотреть государственную структуру Казахстана, что привело к подписанию договора нового соглашения о военном сотруденичестве с Россией [17].

Заключение

Мировые лидеры капиталистического мира имели амбициозные планы на глобализацию, предполагая сохранения и укрепления стабильного экономического положения и демократичного торгового сотрудничества между собой. Амбиции перспектив поддерживались инвестированием ресурсов в Китай с целью повышения прибыли, следуя из предположения, что Китай при экономическом росте не сможет составить конкуренцию за сферы мирового влияния. Множество других геополитических событий таких как Брексит и Аннексия Тайваня с Крымом, и финансовый кризис (2007-2009 гг.) побудил всё большее количество государств придерживаться политики протекционизма. Данная тенденция полностью противоречит одной из главных составляющих процесса глобализации – либерализации: протекционизм перерастает в меркантилизм, а национальные интересы ставятся выше подписанных договоров и проектов. В случае пересечения или расхождения интересов, эксперты и авторы опасаются приближения деглобализации, которое подразумевает отсутствие взаимопомощи и взаимовыгоды. Подобная тенденция делает бесперспективным поддерживание рыночной системы. Иными словами, происходит процесс перехода из рынка в государства. В итоге наблюдается активное вовлечение в стадию процесса деглобализации:

1. геополитическое противостояние между США и Китаем, разделившее единую сферу влияния в неоднородную.
2. протекционистские тенденции и отсутствие свободной торговли
3. меркантилистские настроения закрывают пути к поддержанию не только имеющихся договоренностей и проектов, но и пути к установлению новых.

Эти условия разрушают базис, на котором держалась глобализация и, не имея перспектив на восстановление, приводит к изменению перспектив экономического роста и всплеску деглобализации. Авторы предполагают, что большей вероятностью Китай выйдет победителем из Торговой Войны и установит новый мировой порядок. Казахстан в данном вопросе соблюдает нейтралитет, сохраняя доброжелательные отношения к обеим странам. Однако, если исходить из предположения будущего влияния подписываемых договоров и соглашений с Китаем, то перспективы в новом порядке становятся туманными. Взаимовыгодные отношения с Китаем, выраженное в получаемых ресурсах и развитии промышленного производства могут перерасти в зависимость. Подобный расклад

ожидает не только Казахстан, но и остальные страны Центральной Азии. А в случае Казахстана немаловажно учитывать и географическое расположение, которое подразумевает политический кризис в отношениях с США и другими странами Европы.

Казахстан – молодая страна, которой выпала доля формирования во времена повсеместного развертывания глобализации, сулящего большие перспективы: свободный рынок и относительно высокий уровень социального и технологического развития. Кризис глобализации страна переживала мощными ударами в виде финансовых кризисов, побочных эффектов протекционистских методов, националистического настроения, побочных эффектов меркантилизма, и неопределенность во внешней политике, спровоцированное противостоянием главных союзников, становились причинами нищеты, инфляции и протестов, аналогичным тем, что происходили в начале декабря 2022 года в Казахстане. Отсутствие других аналогичных процессов в истории делает невозможным точное прогнозирование будущего. Учитывая опыт других стран, необходимо поддерживать открытость своих экономик и обществ; демонстрировать передовую политическую и институциональную практику; и тонко сочетать стратегическое разъединение и взаимодействие с Китаем. Но сделать все это в условиях деглобализации будет нелегко.

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ИСПОЛЬЗОВАНИЕ СОЦИАЛЬНЫХ СЕТЕЙ ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

Аннотация: В статье рассматриваются концептуальные основы использования социальных сетей при изучении иностранного языка. Рассмотрены современных технологии изучения иностранного языка при помощи социальных сетей.

Ключевые слова: «Сеть», интернет, информация, коммуникация, технология, «Инстаграмм», «ТикТок».

Приоритет современного образования постепенно меняет вектор с направленности на усвоение знаний к цели формирования компетенций, необходимых учащемуся для дальнейшей работы. Казахстанские школы постепенно снабжаются современными технологиями, доступом к Интернету, что способствует внедрению новых дидактических материалов в процесс обучения.

Особенно актуально использование технологий при изучении иностранного языка, так как для получения более релевантной информации необходимо работать с аутентичными материалами. Их можно получить только посредством прямого общения с носителями языка или использования текстов, видео- или аудиоматериалов, взятых из Интернета. Именно поэтому учителя пробуют применять новые дидактические материалы для развития компетенций учащихся. Однако прежде всего необходимо исследовать влияние Интернета на образовательный процесс. Следует определить, в какой степени можно использовать информационные технологии в обучении, насколько это повышает или понижает мотивацию учащихся, а также исследовать дидактические возможности Интернета. Перед их внедрением в процесс освоения иностранного языка нужно определиться с целью и задачами этого добавления в образовательную среду. У Интернета существует множество элементов, которые при правильной педагогической адаптации могут помочь ученикам освоить коммуникативную компетенцию.

Рассматривая феномен применения различных аспектов технологий информационной системы в образовательном процессе, направленном на преподавание иностранных языков, на сегодняшний день не является новым преобразованием. Информационно-коммуникационные технологии обучения различным иностранным языкам в середине прошлого столетия проявлялись в использовании таких предметов технического оборудования, как различные магнитофоны для повышения аудитивной компетенции, а также лингафонные кабинеты, использующиеся для обучения переводчиков. При этом с развитием преподавательской деятельности в рамках обучения иностранным языкам появилось требование к обязательному использованию определенных объектов ИКТ. Так, в конце прошлого века процесс обучения иностранным языкам способствовал применению сети Интернет и ее приложений, методов и инструментов, в результате чего определенный момент именно данная сеть сформировалась в качестве ключевого ресурса для поиска информационных данных. Именно благодаря использованию Интернета человек получил возможность мгновенного поиска ответов на любые возникающие тематические направления и вопросы, что, несомненно, стало основным вектором развития в результативности преподавания иностранных языков.

Социальные сети как один из инструментов ИКТ способствуют разрешению большого количества задач, которые появляются в условиях современных реалий. Благодаря использованию социальных сетей формируется доступная образовательная среда, в которой материал учебного содержания представляется в формате, который наиболее эффективен и доступен для представителей различных поколений современного мира [1]. Помимо этого, вышеупомянутое средство, которое относится к технологиям информационного и коммуникационного содержания, является катализатором для осуществления когнитивной активности, а также последовательному развитию и улучшению сформированных знаний, умений и навыков, а также обеспечивает позитивную мотивационную систему и усиливает интерес учащихся в свободном доступе на различных платформах социальных сетей.

Так как в данной научно-исследовательской работе акцент ставится на использование двух социальных сетей в качестве одного из способов изучения иностранного языка, можно сделать вывод о том, что образовательный процесс с помощью данного инструмента представляет собой две основные формы коммуникационного взаимодействия с реципиентом информации.

В качестве первой формы можно выделить телекоммуникационные и информационные ресурсы. К основным ресурсам первой категории в рамках изучения иностранного языка посредством социальных сетей можно выделить различные прямые эфиры, чаты, форумы, конференции, комментарии, ответы на различные формы трансляции материала, первоначальной задачей которых становится осуществление взаимной коммуникации между пользователями, которые находятся на определенном удаленном расстоянии друг от друга. Данные инструменты используются для формирования коммуникативной компетенции, а также для осознанного создания коммуникативной ситуации, необходимой для улучшения навыка общения на иностранном языке. При этом, рассматривая непосредственно информационные ресурсы в рамках социальных сетей, можно выделить различные ресурсы, которые содержат в себе учебный материал текстового, аудиального или визуального изложения по различным тематическим направлениям на определенном иностранном языке.

Социальные сети могут быть использованы в качестве одного из эффективных дополнений к образовательному процессу при развитии навыков и умений грамматического и лексического содержания благодаря просмотру обучающих видео или чтению информативных постов на определенных платформах [2]. Применение аспектов сети Интернет (в нашем случае – непосредственно социальных сетей) на сегодняшний день представляет собой незаменимый инструмент изучения иностранного языка, благодаря котором в рамках созданной виртуальной среды учащийся получает возможность воспринимать информацию вне временных и локальных рамок в процессе формирования самостоятельного изучения иностранного языка на основе собственных коммуникативных и социальных интересов и желаний.

На основе изучения информационных ресурсов и научно-исследовательских источников нами были выделены потенциальные причины, которые способствуют применению различных аспектов информационно-коммуникационных технологий в процессе изучения иностранного языка. В качестве основных предпосылок можно выделить, что

1) на сегодняшний день использование ресурсов Интернета предполагает формирование благоприятных условий для повышения мотивации и усиления интереса учащихся к процессу изучения иностранных языков. Помимо этого, последовательное восприятие учебного материала, представленного в формате онлайн,

2) благоприятствует совершенствованию всех лингвистических аспектов, а также

3) формирует наиболее комфортные условия непосредственно для самого учащегося, которые заключаются в отсутствии стрессового напряжения при изучении иностранного языка в рамках личного контакта или в групповом формате.

Таким образом, на основе представленной выше информации, можно выделить основные достоинства использования социальных сетей в процессе изучения иностранного языка. В первую очередь данный феномен способствует 1) появлению возможности изучению любого иностранного языка в зависимости от предпочтений учащихся вне пространственных и временных рамок, которые представляют их учебные учреждения. Помимо этого, непосредственно благодаря социальным сетям 2) формируются различные иноязычные компетенции социокультурного, речевого, текстового и коммуникативного содержания. 3) Приобретение новых знаний, умений и навыков в процессе изучения иностранного языка в формате онлайн в социальных сетях осуществляется бесплатно или с минимальными материальными затратами, а также предоставляет полностью 4) свободный доступ к различным материалам любого тематического направления, исходя из желаний учащегося. Также можно было бы выделить, что 5) социальные сети дают преимущество в изучении иностранного языка для людей с ограниченными возможностями.

На основе проведенного нами теоретического анализа научно-исследовательских источников, которые содержат в себе изучение различных аспектов Интернета и социальных сетей в рамках изучения иностранного языка, мы делаем следующие выводы для нашей работы.

8. Во-первых, на сегодняшний день использование компонентов информационно-коммуникационных технологий является незаменимым инструментом в изучении иностранного языка.

9. Помимо этого, именно ИКТ, в том числе социальные сети, формируют преимущественную возможность, которая заключается в активизации и модернизации современного процесса образовательной системы.

10. Социальные сети также усиливают мотивационный компонент учащегося и проявляют его интерес к изучению иностранного языка, реализации когнитивной активности, а также улучшению дифференцированных знаний, навыков и умений.

11. Использование Интернет-технологий и социальных сетей предоставляет доступ к различным материалам, онлайн-словарям на основе бесплатного пользования.

Далее в нашей работе будут рассмотрены дидактические характеристики и свойства социальных сетей как основного инструмента информационно-коммуникационных технологий, а также их потенциальные достоинства и недостатки.

Коммуникативная компетенция, как мы обозначили ранее, является важнейшей целью изучения ИЯ, а остальные аспекты языка: лексика, грамматика, продуктивные и рецептивные навыки, а также воспитательная или образовательная функции уходят на второй план. Для освоения этой компетенции необходимо предоставить каждому учащемуся практику во всех видах речевой деятельности.

Социальные сети обширно используются за рубежом как в развлекательных, так и в образовательных целях [3]. Следовательно, размещая информацию в виде аудио- и видеоматериалов, свои сообщения или фотографии, носители языка могут способствовать обучению ИЯ у студентов. Те, кто учит язык, смогут освоить азы межкультурной коммуникации, так как, читая аутентичные материалы, осваивая разговорную речь, они смогут понять, как общаются между собой иностранцы (носители изучаемого иностранного языка), какими конструкциями на различных уровнях языковой системы (морфологическом, лексическом, синтаксическом) они пользуются.

С помощью такого вида усвоения информации можно создать образовательную среду, в которой студенты смогут общаться друг с другом посредством социальных сетей на иностранном языке. Для выявления мнений учеников и учителей на тему внедрения новых технологий в изучение иностранного языка было проведено исследование, которое показало, что обе стороны положительно относятся к так называемому «blended learning» или смешанному обучению с использованием технологий. Исследователи отмечают также эффективность их использования в обучении письму, аудированию и чтению.

Мильруд [4] утверждает, что для успешного применения информационных технологий в обучении ИЯ необходимо создать некую среду, в которой роль преподавателя будет похожа на роль супервайзера. Иными словами, педагог будет следить за процессом интеракции учеников, создавать им необходимые условия для прогресса, решать проблемы. Ученики же будут автономно и независимо осуществлять познавательную деятельность, направленную на результат, то есть коммуникативную компетенцию. Для более эффективного освоения они будут вовлечены в проектную деятельность и коммуникацию друг с другом.

В образовательной среде современного класса педагогу нужно создать материалы, спроектировать вектор обучения, моделировать ситуации близкие к реалиям общения на иностранном языке, что может осуществляться с помощью виртуальных классов, вебинаров, бесед и групп в социальных сетях, форумов, чатов, интерактивных рабочих тетрадей.

Благодаря такому типу организации класса, преподаватель может управлять процессом обучения даже дистанционно. При этом площадки для размещения текстов и разного рода материалов на иностранном языке позволяют преподавателю и ученику постоянно находиться на связи в случае возникновения неотложного вопроса.

Возможности социальных сетей позволяют педагогам высылать необходимую организационную информацию в чаты для того, чтобы, например, отменить или перенести занятие, а также отправить какую-либо дополнительную информацию или упражнения по домашней работе. Так как многие сети позволяют просматривать индивидуальный профиль учеников, опытный эксперт может определить вектор обучения конкретного студента в сторону его интересов для будущего лучшего эффекта от уроков.

Социальные сети могут эффективно задействоваться в обучении, так как они включают в себя элементы видео, аудиоматериалов, форумы и чаты, аутентичные тексты на единой онлайн платформе. Качество усваиваемой информации напрямую зависит от того, насколько ученикам удобно ориентироваться на платформе и как организован процесс обучения.

Проанализируем модель стандартного образовательного процесса в условиях дистанционного образования или в системе «blended learning» (смешанного обучения), которая представляет собой подход к образованию, сочетающий в себе традиционные методы обучения в классе и возможность взаимодействия онлайн [5]. В модели обязательно должны присутствовать участники: педагог и ученики, а также важные части процесса: материал и тренировка. От педагога требуется максимальная отдача, чтобы подготовить материалы, подходящие по уровню и интересам учеников и методы, с помощью которых материал преподносится. Учащимся самим нужно обладать всеми возможностями для успешной интеграции с такой образовательной средой: доступ в Интернет, устройства для выхода в Интернет, понимание того, как работать с устройствами. Для проверки

знаний и компетенций учеников, преподаватель должен убедиться в эффективности обучения с помощью проверочных работ, которые тоже могут быть онлайн: квизы, тесты, викторины.

Обучение говорению и аудированию может практиковаться с помощью звонков и симуляций виртуального общения с носителями языка. Мильруд говорит о том, что можно воссоздать аутентичную среду с помощью “move-based simulations”, то есть ситуаций повседневной жизни за рубежом: звонки, прием на работу, общение по электронной почте с потенциальными работодателями или профессорами. Такую коммуникативную ситуацию можно создать в том числе и с учетом использования социальных сетей в образовании.

Социальные сети набирают популярность, поскольку появляются новые пользователи разных возрастов, которые решаются стать частью виртуального мира или же использовать его для работы. Нас интересует исключительно образовательная среда и применение в ней Интернета. Для этого нам понадобятся наиболее репрезентативные социальные сети среди молодежи. Под этим подразумевается возможность получения исключительно образовательного контента и способ его подачи.

Согласно статистике, наиболее популярные сети среди в 2021-ом году были «Вконтакте», «Facebook», «Instagram», «Одноклассники», «YouTube», и «TikTok» соответственно. Однако первая сеть представляет собой совокупность мессенджера, форумов, бесед и групп для общения и публикации информации. Первая вышеупомянутая социальная сеть имеет географическую направленность на представителей стран СНГ. Такой же вывод можно сделать и о сети «Одноклассники», которая, помимо схожей территориальной нацеленности, еще и подразумевает коммуникацию представителей среднего и старшего поколений. «Facebook», подобно «Вконтакте», больше ориентирован на прямую коммуникацию с людьми, нежели на создание и хранение познавательного контента, а «YouTube» не является сетью, так как это видеохостинг. Несмотря на то, что пользователи данного сервиса пишут и читают комментарии под опубликованными видеороликами, данная платформа больше подразумевает одностороннюю коммуникацию в виде публикации видео, а не процесс общения с подписчиками. Следовательно, мы будем опираться на оставшиеся две социальные сети, в которых обширно котируется познавательный контент. Инстаграм сегодня – это популярная социальная сеть, в которой можно выкладывать свой контент с помощью постов (фотографий и видео с описанием) или историй (фотографий или видео, которые длятся 15 секунд, в ежедневной ленте).

В нем существуют множество официальных страниц с познавательным образовательным контентом. Известное многим в прошлом радио BBC: Learning English также создал новый канал в Инстаграм и теперь базируется там или в своем приложении. Для популяризации английского языка ежедневно выкладывается два-три поста, ведутся различного рода рубрики в историях на этой странице. Среди подписчиков можно найти как пожилых жителей стран третьего мира, так и русских подростков.

Можно обнаружить аутентичные материалы для французского, испанского, итальянского языков, так как использование этой сети удобно в образовательных целях. Прямые эфиры, длинные видео, сохраняемые в профиле (индивидуальной странице), позволяют спикерам проводить бесплатные конференции, вебинары и встречи [6].

Рассматривая ретроспективу формирования платформы ТикТок, важно отметить, что она является новейшей социальной сетью, которая была запущена летом 2018 года [7]. На сегодняшний день данная видеоплатформа представляет собой одно из наиболее быстрорастущих и скачиваемых приложений и имеет более 1 миллиарда пользователей из полутораста стран. ТикТок – изначально развлекательная социальная сеть, которая постепенно становится и образовательной. Появляются персональные образовательно-познавательные страницы, цель которых набрать популярность посредством передачи знаний о чем-либо. Так как среди казахстансцев этот сервис пользуется отдельной популярностью, преподаватели начинают активно пользоваться сетью для привлечения клиентов.

Вышеперечисленные социальные сети решают проблемы образования. Сначала посмотрим на трудности, с которыми сталкиваются участники образовательного процесса, прежде чем приступать к анализу эффективности социальных сетей.

Казахстану свойственны как общие проблемы всемирного образования, так и собственные специфические трудности. К общим проблемам относится недостаток практико-ориентированности. Множество теоретических предметов направлены скорее на общие второстепенные навыки, такие как запоминание информации, воспроизведение ее в нужный момент.

Таким образом, мы проанализировали феномен социальных сетей в образовании. Во-первых, был проведен анализ новых технологий, которые могут применяться в контексте образования. Мы рассмотрели основные тенденции процесса информатизации и технологизации.

Во-вторых, был произведен анализ социальных сетей и их образовательная роль в современных реалиях образования. Безусловно, мы опирались на казахстанское образование, однако его прогресс познавался в сравнении с зарубежным опытом. Социальные сети способствуют автономии образовательного процесса обучаемых, повышая их мотивацию к обучению. При этом необходимо создать определенную образовательную среду для их познавательной деятельности, в которой обязательными элементами являются: ученики, учитель, подобранные материалы и способ их подачи и отработки, доступ к ресурсам у учеников и отслеживание их прогресса.
Возможности социальных сетей Инстаграм и ТикТок обширны: их можно использовать в качестве индивидуальной платформы для предоставления образовательных услуг, а можно их адаптировать под нужды учащихся, чтобы они стали создателями образовательного контента, тем самым обучая самих себя, работая индивидуально или в группах, общались и практиковались.

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COVID-19 ПАНДЕМИЯСЫНДАҒЫ ҚХР ОНЛАЙН БІЛІМ БЕРУДЕГІ МӘСЕЛЕЛЕРІ

Түйін: Аталмыш мақалада автор Қытайдағы қашықтан оқыту жүйесіндегі проблемаларын қарастырады. Сонымен қоса, бұл мақалада пандемияның Қытай білім беру жүйесіне тигізген әсеріне баса назар аударылып, Қазақстан үшін де тәжірибе екендігі ескерілді. Зерттеу жұмыстарына сәйкес, автор қазіргі таңда онлайн оқу жүйесінің маңыздылығын, оның болашақ инновациялық ашылуларға ықпалы зор екенін атап көрсетеді.

Тірек сөздер: COVID-19, пандемия, ҚХР, білім беру жүйесі, онлайн.

1960 жж. Бейжіңде және басқа да ірі қалаларда ересектерге білім алуға көмектесетін алғашқы аймақтық теледидар университеттері құрылды. 1960-1966 жж. аралығында 8000-нан астам студент түлек атанса, 50000-нан астам адам Пекин теледидар университетінің оқу бағдарламалары аясында бір жылдық оқу курстарын бітірген екен. Олардың көпшілігі өнеркәсіптік және ауылшаруашылық кәсіпорындарының немесе мәдени және білім беру мекемелерінің қызметіне айтарлықтай үлес

қосты. Басқа қалалардағы теледидар университеттерінің қызметі бірдей дәрежеде сәтті болды. Өкінішке орай, бұл жаңа бастама “мәдени революциямен” (1966-76) жұмысын тоқтатуға мәжбүр болды [1]. ҚХР Білім Министрлігінің Қытайда онлайн-білім беруге қатысты қазіргі саясаты 2000 жылы жарияланған «бірнеше университеттерді қашықтан білім беру пилоттық колледждерін құруда қолдау туралы пікірлер» саясатына байланысты және ұқсас.

