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APPLICATION OF INNOVATIVE TECHNOLOGIES IN PHILOLOGY

In the article the innovative technologies applied in modern educational process are considered. The author reveals their functions, role and practical significance. The great attention is given to innovative technologies used in the teaching of philological disciplines, and in particular history, theory and poetics of literature. In the article such methods, as problem-oriented, contextual and programmed instruction, role games, case-study method are characterized. The author gives concrete examples of their practical application in lecture and seminar classes.

Key words: innovative, technology, teaching, educational process, method, literature, student, lecture

INTRODUCTION

The rapid development of science and technology, the widespread introduction of computer technology has made it necessary to modernize the educational process. The priority tasks of modern education were the formation of a personality capable of creative thinking, making decisions independently, freely navigating in the world of rapidly changing information; the education of moral, spiritual, professional qualities that will allow a person to live in the new conditions of an open society. Hence the researchers' interest in innovative technologies of teaching and teaching of scientific disciplines.

This problem is an object of study in the works of domestic and foreign scientists - A.K.Mynbayeva, Z.M.Sadvakasova, A.V.Verbitsky, M.M.Skatkin, G.K.Selevko, V.V.Guzeev, O.G.Smolyaninova, S.A.Chernitsyna, V.A.Gurina, M.Weyers and others. Their work substantiates the importance and necessity of applying such approaches, methods and techniques as the problem-oriented approach, the project method, the case-study method, gaming and computer technologies in the educational process.

Moreover, in the context of the integration of sciences, the dissemination of interdisciplinary research, favorable conditions are created for increasing the effectiveness of the educational process, using the achievements of various fields of knowledge in it. So, in recent decades in the philology there has been a wide application of interactive teaching methods, information and gaming technologies. This allows us to significantly expand the horizons of studying the material in the classes on linguistics and literary study, to deepen the students' ideas about the subject or phenomenon under consideration. An example of this is **a problem-oriented approach**.

MAIN PART

Unlike traditional methods of teaching, it relies primarily on the interests of the student. Its implementation leads to a change in the position of the teacher. "From the carrier of the finished information, he turns into an organizer of research, cognitive activity" of his students [1].

The aim of the problem-oriented approach is to provide a deep and comprehensive understanding of the teaching material, the development of analytical, creative thinking. It is a means of creating motivation, stimulating cognitive activity of students. The problem-oriented approach helps to integrate the learning process with science, with problems of reality and with the life experience of learners. Its application helps to reveal the level of knowledge and abilities of students, better understand their psychology. In its framework, learners are given the opportunity for self-fulfillment. This approach develops the skills of teamwork, increases the effectiveness of the learning process due to its concentration around the student's activities.

The main characteristics of problem-oriented learning are [2, 7-8]:

- 1) relevance due to the need for active participation in complex projects that ensure the development of the abilities, creative thinking and independence of students, the application of the theoretical knowledge and practical skills acquired by them;
- 2) the interdisciplinary nature of the training, associated with the constant need for students to use the knowledge obtained in the process of studying various disciplines in order to fulfill tasks and effectively accomplish the tasks;
- 3) a comprehensive solution of problems involving the formulation and joint study of complex problems, analysis and synthesis of the studied and collected self-material in order to find the optimal path and identify possible solutions to the problem;
- 4) the motivating nature of the training aimed at developing students' interest in the learning process, their needs for continuous self-improvement, self-education by giving them the right to choose, the ability to control the process themselves and cooperate with fellow students;
- 5) the authenticity and realism of learning, manifested in the implementation of such projects, which are of interest to modern society, science, education;
- 6) the spirit of cooperation, due to the need for joint tasks, solving complex problems, establishing partnerships with the teacher;
- 7) a positive attitude resulting from stimulating cognitive activity of students, giving them freedom of choice and independence.

The problem-oriented approach, as the researchers note, includes two blocks: informational and contextual. The first is aimed at developing the analytical and logical thinking of students, their ability to see the essence of the problem in question. The information block is traditionally represented by the model "Element – Character's Names – Characteristic Values" or "Contradictions – The Ideal End Result – Resources". Accordingly, it includes three levels – an empirical, systemic, problem description – providing work with a certain type, class of problems and revealing the basis for their subsequent solution. The second block assumes the use of information block models in different contexts. It is focused on the psychological qualities and personality characteristics. The context block is realized through the models "Point of view", "Real world" [3, 11].

The main procedures for the problem-oriented approach are diagnostic, requiring a clear statement and formulating the aim of the task; operability, assuming the presence of a certain algorithm for solving the problems raised; specificity of conditions and resources for project implementation. For training based on it is a process of acquiring knowledge and skills by students through "a broad research activity based on complex, real issues and carefully designed tasks" [3, 23].

Within the framework of a problem-oriented approach, different types of projects can be implemented. This is due to the target setting, the features of the discipline being studied, and the level of the audience's preparation. At the moment, four types of projects are considered optimal in the system of higher education.

First, research. They presuppose students' activity aimed at comprehending and comprehending the most important, actual problem of the studied field of knowledge. Research projects require compliance with all the main stages of the scientific process in the solution of the tasks. During their implementation, the student should be able to: 1) clearly formulate the problem put forward for study and analysis; 2) to put forward hypotheses; 3) draw up a work plan and the necessary procedures; 4) to collect, summarize and systematize the actual material, taking into account own experience, observations, conclusions, conclusions, level of theoretical and practical knowledge; 5) to compare the received data with the purpose of check of their reliability, validity and logic; 6) to prepare in oral and written form the results of research; 7) answer the questions posed; 8) critically rethink the findings and conclusions during the discussion in the audience.

Secondly, creative projects. Their basis is a clear description of the final result and the form of its presentation. Creative projects give students the opportunity to show independence in achieving this aim. They develop the creative thinking of the individual, awaken in him the desire to look for non-standard, interesting ways of solving problems.

Thirdly, information projects. They are aimed primarily at providing certain information to the audience. Such projects can be used in introductory classes to familiarize students with the course or topic proposed for study. They include several stages: 1) a clear formulation of the problem that needs to be addressed; 2) justification of the urgency of the problem; 3) compiling a list of sources, a bibliography on the issue under consideration; 4) identification of methods and methods for processing the information received; 5) a summary of the main results of the study of the problem; 6) presentation.

Fourth, applied projects. They are aimed at developing practical skills and abilities of students. Their implementation requires a clear indication of the future result of cognitive and research activities of learners. Applied projects have a specific structure. They assume: 1) the definition of the role of each participant; 2) expound of the results in the appropriate form and their presentation to the audience; 3) demonstration of ways and ways of introducing acquired knowledge and skills into practice; 4) peer review and evaluation with a view to making adjustments and clarifications.

The problem-oriented approach assumes a wide use of information and communication technologies in the learning process. Their implementation can significantly improve the efficiency of explaining the material, the quality of education, expand the range of searches in the performance of project assignments, provide visual support to the facts and results of research activities.

The use of information and communication technologies contributes to the development of students' additional skills and abilities. Among them, first of all, it should be noted such as work with the use of various computer programs (graphic, text, table, computational, etc.); search for information on the Internet; electronic data processing and the use of electronic mail for the exchange of research results; participation in videoconferences and remote communication.

The introduction of information and communication technologies helps to save time, providing a quick analysis of learning outcomes, a flexible feedback system. They contribute to the dissemination of data obtained during the study. Information and communication technologies make it possible to determine the most effective form of storing the results of a completed project, their centralized collection and management in order to prepare forecasts.

The application of the problem-oriented approach in teaching, according to the researchers, is accompanied by a number of difficulties [4]. First, this kind of organization of the educational process requires more time to prepare, in comparison with the traditional lecture, a practical lesson, a colloquium. The teacher is faced with the task of developing the themes of the projects, their structure and form of implementation, compilation of a list of information sources, up to the creation of their own blog with the purpose of adjusting the activities of students, holding consultations. Secondly, this approach is new for the students themselves. As a result, they may have difficulty transitioning from a traditional learning system to a problem-oriented one. Thirdly, the introduction of this approach involves changing the criteria for assessing students' knowledge. There is a shift in the emphasis from the result to the process. Evaluation is not something that the student does not know and can not, but what he can do. The degree of his participation in the project implementation, his ability to reveal a certain aspect of the problem being studied, to demonstrate his own point of view on the issue under discussion comes to the forefront. Hence the need to use the portfolio of individual achievements of students in the learning process. Because it allows you to summarize all the results of the activities of project's participants.