2000 жылдан бастап Сыртқы істер министрлігі Пекин университеті, Цинхуа университеті, Қытай Жэньминь университеті, Шанхай Цзяотон университеті, Фудань университеті және Қытайдың ашық университеті (OUC) қоса алғанда, қашықтан білім беру / қашықтан оқыту колледждері мен үздіксіз білім беру колледждерін құру үшін 68 жоғары оқу орнын мақұлдады [2]. Әрине, қазіргі заманғы қашықтан оқыту жүйесі мүлдем басқа деңгейде. Бастапқы уақытта қашықтан оқыту білім алудың немесе емтиханға дайындалудың қосымша әдісі ретінде ғана қабылданды. Қазір әлемнің кез келген нүктесінде отырып, әртүрлі елдердің беделді университеттерінен, коммерциялық және коммерциялық емес компанияларынан толыққанды қашықтан оқыту курстары мен біліктілікті арттыру бағдарламаларынан өтуге болады.

Ал 2020 жылдың көктемінде онлайн оқу жүйесіне көшудің бір ғана себебі болды. Бұл COVID-19 пандемиясының таралу қаупі. Екі жыл көлемінде COVID-19 пандемиясы әлемдегі ең өзекті мәселелердің бірі болып келеді. Қытай билігі Хубэй провинциясының Ухань қаласында белгісіз пневмонияның өршуі тіркелгенінен бері екі жыл өтті. Қаңтар айының басында ҚХР эпидемиологтары аурудың шығуына себепші болған коронавирустың жаңа түрі екенін анықтады. Кейіннен Дүниежүзілік денсаулық сақтау ұйымы (ДДСҰ) вирусты COVID-19 деп жіктеген еді. Әлемде бірінші болып инфекцияның өршуіне тап болған Қытай алдымен Ухань қаласының толық оқшауландыруына, содан кейін толық карантин жариялауға мәжбүр болды. Осы жағдайға байланысты оқу орындары мен кәсіпорындардың, мекемелердің, көліктердің жұмысы тоқтатылды, қозғалыс еркіндігі айтарлықтай шектелді. Қоғамдық өмір онлайн режиміне көше бастады [3].

2020 жылы Шанхай университеттеріндегі Халықаралық студенттер саны 60,000-нан 40,000-ға дейін төмендеді. Қытай университеттеріне түсуді жоспарлаған көптеген студенттер оқуға түсуді кейінге қалдырды немесе жоспарларын өзгертті. Әрине, оқушылар мен студенттердің көп бөлігі онлайн оқуға дайын емес еді. Студенттер мұғалімдерімен және курстастарымен жеке қарым-қатынас жеткіліксіз екенін атап өтті. Онлайн оқу жүйесі кейбір студенттердің онлайн режимінде оқуға арналған гаджеттердің болмауына және уақыт айырмашылығына байланысты түнде өткізілген сабақтарға себеп болды [4].

Осы уақыттағы ең басты мәселе бұл - Интернетке қол жеткізу болатын. Қытай үкіметінің мәліметінше, Қытай халқының шамамен 61%-ы интернетпен қамтамасыз етілген немесе интернетке қол жеткізе алады. Бұл әлемдегі орташа деңгейден 10% жоғары, бірақ Оңтүстік Корея (96%) және Жапония (91%) сияқты дамыған елдерге қарағанда айтарлықтай төмен. Үкіметтің көрсеткен статистикасына сәйкес, 2018 жылы Қытайда 56-дан 80 миллионға дейін адам интернет байланысы немесе интернетке қосыла алатын құрылғылары жоқ деп хабарлады [5].

Қашықтан оқыту кезіндегі тағы бір үлкен проблеманың бірі – желі деңгейі болды. Қытай үкіметі ақпараттық технологиялар Министрлігіне ауылдық жерлердегі желі жүйесін қалпына келтіріп, кедей отбасыларға тариф құнын төмендетуді тапсырған болатын. Желі деңгейіндегі проблемалар Қазақстанда да болғанын айта кеткен жөн. ҚХР 2020 жылы 28 ақпан күні денсаулық сақтау министрлігі мен адами ресурстар және әлеуметтік қауіпсіздік министрлігі баспасөз мәслихатын өткізді. Үкімет түлектерге қиындықтарын жеңуге көмектесетін төрт іс-қимыл жоспарын ұсынды:

1. Базалық білім беру, денсаулық сақтау және қоғамдық жұмыстар саласында жұмысқа орналастыру квоталарын ұлғайту сияқты жоспарлардың көмегімен жұмысқа орналасу мүмкіндіктерін барынша арттыру.

2. Клиникалық медицина, қоғамдық денсаулық сақтау, интегралды схемалар және жасанды интеллект сияқты пәндер бойынша магистр дәрежесін алуды шамамен 189000 орынға ұлғайту арқылы әрі қарай білім алу мүмкіндіктерін кеңейту. Университетке түсу үшін колледж студенттерін қабылдау квотасы профилактикалық медицина, төтенше жағдайларды басқару, қарт адамдарға күтім жасау және электрондық коммерция сияқты пәндер бойынша шамамен 322000 орынға арту.

3. Қосымша жұмыс арналарын зерттеу. Яғни үкімет студенттерді жұмыспен қамтамасыз ету бойынша түрлі онлайн-шараларды ұйымдастыруды жүктеді. Ол кампустардағы кадрларды іріктеу науқаны аясында жоғары оқу орындарының түлектеріне ақысыз қызмет көрсету туралы 5 негізгі жұмыс порталымен келісті. Портал іске қосылғаннан бір аптадан кейін сервистік науқан аясында 2 миллионнан астам бос жұмыс орны жарияланды.

4. Оқытушылар мен профессорлардан студенттерге жұмысқа орналасу мәселелері бойынша жеке ұсыныстар мен қолдау көрсетуді сұрады.

Осылайша байқағанымыздай, Қытай үкіметі студенттерге қолайлы оқу жүйесі мен жұмыспен қамтамасыз ету үшін көптеген шаралар жүргізуде. Ал қазіргі кезде коронавирустық эпидемияның таралуымен оқу әдістері мен кеңістігі тез өзгеруде. 2020 жылы сәуір айында коронавирустық эпидемия кезінде, ЮНЕСКО-ның мәліметтері бойынша, 194 елдегі мектептер жабылып, 1,598 миллиард студент (әлемдегі студенттердің 91,3% -ы) университет пен мектепке бара алмады, бұл білім сапасына айтарлықтай әсер етті. Мұндай ортада адамдар онлайн-білімнің құндылығын түсінген еді [6, 33 б.].

Коронавирус эпидемиясы кезіндегі қытайлық онлайн-білім нарығының ауқымында эпидемия адамдардың өмірі мен жұмысына орасан зор кедергі келтіріп, дәстүрлі оқыту моделіне кері әсерін тигізсе, пандемия сонымен қатар желідегі білім беруді дамытудың катализаторы болып, оның реформалар қарқынын жеделдетіп, Қытайда дамудың жаңа мүмкіндіктерін ұсынады. Шындығында, XX ғ. соңында-ақ Қытай қашықтықтан білім беруді белсенді бастап, үлкен жетістіктерге жетті. Бірақ бұл даму деңгейі де жеткіліксіз және баяу болып шықты. Ал биыл эпидемия маңызды «көпір» рөлін атқарып, бізге заманауи зерттеулердің жетістіктерін қашықтықтан білім беруде пайдалануға мүмкіндік беріп, онлайн-білім берудің әлемге маңыздылығын көрсетті. Қытайдың Білім министрлігі жанындағы «Онлайн-білім» ғылыми-зерттеу орталығының бас хатшысы Ван Сяосяоның айтуынша, онлайн-оқыту платформасын пайдаланушылар санының тез өсуі - әрі қиындық, әрі мүмкіндік болды[6, 34 б.].

Қытайда кең таралған төрт типтік негізгі онлайн оқыту моделі бар: MOOC + SPOC аралас оқыту, нақты уақыт режимінде онлайн режимінде оқыту, жазба және эфирлік оқыту және қашықтықтан оқыту. Оқу үлгісіндегі өзгерістерден басқа, эпидемия бірқатар іс-шаралардың офлайн режимінен онлайн режиміне ауысуын жеделдетті. Мысалы, қашықтағы видео сұхбат жоғары оқу орнына түсу емтихандары мен жоғары оқу орнынан кейінгі қайта тестілеу кезінде кеңінен қолданылады; қазір жалпы диплом және диссертация қорғаудың барлығы дерлік онлайн режимінде жүргізіледі [7, 32 б.].

Коронавирустық пандемия кезіндегі Қытайдағы қазіргі онлайн-білім берудің бар проблемалары. Қытай үкіметі мен барлық университеттер эпидемия кезінде білім беру іс-шараларын қалыпты және тиімді жүргізу үшін көп күш жұмылдырғанына қарамастан, кейбір мәселелер шешілмеген: біріншіден, көптеген егде жастағы мұғалімдер компьютерді қолдануда қиындықтарға тап болды; екіншіден, өзін-өзі басқара алмайтын кейбір студенттер желілік оқытуға нашар бейімделген, бұл оқудың төмен тиімділігіне әкелді; үшіншіден, желілік білім беру платформаларына байланысты үлкен параллель трафикті басқару қиынға соқты, бұл олардың жұмысына кедергі келтірді; төртіншіден, кейбір онлайн білім беру бизнесі қызмет көрсету қабілетінің жетіспеушілігімен және стандарттаудың болмауымен байланысты қиындықтарға тап болды; соңында, онлайн-білім беруді дамытудағы ең үлкен кедергі - бұл Қытайдың шалғай ауылдары мен аймақтарындағы Интернетке қол жетімсіздік проблемасы.

Дегенмен, жақсы жақтарына қарамастан, қашықтан оқытудың бірқатар келеңсіз тұстары бар. Бұл жайында, кей қазақстандық зерттеушілерде өз көзқарастарын білдіреді. Мысалы, қашықтан оқытудың жағымсыз жақтарының үлкен кемшілігі - компьютерде жұмыс істегенде көздің шаршауы. Бұл әсіресе дене бітімі қалыптасып келе жатқан бастауыш сынып оқушыларының денсаулығына зиян. Негізгі кемшіліктердің бірі ретінде студенттер мен оқытушы арасындағы тікелей (бетпе-бет) байланыстың болмауы, эмоционалдық байланыстың, эмоционалдық қолдаудың жоғалуы, бұл өз кезегінде оқу-тәрбие процесіне проблема туындатып, жеке тәсілді қолдануды қиындатады деп санауға болады. Сонымен қатар, ақпарат көздеріне тұрақты қол жеткізу үшін жақсы техникалық жабдық қажет: компьютер және Интернетке кіруде мәселе туындатты. Әдетте, студенттер практикалық дайындықтың жоқтығын сезінеді [8].

Ал Қытайдағы білім беру сапасын, тиімділігін, реформалар сабақтастығын және әділеттілік қағидатын жүзеге асыру үшін ҚХР-ның 13-ші бесжылдықтағы жоспарларын ескере отырып біздің тарапымыздан келесідей ұсынымдар жасадық:

- кедей, мұқтаж отбасылардан шыққан балаларға атаулы материалдық көмек көрсету, оларға орта кәсіптік мектептерде ақысыз білім беру;

- бүкіл ел бойынша жалпыға міндетті білім беруді қаржыландыру стандарттарын біріздендіру, ауыл мектептерін кепілдендірілген бюджеттік қамтамасыз етуді енгізу;

- дамымаған және кедей аудандардағы мектепке дейінгі және кәсіптік білім беруді жетілдіру және дамыту;

- инновациялық білім беру технологияларын белсенді насихаттау;

- онлайн технология аспектісі бойынша: желілік білім беру технологиясын дамыту керек, желілік оқытудың кедергісіз алға жылжуы үшін сенімді қолдау көрсету қажет;

- онлайн білім беру платформалары аспектісінде: желілік платформалар мен олардың қызметтерін үнемі құру және жетілдіру, оларды басқару механизмін оңтайландыру қажет; шалғай аудандардағы желілік жағдайларды жақсарту. Осылайша, дәстүрлі оқу аудиториясы виртуалды аудиторияға кеңейіп келеді және мұның бәрі жаңа интернет кеңістіктерінің арқасында деуге болады.

Сонымен қорыта келгенде, COVID-19 эпидемиясының әсері болса да қытайлық білімнің жақсарып келе жатқандығы даусыз. Алайда, эпидемия кезінде желілік оқытуда күтпеген ауқымды әлеуметтік эксперимент күтпеген жерден секіріс жасау мүмкіндігін тудырып, білім беру саласындағы терең өзгерістер әкеліп, оның болашақ дамуына әсер етті. Осыған байланысты Қытай онлайн-білім беруді дамытудың эталоны бола алады деп қытайлық сарапшылай пікір білдіруде. Бұл шараларды жүзеге асыру үйлесімді қоғамның қалыптасуына ықпал етіп, айтарлықтай жеңілдетеді, ал болашақта ұлттық білім беру жүйесінде қалыптасқан онлайн білім саласындағы теңсіздіктерді біртіндеп жояды.

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ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ МЕМЛЕКЕТТІК БИЛІК ОРГАНДАРЫНЫҢ ҚЫЗМЕТІН ЖЕТІЛДІРУДІҢ ҚҰҚЫҚТЫҚ МӘСЕЛЕЛЕРІ

Түйін: Билік бөлу өте күрделі құбылыс болып табылғандықтан, бұл мәселенің билік тұтастығымен және билік бөлудің құрылымына байланысты көптеген таласты ойлар, көзқарастар жүйесі қалыптасқан болатын. Бұл мақалада осы мәселелер тереңінен қозғалады. Сондай-ақ, билік бөлудің билік тұтастығы мен арақатынасын ажыратуда негізгі мәселе жалпы мемлекеттік биліктің табиғатын тану болып табылатыны жайлы жазылды. Билік бөлу теориясы негізінен қоғамның дамуына жауап бермейтін, шынайы өмірден аластатылған жай ғана идеяның көрінісі деп бағаланатыны жайлы ғылыми зерттеулер келтірілді.

Тірек сөздер: билік бөлу, мемлекет, құқық, қызмет, қағида.

Мемлекеттік билік өте күрделі ұғым болып табылады. Оның саяси-әлеуметтік және басқа да қоғамдық ықпал ету аясының кеңдігі және мемлекеттің негізі екендігі мемлекеттік билікті масштабтық деңгейге көтереді. Мемлекеттік билік бөлу тұрғысынан алып қарағанда, билік бөлуді мемлекеттік биліктің жүзеге асуының функционалдық ерекшеліктерін ажырататын жүйе деп қарастыруымыз қажет. Мемлекеттік биліктің қалыпты жүзеге асуы осы тетікке арқа сүйейді.

Ғылыми пікірлерде билік бөлудің қажеттілігі бар ма, жоқ па деген мәселе күн тәртібінен түспей талас тудырып келе жатқан мәселенің бірі. Билікті тармақтарға бөлудің қажет еместігін негіздейтін ойларға көз тастайтын болсақ, онда жалпы билік бөлу шынайы өмірде жүзеге аспайтын мемлекеттік механизмнің жұмыс істеуінде ешқандай ұтымды қыры жоқ деп бағаланады. Енді, біз билік бөлудің негізгі классикалық сипатын бағдар тұта отыра, оның құрылымын талдаймыз. Жалпы билікті тармақтарға бөлу заң шығару, атқару, сот билігі болып ажыратылады. Бұл, былайша айтқанда, билікті бөлудің дәстүрлік сипаты [1].

Билік бөлудің алғашқы тармағының бірі, заң шығару билігінің тармағы болып табылады. Жалпы заң шығару билігінің қалыптасуы сан ғасырлық адамзат қоғамның мемлекеттік құқықтық дамуының бастауларына барып тіреледі. Заң шығару билігінің қалыптасуы өзінің бойында әр түрлі өзгерістерді өткізген болатын. Заң шығару билігінің негізгі органы қазіргі кезеңде әлемдік тәжірибеде - Парламент болып табылады. Әрине, кейбір елдерде заң шығару органы Парламенттен басқа да атауларға ие болуы мүмкін. Парламенттің қалыптасуы күрделі дамудың жетістігі болып табылады. Алғашқы Парламент, Жоғарғы Сот органы ретінде өмірге келді. Ол негізінен, Франция да, король Куриннен ажыратылған жеке тармақ болып табылды. Тарихта бұл орган - Париж Парламенті деп аталады. Сондықтан да болар, Парламент сөзі өзінің бастауын француз тілінен алады. Ал, біздің түсінігіміздегі заң билігінің классикалық органы болып табылатын Парламент, Англияда 1235 жылдары қалыптасқан болатын. Англияда Парламенттің қалыптасуы Англияның алғашқы Конституциясы аталатын 1215 жылғы еркіндіктің Ұлы Хартиясынан бастау алады. Шын мәнінде,

бұл Парламент корольдің шексіз билігіне қарсы қойылған және корольдің билігін шектеуге арналған орган болып табылады. Заң шығару билігі ретінде Парламент өзінің бастауында жалпы қоғамдық мүддені ескеретін заң түзу қызметін қалыптастыруға ұмтылған болатын. Қазіргі кезеңде көп елдерде Парламент заң шығарудың басты органы болып табылады. Парламент заң шығара отыра, қоғамдағы процестердің даму бағытын айқындауға ұмтылыс жасайды. Заң шығару билігінің органы Парламент сонымен қатар ең жоғарғы өкілді орган болып табылады. Кейбір әлеуметтанушылар мен саясаттанушылар Парламентті техника саласында дөңгелекті табу қандай нәтиже болса, сонымен тікелей байланыстырады. Парламенттің бойында заң шығару қызметі мен өкілді биліктің көрінісінің шоғырлануы заңдылық болып табылады. Себебі, Парламент заң шығару арқылы бүкіл халықтың мүддесін қозғайды. Сондықтан да, Парламент өкілдерінің халық мүддесіне жақындасуы, яғни былай айтқанда өкілді билік органы заңдылық болып табылады.

«Мемлекеттік билікті тармақтарға бөлу мұнымен шектеліп қана қоймайды. Билік бөлудің тағы бір құрылымдық элементі, атқарушы билік болып табылады.

Атқарушы билік тармағы жалпы мемлекетті өмір сүруінің және қабілеттілігінің басты көрінісі болып табылатын атқару билігі - мемлекет пайда болған алғашқы күндері-ақ, өмірге келген болатын. Жалпы қоғамның саяси жүйенің өмір сүруінің ядросы болып табылады. Атқарушы биліктің қызметіне атқарушы билік органдарының қызметінің негізгі бағыттарын жатқызу керек, оларда мемлекеттік билік тармақтарының мақсаттары мен мән-мағынасы көрінеді. Басқа сөзбен айтқанда, атқарушы билікке атқарушы биліктің алдына мемлекет тарапынан қойылатын мақсаттар және оның қызметінің негізгі бағыттары, сондай-ақ алға қойылған мақсаттарға жету үшін қолданылатын құқықтық құралдар жатады.

Атқарушы биліктің әрбір қызметінің өзінің іс-әрекеттер жасайтын аясы бар, ол қызмет тиісті әдістермен жүзеге асырылады. Қызметтер атқарушы биліктің жұмысының мазмұнын білдіреді және көп жағдайларда оның мәнін сипаттайды. Атқарушы биліктің тармақтарының күрделілігі және ерекшелігі сондай, оған мұқият жасаған талдау оның қызметінің екі деңгейі бар деген қорытындыға келтіреді» [1].

«Атқарушы биліктің бірінші деңгейі қоғам өмірінде үлкен мәні бар қызметтерді қамтиды. Осыған байланысты атқарушы биліктің заң шығарушы билікке қарағанда әлдеқайда толық екенін атап көрсету қажет, ол мемлекеттің бірлігін, мәнін, қызмет бағыттарын білдіреді, сондықтан мемлекеттің негізгі жұмысы қоғамды қорғау, оның жағдайын жақсарту мемлекет қызметінде мағыналы орын алады.

Әр қызмет басқару аясымен және оған атқарушы билік органдарының тигізетін әсерімен айқындалады. Қоғамдық тәртіп және ұлттық қауіпсіздік объектілердің бірі болып саналады, ол объект қорғалады және атқарушы биліктің құзыретті органдарының қоғамдық мәні бар жерлерді бақылауы арқылы қамтамасыз етіледі, сондай-ақ елдің қорғаныс күштерін үнемі қолдау арқылы халықты және аумақты әскери шабуылдан қорғау көзделеді. Бұл азаматтық қоғамның дұрыс өмір сүруіне, және оның саяси, экономикалық және мәдени құрылымдарының дұрыс жұмыс істеуіне қажетті төтенше маңызы бар объект» [2].

Басқарудың басқа бір маңызды объектісі – халық шаруашылығының белгілі бір саласы: әлеуметтік – мәдени және әкімшілік – саяси құрылыстар (экономика, қаржы, білім беру, денсаулық сақтау және т.б.) бұлардың қызметі атқарушы билік органдарының үнемі басқаруға ықпал етуі, жоспарлау реттеу, үйлестіру, кадр таңдау, бақылау жасау жұмыстары болып табылады. Бұл объект атқарушы биліктің тұрақты басқару қызметін айқындайды.

«Сонымен, атқарушы билік туралы мәселе атқарушы билік теориясының өзекті мәселесі болып табылады және бүгінгі қазақстанның өтпелі кезеңінде атқарушы билік органдарының қызметін ұйымдастыруда ғылыми және тәжірибелі – саяси мәнге ие. Осыған орай атқарушы билік қызметі туралы пікір төмендегідей қорытындыға келуге мүмкіндік береді: мемлекеттік биліктің атқарушы тармағына тән нәрсе – ол өз қызметін арнайы аппарат арқылы жүзеге асырады. Атқарушы биліктің негізгі қызметі атқарушы билік органдарын топтастырудың ғылыми негізделген өлшемдері бола алады.

Мемлекет деңгейінде биліктің үш оқшауланған тармақтарында іске асырылған қызметтердің (заң шығарушы, атқарушы билік және сот билігі) атқарушы билікке көшірілуі қызметтердің жүзеге асырылуында қосымша, бірақ ұйымдастыру мәселелерін де маңызды роль атқаратынын атап өту абзал. Егер бірінші деңгейдегі қызметтердің негізінде техникалық мақсатқа сәйкестік түсінігі тұр. Тұтастай алғанда атқарушы билік қызметтерін екі деңгейінде өзара тоғысқан және теңестірілген жүйелер деп және атқарушы биліктің бір органы басқа органдарға оң ықпал етеді деп қарау қажет» [3].