Portfolio involves assessing the knowledge and skills of students on the following criteria [2, 34-35]:

- 1) as subject-subject cooperation. At this level, the student's ability to carry out joint activities and make adjustments to his actions necessary for a fruitful and successful implementation of the project is exposed;

- 2) as the process of moving towards the result. The ability of the student to plan his activities, to make independent decisions for the purpose of implementing the project, to achieve the aim;

- 3) continuity. Assessment of knowledge and skills of the student is constantly. Each step taken and the result obtained are taken into account;

4) the quantitative and qualitative characteristics of the student's academic achievements. The contribution of the project participants at each stage of its implementation is assessed;

5) interdisciplinary and systemic. The students' ability to apply the knowledge gained in the course of studying various disciplines is assessed;

6) breadth of horizons and depth of applied knowledge, skills of students. The students' ability to orient themselves in a problem situation is assessed, linked to specific life events and facts;

7) to encourage interaction between the student and the teacher. The student is striving to understand the problem he is considering, to grasp its essence, to get about it as deeply as possible not only through independent search and gathering information, but also to get necessary consultations from the specialist leading the educational process;

8) openness. It assumes the transparency and clarity of the system of assessing the knowledge and skills of students at each stage of participation in the project;

9) a flexible combination of assessment and self-evaluation. Along with the teacher's point of view, the position of the student, his vision of his own contribution to obtaining the necessary results, takes into account;

10) the encouragement of self-esteem and the mutual evaluation of students. The opinions of the student and other project participants regarding his role in the process of solving the task are taken into account;

11) the ability, the level of preparedness of the student. The practical skills and theoretical knowledge of the student are assessed.

A problem-oriented approach can be applied to both lecture and practical classes. Its use will promote more effective assimilation of the studied material.

High efficiency is characterized by **contextual learning**, which involves "the transition, the transformation of cognitive activity into a professional one with the corresponding change of needs and motives, aims, actions, means, objects and results" and lends 'systemic organization, personal meaning to assimilated knowledge" [5]. It is based on three basic forms of activity of students, realized in the structure of the educational process: educational, quasi-professional and educational-professional. The first activity covers lecture classes. Their aim is to provide the necessary theoretical minimum of knowledge, to familiarize the students with the current state of science, its history, evolution, central problems. An example of quasi-professional activity of students is a business game. It allows you to simulate various situations that are as close to real activity as possible. The third type of activity is aimed at fulfilling specific practical tasks for students. Most fully it is realized during the passage of students internship, conducting research on the current scientific problem under the leadership of a leading teacher, a specialist of the appropriate profile. Educational and professional activities cover various types of practices: folklore, dialectological, pedagogical, etc.

In contextual training as marks A.A.Verbitsky, "the theoretical knowledge for the first time becomes for the student comprehended, turning... in alive knowledge, in a rough basis of forthcoming professional work which is shaped "here and now" in modelled situations of competent subject action and an act. The student is as though developed by that from the past through the present in the future, operates in a complete existential context "last – present – the future". It understands, that was ("become" samples of the theory and practice), that is (cognitive activity carried out by it) and that will be (modelled situations of professional work). All this motivates its educational activity, does its comprehended and productive" [6].

The basic unit of the contents of contextual learning is the problem situation, which is set in the course of practical and lecture classes, stimulating the student to show his knowledge, skills, skills, develop creative thinking and make decisions independently.

In the process of applying this method, we use such types of professional context as social, subject, value-orientation, production-technological, personal, organizational-managerial, official, institution-based.

The effectiveness of contextual learning is determined by the following requirements:

- 1) providing content-contextual reflection of the professional activity of a specialist in this field in the process of teaching students, gaining theoretical and practical knowledge;
- 2) combining various forms and methods of instruction, taking into account the specificity of their profile training, psychological requirements, didactic principles;
- 3) the use of a modular system education, able to adapt to changing learning conditions, the needs of the labor market;
- 4) the realization of various types of links between forms of teaching students;
- 5) ensuring a gradual increase in the content of learning from the beginning to the end of the educational process.

This method can be used in practical studies on the theory of literature:

The theme of the seminar is: "In the creative laboratory of the poet".

The aim is to consolidate theoretical knowledge about the system of versification, the rhythmic organization of the lyric work, the concepts of rhyme, stanza.

The main stages are:

- 1) an explanation of the principles of constructing a poetic creation, the definition of the concepts "rhyme", "rhythm", "stanza", "meter", "stop", "size";
- 2) discussion of the main stages of work on a poetic work;
- 3) writing poems;
- 4) analysis of written poetic works from the point of view of their semantic content, structural and rhythmic organization, determination of the best works of students and identification of criteria for evaluating lyrical works;
- 5) determining the role and place of poetry in the life of man, society, historical and cultural m and literary process.