Билік бөлудің тағы бір тармағын - сот билігі құрайды. Сот билігі жеке билік тармағы ретінде кейінгі дәуірлерде бөлінген болса да, оның бастаулары ежелгі дәуірлерден өрбіп жатады. Біздің дәуірімізге дейінгі III ғасырлардың өзінде сот билігінің белгілі көріністері Ежелгі Египетте, нақты айтатын болсақ, сот әділдігі жүзеге асырылды. Сот билігінің бір ерекшелігі көбінесе, басқа биліктермен ара байланыста жұмыс атқарады. Осы тұрғыдан алып қарағанда, Е.А. Николаевтың: судебная система как система судов – особым образом учреждаемых органов судебной власти, обладающих в силу совей природы и требований закона связанной компетенцией, не может проявлять себя по собственной инициативе. Сот билігі басқа тармақтармен біріге отыра, өз қызметін жүзеге асырады. Сот билігінің басты мақсаты сот әділдігін жүзеге асыру болып табылады. Сот билігінің билік бөлу жүйесіндегі негізгі орны басқа билік тармақтарының ортасында туындаған қайшылықтарды шешіп отыру болып табылады. енді сөз кезегін Қазақстан Республикасындағы сот билігі жүйесінің қалыптасу мәселесін қарастырып көрейік.

Билік бөлу теориясы өзінің дамуында тек қана жақтаушылардың ой қорытындыларына сүйеніп қана өрбіген жоқ, ол сонымен қатар, бұл теорияның концептуалдық ұстанымдарын жоққа шығаратын қарсы пікірлердің де, объектісіне айналып отырды. Билік бөлу теориясын негізінен қоғамның дамуына жауап бермейтін, шынайы өмірден аластатылған жай ғана идеяның көрінісі деп бағалады.

«Билік бөлу қағидасы өзінің мазмұндық сипаты жағынан да, даму тарихында толасып, байып отырды. Билік бөлу идеясы өте орынды. Қазіргі кезеңдегі мемлекеттік биліктің жүзеге асуын бірден-бір қамтамасыз етуші құрал болып табылғанмен, оның ішкі мәні, элементтері және жүзеге асуы күнделікті өмірде үлкен қиыншылықтарда тудырады. Билік бөлу қағидасының негізгі құрылымдық элементі тепе-теңдік және теңгермешілік жүйесі болып табылады. Осы жүйе арқылы ғана билік бөлу қағидасы шынайы өмірімізде жүзеге асып жатады. Теңгермешілік және тепе-теңдік жүйесі жалпы билік идеясы сияқты белгілі даму сатысынан өткендігін де көруге болады. Мысалы, кезінде Джон Медисон Ш.Л. Монтескьенің идеясын талдай отыра, тежемелік - теңгермешілік жүйесіне байланысты ойын былай түсіндірген болатын: “заң шығарушы және атқарушы билік бір адамның немесе бір топ мансап иесінің қолына біріккен жерде, ешқандай бостандық болуы мүмкін емес” немесе “егер сот билігі заң шығарушы және атқарушы биліктен бөлінбеген болса” дегенде, ол биліктің осынау үш тармағы бір-біріне ішінара ықпал етуге немесе бір-бірінің қызметіне бақылау жасамауға тиіс дегенді тіпті көздеген емес. Оның сөздерінде, одан да батылырақ, оның көзқарасы бойынша үлгі болып табылатын мысалдарда бекітілген ойы мынаған саяды: бір тармақтың бүкіл билігі басқа тармақтағы бүкіл билікке ие бір қолмен атқарылатын жерде еркін мемлекеттік құрылыстың негізгі принциптері толығымен бұзылады. Егер атқарушы биліктің бірден-бір басшысы болып табылатын король, сондай-ақ заң шығарушы билікке ие болса немесе жоғарғы қазы ретінде яки жоғарғы атқарушы билік тиесілі болса, бұл солай болып шығар еді”. Әрине бұл жерде жалпы билік тұтқаларының өзара қарым-қатынасы айтылуымен қатар, әрбір билік тұтқасы, бірінің ісіне бірінің араласпауы туралы ойдың дөп беріліп тұрғанын көреміз. Бұл біздің ойымызша, тепе-теңдік және теңгермешілік жүйесінің қалыптастырылуының идеясының негізі, әрі бастауы болып табылады. Жоғарыда айтып өткеніміздей, билік бөлу жүйесін шынайы өмірде жүзеге асыру көптеген қиыншылықтарға әкеліп соқты. Дамыған елдердің мемлекеттік тәжірибесі, билік бөлудің негізгі жүйесі ретінде билік арасындағы тепе-теңдік пен теңгермешіліктің сақталуын жеке-дара негіздеуге жол ашты. Қазіргі кезеңде тепе-теңдік пен теңгермешілік жүйесін түсінудің белгілі бір бағыттары да қалыптасқандай» [4].

«КСРО ыдырағаннан кейін әрбір республикалар өздерінің билік жүйесін жеке-дара қалыптастырып, тәуелсіз мемлекет ретінде өмір сүре бастаған кезеңде, дамыған елдердің мемлекет ісіндегі демократиялық үлгілерін қолдануға қадамдар жасаған болатын. Көп жағдайда, тәжірибенің аздығы, оның ішінде билік бөлу қағидасын жүзеге асыруда да, үлкен саяси зардаптарға да, соқтырып жатты. Әр түрлі билік тармақтарының бір-біріне қарсы тұруының жағымсыз зардаптарының мысалын (оның артында әр түрлі элитарлы топ тұрады) Россиядағы конституциялық, әсіресе, 1992-1993 жылдары наурыздағы дағдарыстан көруге болады. Бір жағынан Жоғары өкілетті орган - халық депутаттары Съезі мен жоғары кеңестің, екінші жағынан президент пен үкіметтің бір-біріне қарсы тұруы бұл текетіреске Конституциялық сотты да тартты, ал ол іс жүзінде алаламайтын төреші ролін атқаруға тиісті еді. Мұның ақыры (басқа да көбіне маңызды ролін атқаруға тиісті еді). Мұның ақыры (басқа да көбіне маңызды факторлармен қоса) экономиканы басқара алмаушылыққа, сыбайлас және ұйымдасқан қылмыстың қаулап өсуіне, халық шаруашылығындағы былыққа, тұрмыс деңгейінің апатты жағдайға төмендеуіне, халықтың көпшілік бөлігінің кедейлікке ұрынуына апарып соқтырды. Енді билік тармақтарының өзара қарым-қатынасының қажеттігі туралы тұжырым жаңа конституцияларға, әсіресе социалистік жүйеден кейінгі мемлекеттердің конституцияларына (Қазақстан, Молдова және басқалары) жиі-жиі енгізіле бастады» [5].

«Елімізде билік тармақтарының арасындағы өзара түсініспеушілік және үйлесімділікті табу туралы теориялық ой-пікірлерде күнен-күнге байи түскенін көре аламыз. Қазақстан Республикасында мемлекеттік биліктің конституциялық қағидаларының жүзеге асуы мен айналысушы ғалымдардың бірі, Н.Б. Джапарқұлов билік тұтқаларының арасындағы өзара ықпалдасып қимыл жасаудың мәнін мынадан көреді: "Идея взаимодействия ветвей власти представляет собой логическое продолжение принципа разделения власти не может рассматриваться отдельно от этого принципа. Глубокий смысл идеи разделения власти подразумевает полномочия в рамках единой власти и предполагает взаимодействие ее ветвей, исключая отчуждение ветвей власти друг от друга и их конфронтацию". Ал белгілі ғалым М.Т. Баймахановтың ойы бойынша, билік арасындағы өзара іс-қимылдың мәні одан да тереңде жатыр. Ол кісі былай дейді: "Путь практического осуществления принципа разделения властей состоял в существенном перераспределении сложившегося к настоящему времени баланса полномочий". Егер тежемелік және теңгермешілік жүйесін осы талапқа сәйкес жүзеге асыратын болсақ, онда билік бөлуді елімізде қалыптастыру, әлі де бірнеше саяси-құқықтық реформалардың арқауы болады. Шын мәнінде, билік бөлуді жүзеге асыруда, біз былайша айтқанда жиі-жиі тәжірибе жасау әрекетінен қорықпауымыз қажет. Сол жағдайда ғана, билік арасындағы өзара үйлесімділіктің алтын діңгегін таба аламыз. Билік бөлу ісіне байланысты жүргізілген реформалардың тәжірибесі Қазақстанда билік тұтқаларының арасындағы өзара бірлікті қамтамасыз етуші тетік, Президент институты болып табылады. Жоғарыда айтқанымыздай, билікті бөлу тұжырымдамасының бір баламасы "тежемелік әрі тепе-теңдік" жүйесін жасауды көздейді, онда әрбір билікті өзара бақылау жасауға және бірін-бірі шектеуге көптеген мүмкіндіктері болады. Мұндай мемлекеттік құқықтық механизм АҚШ-та өмір сүруде. Екінші бір баламасы мемлекеттік биліктің бір тармағының беделге ие болуын көздейді, заңдылық билігі, бұл Ұлыбританияға тән» [6].

Биліктің теңгерілуі (баланс жасалуы) халықтың егемендігіне негізделеді, бұл қазіргі заманғы мемлекеттердің Конституциясында тұжырымдалған. Негізгі идея бойынша заң шығару билігі заң қабылдайды, атқарушы билік оның орындалуын ұйымдастырады, ал сот билігі - заңға сәйкес құқық туралы талас-тартысты шешеді.

"Жалпы алғанда ҚР 1995 ж. Конституциясындағы мемлекеттік өкімет билігін бөлу принципі бүкіл биліктің бір қолға - мемлекет органның немесе лауазымды тұлғаның қолына көшуге жол бермеуге бағытталған. Оған мына төмендегі қағидалар дәлел:

а) басқару қызметін бөлу талаптарына сай жоғарғы мемлекеттік органдар арасындағы функциялар мен құзырлар ажыратылады;

б) билікті жүзеге асырушы билік тармақтарының әрбір органына өзінің өкілеттіктерін іске асыруға белгілі бір дербестік беріледі де, бір жүйе органдарының жеке құрамына екінші жүйенің жеке құрамы енбеуі сайлау және құрастыру тәртібі және басқа да құқықтық құралдармен өзара реттеу кепілдігі беріледі;

в) әрбір орган өз пікірін басқа бір органның шешіміне қарсы қою мүмкіндігіне ие, сөйтіп белгілі бір мөлшерде оның іс-қимылын қадағалайды. Демек, әр тармақ бір-бірімен арақатынаста тежемелік салмақ ролін атқарады".

Қазақстан Республикасының 1993 жылы қабылданған Конституциясында билік бөлудің тежемелік және тепе-теңдік жүйесі дұрыс көрініс таба қоймады. Бұл жағдайлардың барлығы Президент пен Парламенттің ортасындағы өзара қақтығыстарға жол ашып, белгілі жағдайда саяси дағдарыс тудырудың қаупін алып келген болатын. Осы жағдайда Президент өте оң шешім таба отыра, оны өршітуден сақтандырды. Ал кейінгі қабылданған 1995 жылғы Конституцияда тежемелік - тепе-теңдік жүйесі өзінің үйлесімін тауып, билік тетіктерінің арасындағы қарым-қатынасты жеңілдетуге жол ашқан болатын. Тежемелік және тепе-теңдік тәжірибесі көрсетіп отырғандай, билік бөлудің бұл тетігі негізінен мемлекеттік органдардың арасындағы функционалдық міндеттерін дұрыс жүзеге асыруды қамтамасыз етуге бағытталған болып табылады. Қазіргі кезеңде заң шығарушы, атқарушы және сот билігінің арасындағы өзара үйлесімділікті қамтамасыз етуге төреші болып отырған жүйе Президент. Бізге әлі де болса, тепе-теңдік және тежемелік тәжірибесін қолдануда билік тармақтарының арасындағы бірлікті қамтамасыз ететін институттың қажеттігі сезіледі. Тепе-теңдік және тежемелік тәжірибесінің батыстық классикалық тетігін қабылдай қою, әлі де болса, ертерек болып табылады.

«Осыны негізге ала отыра, билікті жалпы тармақтарға бөлу мүмкін емес деген қорытынды жасалды. Әрине билік тұтастығын сақтағанмен оның жүзеге асу бағыттарында белгілі бір функционалдық жіктемелер болуы қажет. Билік бөлу жүйесі заң шығару, атқару және сот билігінің тармақтары деген негізгі үш бөліктен құралады. Билік бөлу теориясы қазіргі кезеңде бұдан да басқа жіктемелік негіздерді қалыптастыруда. Билік бөлудің құрылымы өзара байланысты жоғарыда атап өткен үш элементтің қимыл - әрекеттерінің жемісі болып табылады» [7].

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ҰЙЫМДАҒЫ КОММУНИКАЦИЯЛАРДЫ БАСҚАРУДЫҢ ЗАМАНАУИ ТӘСІЛІ

Түйін: Мақала ұйымдағы коммуникацияларды басқару заманауи тәсілін зерттейді. Коммуникациялардың тиімділігін бағалау міндеттері айқындалды, тиімді коммуникацияларды қамтамасыз етудегі негізгі қиындықтар талдайды. Коммуникацияны басқарудың негізгі функциялары қарастырылады және ұйымның дамуы тұрғысынан қарастыру ұсынылады. Бұл тезис коммуникацияның сипаттамасы мен жіктелуіне, ұйым ішіндегі коммуникация құрудың түрлері мен құралдарын қарастыруға негізделеді.

Тірек сөздер: коммуникация, коммуникациялардың тиімділігін, басқару жүйесі, процесс, кері байланыс.

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СОВРЕМЕННЫЙ ПОДХОД К УПРАВЛЕНИЯ КОММУНИКАЦИЯМИ В ОРГАНИЗАЦИИ

Аннотация: В статье исследуется современный подход к управлению коммуникациями в организации. Определены задачи оценки эффективности коммуникаций, анализируются основные трудности в обеспечении эффективных коммуникаций. Рассматриваются основные функции управления коммуникацией и предлагается рассмотреть с точки зрения развития организации. Данный тезис основывается на характеристике и классификации коммуникации, рассмотрении видов и средств построения коммуникации внутри организации.

Ключевые слова: коммуникация, эффективность коммуникаций, система управления, процесс, обратная связь.

Мақалада зерттеу тақырыбының өзектілігі нарықтық экономика жағдайында кәсіпорындардың тұрақты жұмыс істеуі үшін кәсіпорынды басқару қызметтің тиімділігін арттырудың жаңа жолдарын іздеу қажет. Осы мәселені шешудің бір жолы, кәсіпорынның мақсаттарына жету үшін ақпарат пен күш – жігер біріктіру арқылы кәсіпорындарды басқару тиімділігін арттыратын ұйымдық коммуникацияларды пайдалану. Осы ретте ұйымдағы коммуникацияларды басқарудың негізгі теориялық тәсілдерін талдау және оларды басқару процесін жетілдіру мәселелері ең өзекті болып табылады.

Атап айтқанда мақаланың зерттеу мақсаты - басқару объектілері мен субъектілері арасында, яғни ұйым мен оның ортасы арасында тиімді коммуникацияларды қамтамасыз ету, коммуникация процесінде тұлғааралық қатынастарды жетілдіру мен қатар жеке қызметкерлер арасында ақпарат

алмасу үшін ақпараттық арналар құру және олардың міндеттері мен іс-әрекеттерін үйлестіру және ақпараттық ағындарды реттеу тәсілдері.

Бүгінгі таңда нарықтық экономика жағдайында кәсіпорынның дамуы үшін коммуникацияның маңыздылығы артып келеді. Негіздеу барысында менің ойымша, ұйым мақсаттарына жету үшін тиімді коммуникация яғни, қарым-қатынас бизнесті табысты жүргізудің негізгі элементі. Қазіргі заманғы кәсіпорындар динамикалық өзгеретін ортада жұмыс жасайды. Олардан нарықтың жаңа жағдайларына үнемі бейімделу қажеттілігін талап ете отырып, коммуникациялық жүйелерін дамытумен қатар, басқару функцияларынан жеке бағытқа бөлуі – бұл ұйымның коммуникацияларын басқаруы. Сонымен қатар ұйымдағы коммуникацияның санаттаудың көптеген анықтамалары бар. Ғылымдардың әрқайсысы коммуникацияға анықтама беруде қандай өлшемдер (коммуникацияның мәні, нысаны, ақпаратты жазу мен дыбыстап бейнелеу тәсілі т.б.) негіздеме ретінде алынғанына қарай өз тәсілдерін ұсынады.

Коммуникацияға анықтама берген Н.Морозова, оның басқарушылық әсер ету құралы деп және оның тек қызметті ғана емес, сонымен бірге кәсіпорынның корпоративтік мәдениетін, құндылықтары мен стратегияларын қалыптастыру тәсілі екенін баса айтты. Сондықтан да ол коммуникациялар басқару құралдарын әзірлеуді талап етеді [1].

В. Рева кәсіпорын шеңберінен шығатын коммуникациялық менеджментке кең анықтама береді, коммуникаторлардың әлеуметтік қатынастарды басқарудың тактикалық және стратегиялық міндеттерін шешу мақсатында байланыс процесінде адамдардың, олардың топтарының, қоғамдық және саяси құрылымдардың ақпараттық өзара әрекеттесу ағындарының мазмұнына әсер ету принциптерінің, әдістерінің, құралдары мен формаларының жиынтығын бөліп көрсетеді. [2]

Сонымен қатар Г.Бобрул ұйымды басқару процесіндегі анықтамасы - «бұл ақпаратты бағалау және талдау процесі. Және басқару шешімінің сапасы ақпараттың мазмұны мен уақыты және өңдеу мүмкіндігі жағынан қаншалықты сапалы екендігіне байланысты» [3, б. 135] Сондықтанда ол ұйымды басқару сапасына әсер ететін негізгі фактор ретінде ақпаратты көрсетеді.

Жалпы ұйымдағы коммуникацияның орны ерекше тиімді және жұмыс істеу үшін жағдай жасау, ұйым мүшелерінің өз рөлдерін қабылдау мен оның бөлімшелерін біріктіруін қамтамасыз ететін өте маңызды құрал.

Коммуникация (лат. Communicatio -байланыс, беру, қосылу, қарым-қатынас жасау) - қарым -қатынас жасайтын тараптардың: жеке тұлғалардың, әлеуметтік топтардың, ұйымдардың, мемлекет пен қоғамның ақпарат беру және алмасу процесі. Ол адамдардың өзара бейімделуін жеңілдетеді, өзара көмек көрсетеді және күрделі әлеуметтік әрекеттерді үйлестіреді.

Коммуникация бүгінде әрбір ұйымның, кәсіпорынның, фирманың өмірлік қолдауының негізінің бірі. Сондай - ақ ұйымдағы басқару қызметін жетілдіру, сонымен қатар үнемі жаңалықтарға бет бұрып заманауи технологияның тетігін тауып, коммуникация процестерін қалыптастыру.

Келесі коммуникация процесінің кезеңдерінің мазмұнын қарастырамыз:

1. хабарламаны жіберуші. Ақпаратқа ие бола отырып, ол ақпаратты бұрмаламай алушыға жететіндей етіп, оны кодтау әдісі мен хабардың арнасын анықтайды (мемлекет, үкіметтік мекеме,ұйым);
2. хабарламаны кодтау. Хабарлама арнасына байланысты;
3. хабарлама - алушы түсінуі және қабылдауы тиіс белгілер (сөздер, суреттер және т.б.) арқылы кодталған ақпарат.

Бұл үш негізгі компоненттен тұрады:

- мазмұн - ойлар, дәлелдер, фактілер;
- беру құралы - көпшілік алдында сөйлеу, жеке кездесу,теледидар, радио;
- хабарлама шығаратын адам. Адамдар көбінесе сөйлеушінің жеке басын оның айтқанынан ажыратпайды. Бұл адамға ұнау факторы байланыста маңызды рөл атқарады;

4. хабарламаны алушы - алушы хабарламаны декодтайды (қоғам, ұйым, бағыныштылар және т.б.);
5. хабарламаны декодтау – бұл оны алушының тіліне аудару. Бұл декодтау алушының жеке қабылдауымен идеяны жеткізу үшін қолданылатын кодтармен анықталады.
6. жауап – алушының жай-күйі мен көзқарасының (әсер ету объектісіне қатысты), мінез-құлқының (қызмет нысандары мен әдістерінің өзгеруі) және т. б. өзгеруі.;
7. кері байланыс - алушының жіберушіге жіберілетін жауабы;
8. араласу, бұл хабардың мағынасының бұрмалануы – коммуникация процесінің ерекше кезеңі және ақпарат алмасудың әр кезеңінде кездесуі мүмкін.

Ұйымдық коммуникацияларды басқару -коммуникация қажеттіліктерін қанағаттандыруды

мен кәсіпорын дамуының ұзақ мерзімді мүдделерін жүзеге асыруды қамтамасыз ететін ақпарат алмасудың ішкі және сыртқы процестеріне және ақпараттық емес өзара әрекеттесуге үздіксіз мақсатты басқарудың әсер етуінің жиынтығы [1].

Жалпы ұйымдағы коммуникацияның басқаруды дамыту барысында сыртқы және ішкі байланыс орын алады.

Сыртқы байланыс - ұйым мен оның сыртқы ортасы арасында ақпарат алмасуды жүзеге асыру (мемлекеттік реттеу органдары ,тұтынушылар, бәсекелестер және т.б.)

Ішкі коммуникация - ұйымның элементтері арасында ақпарат алмасу барысында жүзеге асыру.