Within the framework of contextual learning in modern philological science, lecture-visualization, lecture together, lecture with pre-planned errors, lecture-press conference, lecture-discussion, lecture with case analysis are used.

To develop analytical skills, practical skills of learners, the case-study method is widely applied. At the first time it was used in the early of XX century at Harvard University in the study of economic disciplines. Subsequently, the case-study method became widespread in medical universities, in the legal, mathematical, physical faculties. It finds application in the teaching of sociology.

This method can be used in classes on philological disciplines. Application of cases will allow developing communicative abilities, creative thinking of students. For the case-study method involves consideration, analysis and solution of a problem that does not fall within the framework of traditional logic, requires an unconventional approach. Hence the possibility of discussion, the need for competent opposition, mastery of persuasion skills, knowledge and understanding of the subject matter under discussion.

The case-study method contributes to:

- 1) the acquisition of new knowledge and the development of general ideas about the subject of discussion;
- 2) the development of analytical, creative thinking, the ability to clearly formulate statements, to argue their own point of view;
- 3) acquiring the skills of developing a strategy of behavior, an action plan and implementing them to solve the problem;
- 4) developing and developing the ability to analyze complex and unstructured problems;
- 5) finding the most rational solution to the problem being studied;
- 6) developing teamwork [7, 115].

Its distinctive feature is the creation of a problem situation based on facts from reality. The case is a "single information complex", which makes it possible to understand the essence of the issue. As the researchers note, it must meet the following requirements:

- meet the aim of its creation;
- have an appropriate level of difficulty;

- illustrate various aspects of the situation;
- be relevant in content;
- develop analytical thinking of students;
- provoke a discussion;
- have several solutions [8].

There are several stages of case creation:

- 1) defining and clearly articulating the aim of developing and developing a case;
- 2) identifying the appropriate aim of a concrete real situation;
- 3) selecting and searching for information sources for the case (Internet, directories, dictionaries, prints, etc.);
- 4) systematization of information and material for the case;
- 5) preliminary discussion of the case with colleagues;
- 6) preparation of guidelines for the use and presentation of the case, development of assignments for students, issues for possible discussion.

For example, in practical studies on the theory of literature, you can apply the following case:

Theme: The genre of M.O. Auezov's work "Gray Fierce".

Preparations: the lack of consensus among literary critics. Situation: In modern science and criticism, two points of view have spread: 1) "Gray Fierce" is a story; 2) "Gray Fierce" is a tale.

The aim is the definition of the genre of M.O. Auezov's "Gray Fierce".

The task: Analyze this work from the point of view of its genre peculiarity.

Questions for analysis:

What is meant by the term "literary genre"?

What are the distinctive features of epic genres?

What are the characteristic features of the genre of the story?

What is the specificity of the tale?

What is the difference between the story and the novel?

Is there a clear gradation in literary study between the genres of the story and the tale?

What features of the genre of the story are manifested in M.O. Auezov's work "Gray Fierce"?

What features of the genre of the tale appear in M.O. Auezov's work "Gray Fierce"?

Is it possible to refer M.O. Auezov's "Gray Fierce" to the genre of a novel or novel?

To which genre does M. Auezov relate his work?

Why many researchers-literary critics name M.O. Auezov's work "Gray Fierce" the tale?

On practical lessons on the history of Kazakh literature, you can apply the following case:

Task. Problems attracting the attention of readers to the works of modern Kazakh literature.

The aim is the development of creative thinking of students; involvement of all the knowledge and skills they have received to review and evaluate various options for decisions; the organization of a logical approach to discussing problems, training intuition and the ability to debate.

Problem: Modern Kazakh literature is represented by works of classics and young writers. Their work is characterized by a variety of genres, the relevance of the problems raised. The works of contemporary Kazakh writers discuss and describe the phenomena of reality, make sense of historical events.

However, the works of modern Kazakh writers are known only to a small number of readers.

Assignments:

1) recommend ways and means of drawing readers' attention to the work of modern Kazakh writers;

2) identify the reasons for the decline and lack of interest of readers to the works of modern Kazakh literature;

3) justify the chosen path and the way to solve the problem.

The options for solving the problem:

Question 1. Ways and ways to attract readers' attention to the work of contemporary Kazakh writers. Possible ways of solving the problem:

1) organization of literary clubs, debates, round tables on the creativity of Kazakh writers;

2) discussion of the creativity of modern Kazakh writers in the media; readers on the knowledge of the creativity of modern Kazakh writers.

Question 2. The reasons for the decline and lack of interest of readers to the works of modern Kazakh literature.

Possible reasons:

- 1) the reduction of the need of modern society for reading in connection with the rapid and intense rhythm of life;
- 2) the poor quality of works of contemporary writers;
- 3) lack of time to read;
- 4) the lack of information;
- 5) the high cost of books;
- 6) the decline in the role of literary criticism, engaged in the discussion and analysis of novelties in the literary market.

Question 3. Give reasons for the chosen path and the way to solve the problem.

The rationale for the chosen path must be convincing. Students give arguments that can prove the correctness of the proposed method of solving the problem.

The acquisition of practical experience in teaching students is facilitated by *role plays*. They allow students to be placed in conditions that are as close as possible to the real ones, and thereby contribute to revealing the spiritual potential of the individual, testing their own attitudes, principles, and perceptions.

A role-playing game is "a comprehensive methodical teaching method in which a small group in the form of a game presentation critically examines an important topic for it...". At the same time, its "participants in a protected imaginary situation, as in a model of the real situation, fulfill the roles of various alleged people", critically examining and evaluating the proposed problem [9, 121].

In the educational process, the role play performs several functions. First, motivational, because it is a model of interpersonal communication. During the game, students interact with each other. Between them there is a dialogue. Secondly, the role play performs a learning function. It promotes the development of students' communication skills. Thirdly, the role play exercises an educational function. In the process of participating in it, students develop teamwork skills, the ability to make decisions independently, and take the initiative. The role-playing game fosters discipline, diligence among learners. It promotes the search for joint solutions, development of a sense of tolerance, tact, mutual respect. Fourthly, the role play performs an orienting function. It allows students to look at themselves and the situation from the other side, to feel themselves in a different social status. Fifth, the role play implements the compensatory function. It enriches the practical experience of students, broadens their horizons, giving the opportunity to see the problem from different points of view.

In the role-playing game, three main phases are distinguished:

- 1) the phase of preparation, which presupposes the definition of the topic, the choice and distribution of roles, the drafting of the plan;
- 2) the phase of the action is the immediate process of the game, the participants' fulfillment of their functions in accordance with their role;
- 3) the purpose of which is to discuss and evaluate the results of the game, summarizing the main results.

Role-playing games can be used in lecture and practical classes. Their topic can be planned in advance or spontaneously directly in the audience. So, as subjects in the classroom on theory, poetics of literature can be proposed the following:

The student states that there is no need to study the literature. How to deal with it? Trainees are offered to play the role of teacher, researcher of literature, writer, editor-in-chief of a literary magazine. Their task is to convince the student that reading artistic works is necessary and useful.

In recent years, **programmed learning** has become very popular. For the first time this method was proposed by the American professor-psychologist B.F. Skinner in 1954. It was immediately developed in the works of leading foreign scientists. Its separate provisions were

developed by Russian specialists: N.F. Talyzina, T.A. Ilyina, V.P. Bespalko, P.Ya. Galperin, A.M. Matyushkin, V.A. Vadyushin and etc.

Programmed learning involves the work of a student on a certain program, in the process of implementing which, he takes possession of the necessary knowledge. It provides an opportunity to build the learning process in accordance with the individual characteristics of the audience.

The role of the teacher in this case is to monitor the student's psychological state and the effectiveness of his gradual mastering of the educational material, if necessary, the regulation of program activities.

The main characteristics of programmed learning are:

- individual pace of education;
- full mastering of educational material;
- step-by-step control;
- a high level of independence.

The training program consists of a sequence of steps, each of which is a micro step of mastering a student with certain knowledge or actions. Each step of the program usually consists of 3 frames:

- 1) informational, within the framework of which the necessary information is given on the subject being studied, the phenomenon;
- 2) the control, conducted in the form of a task for independent execution;
- 3) the manager, presupposing the student to check the task assigned to him and on the basis of the results of checking his receipt of instructions for the transition to the next step [10].

Depending on the nature of the steps, three learning algorithms are distinguished:

- linear,
- branched,
- mixed, etc.

These algorithms can be implemented by using computers, programmed textbooks, methodological materials, etc.

With linear program of training, students go through all the steps of the program they learn in sequence. Tasks in this case are usually limited to filling in one or more words a pass in the information text. After that, the student checks his decision with the correct one, which was closed before. If his answer turns out to be correct, then he goes on to the next step. If his answer does not match the correct one, then he repeatedly performs the task.