Ұйымдағы коммуникацияларды басқаруда әлеуметтік ортада байланыс арналарын ажыратады. Ресми және бейресми арналары.

Ресми байланыс арналары команданың ресми ұйымдық құрылымына сәйкес әкімшілік түрде орнатылады және осы құрылымдағы адамдарды тік және көлденең байланыстырады.

Ресми коммуникация - бұл ұйымдық құрылымның жекелеген элементтерін байланыстыратын, ұйым алдында тұрған мақсаттарға сүйенетін және қызметкерлердің немесе бөлімшелердің өзара әрекетін реттейтін лауазымдық нұсқаулықтар мен ішкі нормативтік құжаттарда бекітілген ережелерді қолдана отырып жасалатын коммуникация.

Ресми коммуникация - бұл ұйым қызметіне қатысты барлық ақпарат алынатын ұйымдық байланыстың негізгі арналары: есептер, меморандумдар мен құжаттар ұйым ішінде, иерархиялық сатыдан түскен тапсырыстар, бұйрықтар мен хабарламалар, компьютерлік желілерден келетін жұмыс ақпараты, сонымен қатар кіріс және шығыс құжаттамасы.

Бейресми коммуникация - адамдар арасындағы әлеуметтік қарым -қатынас, адамның қарым -қатынасқа қажеттілігін білдіру; ресми қарым -қатынасты толықтырады.

Тиісінше, бейресми қатынастар бейресми қосалқы құрылымда туындайды және бейресми байланыс арналары арқылы ақпарат алмасуға әкеледі. Сонымен қатар ұйым ішінде ақпарат алмасу басқару деңгейлері арасында (тік байланыс) пен бөлімшелер арасында (көлденең байланыс) және бейресми байланыс қолданылады. Сондай – ақ тиімді коммуникация құруға ұйымның сыртында да, оның ішінде де, жақсы ұйымдастырылған байланыс процесі арқылы қол жеткізу және оның мақсаты - берілген ақпаратты түсінуді қамтамасыз ету.

Тік коммуникация – оның көмегімен ақпарат басқарудың жоғарғы деңгейлерінен төменгі деңгейлерге ауысады. Осылайша, ұйымның жеке құрамы жаңа мақсаттар мен міндеттер, басымдылықтардың өзгеруі, белгілі бір кезеңдегі нақты міндеттер, ережелер, нұсқаулар өзгерістері және т.б. Тік коммуникация ұйымның қайта қарау кезеңі; жылдық бизнес-жоспар; жалдау тәртібі; қайта құру және қысқарту тәртібі; аттестаттауды бағалау; ұйымның журналы (газеті) және т.б.

Көлденең коммуникация – оның бірдей басқару деңгейіндегі әртүрлі бөлімшелер (бөлімдер, бөлімшелер, қызметтер) арасындағы байланыс. Олардың арасында тең қатынастар мен әрекеттерді үйлестіру қатынастары орнатылады. Көлденең коммуникация кезінде қаралатын шаралар: бірлескен іс-шараларға ұсыныстар; басқа бөлімге мәліметтер беру; үйлестіру кеңестері.

Алайда, Т.М.Орлованың тұжырымдамасы бойынша: коммуникацияны басқарудың тиімділігі басқарудың классикалық функцияларын жаңа мазмұнмен сапалы толтыру нәтижесінде, сондай -ақ бірқатар мамандандырылған функцияларды іске асыру нәтижесінде көрінетінін атап көрсетеді. жаңа менеджмент, маркетинг және ақпараттық технологиялар, экономикалық жүйелердің инновациялық қызметі [2].

Бүгінгі күні коммуникациялық принциптегі ең ұшқыр форматтағы интернет немесе жаһандық желі тек ақпаратты (мәліметті) жеткізу құралы ғана емес, сонымен бірге дүниежүзілік адамның бағыт – бағдарын айқындап отыратын маңызды құралдардың бірі болып саналады. Ұйымдағы коммуникация, яғни қарым-қатынас байланысы арқылы жұмыс жасап табыс табады, келісім – шарт жасай алады және т.б.

Қортындылай келе, мақалада ұйымдағы коммуникацияларды басқарудың заманауи тәсілі бойынша менің зерттеулерімнің негізінде келесідей теориялық тұжырымдарға келдім. Автор, ұйымдардағы коммуникациялар, олардың әртүрлі көріністеріндегі коммуникацияларды, байланыс ерекшеліктерін, іс-шаралар, байланыс, байланыс және рәсім ретінде анықтайды. Қазіргі заманғы ұйымдардағы байланыс, элементтер және байланыс арналары бөлінеді, байланыс тиімділігі туралы қабылдау ерекшеліктерінің ерекше рөліне назар аударылады. Ұйымның мақсаттарына жету үшін барлығы ішкі және сыртқы ақпарат алмасуды талап етеді, сондықтан қалыптасқан байланыс жүйесі ұйымның тиімді жұмыс істеуі мен қатал бәсекелестік жағдайында оның өмір сүруінің маңызды шарты болып табылады. Сонымен қатар барлық ұйымдастырушылық процестердің ішінде коммуникация орталық, маңызды орынға ие болуы мүмкін, өйткені олар ұйым өмірінің негізінде жатыр. Мұнда, ішкі

коммуникациялар жүйесі ұйымдардың барлық элементтерін біріктіреді, олардың біртұтас организм ретінде үйлесімді жұмыс жасауына көмектеседі.

Жалпы ұйымдағы коммуникация басқару тәсілі мен тәжірибесін жинақтау және жүйесінің негізгі мақсатын тұжырымдауға мүмкіндік береді, оларды ұйымдастыру мен тиімді пайдалану. Қазіргі заманғы ұйымның даму динамикасы оның экономикалық көрсеткіштерімен ғана емес, сонымен қатар ақпарат алмасу мен коммуникацияларды қамтамасыз ететін тиімді технологиялардың болуымен анықталады. Сонымен бірге ғылыми-техникалық прогресті дамытудың арқасында заманауи коммуникациялар басқарушылық жұмыстың тиімділігі мен тиімділігін арттыруға және ақпарат алмасу мен сақтау әдістерін жетілдіруге қабілетті. Басқарушылық жұмыс тиімділігінің кілті әлемнің әр түкпірінде орналасқан қызметкерлер мен командалар арасындағы жедел ынтымақтастық, уақыт пен кеңістік факторларымен шектелмеген білімдер мен шешімдерді әзірлеу процестері, байланыс және ақпарат алмасу болды. Жоғарыда айтылғандардың нәтижесі бойынша біз тиімді коммунтикация кез-келген ұйым үшін өте маңызды және оған көптеген жағынан көмектесе аламыз деген қорытындыға келеміз.

Негізінен, байланыс өнімнің дамуында, тұтынушылармен қарым-қатынаста, адами ресурстарды басқаруда маңызды рөл атқарады - бұл ұйымның барлық аспектілері. Сондай-ақ, қазіргі кезде ұйымдағы коммуникациялық процестің өзгеруіне заманауи технологиялар айтарлықтай әсер етеді. Автор ұйымдағы коммуникацияларды басқару тәсілі даму динамикасы оның экономикалық көрсеткіштерімен ғана емес, сонымен қатар ақпарат алмасу мен коммуникацияларды қамтамасыз ететін тиімді технологиялары кешенді қолдануға бағытталуы керек деп қорытынды жасайды.

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КОРОНАВИРУС КАК СТИМУЛ МОДЕРНИЗАЦИИ ТЕХНОЛОГИЙ ТУРИСТСКОЙ СФЕРЫ

Аннотация: Практически все сферы экономики стран всего мира, подверглись влиянию пандемии коронавируса с начала 2020 года. Пандемия коронавируса изменила весь мир и курс развития всех индустрий. Одной из наиболее уязвимых направлений, оказался туризм. Но ведь кризис ведет не только к негативным последствиям. В статье рассматриваются новые аспекты развития сферы туризма, ведь пандемия стала акселератором для туристической деятельности. Ускорились процессы в туристической деятельности путем цифровизации многих сервисов, применения новых технологий. К таким технологиям можно отнести искусственный интеллект, большие данные и т.д. Безопасность людей стала приоритетом во время путешествия. Повысилась конкуренция на рынке туризма, которая улучшила качество деятельности туристских предприятий.

Ключевые слова: Туризм после пандемии коронавируса, кризис в туризме, цифровизация и модернизация туризма, туризм в Казахстане и в мире.

Туризм в наше время демонстрирует уверенный рост. Появился некий тренд в мире о том, что путешествия, отдых, культурное просвещение и любой другой вид туризма — это необходимость. Более 150 стран развивают туризм у себя. По оценке «Всемирной туристской организации (UNWTO)», к 2030 году, число туристских прибытий составит 1,45 млрд человек. Простыми словами, каждый 5 человек в мире, будет совершать туристические поездки. Сфера туризма считается высокодоходной в экономике, и во многих странах туризм является акселератором отечественной экономики. Например, такие страны как Турция, ОАЭ, Испания, Франция, Италия, Таиланд и другие.

Индустрия туризма имеет и другие особенности, например, оказывает эффект на инфраструктуру, транспорт, торговлю, общественное питание, развлекательную индустрию, образование и т.д. Но кроме этого, туризм можно отнести к видам бизнеса с высоким риском. Например, если туризм пополняет валютные резервы государство, но в то же время становится каналом вывоза валюты за рубеж. Туризм в Казахстане формирует новый имидж страны, как для внутренних потребителей, так и для иностранцев. Новый Казахстан, как гостеприимная страна с разнообразными вариантами комфортного отдыха.

Целью написания данной статьи является оценка новых способов модернизации индустрии туризма в Казахстане, возможностей восстановления индустрии туризма в стране после окончания пандемии и составление рекомендаций по формированию посткризисных стратегий для дальнейшего развития рынка туризма в Республике Казахстан. Исследования рынка туристских услуг в Казахстане создают основу для эффективного использования территориальных и экономических потенциалов страны. Республика Казахстан обладают огромными ресурсами для улучшения сферы туризма, чем она и занимается. Развивается инфраструктура в разных городах, проводится медиа продвижение для увеличения узнаваемости и привлечения новых иностранных туристов. Ярким примером является Туркестан, расположившийся посреди засушливых степей крайнего юга Казахстана — настоящий подарок истории туристической отрасли. В основном туристов привлекают исторические места и красивая природа Казахстана.

В 2020 г. Казахстанская индустрия туризма столкнулась с серьезным вызовом в своем развитии — тяжелым кризисом, связанным со стремительным распространением нового вида коронавируса (COVID-2019) по всей планете. Но как показывает мировой опыт, кризисы не только неизбежны, но и в определенном смысле необходимы, поскольку они связаны не только с негативными явлениями и процессами — кризисы почти всегда открывают дополнительные возможности для дальнейшего роста и развития. Сложное переходное состояние страны, в конечном итоге приведет ее на новый уровень развития. Но ведь на сферу туризма оказывает влияние множество других факторов – экономического, политического, общественного, природного и технического характера. Поэтому эта сфера с каждым разом становится все более устойчивой к любым видам изменений и влияния. Надо также понимать, что снижение туристских потоков усиливает конкуренцию на рынке. Особенность этой сферы деятельности заключается в том, что для ее развития необходимо много усилий, поэтому частных инвестиций недостаточно. Ведь необходима развитая инфраструктура, которая требует больших затрат, что невозможно без участия государства. Но также, устойчивость индустрии туризма в сложных ситуациях обусловлена уровнем спроса на туристские услуги, постоянной потребностью современного потребителя в путешествиях. Так, скажем, если мы имеем дело с ухудшением экономической ситуации, то возрастает спрос на бюджетные туристские поездки. Если сталкиваемся с неблагоприятной политической обстановкой, то наблюдаем перенаправляем туристские потоки в новые регионы и т.п.

Последствия пандемии коронавируса для туризма чреваты увеличением нищеты и неравенства. В результате пандемии появляется риск замедления развития экономики стран. Ведь туризм для многих групп населения и регионов в мире, является средством интеграции, расширения прав и возможностей и получения дохода. Туризм обеспечивал экономический рост селам и другим удаленным районам, появилась возможность обеспечить доступ к профессиональной подготовке и открыть новые рабочие места. Туристическая деятельность плотно связана между собой и другими сферами жизни общества, поэтому нынешний кризис ставит под угрозу понижения экономического состояния других направлений деятельности. Окружающая среда в Республике Казахстан, ее природа являются важным стимулом для путешествия по нашим территориям, что в последствии и есть большой источник дохода для туристского сектора. А остановка туристской деятельности по причине пандемии, или по любым другим причинам, означает прекращение большей части доходов населения и государства. А потеря доходов от туризма создаст опасность для биоразнообразия в охраняемых территориях, в которых по большей части и осуществляется туризм, связанный с дикой природой. Экология подвергается опасности, ведь не имея других возможностей, население начнет еще больше эксплуатировать природные ресурсы для собственного потребления или для получения доходов. Также большому воздействию, от сектора туризма подвергается климат, потому, что требуется еще большее потребление энергии и топлива, что создает нагрузку на земельные ресурсы. Туда же относятся выбросы парниковых газов, связанные с транспортным обеспечением туризма. И если все эти причины и проблемы не устранять, то в скором временем их объем может увеличится в разы.

Культурные последствия в результате пандемии, повысили интерес людей к путешествиям,

но в то же время стимулируют распространение культурного богатства и традиций стран. Также увеличивается нагрузка на сохранение культурного наследия коренных народов и этнических групп. Резко упали и доходы культурных организаций. Во время кризиса из-за пандемии, более 90% стран закрыли объекты всемирного наследия, также были закрыты более 85 000 музеев, в том числе и в Республике Казахстан, где есть 4 объекта включающихся в всемирное наследие – это мавзолей Ходжа Ахмет Яссауи, Петроглифы Тамгалы, Сарыарка, Шелковый путь (в виде сети маршрутов Чанъань-Тянь-Шанского коридора. И ведь туризм является сектором, где люди не просто взаимодействуют, но и пропагандируют свою культуру, распространяют идею открытого диалога и взаимопониманию между разными этносами.

Неизвестность в отношении сценария кризиса от пандемии коронавируса и результаты негативной экономической конъюнктуры, создают для сектора туризма небывалые проблемы. Решением для ускорения процесса восстановления является государственная поддержка миллионов граждан, которые зависят от сектора туризма, которые также страдают от месяцев бездействия. Современный кризис представляет собой открытые двери к трансформации взаимоотношений туризма и природы, климата и экономики. Появилась необходимость к переосмыслению того, как сектор туризма воздействует на наши природные ресурсы и экосистемы. Необходимо изучить все процессы взаимодействия туризма с другими секторами экономики, оценить и эффективно управлять этими процессами. Большое значение в деле о восстановлении туризма имеет процесс развития инноваций и цифровизации, новых технологий и обеспечения достойных рабочих мест, особенно для молодежи, женщин и уязвимых слоев населения. Для восстановления и преобразования сектора туризма рекомендуется придерживаться несколько важных областей:

Первая область – это эффективное управление кризисом и смягчение экономических последствий для населения.

Вторая область – это увеличение конкурентоспособности, поддержка сектора туризма. Содействие инвестиционной деятельности и создание благоприятной экономической среды для деятельности малого и среднего бизнеса. Это один из эффективных способов содействию сектора туризма.

Третья область – это обеспечение экосистемы для продвижения инноваций и реализации плана цифровизации.

Четвертая область – это поддержка инклюзивному росту, то есть, создание благоприятных условий для повышения качества жизни населений и туристов. А также обеспечение равенства условий для всех групп населения.

Пятая область – это межгосударственное партнерство, которое обеспечит взаимное благоприятное будущее, также улучшит экономику обоих стран. А также позволит смягчить кризисную ситуацию.

Всесторонняя модернизация экономики современного Казахстана, его общества и усиление роли Республики Казахстан в мире продолжаются и сопровождаются глубокими качественными изменениями. Поэтому, появляются новые требования к формированию эффективных рыночных взаимоотношений и более качественному социокультурному сервису в секторе туризма. Сектор туристских услуг непрерывно растет с каждым годом после кризиса пандемии коронавируса. И поэтому рынок стимулирует частные компании пользоваться широкими возможностями, которые им предоставляют. А для туристов появляются возможности пользования качественным и разнообразными сервисами деятельности. Как бы это не звучало, но в результате пандемии, многие компании улучшили свой сервис и прибыльность, так как изменили подход в системе управления предприятием. Например, наиболее популярной услугой во время пандемии коронавируса стали услуги доставки. Среди приложений и программ, наиболее популярны стали видео чаты, такие как «ZOOM», «Skype» и т.д. И услуги многих других технологических компаний оказались необходимы для населения. Также и предприятия, торгующие на финансовые рынки возможность заработать колоссальные суммы, не говоря уже о более крупных фирмах. Туризм является одной из сфер, где интернет-технологии являются неотъемлемой частью деятельности туристских компаний. Данный факт обусловлен спецификой этого вида бизнеса. Ведь вся информация, которая позволяет туристским предприятиям эффективно работать, находится в сети интернет. Почти все функции туристских фирм проводятся в интернете - общение с клиентом, партнерами, бронирование, заказ, электронные билеты, страхование, оплата туров и многое другое. Цифровизация сфер экономики, особенно туризма неизбежна и пандемия только усилила этот процесс. Поэтому, развитие современного туризма, в особенности зависит от внедрения инновационных методов и технологий, которые предназначены для более комфортного функционирования сектора туризма. Инновации в туризме расширяют

сервисные возможности для потребителей. Поэтому, инновации в туризме – это качественные способы продвижения отрасли на новый уровень. Но конечно же, на внедрение инноваций в туризм влияет экономическая обстановка в стране, уровень платежеспособности населения, межгосударственные взаимоотношения и т.д.

Один из новых методов привлечения потребителей туристского сектора, является создание нового продукта, а именно, новые туры, маршруты, места отдыха. Но к сожалению, многие туристские предприятия просто боятся первыми применять новшества. Исходя из этого, становится понятно, что инновационная деятельность и система модернизации сектора туризма в стране в первую очередь направлена на создание нового продукта или улучшения уже существующего, а также, освоение других рынков сбыта. И поэтому, вышеуказанные процессы и методы улучшения качества сектора туризма необходимы для его развития.

В заключение можно сделать следующие выводы. Мировой опыт демонстрирует, что важной составляющей для сектора туризма является максимально быстрое восстановление секторов экономики, умение принимать эффективные решения в кризисных ситуациях, и усиление устойчивости сектора туризма. Кризис, который спровоцирован экономическим и эпидемиологическим факторами, в большей степени негативно влияет на состояние и развитие туризма. Прогнозы относительно последующего восстановления сектора туризма в стране и во всем мире, самые разные. Часть экспертов предполагает, что выход из кризиса растянется на несколько лет. Но, к сожалению платежеспособность потребителей снизится, поэтому увеличится популярность на бюджетные туры. Другим важным фактором, который привлечет внимание туристов, это безопасность путешествий. Поэтому, в результате нынешнего кризиса, уже начатая тенденция цифровизации туризма только усилится. В итоге, можно с уверенность заявить, что сектор туризма идет в ногу со временем. Мы видим новые или изменение дестинаций в стране. Заметны также улучшения программ развития туризма, которые создает Министерство культуры и спорта Республики Казахстан. К счастью, мы не стоим на месте, внедряем новые технологии методы развития деятельности туризма, осваиваем новые рынки и привлекаем новых потребителей. Казалось бы, а что делает нашу страну привлекательной для туристов? Мы имеем историческое и культурное наследие, развитие экономики, инфраструктуры, коммуникационных технологий, медицины и многое другое. А наиболее популярные места, которые сегодня привлекают потребителей, как внутренних, так и внешних – это Каспийское море, космодром «Байконур», природный парк «Бурабай», Кольсайские озера, Чарынский каньон, Заилийское Алатау, город Туркестан, мавзолей Ходжа Ахмет Яссауи, природа и степи всего Казахстана, исторические места и так далее. И это только малая часть.

Применение уникальных и новых технологий, методы модернизации сектора туризма, а также инновационные подходы к улучшению этого направления, благотворно влияют на развитие деятельности туристических компаний. И что самое главное, благодаря этому туристический сервис становится более качественным, что способствует росту числа потребителей.

Республика Казахстан обладает огромным потенциалом для развития всех видов туризма. Это доказывает наша богатая история, которая оставила на нашей территории много археологических и исторических памятников. Помимо этого, у нас уникальное географическое положение, благодаря которому, в нашей стране можно найти уникальные природные территории.

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ШЕТ ТІЛІН ОҚЫТУДА КОМПЬЮТЕРЛІК ЖӘНЕ ЖЕЛІЛІК ВЕБ 2.0 ТЕХНОЛОГИЯЛАРДЫҢ ҚОЛДАНЫЛУЫ

Түйін. Бүгінде кез келген шет тілі сабағын компьютерлік технологияларсыз көзге елестету мүмкін емес. Мақалада заманауи оқыту ресурстары ретінде Веб 2.0 технологияларының қолдану рейтингіне шолу жасала отырып. олардың дидактикалық мүмкіндіктері сөз болады. Оқыту процесінде қолданылатын әртүрлі компьютерлік технологияларға шолу жасалына отырып, олардың шет тілін оқытудағы маңызы сарапталады.

Кілт сөздер: шет тілін оқыту әдістемесі, заманауи оқыту ресурстары, компьютерлік технологиялар, Веб 2.2.

Abstract: Today, it is impossible to imagine any foreign language lesson without computer technology. The article provides an overview of the rating of use of Web 2.0 technologies as modern learning resources. their didactic capabilities will be the word. An overview of various computer technologies used in the learning process and their significance in teaching a foreign language is analyzed.

Keywords: methods of teaching a foreign language, modern educational resources, computer technologies, Web 2.2.

Компьютерлік технологиялар – XXI ғасырда ақпараттық қоғамның қалыптасуына тікелей әсер еткен құрал.