An branched program of training involves the use of such control tasks, in which the steps consist of a task or a question and a set of several answers, among which usually one is correct, and the rest are erroneous. The student chooses the option, which, in his opinion, is correct. If he chooses the correct answer, he receives confirmation and instructions about the transition to the next step of the program. If the student has chosen the wrong option, he is explained the essence of the mistake, and he is instructed to return to any of the previous steps of the program or go to some subroutine.

The mixed program of training is based on the synthesis of linear and branched programs.

The most important condition for programmed instruction is the development of the text (program) in accordance with the requirements.

Programmed learning in modern science is referred to as a didactic system, and not simply to methods or forms of employment. For its foundation is the development of the program – a certain sequence of educational activities and operations of the student and teacher.

Essential features of programmed learning are:

- 1) feedback, providing systematic information about the progress of the student (student) in the assimilation of program material and allowing to control the progress of the educational process;
- 2) the cyclicity, implying the repetition of successive training operations in the study of different parts (steps, fragments) of the training material.

Programmed learning includes several operations, the implementation of which is aimed at the development of a certain amount of knowledge, the completion of a specific stage of training.

For example, it can be used in classes on the history of Kazakh literature. Theme of the practical lesson «Analysis of the plot of M.O. Auezov's story "Gray Fierce"».

Step 1.

Operation 1. Receiving and mastering new information by learners: read M.O. Auezov's story "Gray Fierce".

Operation 2. Perception and comprehension of the information offered by the students: to understand the content and the plot of the work.

Operation 3. Verification of the received knowledge by means of control questions: to open the basic idea of M.O. Auezov's story of "Gray Fierce"; to characterize the problems raised by the writer; describe the characters of the work; determine the place and time of the action.

Operation 4. Testing the obtained knowledge with the help of tests:

Name the boy who is the main hero of M.O. Auezov's story "Gray Fierce":

- a) Kurmash;
- b) Erzhan;
- c) Hasen.

What was the name of the wolf, around which the main events of the story unfold?

- a) Akkaska;
- b) Tashsainar;
- c) Kokserek.

What problem is raised in M.O. Auezov's story "Gray Fierce"?

- a) the problem of the relationship between man and society;
- b) the problem of the relationship between man and nature;
- c) the problem of "man and civilization".

Operation 5. Evaluation of the response, which is immediately announced to the learner: correct / incorrect; accurate / inaccurate; full / incomplete, etc.

Operation 6. An alternative indication of further actions:

a) if the answer is correct, accurate, complete, then the instruction is given to proceed to the study of the new information concluded in Step 2.

Go to Step 2. Start a new cycle:

For example:

Operation 1. Obtaining and learning new information by trainees: read the works of literary scholars who studied M.O. Auezov's story "Gray Fierce".

Operation 2. Perception and comprehension by the learners of the proposed information: remember the features of the language and style of the work), etc.;

b) if the answer is incorrect, inaccurate, incomplete, then instructed to read MO Auezov's story "Gray Fierce" again, to understand its contents, get advice from the teacher, etc. After that additional control questions and tasks are given, after which the student passes to the development of step 2.

CONCLUSION

Thus, the use of innovative technologies and methods in the learning process contributes to the quality and effectiveness of teaching, the upbringing and formation of a harmonious personality, able to think creatively, make decisions independently, adapt to changes occurring in a modern society open to communicative dialogue and cooperation.

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Филологияда инновациялық технологияларды қолдану

Мақалада қазіргі білім беру үдерісінде қолданылатын инновациялық технологиялар қарастырылады. Автор олардың қызметін, ролін және практикалық мәнін ашады. Филология пәндерін, соның ішінде әдебиет теориясын, поэтикасын және тарихын оқыту процессінде пайдаланылатын инновациялық технологияларға назар аударылады. Мақалада мәселеге бағытталған, мәнмәтіндік және бағдарламалы оқыту, рөлдік ойындар, case-study әдіс сияқты тәсілдер сипатталады. Автор бұл технологиялардың дәріс және семинар сабақтарында практикалық қолданудың нақты мысалдарын келтіреді.

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Применение инновационных технологий в филологии

В статье рассматриваются инновационные технологии, применяемые в современном образовательном процессе. Автор раскрывает их функции, роль и практическое значение. Большое внимание уделяется инновационным технологиям, используемым в процессе преподавания филологических дисциплин, и в частности истории, теории и поэтики литературы. В статье характеризуются такие методы, как проблемно-ориентированное, контекстное и программированное обучение, ролевые игры, метод case-study. Автор приводит конкретные примеры их практического применения на лекционных и семинарских занятиях.