Білім беру саласында жаңа технологияларды қолдану оқушының өзіндік жан-жақты ізденісін қалыптастырумен қатар, заманауи талаптарға сай тұлға болуына өз үслесін қосады. Жаңа технология көмегімен ұйымдастырылған сабақ оқушының білімге деген ынтасын арттыруға мүмкіндік береді. Дәстүрлі сабақ пән бірізді тапсырмалардан қажыған білім алушылар әр сабақ сайын өз ұстаздарынан жаңа дүние, қызықты әдіс-тәсіл күтеді. Ұстаздың жасаған жұмысына сәйкес оқушының да тіл меңгеруге деген құлшынысы бағаланып, өз нәтижесін көрсетіп отырады. Сабақ барысында бүгінгі күнге дейін тек электронды пошта, интербелсенді тақта, арнайы видео- және аудио-ақпараттар қолданылса, қашықтықтан оқыту кезінде бұл жүйе біраз өзгеріске ұшырады. Ең алдымен, интернет желісін тиімді пайдалану мүмкіндігі артты. Видео- және аудиоконференциялар арқылы сабақтарды және түрлі қосымша іс-шаралар ұйымдастырылды. Ақпараттық-коммуникативтік технологияларды оқу процессінде қолдану тәжірибесіне сүйене отырып, жаңа технологияның білім беруге әсерін төмендегіше бағалайды:

- Оқушылардың білім алуға деген мотивациясын арттырады;
- Оқу үрдісіндегі саралап оқытуды қалыптастырады (дифференция);
- Сабақ барысында орындалатын тапсырмалар қоры мол болады;
- Білім берудің тиімділігін қадағалауға және ұйымдастыруға, қадағалауға әсер етеді;
- Зерттеушілік дағдыларды қалыптастыруға не арттыруға ықпал етеді;
- Түрлі онлайн анықтамалық ақпараттар мен сөздіктерді, электронды кітаптар қолжетімді болады. Осы аталғандардың барлығы білім беру сапасын арттырады», - деп көрсетеді. [1]. Бүгінде онлайн және оффлайн білім беру жүйесінің қатар жүрып отырғанын ескерсек, расымен де интернет-ресурстарды білім берудің екі форматында қолдану да нәтижелі болары сөзсіз.

Бұл жаңа құралдар педагогикалық технологиялар қатарын толықтырып, ұстаздың жаңашыл бағытта жұмыс жасауына, дамуына тікелей әсерін тигізеді. Ғаламтор мен ақпараттық технологиялар ілгері жылжып, қолданылу аясы кеңейген сайын ондағы пайдалы ақпаратпен қатар, зиянды тұстары да дәл сол деңгейде артып келеді. Осы себепті де шет тілін оқыту процесінде компьютерлік және

желілік технологияларды пайдалану жоспарының ең бірінші міндеттілігі де осы сайттар мен ақпарат көздерінің нақты расталған, тиімді және пайдалы екендігін анықтау.

Бүгінгі таңда желілік Веб 2.0 технологиялары баршаға тиімді деп танылуда. Желілік Веб 2.0 сервистерінде ақпаратты іздеп, жүктеп, пайдаланудан бөлек, оны өңдеуге, өзгертуге, таратуға және басқа да тиімді мүмкіндіктер қарастырылған. Ал, ғаламтор тарихында Веб 2.0 терминіне алғаш түсінік берген американдық баспагер Тим О'Рейли болды. 2004 жылы O'Reilly Media және Media Live International ұйымдастыруымен арнайы Веб 2.0 тақырыбында өткен конференцияда айтылды. Тим О'Рейли орыс тіліндегі «Компьютерра» журналында «What is Web 2.0» атты мақаласында Веб 2.0 термині туралы негізгі ақпараттарды және бірінші желілік сервис пен Веб 2.0 арасындағы айырмашылықты көрсетті. Рейли өз мақаласында: «Веб 2.0 басқа концепциялар сияқты нақты шекаралары жоқ. Веб 2.0 көптеген ережелер мен практикалардың нақты шешімі»,- деп көрсетеді. [2].

Веб 2.0 технологияларын білім беру саласында да пайдалану өте тиімді. Дәл осы технологиялар арқылы біз сабақ барысындағы түрлі қосымшалар мен иллюстрацияларды арнайы IT мамандардың көмегінсіз-ақ өзіміз ұйымдастыра аламыз. Мысалы, оқушымен жедел ақпарат алмасу үшін электронды поштадан бөлек желілік бағдарламалар (WhatsApp, Telegramm, т.б.) пайдаланылса, видео көрсету не өңдеу мақсатында YouTube сынды видео материалдарға арналған сайттар қолданылады.

Веб-трафик сараптамасын ұсынатын ирландиялық StatCounter Global Stars сайтының мәліметі бойынша, әлеуметтік желілерді қолданудың Қазақстандағы рейтингінің үштігінде YouTube, VKontakte, Facebook орналасса, әлем бойынша бұл үштікке Facebook, Pinterest, Twitter енеді (Сурет 1,2) [3].

1-*2-сурет. Әлемде және Қазақстанда әлеуметтік желіне қолдану рейтингі*

Бұл аталған әлеуметтік желілердің әр қайсысын шет тілін меңгеруде тиімді пайдаланылады. Алайда әлеуметтік желілер де ішінара негізгі мІндеттеріне қарай түрлі бағыттарға бөлінеді. Мысалы,

YouTube бағдарламасының негізгі міндеті видео тарату мен жүктеу, өңдеу жұмыстары делінсе, VKontakte, Twitter, Facebook, Instagram әлеуметтік желілері ақпаратты жазбаша таратуға және байланыс алмасуға өте тиімді болып табылады. Сонымен қатар, бұл бағдарламаларда ашық және құпия чат және топтар ашу арқылы шет тілін оқыту бағытындағы сабақтарды жариялау арқылы оқушылармен қашықтықтан білім алуына жағдай жасауға болады. Мысалы, сабақты қызықты ұйымдастыру үшін, түсіндірілетін жаңа тақырыпқа видеосабақтың сілтемесін қойып, YouTube желісін пайдалансақ, сабақтың негізгі бөліміндегі сұрақтар мен сауалнамалар, тесттер қосымша бағдарламалар арқылы ұйымдастырылса (quizizz, poll for all), ал сабақты қорытындылау бөлімін Zoom сынды видеобағдарламамен ұйымдастыруға болады. Шет тілі – аты көрсетіп тұрғанындай, әрдайым жаңашылдық пен ізденісті талап етіп отырады. Осы себепті де шет тілі сабағында оқушылардың шығармашылық ізденісін арттыру үшін тапсырма ретінде әлеуметтік желілерді пайдалана отырып тақырыпқа қорытынды жасауға болады.

В.Занков: «Оқушыларға затты және оның қасиеттерін көрсету бұл – сөз бен көрнекі бейненің оқушының бойында тиісті дәрежесінде қабысуына қол жеткізу дееген сөз емес. Егер оқушы құбылыстың қасиетін өзі айыра алса және оған сөзбен өзі сипаттама берсе, онда оның бойында белгілі бір нысан туралы түсінік қалыптасады және қасиеттердің сөздік белгілері нақты образдармен байланысқа түседі»,- деп тұжырымдайды. [4] Оқушымен жұмыс жасау және деңгейлік тапсырмалар беру барысында оның білім алуда қай дағдыны жиі пайдаланатынын да ескерілуі қажет. Егер оқушылардың басым бөлігіне ақпаратты көру, анықтау түсінікті болса, шет тілін оқытуда кино, мультфильм сынды бағдарламалық видео ақпараттар арқылы білім беру нәтижелі болары анық. Ал, оқушылардың басым бөлігі, тыңдау дағдысын жиі пайдаланса, әуендер, өлеңдер мен түрлі диалогтар тыңдауды және шет тіліндегі подкасттарды сабаққа кіріктіру тиімді болады. Осы орайда шет тілі сабағында қолдануға аса тиімді клмпьютерлік технология ретінде подкастты атауға әбден болады. Подкаст - жазбаша ақпаратсыз, тек қана микрофон мен бір ғана мобильді құралдың көмегімен пайда болатын аудиоблоггинг түрі. Подкастты шет тілін оқытуға да пайдалана аламыз. Көрнекті психолог Н.И.Жинкин сөйлеу әрекетін зерттей келіп, сөздер мен оларды пайдалану мидың кинеткалық орталығы арқылы жүзеге асатынын айтты. Демек, сөйлеу мен есту дағдысы арқылы тіл меңгеруші өзіне қажетті мол ақпараттарды ала алады [4]. Подкасттарды сабақ барысында қолдану арқылы оқушы шет тілінде сөйлеу және есту дағдыларын қалыптастырады.

Компьютерлік технологияларды подкастинг термині ертеректе енгізілгенімен, жақын жылдарда ғана белсенді қолданыла бастады. Ресейлік Interactive advertising Bureau халықаралық сараптама қауымдастығының зерттеуі бойынша, 2019 жылдың бір айында подкаст тыңдаушылар саны орташа есеппен 5,1 млн адамды, ал 2020 жылы – 10,5 млн адамды құраған. Ал алдағы 2024 жылы подкаст тыңдаушылар саны 27,9 млн адамға жетеді деген болжам көрсеткен. 2001 жылдан бастап өз даму тарихын бастаған подкастинг біздің елімізге араға 15-16 жыл салып келсе де, қазірде қарқынды дамуда [5].

Шет тілін оқыту процесін қызықты және жылдам ұйымдастыруға септігін тигізетін тағы бір сервис - тесттер мен сауалнамаларды жасауға арналған сайттар. Онлайн сауалнамаларды жасауда төмендегідей сайттарды пайдалануға болады (Сурет 3) [6].

3-сурет. Топ 10 сауалнамалық сайттар тізімі

Бұл сайттарда жаңа сөздерді меңгеру деңгейін анықтауға, миға шабуыл бөліміндегі сұрақтарға жауап алуға, түрлі жағдаяттарға жауап алуға болады. Бұл бағыттағы сервистердің тиімділігі - сұрақтың қойылу тәртібін, көлемін, жауаптарының көрсетілуін мен жауап санын құрастырушының өзі таңдай алуында.

Мұғалім мен оқушының қарым-қатынасы білім алу процесіне де тікелей әсер етеді. Мұғалім оқушыларының қабылдау дағдысына байланысты видеоблог, подкастинг, жазбаша блогтар жүргізу арқылы да өз оқушыларын бос уақытында да мобильді құралды тиімді пайдалануына арқау бола алады.

Енді білім беру саласында шет тілін меңгеруге бағытталған бірнеше заманауи әдіс-тәсілдерге тоқталсақ:

1. Геймофикация – ойын бағдарламасын немесе негізгі идеясын пайдалана отырып шет тілін меңгерту. Бұл әдістің ең бір тиімді тұсы ұзақ уақытты талап етпеуі және оқушылар демалу мен білім алу процесін ұштастыруы болып табылады.

2. Flipped Classroom – білім берудің жаңашыл әдісі. Бұл әдістің негізгі мақсаты – үй тапсырмасы мен сынып жұмысының орындарын алмастыру. Демек, оқушы үй жұмысын сыныпта, сынып жұмысын үйде орындайтын болады. Бұл мақсаттың орындалуы үшін мұғалім өз оқушыларын жаңа тақырыпқа қатысты материалды (тақырыпқа сай түсірілген видео, аудио жазылған подкаст) жібереді. Ал, сабақ барысында оқушылар берілген тақырыпты толық меңгеріп, сыныпта геймофикация немесе тест, сауалнама әдістері арқылы оқушының білімін тексеріп белсенді сабақ өткізуге болады. Бұл әдіс арқылы оқушы шет тіліндегі белгілі бір ақпаратты еске түсіру не қайталау мақсатында жіберілген материалды уақыт өте келе қайта қарай алу мүмкіндігіне ие болады. Сонымен қатар, мұғалім да күнделікті сабақтың тең жартысын жаңа тақырыпқа арнауға міндетті болмайды және бұл білім алушылар үшін де өте тиімді де қызықты әдіс болып табылады. Flipped Classroom барысында оқытушы презентациялар мен анимациялар жасау үшін Blingee, Enjoy Pic, 280Slides, Ahead, Animoto сынды сайттарды пайдалана алады. Ал жасалған жұмысты тиімді тарату үшін және оқушылармен бірдей уақытта ақпарат алмасуы үшін Google Classroomm бағдарламасын пайдалана алады.

3. Ментальды карталар (ақыл-ой карталары) - бұл әдіс арқылы мұғалім өз оқушысының ойының бір жерге жинақталуын, қысқаша айтқанда, «миға шабуыл» немесе ақпаратты кластерлеу әдісін ұйымдастыра алады. Басты ережесі – ой жан-жақты болып, идеялар толық айтылуы және түрлі графикалық кескіндермен түсінікті көрсетіліп отырылуы тиіс. Қазірде бізге ең тиімдісі, дәл осы карталарды түрлі бағдарламалар арқылы (Mindmeister, BigMindPro, Brainstormer) жасауға мүмкіндік бар. Сонымен қатар, бұл бағдарламаларда да ментальды картаны топтасып не жеке жасауға болады және бағдарлама ақпартты ұзақ уақыт сақтауға өте қолайлы.

4. Краудсорсинг – бір немесе бірнеше кәсіби емес адамдардың жасаған ақпарттық құралы не еңбегі. Бұл әдіске ең танымал мысалдар Уикипедия және YouTube платформалары. Уикипедия интернет-энциклопедиясын 2001 жылы 15-қаңтар айында американдық-британдық кәсіпкер Джимми Уэйлс және Ларри Сэнгер құрды [7]. YouTube платформасын 2005 жылыа Стив Чен, Чад Херли, Джавед Карим атты азаматтар құрған болатын. Алайда, екі сайтта да бүгінгі күнге дейін салынып отыратын ақпаратты салушылардың басым бөлігі арнайы мамандар емес. Осы себепті де шет тілін оқыту сабақтарында осы екі платформаны топтық зерттеу жұмыстарында немесе шығармашылық ізденіс тапсырмасында тиімді пайдалануға болады.

5. Әлеуметтік желілер – қазіргі таңдағы, жаңа дәуір білім алушыларына ең тиімді білім беру әдісі. Кейде біз, әлеуметтік желі артық ой себепкері десек те, оның білім беруде тиімді қолдануға тұрарлық әдістері де бар. Әлеуметтік желілер жабық немесе ашық чаттар ашу арқылы оқушыларға ақпаратты бірдей уақытта таратуға, олардың ойын білуге, коммуникативті байланыс орнатуға, жаңа ақпараттарды уақытылы алып отыруға өте тиімді. Төменде бүгінде көпшілік арасында кеңінен танымал әлеуметтік желілерге талдау жасалынды (Кесте 1):

Әлеуметтік желілер	Хабарлама жазу	Фото/видео жүктеу	Пікір жазу	Топ құру	Аудио пікір жазу	Ашық сауалнама жасау	Құпия сауалнама жасау	Тікелей эфир	Файл жіберу
YouTube	-	+	+	-	-	-	-	+	-
VKontakte	+	+	+	+	-	+	+	+	+
Facebook	+	+	+	+	-	-	-	-	+
Twitter	+	+	+		-	-	-	-	-
Instagramm	+	+	+	+	-	+	-	+	-
Telegram	+	+	+	+	+	-	+	+	+
Pinterest	+	+	+	-	-	-	-	-	-

1 – кесте. Әлеуметтік желі мүмкіндіктері

Сонымен әлеуметтік желілер сырттай ұқсас болғанымен де әр қайсысы өзіндік ерекше міндеттіліктері бар. Мысалы, YouTube көлемді де қысқа да видеоны жалпылама не құпия арнада таратуға тиімді болғанымен де, бұл желі хат жазып, ақпарат беруге тиімді емес. Ал, жазбаша хаттарды таратуда, қабылдауда, жазбаша ақпараттарды оқуда алдыңғы қатарлы желілер Facebook, VKontakte, Twitter болып табылады. Telegram әлеуметтік желісінде оқытушы ақпаратты құпия не ашық чат/арнада таратуға, сауалнамаларды анонимді жүргізуге, спрет пен видеоларды жоғары сапада таратуға және онлайн видио- не аудиотрансляция жасауына болады.

Қорыта келе, шет тілі сабағында коммуникативтік құзыреттілікті, ақпараттық құзыреттілікті қалыптастырып, дамыту үшін тіл мен компьютерлік технологияларды ұштастыра қолданудан мұғалім де, оқушы да ұтпаса ұтылмайтыны анық. Тек кез келген жаңа технологияның дидактикалық мүмкіндіктерімен жіті танысып, оқушылардың қызығушылығы мен жас ерекшелігін ескере отырып, шет тілінің коммуникативтік мақсатын жүзеге асыруда ұтымды қолдануды ұйымдастыра білу әрине, мұғалімнің құзыретінде.

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ШАҒЫН ҚОНАҚҮЙ КӘСІПОРЫНДАРЫНЫҢ ДАМУ МӘСЕЛЕЛЕРІ ЖӘНЕ ОЛАРДЫ ШЕШУ ЖОЛДАРЫ

Түйін: мақалада шағын қонақ үй кәсіпорындарын дамыту мәселелері қарастырылады, автор шағын қонақ үй кәсіпорындарын дамытуда туындайтын мәселелерді шешудің мүмкін жолдарын ұсынады.

Тірек сөздер: туризм, шағын қонақ үй кәсіпорындары, шағын қонақүйлерді дамыту.

Қазақстандағы нарықтық қайта құрулар процесінде қонақ үй бизнесі ірі корпорациялардың, әртүрлі бірлестіктердің, сонымен қатар шағын компаниялар мен жеке кәсіпкерлердің назарын аудара бастады. Нарықтық зерттеулер көрсеткендей, ішкі туризмде ең танымалы үлкен қонақ үй кешендері емес, шағын қонақ үйлер есептелді. Осыған байланысты көптеген демалыс үйлердің, коттеджердің және әртүрлі ғимараттардың иелері өздерінің жылжымайтын мүліктерін сыйымдылығы 5-тен 50-ге дейін бөлмелі отбасылық бизнестің шағын қонақ үйлеріне айналдыру идеясын қарастыра бастады. Бұл ретте қаланың шуынан алыс, экологиялық таза аймақта орналасқан қонақүйлерге де, қаланың іскерлік орталығындағы бизнесмендерге де артықшылық беріледі.

Қонақ үй бизнесіндегі кәсіпкерліктің заманауи дамуы – бұл шағын бизнестің дамуына ықпал ететін немесе өсуін бәсеңдететін көптеген факторларға байланысты күрделі және динамикалық процесс болып табылады. Зерттеушілердің пікірінше, кәсіпкерлік жалпы туристік индустрияға тән факторлардың әсерінен дамиды: туристік қызметтер нарығының қызмет ету факторлары, сұраныс пен ұсыныстың қалыптасуы, туристік өнімді өндіру және т.б. [1; 2]

Соңғы жылдары шағын бизнес және оның қонақжайлылық саласындағы рөлі аумақтардың экономикасын, туристік қызметтер нарығын дамытудағы кәсіпкерліктің рөлін анықтау тәсілдерін көрсететін әртүрлі зерттеулердің объектісіне айналды. Қазіргі уақытта қызмет көрсетудің әлемдік нарығында шағын қонақ үй бизнесінің әртүрлі нысандарын дамытудың тұрақты тенденциясы байқалады. Зерттеушілер қонақжайлылық индустриясында шағын бизнестің дамуы туризм индустриясының ажырамас сегменттерінің бірі екендігімен келіседі, өйткені туристерді орналастыруды ұйымдастырусыз ешбір саяхат аяқталмайды [3; 4]. Адамдардың алуан түрлі қажеттіліктерін, олардың талғамдарын, әдеттерін, ұлттық ерекшеліктерін, табыс деңгейін, бос уақытты өткізу формаларын ескере отырып, туристерді орналастыру қызметтерінің бірдей алуан түрлі ұсынысын қалыптастыру қажет болады.

Осыған байланысты Францияның қонақжайлылық саласындағы тәжірибесі қызықты, мұнда ауылдық жерлерде туристерді орналастыру орындарына бейресми санаттар берілген. Ыңғайлылық деңгейіне байланысты тағайындалған санаттар классификациямен (1-ден 5-ке дейін «масақтар») және тұрғын үй жабдықтарының сапасы мен дәрежесі туралы хабарландырумен бірге жүреді. Бүгінгі күні шамамен 47 000 жеке меншік қонақ үйлер (оның ішінде француздың шетелдегі иеліктері) бар. Gites de France® санаты жеке сектордағы туристерді орналастыруға арналған бірінші еуропалық желі болып табылады. Жергілікті стильге сәйкес жиһаздалған жеке қонақ үй - бұл аймақтың дәстүрлі стиліндегі жеке үй, ыңғайлы тұру үшін қажет нәрсенің барлығын ұсынады. Gites de France® ұйымы алдына келесі міндеттер қояды: туристер үшін ең жақсы жағдайлар мен жайлылықты қамтамасыз ету; табиғатта демалуды, қарым-қатынасты, демалуды, жаңа ашуларды қамтитын сапалы туризмнің талаптары мен қажеттіліктерін қанағаттандыру; негізінен ауылдық жерлерде мәдени және табиғи мұраның беделін көтеруге және сақтауға ықпал ету; жергілікті өндірісті дамытуға белсене қатысу және олардың қызметтерін алу арқылы жергілікті халықтың жағдайын нығайтуға үлес қосу [5].

Қазіргі уақытта Қазақстандағы шағын қонақ үй кәсіпорындары өте танымал, өйткені біздің елде туристердің ең мобильді категориясы қымбат қонақүйлер мен қонақүйлерді сатып ала алмайтын туристер категориясы болып табылады. Оларға студенттер мен жас саяхатшылар, зейнеткерлер, сондай-ақ орташа жалақысы бар адамдар кіреді, олар үшін басқа қалада уақытша баспанаға көп ақша жұмсау тиімді тәжірибе емес.

Әрине, шағын қонақ үй бизнесі үлкен сұранысқа ие және көптеген артықшылықтарға ие, бірақ бұл сектордың көптеген проблемалары бар.

Осы мәселелердің бірі – жер мен жылжымайтын мүліктің қымбаттығы. Осыған байланысты шағын қонақ үй қолайлы жағдайда және тұрақты келушілерге 5 жылдан кейін ғана өзін өтей бастайды. Шағын қонақ үй бизнесін ұйымдастыру үшін көп уақыт пен материалдық ресурстарды, соның ішінде мүлік салығын төлеуді талап етеді.

Қазіргі уақытта аймақтардың рентабельділігі бойынша жоспарларды әзірлеу кезінде шағын қонақүй бизнесін дамыту жоспарларын қосқан жөн, өйткені әр аймақта қайта құруға жататын бірнеше ғимараттар бар, бұл қонақүйдің өтелуін айтарлықтай жылдамдатады. .

Тағы бір мәселе, шағын қонақүйлер сыйымдылығы аз болғандықтан, үлкен кіріс ала алмайды. Сондықтан меншік иесі қаражатты ұтымды бөлуге, адал жеткізушілерді таба білуге, оның қызметкерлері бір-бірін алмастыруға және әртараптандыруға жете көңіл бөлуі тиіс.

Сондай-ақ, шағын қонақ үй бизнесін толыққанды жүргізу үшін қағазбастылық үлкен кедергіге айналуда, өйткені шағын қонақ үй үшін де ірі тұрғын үй кешеніндегідей құжаттамалар қажет. Әрбір мұндай қонақ үй иесі бұл құжаттаманы адалдықпен жасауға дайын емес. Құқық бұзушылықтар мен сыбайлас жемқорлықты жою үшін өңірлердің экономикалық тұрақтылығын арттыру үшін салықтық жеңілдіктер мен басқа да ынталандыру стандарттарын қамтамасыз ету қажет.

Ендігі міндет – шағын қонақүй кәсіпорындарының аймақтық қаржы ресурстарына қол жеткізуіне мүмкіндік жасау. Шағын бизнес әрқашан қаржы нарығының тұрақсыздығынан зардап шегеді, себебі бұл салада реформалар мен инновациялар әлдеқашан кешіктіріліп жүргізіледі.

Шағын қонақүйлердің басшылары мен қызметкерлерін оқыту жүйесінің жоқтығы өзекті мәселелердің бірі болып табылады. Кадрлардың біліктілігін арттыру қажет, өйткені көрсетілетін қызметтің сапасы персоналға байланысты.

Қазіргі кезеңде ішкі және келу туризмін дамыту үшін шағын қонақ үй кәсіпорындарының маңыздылығы айқын, бірақ олардың дамуына көптеген факторлар кедергі келтіреді. Бұл проблемаларды еңсеру үшін заңнаманы жетілдіру, қызмет көрсету стандарттарының сақталуын және көрсетілетін қызметтердің сапасын қамтамасыз ету қажет.

Осылайша, дүниежүзілік қызмет көрсету нарығында қонақ үй бизнесінде шағын бизнестің әртүрлі нысандарын дамытудың тұрақты тенденциясы байқалады. Зерттеушілер қонақжайлылық

индустриясында шағын бизнестің дамуы туризм индустриясының ажырамас сегменттерінің бірі екендігімен келіседі. Сонымен бірге, қонақ үй шаруашылығында шағын бизнесті ұйымдастырудың барлық артықшылықтарына қарамастан, бірқатар проблемалар бар, атап айтқанда: бизнес-ортаның тұрақсыздығы, бюрократия мен сыбайлас жемқорлық, несие алудағы қиындықтар, кәсіпкерлердің құқықтық жағынан қорғалмағандығы. Шағын қонақ үйлердің жеке орналастыру объектілері кәсіпкерлік субъектілері ретінде міндетті тіркелуінсіз қызметі, әсіресе курорттық-рекреациялық аймақтарда кірістердің «көлеңкеленуіне» және тиісінше салық түріндегі бюджет түсімдерінің болмауына әкеледі. Қазақстанның экономикалық дамуының қазіргі кезеңінде шағын қонақжайлылық саласындағы кәсіпкерліктің экономикалық әлеуетінің маңызды рөлін ескеру және оның туристерді орналастырудың балама нысандары ретінде қарқынды дамытуы қажет.

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АНТИМОНОПОЛЬНОЕ ЗАКОНОДАТЕЛЬСТВО В ОБЛАСТИ ЗАЩИТЫ КОНКУРЕНЦИИ МАЛОГО И СРЕДНЕГО БИЗНЕСА В КАЗАХСТАНЕ

Аннотация. *В статье рассмотрен вопрос влияния недобросовестной конкуренции на развитие бизнес среды в республике. Проанализированы законодательные акты регулирующие недобросовестную конкуренцию и меры принимаемые уполномоченным органом в области защиты конкуренции. В условиях рыночных отношений, добросовестная конкуренция является одним из основных принципов развития экономики, здоровая конкуренция субъектов рынка неизменно приводит к развитию товарных рынков и как следствие к развитию экономики государства.*

Здоровый элемент состязательности свойствен не только людям, но и фирмам, бизнес-объединениям и даже странам. Пока такое соперничество остается в рамках закона, оно, как правило, способствует нормальному развитию субъектов бизнеса: борьба за потребителей и ресурсы приводит к совершенствованию хозяйственной деятельности.

Недобросовестную конкуренцию можно назвать наиболее распространенным видом нарушения антимонопольного законодательства в области защиты конкуренции, ввиду того, что она имеет прямое влияния на социальные взаимоотношения потребителей и субъектов рынка.

Зачастую недобросовестной конкуренцией могут быть признаны правонарушения, охватываемые иными отраслями законодательства, в частности, большинство известных видов правонарушений в сфере правового регулирования интеллектуальной собственности, защиты прав потребителей и т.д.

Одним из ключевых принципов взаимодействия государства и субъектов предпринимательства является – ограниченное участие государства в предпринимательской деятельности.

Наличие данного принципа обусловлено невозможностью конкуренции частного бизнеса с возможностями государства, имеющего инструменты административных и финансовых ресурсов.

Ключевые слова: *бизнес, предпринимательский кодекс, антимонопольное законодательство, недобросовестная конкуренция, товарные рынки, финансовые инструменты.*

Кілт сөздер: *бизнес, кәсіпкерлік кодекс, монополияға қарсы заңнама, жосықсыз бәсекелестік, тауар нарықтары, қаржы құралдары.*

Keywords: *business, entrepreneurial code, antimonopoly legislation, unfair competition, commodity markets, financial instruments.*

Введение

В современной рыночной экономике бизнесе успех часто зависит не только от умения производить и продавать хорошие, качественные товары и услуги, выполнять нужные работы, но также и от способностей предпринимателя и его сотрудников защитить свой бизнес от недобросовестных конкурентов. Важной в этом деле является и роль государства, которое призвано защищать честный бизнес, создавать нормальные условия для инвестиций, производства, торговли и других областей предпринимательской и экономической деятельности. [1]

Материалы и методы. Статистические исследования малого и среднего предпринимательства, наблюдения в разных странах характеризуют влияние недобросовестной конкуренции на бизнес среду, анализ законодательных актов регулирующих недобросовестную конкуренцию и меры принимаемые уполномоченным органом в области защиты конкуренции, законодательные основы регулирования оперативной бизнес-статистики, в условиях рыночных отношений, доказывают, что добросовестная конкуренция является одним из основных принципов развития бизнес-демографии в Казахстане.

Обзор литературы. В соответствии с пунктом 4 статьи 26 Конституции Республики Казахстан, каждый имеет право на свободу предпринимательской деятельности, свободное использование своего имущества для любой законной предпринимательской деятельности. Монополистическая деятельность регулируется и ограничивается законом. Недобросовестная конкуренция запрещается. [2]

Принципы добросовестной конкуренции отражены в основном законе государства, являющимся особенным нормативно-правовым актом и имеющим высшую юридическую силу.

Кроме того согласно Парижской конвенции об охране промышленной, которая является одним из основных международных документов регламентирующих и описывающих недобросовестную конкуренцию и определяет ее как всякий акт конкуренции противоречащий честным обычаям в промышленных и торговых делах.

В свою очередь, понятие недобросовестной конкуренции предусмотрено статьей 177 Предпринимательского кодекса Республики Казахстан и определяются как любые действия субъектов рынка в конкурентной среде, направленные на достижение или предоставление неправомерных преимуществ. [3]

Однако, в отличие от вышеуказанного закрытый перечень форм недобросовестной конкуренции, содержащийся в Законе РК «О конкуренции», составлен без какого-либо логического обоснования. Этот перечень не включает основные общепризнанные формы недобросовестной конкуренции, а вместо этого составлен путем произвольного смешивания элементов различных форм недобросовестной конкуренции, в том числе за счет неразумного объединения общего с частным, а также дублирования конкретных составов правонарушений, составление протоколов об административных правонарушениях, рассмотрение дел по которым вообще неподведомственно антимонопольному органу. Кроме того, содержание большинства указанных форм недобросовестной конкуренции значительно шире их названия, что является недопустимым. Помимо этого, некоторые из перечисленных в Законе РК «О конкуренции» форм недобросовестной конкуренции в реальности являются добросовестной практикой и, соответственно, должны быть исключены из этого перечня.

Зачастую недобросовестной конкуренцией могут быть признаны правонарушения, охватываемые иными отраслями законодательства в сфере правового регулирования интеллектуальной собственности, защиты прав потребителей и т.д. В этой связи в законодательстве о недобросовестной конкуренции невозможно и неправильно дублировать соответствующие положения других законодательных актов, считает юрист А. Бикебаев. [4]

Основная часть. Основой устойчивого экономического роста является развитие конкуренции и стимулирование предпринимательской инициативы. Укрепление института экономической свободы и частного капитала является базовым инструментом развития экономики.

В случаях если в действиях субъекта рынка усматриваются соответствующие признаки нарушения законодательства РК в области защиты конкуренции уполномоченным органом, в соответствии со статьей 199 Предпринимательского кодекса Республики Казахстан вносится уведомление о наличии в действиях субъекта рынка признаков нарушения законодательства в области защиты конкуренции, которое позволяет таким субъектам рынка добровольно устранить усмотренные признаки нарушения без принятия меры в виде проведения расследования.

Основным направлением конкурентной политики в Республике Казахстан последних лет, начиная с 2015 года, стало приведение законодательства Республики Казахстан в области защиты конкуренции в соответствие со стандартами Организации экономического сотрудничества и развития (ОЭСР), а также изменение концепции деятельности антимонопольного органа.

Отменен Государственный реестр субъектов рынка, занимающих доминирующее или монопольное положение, что позволило сократить число запросов в адрес предпринимателей в целях ведения реестра и обеспечить осуществление антимонопольного контроля в отношении субъектов рынка, занимающих доминирующее, монопольное положение в момент выявления признаков нарушений.

Создан институт согласительной комиссии при антимонопольном органе, где с участием экспертов и самих предпринимателей рассматривались предварительные результаты проводимых расследований до вынесения окончательного решения. Введены новые инструменты предупреждения нарушений, такие как уведомление, предостережение, предварительное рассмотрение и одобрение проектов соглашений, антимонопольный комплаенс.

Глобальный Индекс Конкурентоспособности Всемирного экономического форума позволяет получить сравнительную характеристику уровня конкурентоспособности стран, их способность обеспечивать стабильные темпы экономического роста. ГИК ВЭФ указывает на те факторы, которые являются исходными условиями для эффективного функционирования национальной экономической системы, в этой связи, индекс служит важным инструментом выявления и анализа проблемных вопросов в экономической политике многих государств [5]

Первые пять мест в рейтинге ГИК ВЭФ за 2019 год заняли Сингапур, США, Гонконг, Нидерланды и Швейцария. Казахстан в рейтинге ГИК ВЭФ расположился на 55 месте, улучшив свою положение на 4 позиции (в 2018 году - 59 место). Казахстан занимает второе место среди стран СНГ, уступив лишь России (43 место). Лидерами по показателю «Степень доминирования на рынке» оказались Швейцария, Япония, Италия, Дания и Германия.

Таблица 1. Позиция Казахстана по индикатору «Степень доминирования на рынке».

Год	Место	Балл	Показатель
2018	84	42,5	3,6
2019	70	46,7	3,8

Существенное улучшение позиции Казахстана по вышеуказанному индикатору связано с проводимой работой по демонополизации высококонцентрированных отраслей. Ведется работа по существенному снижению государственного участия в предпринимательской деятельности

По индикатору «Конкуренция в сфере услуг» рейтинг по-прежнему возглавляет Гонконг, далее следуют США, Нидерланды, Эстония и замыкает «пятерку» лидеров Тайвань.

Казахстан занял 80 место и поднялся на 1 позицию (с 81 на 80 позицию). Позиции Казахстана по данному индикатору в разрезе 2018-2019гг. представлены в таблице 2.

Таблица 2. Позиция Казахстана по индикатору «Конкуренция в сфере услуг»

Год	Место	Балл	Показатель
2018	81	63,2	4,8
2019	80	64,2	4,9

Улучшение позиции Казахстана по индикатору «Конкуренция в сфере услуг» связано с проводимой работой по защите добросовестной конкуренции на соответствующих товарных рынках, снятием нормативных барьеров, препятствующих развитию конкуренции

24 октября 2019 года Всемирный банк опубликовал очередной ежегодный отчет по легкости ведения бизнеса «Doing Business-2020» (оцениваемый период – 2019 год). Лидеры рейтинга «Doing Business» — Новая Зеландия, Сингапур и Гонконг. [6]

Казахстан занял 25 место, поднявшись на 3 позиции выше по сравнению с 2018 годом (28 место). Таким образом, Казахстан опередил Исландию (26 место), Австрию (27 место), Россию (28 место), Японию (29 место), Испанию (30 место), Армению (47 место), Беларусь (49 место), Кыргызстан (80 место) и множество других стран.

За последние годы достигнут значительный прогресс по данному рейтингу: среди 190 стран Казахстан второй год подряд находится в топ-30 стран мира по легкости ведения бизнеса, а в разрезе последних четырех лет - входит в 10-ку лучших стран-реформаторов по «Doing Business».

Повышение позиций Казахстана в данном рейтинге стало возможным в связи с реформированием законодательства, направленным на сокращение числа разрешительных документов, перевод их на уведомительный порядок, упрощение процедуры регистрации субъектов предпринимательства, оптимизацию государственной контрольно-надзорной деятельности и улучшению бизнес климата.

Анализ товарного рынка является базовым инструментом реализации конкурентной политики в Республике Казахстан.

Указом Президента Республики Казахстан от 19 июня 2019 года № 27, антимонопольным органом проведен анализ ситуации на ключевых товарных рынках. До проведения анализа выработаны новые подходы к отбору и анализу товарных рынков, учитывающие в том числе передовой международный мировой опыт.

На первом этапе были сформированы критерии отбора товарных рынков для анализа: 1) вклад отрасли в ВВП страны; 2) уровень концентрации рынка (свыше 50% доля производства, реализации товаров 3-4 крупных субъектов рынка); 3) превышение цен над уровнем инфляции; 4) наличие мультипликативного эффекта и социальная значимость рынка; 5) жалобы на субъектов рынка. [7]

С учетом указанных критериев осуществлен отбор 20 ключевых товарных рынков (рисунок 1).

Рисунок 1 – Перечень проанализированных ключевых товарных рынков

По результатам анализа рабочими группами при антимонопольном органе (сформированы по отраслевому принципу, с участием субъектов рынка, государственных органов, НПП «Атамекен» и экспертов) определены основные искажения конкуренции на товарных рынках (высокий уровень концентрации рынков и государственного участия; избыточное государственное регулирование; ценовое регулирование; ориентация мер господдержки на субъектов крупного бизнеса; несменяемость поставщиков услуг; ограниченность ресурсов) (рисунок 2).

Рисунок 2 – Семь видов искажений конкуренции

По результатам анализа выработаны ряд общих основных рекомендаций (более детально описаны по каждому товарному рынку отдельно):

1) проработка мер по реализации государственных активов;
2) увеличение объемов биржевой торговли;
3) снижение требований к деятельности субъектов товарных рынков;
4) внедрение механизма совместного использования ресурсов (sharing) либо изъятие неиспользуемых ресурсов на товарных рынках с ограниченным ресурсом;
5) проработка вопроса поэтапной замены ценового регулирования инструментами антимонопольного контроля;
6) определение механизма смены поставщиков услуг;

7) пересмотр критериев субсидирования и мер поддержки в сторону малого и среднего бизнеса.

Начата масштабная работа по ревизии законодательства на предмет выявления норм, препятствующих конкуренции. 24 мая 2018 года принят Закон Республики Казахстан «О внесении изменений и дополнений в некоторые законодательные акты Республики Казахстан по вопросам совершенствования регулирования предпринимательской деятельности». [8]

Вместе с тем, за последние годы проведена работа по совершенствованию законодательства в части снижения административной нагрузки на субъекты рынка путем перевода 90% нарушений законодательства в области защиты конкуренции на уведомительный характер, что привело к положительной динамике по устранению и пресечению нарушений.

В целом, как показывает статистика с 2017 по 2019 гг увеличивается количество вынесенных уведомлений, в связи с расширением перечня нарушений, переведённых на предупредительный характер.

Рисунок 3 - Количество вынесенных уведомлений, в связи с расширением перечня нарушений за 2017-2019 гг.

Как видно из выше представленной диаграммы в целях снижения административной нагрузки на бизнес среду, отмечается положительная динамика по устранению и пресечению нарушений, в том числе путем исполнения уведомлений о наличии признаков нарушения законодательства в области защиты конкуренции.

При этом, количество внесенных уведомлений в части недобросовестной конкуренции уменьшается, так за период 2019 года было внесено 55 уведомлений (10%), за период 2018 года 83 уведомления (25 %) и за период 2017 года 88 уведомлений (58%).

Рисунок 4 - Количество внесенных уведомлений в части недобросовестной конкуренции

Таким образом, новые инструменты, внедренные в антимонопольное законодательство, позволяют субъектам рынка добровольно устранить допущенные нарушения, без инициирования в отношении них процедуры расследования и соответственно без наложения административных штрафов.

Большое внимание эффективному применению и использованию систем защиты при определенных правовых и социально — экономических условиях в стране уделено в книге И.В. Морозова «Практические вопросы безопасной организации деятельности фирмы», где достаточно много внимания уделяется проблемам создания условий и на уровне частного бизнеса, и на уровне государственных органов на основе богатого фактического материала и обобщения работы многих компаний и фирм стран СНГ, Европы, Америки и других государств. [9]

Вместе с тем, одним из наиболее актуальных примеров влияния недобросовестной конкуренции на бизнес среду является меры принятые Департаментом Агентства по защите и развитию

конкуренции Республики Казахстан по городу Алматы в отношении АО «Евразийский Банк», по факту навязывания дополнительных услуг страхования при выдаче потребительских кредитов, в связи с чем на потенциального потребителя накладывалось обязательство по оплате и оформлению страхования жизни и от несчастного случая, что в свою очередь является существенной финансовой нагрузкой для потребителей и субъектов предпринимательства.

На сегодняшний день, антимонопольный орган в режиме реального времени, самостоятельно в ручном режиме производит мониторинг электронных площадок, на которых проходят закупки или торги на предмет наличия первичных признаков, которые могут свидетельствовать о сговоре:

a. большинство торгов выигрывает одна и та же компания;
b. ряд компаний выигрывают торги или лоты по очереди;
c. минимальное число участников торгов;
d. присутствие на торгах участников, ни разу не заявивших своего предложения.

a. целях развития частного предпринимательства и конкуренции государством принимаются меры, направленные на сокращение доли участия в предпринимательской деятельности путем ограничения создания государственных юридических лиц и запрета им на осуществление отдельных видов деятельности.

С учетом принимаемых мер за последние 5 лет наблюдается снижение доли участия государства в экономике с 19,1% в 2015 году до 16% в 2019 году

Рисунок 5 – Динамика изменения доли государственного участия в экономике (%).

Тем самым, осуществлен переход от «защитной» модели конкурентной политики, направленной, прежде всего, на выявление нарушений, к «активной» конкурентной политики, обеспечивающей проведение качественных анализов товарных рынков и выработку решений, оказывающих системное влияние на состояние конкуренции.

Переход к применению инструментов развития конкуренции потребовал разделения функций и задач антимонопольного и тарифного регулирования, а также защиты прав потребителей. В связи с чем, в июле 2019 году создан отдельный Комитет по защите и развитию конкуренции Министерства национальной экономики Республики Казахстан.

Это повысило роль антимонопольного регулирования при реализации экономической политики и эффективность координации деятельности центральных и местных исполнительных органов, обязанных, согласно Кодексу, оказывать содействие в развитии конкуренции.

Заключение. В целом реализация данных рекомендаций позволило повысить качество анализов товарных рынков – основного инструмента антимонопольного регулирования, снизить число расследований по фактам малозначительных нарушений путем расширения инструментов предупреждения, сосредоточить усилия на выявлении наиболее опасных для экономики страны картельных соглашений.

Осуществлен переход от «защитной» модели конкурентной политики, направленной на выявление нарушений, к «активной», оказывающей системное влияние на состояние конкуренции.

Изменены подходы и методология проведения анализа и оценки состояния конкурентной среды, внедрены новые качественные характеристики, такие как наличие барьеров на рынках, возможность влияния на условия обращения товара, состояния конкуренции при определении монопольного, доминирующего в соответствии с подходами и методиками, применяемыми в странах ОЭСР.

Разработаны отраслевые и региональные стандарты развития конкуренции на товарных рынках, что позволит акцентировать усилия государственных органов на выполнении целевых показателей конкуренции, таких как уровень концентрации товарных рынков, число предпринимателей, особенно малого, среднего бизнеса, объемы закупок из одного источника, динамика изменения цен и прочих индикаторов.

Таким образом, усматривается постепенное изменение политики уполномоченного органа в области защиты конкуренции, выраженное в переходе от карательного к профилактическому подходу взаимодействия с субъектами рынка, направленному на создание конкурентных условий на товарных рынках для всех субъектов предпринимательства.

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GLOBAL TRENDS OF THE NEW ECONOMY AND CHANGES IN MARKETING MANAGEMENT

Abstract: this article describes the main sources of data that can be used to diagnose market development trends and also marketing and new models of product portfolio management.

Keywords: economic trends, marketing strategies, models, portfolio, management, choiceboard system.

Paving a long-term path into the future for his company, a top manager is forced to take into account not only the situation in his market, but also the general logic of the development of modern business, to analyze what trends in changing business models can be traced and what this will mean for the development of the company he manages. in future.

In modern business, this need has formed a whole direction of observing trends in trends - trend monitoring [1].

The methodology of such monitoring is based on:

• for the markets of industrial goods and services (B2B) - on the analysis of new developments in the field of technologies and assessment of the speed of their implementation in a significant number of companies;

• markets for consumer goods (B2C) - on the analysis of the process of generational change and comparison of the characteristics of the needs of different generational groups.

Trend monitoring is a special form of marketing research aimed at quickly identifying new trends in consumer behavior patterns and tastes.

An analysis of trends that are emerging both on the production side and on the consumption side in modern developed countries allows us to present the logic of the development of business models and, accordingly, marketing.

Indeed, if we recall how commodity production began, then at first its basis was often (though not always) the production of goods to order for a specific buyer who guaranteed the purchase if his requirements for the goods are met. As the handicraft industry developed and then an ever larger industry emerged, the main task of companies was to create new products that could arouse the interest of a large number of buyers. Naturally, the task immediately arose to organize the distribution of large consignments of goods. The solution to this problem was the formation of various forms of retail and wholesale trade.

The next step in the development of business models occurred during the period when mass production appeared. It involved the creation of capacities for the production of products on a huge, unprecedented scale (it is known that the Ford T car was the first product in the history of mankind, which was manufactured and sold in quantities of more than 1 million units). Accordingly, the question arose of how to sell the huge mass of products that the new industry was able to manufacture. The answer to this was the creation of a mass marketing system, which then gave rise to mass marketing, which flourished in the second half of the 20th century.

However, in the last decades of the XX century. sales problems began to escalate again, and marketing for the market segment became the way to solve them. The words "segmentation" and "positioning" were written on the banners of marketing, and marketers began to frantically look for ways to:

1) clearly define "your segment";

2) explore the needs of its constituent clients;

3) justify marketing solutions that are most effective in this particular segment.

Strictly speaking, this stage of business development continues to this day. For some countries and companies it is already standard, for some it turns out to be quite innovative, but one cannot but see that this "segmentation business" also no longer solves all problems. It cannot be said that he is threatened with oblivion in the coming years - on the contrary, he will help companies find their buyers and successfully sell goods for a long time to come - but it is already clear that his possibilities are not unlimited. And to replace the marketing of products or services for a certain market segment, something else must come. The question is just what.

For some time it seemed that the answer to this question was already clear and related to the maximum acceleration of technological progress for the sake of creating new goods and services. The opinion began to take root that those companies that will not only mass-produce goods and effectively bring them to the market will win, but also improve and modernize their goods faster than others, becoming a pioneer and market leader. This will allow them to constantly maintain the interest of the buyer in their products, ensuring their greater desirability for consumers compared to competitors' products.

This model is already successfully working at the present time, but it is becoming clearer that it will not be the last word in marketing in the 21st century. In place of the race of innovation and modernization comes something new. What's this? The answer is quite curious and creates a sense of returning to the origins of commerce. Because the most important element of marketing and business in general in the 21st century, apparently, will be the mass production of goods, according to individual orders of consumers, combined with partnership marketing. The point is that companies in this century will have to learn how to mass-produce products not just differentiated, but manufactured to specific specifications of specific customers.

Mass production for individual orders (mass-customized production) seems to be a rather paradoxical and difficult to implement business model. However, in fact, we already know today examples of companies that have quite successfully mastered this model and, thanks to it, have managed to win markets from their competitors, who are still trying to work with the specification of a product offer to a maximum of standard consumer segments. Of course, the creation of mass production for individual orders is quite difficult, but technical progress does not stand still: the introduction of the latest technologies makes it possible to solve this problem quite successfully. In order not to be unfounded, we will refer to the example of organizations such as the company, where each computer is assembled according to the individual order of a specific buyer. Mass-customized production is the organization of production activities in which most of the production operations are standardized, and some are differentiated in accordance with the special wishes of individual customers, which allows you to create a product for them that is perceived as unique.

This way of organizing the business described above allowed Dell to become the number two company in the production of computers (after Hewlett-Packard) - and this is no coincidence, since it was able to guarantee the consumer that the computer with the package ordered by him (and the high quality guaranteed by Dell) through 48 hours after the order will be delivered to his home. It is likely that the trend of mass

production on individual orders will receive a significant acceleration in the near future, as it is of interest to customers and gives a competitive advantage to those companies that "fit" into this trend first.

The new mass production model will obviously require marketers to:

• the ability to identify in the total population of customers those of them who are really interested in customizing the product (service) to their needs;

• creation of communication technologies to encourage customers to formulate an order for the individualization of the product and thereby create demand for the products of companies that are ready to implement such a business model;

• determining the range of those consumer parameters in relation to which customers want to receive individualization, so as not to invest in differentiating characteristics that are insignificant for customers.

If we add partnership marketing to this, then we get the business model that companies need to prepare for today in order to survive in the markets of the 21st century. What will replace her? Probably smorgasbord marketing, which we will talk about specifically in the next paragraph.

Modern business exists according to a model that can be called the "horn of plenty". It assumes that manufacturers - trying to please the slightest whims of consumers - pour many modifications of their products onto the market from a "horn of plenty". They overwhelm the buyer with this huge assortment so much that his eyes just run wide and he does not know what to choose. bear losses. At the same time, their top managers woefully appeal to the marketing gurus: "We did everything as you ordered. We tried to please the consumer. So where did our profits disappear?"

Product matrix hypersegmentation is the situation of supplying such a large range of brands and variants of a certain type of product on the market that consumers are unable to make a choice rationally and begin to make it randomly.

The problem is very real, but the first examples have already appeared, confirming the birth of a new business organization model that will combine the creation of economic value for consumers with high profitability for producers.

This new business model, or rather, a new model of product portfolio management, can be conditionally called a smorgasbord [3].

Buffet is an interactive, usually online system that allows a customer to create a product for themselves by choosing from a menu of possible options, items, prices, payment and delivery terms.

Figure 1.Various models of marketing organization by principle "choiceboard".

According to the figure, the first option is a "buffet" created by a separate company. In this case, the company builds its business in such a way as to be able to offer the buyer the opportunity to choose from the widest possible range of parameters of goods and services that can be produced (rendered) for him. And within the framework of such an assortment, the buyer can choose exactly those parameters that he wants to receive and which he is ready to pay. The second option - the idea of a "smorgasbord" is implemented not by one company, but by a consortium of firms (aggregator) in the same industry.

The third option is the information intermediary's smorgasbord. As part of this buffet option, the company does not produce anything at all, but forms a huge database of all the options for offering goods and services that exist in this market. The buyer turns to such a company as an expert, and it helps him get exactly what he wants, at an affordable price. At the same time, such an information intermediary may not even participate in the purchase and sale transaction. He can - having received a commission - limit himself to establishing a contact between a potential buyer and a manufacturer who has what this buyer is looking for.

It is easy to understand that the widespread introduction of such a business model will significantly change many of the usual schemes for organizing commercial activities . After all, the modern business model is based mainly on:

• availability of own production;

• organizing the marketing of their product range;

• work with the target group of consumers.

Tomorrow we will be able to observe a different model (which is still spreading to a number of industries today). Under this model, the company will produce products developed by its specialists at any enterprises where it can be done faster, more efficiently and cheaper. In addition, she will cooperate with network retailers and other trade and intermediary organizations, managing departments in their stores with their own product category, i.e. forming the entire set of goods in a particular product department of the store. Thus, she will be able to combine the functions of both the manufacturer and the seller, more and more tightly capturing the buyer "in the ring". Note, however, that in this case, its target audience will no longer be a specific market segment, but the clientele of those retailers with whom this company does business.

The day after tomorrow this model will turn into what we can call a smorgasbord of customer service. In this case, the essence of the company's activity, the task of its marketing will consist not so much in offering a specific set of goods, with a specific set of their parameters, but in forming a "menu" of goods and services, from which buyers will choose what they like. This means that the concept of "buyer" is transformed into the concept of "buffet subscriber" given company, i.e. the client will subscribe (purchase a subscription) for the possibility of obtaining a certain range of goods with certain levels of quality and prices fixed in the conditions for purchasing a subscription for the right to use this buffet.

At the same time, it becomes completely unimportant where exactly the product with the combination of properties that the subscriber wants to receive will be manufactured (after all, when taking a piece of ham from a real buffet in a hotel, you do not know who produced this ham). This is beneficial for retailers promoting their private brands to the market. Their order directly for the manufacture of the product will be executed by the enterprise that will be able to create a product with such a combination of properties most quickly, most cheaply and with the highest quality. The development of this model will inevitably lead to the fact that companies will strive to more and more flexibly adapt their product offering to the changing demands of the market, or rather, their subscribers.

This will obviously require marketers to be able to study the needs of target client groups as comprehensively as possible. And the rise that is associated today with the idea of creating reliable algorithms for describing the profile of customer needs based on the processing of large data sets (big data)1 for business is generated precisely by the understanding of the value of bringing heterogeneous data scattered today in the information structure of society into a single block of query predictions. specific client. It is already clear that this will allow serving such a customer more accurately and more profitably within the framework of the "smorgasbord" model (this is already clearly seen in the dynamics of the Amazon business model, which once began with the creation of a "smorgasbord" of books and CDs with music and films, and now selling both lingerie and vegetables).

In this regard, it is encouraging that the Higher School of Economics considered it necessary to open a master's program "Big Data Systems" at the Faculty of Business Informatics in 2014, believing that Russian companies have already matured to understand the need for such analytics to refine competitive strategies.

Figure 2. The development of marketing in the logic of the "choiceboard":

a) *flexible adaptation of its product offering; b) a comprehensive study of consumers and the creation of a "buffet" of adequate proposals for them; c) choicebord market wars*

Probably by the middle of the 21st century. we will see the emergence of powerful and universal "clubs" in terms of product profile, uniting huge masses of "buffet tables" subscribers. Such a club will be a collection of consumers, whose members are united by similar consumption styles and whose loyalty the buffet managers will try to turn into fanaticism, using the mechanisms that we already see today in the marketing of sports clubs. As a result, the consumer, imperceptibly for himself, will become a hostage of that "buffet", of which he once became a subscriber. This "smorgasbord" will increasingly shape his consumption pattern and lifestyle, and perhaps even his way of thinking. It can be assumed that the most realistic candidates for the role of managers of such "smorgasbords" will be search engines and the largest online stores.

Then we can expect the beginning of fierce market wars between organizations operating such super service "smorgasbords", where the same model of marketing wars that we see today will be repeated, but at a different level of development.

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ТУРИЗМ КАК СФЕРА БИЗНЕС ДЕЯТЕЛЬНОСТИ В ЭПОХУ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ

Аннотация: В статье рассматриваются теоретико-концептуальные основы развития информационных технологий в туризме, практическая значимость подобных методов, взаимодействие инновационных технологий с деловым туризмом и рекомендации по улучшению бизнес составляющей туризма с помощью ИТ.

Ключевые слова: информационные технологии, туризм, деловой туризм, бизнес туризм, ИТ.

За последние 40 лет информационные технологии сыграли немалую роль в создании комфорта и улучшении жизни человечества. особенную важность ИТ сыграло в бизнес сфере, в том числе и туризме. ИТ значительно упрощают операцию формирования туристского продукта с применением интернациональных систем бронирования, системы Интернет, систем электронных каталогов туристских поездок по странам, электронных баз данных по нормативно-правовым актам в туризме, автоматизированных систем взаиморасчетов и т.д.

ИТ представляют клиенту информацию и возможности, с помощью которых он может с применением компьютера сформировать тур, зарезервировать его, выбрать удобный рейс, приобрести билеты, при надобности забронировать номер в гостинице в местах пересадок, оформить прокат автомобиля в местах отдыха, заказать билеты на развлекательные или спортивные события [1, с.10]. Кроме того, в бизнес сфере ИТ занимает основную роль в создании новых критерий ведения деловых программ и ивент-мероприятий, что в дальнейшем определяют динамику развития многих компаний.

Эти технологии приводят к росту производительности в сфере услуг, гарантируют предприятию конкурентноспособное преимущество. Следовательно развитие информационных технологий является одной из первоочередных задач перспективной и быстроразвивающейся индустрии гостеприимства и туризма [2, с.24].

Вклад ИТ в туристской индустрии неоценим, яркими связующими звенами в развитии подобных технологий выступают следующие аспекты:

1. Интернет и маркетинг;

Интернет оказывает сильное влияние на гостиничный бизнес и туризм. Первое знакомство

клиента с бизнесом — это посещение веб-сайта или чаще всего страницы в социальных сетях. Это включает в себя просмотр фотографий и отзывов от прошлых гостей. Для бизнеса жизненно важно эффективно использовать онлайн-рекламу, социальные сети, блоги и онлайн-покупки, чтобы помочь своим клиентам, особенно когда конкуренты делают то же самое.

2. Компьютерные и автоматизированные системы;

Компьютерные и автоматизированные системы упрощают связь между более крупными сетями отелей с несколькими местоположениями, а также способствуют их полноценной работе вне участия непосредственно самого персонала. Кроме этого, они помогают держать персонал в курсе событий и упрощают доступ к информации, что значительно повышает удобство для ваших гостей. Запросы гостей, информацию об уборке и бронирование можно найти в одной системе.

3. Мобильные устройства.

Мобильные планшеты и смартфоны заменили большие настольные компьютеры, что сделало их практически вымершими. Это полезно, потому что многие путешественники берут с собой в поездку какое-либо мобильное устройство. Это помогает предприятиям гостиничного бизнеса информировать клиентов об изменениях и задержках в их бронировании, предлагать предложения и размещать рекламу с помощью GPS-отслеживания.

На данный момент, развитие информационно-коммуникационных технологий, позволяют осуществлять огромное количество операций за короткий срок, что облегчает работу многим, а также способствует бурному прогрессу важных сфер деятельности. Это напрямую касается туризма, ведь туристская индустрия всегда нуждалась в модернизации и цифровизации, без этих аспектов скорость обработки и принятия заказов, являющийся важным показателем в отрасли, была бы столь низкой, что нынешние показатели туристского оборота, вероятно оставались бы на уровне середины прошлого века, что не совсем благоприятно для тех стран, где туризм занимает важное место в экономики, а отсюда соответственно для мировой экономической системы. Потому, повсеместное внедрение информационных технологий, значительный элемент всей структуры туристской индустрии.

В бизнес туризме, оно имеет еще более важную роль в организации мероприятий. Ни один современный ивент, не проходит без использования ИТ, так как это связующее звено в сложном устройстве организации подобных мероприятий. Они позволяют своевременно ориентироваться между отделами и проводить более плавную работу, что существенно увеличивает качество самого ивента. По этой причине, следующие рекомендации по улучшению ивент программ в деловом туризме, будут основываться на использовании информационно-коммуникационных технологий. Следующие технологии являются предложениями рекомендаций по улучшению бизнес или делового туризма:

❖ Использование технологий дополненной реальности AR

Технология дополненной реальности (AR) — это технология, которая объединяет виртуальную информацию с реальным миром. Технические средства, которые он использует, включают мультимедиа, 3D-моделирование, отслеживание и регистрацию в реальном времени, интеллектуальное взаимодействие, зондирование и многое другое.

То есть, при помощи AR, проведение мероприятий в ивент туризме станет еще более интересным и интенсивным. Например, посетители мероприятия при использовании пользовательского мобильного устройства, смогут с помощью камеры и специального приложения, узнать дополнительную информацию при наведении на спикера или на главный экран сцены. Ивент менеджерам нужно лишь оставить виртуальную информацию, которую можно увидеть через специальное приложение, предназначенное для этого, тем самым посетитель косвенно инструктирует с мероприятием. На данный момент дополненная реальность и виртуальная реальность являются лидерами в цифровой индустрии, как самые быстроразвивающиеся технологии.

❖ Использование технологий виртуальной реальности VR

Виртуальная реальность или VR — это использование компьютерных технологий для создания смоделированной среды, которую можно исследовать на 360 градусов. В отличие от традиционных интерфейсов, виртуальная реальность помещает пользователя в виртуальную среду, чтобы обеспечить иммерсивный опыт.

Виртуальная реальность и ее применение в ивент мероприятиях и деловом туризме в целом, становится все более актуальнее, а «реальностей» на основе VR, увеличивается в геометрической прогрессии. Применение данной технологии в проведении мероприятий имеет огромный потенциал. Тем более, в настоящий момент, когда корона вирусная инфекция не дает путей к возвращению в прежний формат. Например, создавая виртуальную проекцию и конференц-зал, в котором будут собраны определённые материалы для мероприятия, наиболее полезным в данном случае, будет то, что спикеры

и ораторы ивента, используя иммерсивные устройства – шлем, наушник и перчатки, смогут показать и рассказать с большим инструментарием о главной теме встречи, манипулируя фактами, статистическими данными находясь при этом у себя дома или где бы то не было. Посетители же, смогут видеть это все через свои устройства, также находясь у себя дома. Отличие от обычного или онлайн формата, в том, что в данном случае участники мероприятия получают больше информации. Так как, визуальная информация лучше воспринимается человеком, чем на слух. Кроме того, данная технология способна раскрыть главную тему ивента за более короткий период наглядно показывая то, что требуется.

❖ VIA Connect PRO

Данное устройство представляет собой небольшой девайс, которой служит для транслирования, воспроизведения каких-либо конференций, встреч, выставок, саммитов и других подобных мероприятий, в одном удобном устройстве, в котором возможно редактировать информацию в реальном времени. Главной особенностью является, то, что изменять и дополнять информацию вовремя мероприятия способен любой уполномоченный в этом участник. Чаще всего этот девайс используется на небольших собраниях либо встречах в онлайн формате, что позволяет дистанционно редактировать нужный материал и предоставлять другим участникам, с помощью смартфонов и ноутбуков, персональных компьютеров.

❖ The Known Traveller Digital Identity

KTDI — это инициатива Всемирного экономического форума, которая объединяет глобальный консорциум людей, правительств, органов власти и индустрии туризма для повышения безопасности во время путешествий по всему миру. KTDI - первое в своем роде глобальное сотрудничество, обеспечивающее более безопасные и беспроблемные путешествия, что приносит пользу как путешественникам, так и туристической индустрии. KTDI позволяет партнерам консорциума получить доступ к проверяемым заявлениям об идентификационных данных путешественника, чтобы они могли оценить их достоверность, оптимизировать обработку пассажиров и снизить риски [3].

Данная технология очень удобна в использовании, в туризме, в частности в отелях, так как процесс идентификации и последующей регистрации вовремя крупного международного форума, упрощается в разы, что способствует ускоренному приему посетителей. Кроме того, являясь инициативой Всемирного экономического форума, эта технология быстрее получит распространение, в связи с чем повышается доступность во многих странах мира, включая Казахстан. С учетом того, что некоторая информация будет передаваться от туриста сразу по прилету в аэропорту в государственную базу, это в теории, может спасти жизнь туристу в случае непредвиденных обстоятельств. Развитие KTDI позволит повысить качество и улучшить общую сферу ивент деятельности.

Эти и другие подобные технологии органично впишутся в индустрию туризма и гостеприимства в целом, ведь качественные технологии дадут превосходящий эффект в визуализации и контролировании бизнес-процессов в туризме. Таких систем, стимулирующих туризм, множество, но не все они могут кардинально изменить подход к ведению туристской деятельности. Учитывая, тот факт, что бизнес туризм постоянно требует обновления используемых технологий, описанные выше рекомендации гармонично подходят ивент менеджерам. В особенности стоит отметить, технологии виртуальной реальности VR и дополненной реальности AR. Эти две важные технологии способны внедрить в туризм нечто новое, возможно даже открыть новое направление туристской сферы, например виртуальный туризм. Тем более в такой период пандемии, когда туризм переживает не лучшие времена, это может стать интересной альтернативой. Никто не знает, что может произойти при дальнейшем развитии этих технологий в туризме, имеются лишь относительные прогнозы. Многие эксперты в области высоких технологий, склоняются к тому, что привычные нам вещи могут перейти в виртуальную сферу, в особенности деловые встречи и другая подобная бизнес деятельность в туристской индустрии. По этой причине, следует развивать информационные технологии в туризме. Использование технологий в индустрии гостеприимства и туризма помогло ускорить работу и сделать процесс путешествия более приятным и эффективным. Технологии помогают не только крупным сетевым отелям, но также могут быть полезны для других небольших компаний в отрасли.

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СОВЕРШЕНСТВОВАНИЕ СИСТЕМЫ УПРАВЛЕНИЯ СОВРЕМЕННЫМ ПРЕДПРИЯТИЕМ

Аннотация: В статье рассматриваются особенности системы управления казахстанских предприятий на современном этапе, опыт американской системы управления предприятием

Ключевые слова: управление, система, предприятие, экономика

Особенности системы управления предприятиями на современном этапе тесно связаны с изменением стратегических ориентиров в их деятельности. Основными экономическими целями предприятия в рыночных условиях являются повышение эффективности производства, максимизация прибыли, завоевание новых рынков и удовлетворение потребностей коллектива. Вместе с тем возрастает влияние фактора хозяйственного риска, появляются преимущества свободного ценообразования, возможности самостоятельного выбора поставщиков и потребителей. Одновременно с этим государства снимается всякая ответственность за обеспечение предприятия сырьём и материалами, за сбыт его продукции, за уровень его заработной платы.

Каждое предприятие вынуждено в основном самостоятельно выбирать путь выхода из кризиса и вхождения в рынок. Условием стабильного эффективного функционирования становится такая форма поведения предприятия, при которой, по словам Л. Эрхарда, “максимально проявляется частная инициатива и забота каждого о самом себе” [1].

Основная проблема реформирования экономики в Казахстане, как, в прочем, и в других бывших социалистических странах, состоит в том, что разработчики программы реформ не до конца предусмотрели формирование нового типа предприятий, который характерен для переходного периода. Такие предприятия не являются ни социалистическими, ни рыночными. Они скорее ориентированы на выживание и пытаются обеспечить продолжение своей деятельности в крайне нестабильных условиях.

Главная отличительная черта функционирующих сегодня предприятий состоит в том, что они действуют в постоянно меняющихся экономических условиях. При плановой и рыночной экономике существует относительная стабильность среды. В данном случае она касается положения других участников предпринимательства и правил, от которых зависит выживание. В условиях плановой экономики предприятие может рассчитывать на то, что его партнеры не разорятся, им в принципе не дадут этого сделать. В рыночной экономике предприятия разоряются и появляются новые, но количество подобных предприятий в отдельно взятой отрасли за определённый период времени сравнительно невелико по сравнению с масштабами всей отрасли в целом. Таким образом, в обоих случаях с точки зрения краткосрочных решений, принимаемых предприятием, структура отрасли может считаться относительно стабильной.

Что касается экономики переходного периода, то здесь структура отрасли постоянно меняется. Условия выживания предприятия уже не столь ясны и очевидны. Переход от системы без банкротств к системе, при которой разорение предприятий возможно, связан с периодом некоторой неопределённости. Кроме того, ситуация становится ещё более неопределённой в условиях приватизации, так как директора могут быть фактически отстранены от управления предприятиями. Эта неопределённость усугубляется ещё и тем, что касается она значительного числа предприятий. Данная ситуация весьма усложняет процесс принятия решений на уровне предприятий.

Огромный вклад в создание науки управления внёс американский инженер и исследователь Ф. Тейлор. Предложенная им рационализация труда и отношений на производстве позволили коренным образом изменить организацию и управление, значительно повысить эффективность производства. Разработки Ф. Тейлора до сих пор используются многими предприятиями. Он рассматривал управление как искусство знать точно, что предстоит сделать и как это сделать лучшим и дешёвым способом [4]. Тейлор выделил четыре группы управленческих функций: выбор цели, выбор средств,

подготовка средств, контроль результатов. Принципы управления, актуальные и сегодня, разработал современник Ф. Тейлора - А. Файоль. Все осуществляемые на предприятии операции Файоль разбил на шесть групп: технические, коммерческие, финансовые, охрана имущества и лиц, счётные, административные. К собственно управлению он отнёс шестую группу. Управление по Файолю заключается в том, чтобы:

• предвидеть (изучать будущее и устанавливать программу действий);

• организовывать (строить двойной организм предприятия - материальный и социальный);

• распоряжаться (приводить в действие персонал предприятия);

• согласовывать (связывать и объединять действия);

• контролировать (наблюдать, чтобы все происходило сообразно установленным и отданным распоряжениям).

Проблемам управления и функционирования предприятий в условиях рынка - микроэкономике - уделяется чрезвычайно много внимания и в современных зарубежных научных источниках. По мнению Я. Корнаи, экономика есть реальная наука (в отличие от формальных - математики, логики и т.д.), задача которой состоит в объяснении экономической действительности, а критерием её истинности является сравнение полученных выводов с реальной практикой хозяйствования.

В то же время необходимо подчеркнуть, что сегодняшний этап развития казахстанской экономики как никогда ранее предоставляет руководителю предприятия возросшую степень свободы творческого мышления в выборе тех или иных линий поведения. При всем несовершенстве принятых законов они означают беспримерное санкционированное переустройство основы производственных отношений, а именно отношений собственности. Руководители предприятий, совместно с трудовыми коллективами получают право выбирать предусмотренную законом форму собственности, вводить адекватную систему оплаты труда и материального стимулирования, по своему усмотрению распоряжаться чистой прибылью, создавать без излишних согласований новые структуры управления.

В завершение характеристики особенностей современной системы управления предприятиями нужно отметить безусловно полезный и актуальный для отечественных предприятий опыт совершенствования системы управления в американских компаниях [6], где реорганизация рассматривается не как “пожарное” мероприятие, а как плановый постоянный процесс управляемого развития предприятия.

В американских компаниях сложилась определённая система управления реорганизациями различного масштаба. Она обеспечивает, во-первых, достаточно плавный переход от старых методов управления к новым, а, во-вторых, способствует превращения последних в привычный элемент каждодневной работы персонала. Крупные перестройки управления проводятся раз в пять лет, более мелкие - ежегодно, при этом лишь 20% нововведений (различные информационные системы, процедуры планирования и т.п.) оказываются жизнеспособными.

Поговорим о принципах построения новой организационной структуры. Как известно в мировой практике существуют три основных типа организационных структур:

• линейно-функциональная;

• матричная;

• проектная.

С учетом специфики казахстанских условий на совершенствование существовавшей ранее линейно-функциональной структуры, постепенно внедряя элементы матрицы и действуя в системе регулярного менеджмента. Фундаментом “выращиваемой” новой организационной структуры в системе регулярного менеджмента станет Служба стратегического развития.

Определим следующие три типа руководства:

• **Административное** (иерархическое) подчинение. Четкое подчинение работников в соответствии с заданной иерархической схемой управления Компанией (у каждого подчиненного - один иерархический руководитель). Любое окончательное решение по использованию рабочего времени работника (в случае его перегрузки заданиями со стороны административного, функционального и оперативного руководителей) может быть принято лишь непосредственным административным руководителем данного работника или вышестоящим административным начальником.

• **Функциональное** подчинение. Определяет режим регулярных подготовки и передачи разработанных материалов от одних работников фирмы другим. В этом случае работник регулярно передающий информацию находится в функциональном подчинении у получателя/потребителя (функциональный руководитель) данной информации.

• **Проектное** руководство. Возможность привлекать все ресурсы (в т.ч. людские), необходимые для осуществления проекта от служб, не находящихся в административном подчинении у данного руководителя. Проектный руководитель может быть не один.

После того как по-крупному были разграничены полномочия и ответственность между руководителями верхнего и среднего уровня возникла острая необходимость детализировать разграничения и связи между подразделениями в виде должностных инструкций. И такая работа началась. Должностные инструкции являются основной несущей конструкцией любой системы управления. Какую роль играют должностные инструкции в проектно-матричной структуре управления в системе регулярного менеджмента, курс на которую взяли казахстанские предприятия.

Итак должностные инструкции:

• определяют статус руководителя и сотрудника;
• закрепляют иерархическую подчиненность каждого конкретного сотрудника;
• определяют диапазоны ответственности сотрудников фирмы;
• распределение полномочий внутри структуры;
• порядок согласования, подписания и утверждения исполнительской документации;
• “горизонтальные” взаимодействия руководителей и сотрудников;
• требования к персоналу фирмы;
• качественные и количественные критерии наступления ответственности сотрудников.

В новой структуре управления ответственность за принимаемые решения сформирована в виде диапазонов ответственности для каждой должности. При этом предполагается, что все должностные лица знают, какая работа должна выполняться в закреплённом диапазоне ответственности.

В рамках диапазона ответственности должностное лицо действует самостоятельно и лично отвечает за положительный результат.

Диапазоны ответственности работников фирмы, сформированные по единому принципу, включают:

для руководителей	ответственность за руководство сотрудниками и ответственность за свои исполнительские задачи;
для специалистов, рабочих и служащих	ответственность за исполнительские задачи.

Пример1: Диапазоны ответственности Коммерческого директора:

• Организация продаж, поставок, покупок.
• Ведение переговоров с покупателями и поставщиками.
• Заключение договоров с покупателями и поставщиками.
• Принятие решений по текущим вопросам коммерческой деятельности, по ценам, срокам и объёмам продаж, скидкам за увеличение объемов продаж, выдаче продукции по платёжным поручениям, приёму продукции на реализацию и т.п.
• Подготовка прогнозов и текущее планирование продаж, поставок и покупок по заказу отдела финансового планирования.
• Исследование требований потребителей к качеству производимой продукции.
• Разработка принципов и организация исследования рынков и конкурентов.
• Организация сбора и анализа информации по покупателям и поставщикам.
• Формирование требований к информационному обеспечению и организации хранения коммерческой информации.
• Разработка маркетинговой, ассортиментной и ценовой политики.
• Реклама коммерческой деятельности фирмы.
• Разработка и контроль реализации плана взаимоотношений с общественностью (public relations)
• Участие в ярмарках, выставках.
• Организация регулярной отчётности о выполнении плана продаж, поставок и покупок.
• Предложения по реорганизации структуры коммерческой службы.
• Организация, координация и контроль деятельности подчинённых.
• Отбор работников и оценка результатов деятельности подчинённых. Повышение их профессионального уровня.

Заметим, что возможно, по итогам 3-5 летней работы можно и отказаться от системы должностных инструкций - вся фирма должна быть ориентирована на клиента (как показывает

передовой международный опыт). Но это дело далёкого будущего.

Генеральный директор несёт высшую ответственность за деятельность предприятия в целом, обладая для этого всеми необходимыми полномочиями. С целью повышения оперативности управления Генеральный директор делегирует полномочия по управлению фирмой Директорам (по направлениям) согласно определённым им диапазонам ответственности.

При этом устанавливается, что Директорам разрешается делать все необходимое для исполнения своих должностных обязанностей в рамках определённых диапазонов ответственности, а также утверждённых Генеральным директором планов и директивных заданий. Для каждого Директора установлен соответствующий перечень документов для согласования, подписания и утверждения, определён порядок подписания исполнительской документации. Директора по направлениям могут в свою очередь делегировать полномочия по принятию ряда решений собственным подчинённым.

После того как диапазоны ответственности сформированы и руководители наделены определёнными полномочиями прорабатываются “горизонтальные” взаимодействия в новой организационной структуре с целью повышения оперативности управления.

“Горизонтальные” взаимодействия в новой организационной структуре прорабатываются с целью повышения оперативности управления.

“Горизонтальные” взаимодействия - это деловые отношения, в которые вступают между собой должностные лица для принятия решений по вопросам, относящимся к их диапазонам ответственности. “Горизонтальные” связи формируются между должностями разных структурных подразделений фирмы. Деловые отношения внутри одного структурного подразделения, а также отношения сотрудников со своими руководителями определяются отношениями подчиненности и регулируются правилами взаимодействия руководителя и сотрудника.

“Горизонтальные” отношения являются обязанностью и входят составной частью в должностные инструкции, где представлены “горизонтальные” взаимодействия между руководителями структурных подразделений фирмы по единой схеме: кто, с кем и по каким вопросам взаимодействует.

В должностных инструкциях должны быть обозначены требования к сотруднику, определяющие его формальное соответствие занимаемой должности. Более подробно они, как правило, описываются в “Требованиях к кандидату на рабочее место”.

Это в первую очередь требования к квалификации и личностно-деловым качествам.

Для подбора персонала целесообразно сформулировать первичные параметры наличия достойного уровня квалификации у сотрудника. Как правило квалификационные требования выдвигаются к следующим анкетным данным специалиста:

- наличие основного и дополнительного образования;
- прохождение специальных тренингов, краткосрочных курсов и т.д.;
- стаж работы по специальности;
- стаж работы на управленческих должностях;
- стаж работы в структуре предприятия;
- владение иностранными языками;
- владение компьютером (на уровне пользователя или программиста)...

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УСЛОВИЯ СОЦИАЛЬНО-ЭКОНОМИЧЕСКОГО РАЗВИТИЯ РЕГИОНА

Аннотация: В статье рассматриваются методики оценки уровня экономического развития, характеризующих социально-экономическое развитие региона

Ключевые слова: управление, экономика, социум, развитие, регион

Проанализированы методики оценки уровня экономического развития региона. Представлены авторское видение проблемы и система показателей, характеризующих социально-экономическое развитие региона. В настоящее время существует множество различных подходов, ориентированных на разработку и применение различных методов оценки экономического развития регионов. Важным условием в формировании и оценке показателей является получение максимально объективных данных о состоянии экономического положения регионов.

Многообразие методических подходов к формированию показателей оценки экономического развития экономических субъектов (краев, регионов, областей, муниципальных образований) требует их классификации по определённому признаку в аналитических целях. В отражении множества характеристик уровня социально-экономического развития регионов мы придерживаемся мнения А. Г. Гранберга, который указывает на существование трех основных подходов [2]: ц

1 сравнение по одному индикатору, выделенному в качестве главного	2 сравнение по нескольким индикаторам, выделенным как приоритетные в состоянии социально-экономического развития региона	3 построение системы сводных социально-экономических показателей.

Рассматривая первый подход, можно сказать, что, как правило, в качестве главного показателя, характеризующего уровень экономического развития региона, выделяют валовой региональный продукт ВРП. ВРП представляет собой конечный результат экономической деятельности институциональных единиц. ВРП соизмерим с валовым внутренним продуктом (ВВП) страны, так как является частью ВВП. Некоторые авторы считают, что ВРП является мерой дифференциации экономического развития регионов [1]. По мнению Т. Н. Мацкевич, среди показателей, характеризующих уровень социально-экономического развития региона, особое значение имеет комплексный показатель - индекс развития человеческого потенциала [6]. Оценку уровня экономического развития региона по одному главному показателю проводит также М. А. Исакин. Его исследования опираются на концепцию качества жизни [4]. Интегральный показатель качества жизни людей М. А. Исакин представляет как индикатор, включающий в себя значения ВВП (ВРП), индекс физического качества жизни, который представляет собой средневзвешенное индексов грамотности, детской смертности и ожидаемой продолжительности жизни в возрасте 1 года. В политике, проводимой государством в сфере долгосрочного социально-экономического развития Казахстана.

В Казахстане с целью сокращения различий в социально-экономическом развитии регионов, о котором упоминалось выше, с 2008 года применяется методика комплексной оценки уровня социально-экономического развития субъектов РК [9].

Базовыми индикаторами комплексной оценки являются:

1 внутренний региональный продукт

2 объем инвестиций в основной капитал

3 объем внешнеторгового оборота

4 финансовая обеспеченность региона на душу населения

5 доля среднесписочной численности работников, занятых на малых предприятиях

6 уровень зарегистрированной безработицы

7соотношение среднедушевых денежных доходов и величины прожиточного минимума
8 доля населения с денежными доходами ниже прожиточного минимума
9 суммарный оборот розничной торговли, общественного питания, платных услуг
10 основные фонды отраслей экономики
11 коэффициент плотности автомобильных дорог (коэффициент Энгеля)
12 сводный показатель уровня развития отраслей социальной инфраструктуры
13 обеспеченность дошкольными образовательными учреждениями

Наряду с утверждённой Правительством РК методикой существуют и иные методики, разработанные исследователями проблем формирования и оценки показателей социально-экономического развития РК и муниципальных образований. Так, используя метод главных компонент, С. Баранов и Т. Скуфьина с целью определения меры дифференциации субъектов РК по уровню социально-экономического развития использовали лишь 9 индикаторов из 13 применяемых в официальной Методике, видоизменив 1 из них [1]. Б. Б. Педанов в научной работе, посвященной разработке инструментария оценки эффективности управления социально-экономическим развитием муниципальных образований, все используемые автором индикаторы, отражающие динамику социально-экономического развития муниципальных образований, распределяет на три сферы: экономическую, финансовую и социальную [7]. Несмотря на применение указанных выше индикаторов для муниципальных образований, большую часть из них можно справедливо использовать для оценки уровня социально-экономического развития регионов. Повышенный интерес вызывает работа С. Н. Яшина и Е. Н. Пузова по мониторингу экономической безопасности регионов [10]. В данной работе экономическая безопасность рассматривается с точки зрения возможностей государства противостоять внешним и внутренним грозам. Исследованиям внешних и внутренних угроз также посвящены работы таких ученых, как Г. В. Гутман, А. А. Мироедов [3]. По мнению авторов, основной целью комплексной сравнительной оценки региона является определение возможности решения социально-экономических задач развития региона на основе использования внутренних резервов и источников экономического роста [9].

По мнению “Центр стратегических разработок” [8], уровень социально-экономического развития регионов характеризуют следующие показатели: валовой региональный продукт; объем промышленной продукции; валовая продукция сельского хозяйства; объем работ по договорам строительного подряда; инвестиции в основной капитал; денежные доходы населения в среднем за месяц; розничный товарооборот. По мнению Ю. Н. Талалушкиной, для исследования показателей эффективности экономического развития территорий радиоактивного загрязнения и разработанной на базе исследования методики оценки экономического состояния региона, отражающими это состояние, являются: общеэкономическая характеристика ущерба; демографическая ситуация; финансовое положение; социальное развитие; промышленность и сельское хозяйство; торговля и сфера услуг; инвестиции [7].

Существует ряд условий построения интегрированных показателей, различающихся принципами выбора и соизмерения первичных и групповых индикаторов. Так, по методике, разработанной в Совете по изучению производительных сил, перечень первичных показателей формируется по 9 блокам [2]:

1 Общий уровень развития региона
2 Состояние важнейших отраслей производства
3 Финансовое положение региона
4 Инвестиционная активность
5 Доходы населения
6 Занятость и рынок труда
7 Состояние социальной сферы
8 Экологическая ситуация
9 Международная экономическая

Представленная система показателей, безусловно, позволяет составить полную картину социально-экономического положения региона, однако она (система) потребует от исследователя применения довольно сложного аналитического аппарата, чтобы представить результаты в агрегированном виде. Кроме того, сбор данных по ряду показателей, например, удельный вес молодежи (до 30 лет) в общей численности осуждённых, весьма трудоёмок.

Исследование представленных выше методик оценки уровня социально-экономического развития субъектов позволяет выделить значительное количество индикаторов, характеризующих этот уровень развития. По данным рассмотренных выше методик проблематично выделить несколько,

в которых отчётливо прослеживались бы мнения авторов по какой-либо группе индикаторов. В методике, разработанной экономистами Центра социально-экономических проблем, например, для оценки уровня социально-экономического развития региона применяют такой индикатор, как здоровье, который содержит в себе как минимум 14 показателей (по данным статистического сборника). В связи с этим возникает проблема выбора определяющего из этих показателей. По нашему мнению, основная причина такого многообразия трудно сопоставимых показателях кроется в целях, которые преследовали разработчики методик, создавая определенный перечень индикаторов оценки уровня социально-экономического развития субъектов (табл. 1).

Таблица 1 Сравнение методик для оценки социально-экономического развития субъектов

Автор(ы) методики	Содержание методики	Цель (проблема) разработки и применения методики
Баранов С, Скуфьина Т.	Разработана на основе методики, утверждённой Постановлением Правительства РК	Оценка степени межрегиональной дифференциации регионов
Исакин М. А.	Разработан комплексный индикатор, включающий 21 показатель, характеризующих качество жизни населения	Оценка эффективности социально-экономических преобразований, получение целостной картины развития региона, определение уровня социальной напряжённости
Педанов В. В.	Автором используются индикаторы, характеризующие экономическую, финансовую и социальную сферы деятельности субъектов	Оценка эффективности управления социально-экономическим развитием муниципальных образований

Как показывают данные таблицы 1, цели разработки методик оценки социально-экономического развития субъектов достаточно разнообразны. Следовательно, цель определяет не только средства, но и состав индикаторов, которые призваны максимально точно описать уровень социально-экономического развития субъектов. Целью настоящего исследования является прогнозирование и разработка стратегических направлений социально-экономического развития региона. Способом достижения цели исследования нам представляется осуществление выбора показателей, отражающих социально-экономическое развитие региона. Несомненно, состав показателей должен отражать различные области жизнедеятельности региона, а главное - две составляющие: уровень экономического и уровень социального развития (таб.2).

Таблица 2 — Показатели социально-экономического развития региона

ПОКАЗАТЕЛИ СОЦИАЛЬНО-ЭКОНОМИЧЕСКОГО РАЗВИТИЯ РЕГИОНА	
СОЦИАЛЬНЫЕ	ЭКОНОМИЧЕСКИЕ
Естественный прирост (убыль) населения	ВВП на душу населения
Индекс стоимости жизни	Степень износа основных фондов
Реальные располагаемые доходы	Объем промышленной продукции
Уровень безработицы	Объем платных услуг
Численность населения с доходами ниже прожиточного минимума	Объем внешнеторгового оборота
Выбросы загрязняющих веществ в атмосферу	Грузооборот предприятий транспорта
Заболеваемость на 1000 человек населения	Индекс производства продукции сельского хозяйства
Ввод в действие жилых домов	Коэффициент обеспеченности бюджета
Коэффициент преступности	Инновационная активность организаций
	Коэффициент финансовой зависимости
	Инвестиции в основной капитал
	Оборот розничной торговли на душу населения

Осознание того факта, что научно-технический прогресс достиг такого уровня, когда перспективы мировой цивилизации определяются в первую очередь «человеческим фактором», привело к появлению такого явления, как «социализация» экономики, выразившегося в потребности учёта влияния человеческого фактора на все стороны жизни общества [6]. Социально-экономическое развитие представляет собой некий синтез, основанный на взаимовлиянии социального и экономического, экономического и социального. В связи с этим, для удобства в анализе и оценке социально-экономического развития региона выбор индикаторов мы обосновали условно (выделено

авторами), разделив их на две составляющие: индикаторы, характеризующие экономическое развития и характеризующие социальное развитие региона. Данные, представленные в таблице 2, являются взаимосвязанной системой, которая, по нашему мнению, позволит максимально полно оценить социально-экономического развитие региона.

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