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Contents

PSYCHOLOGY

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RESPONSIBILITY AND GUILT

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Abstract
This article was directed about responsibility, guilt, about values of this categories in social life of human being. Guilt - as category of ethics and rights, special social-moral relations of personality society, shows the duties in divides. The authors examine directions which given about values of this responsibility and guilt in philosophy. The debt – responsibilities of human's themselves. For example, in A.Fed's interpretations about social-moral relations of personality and society which move the laws for its intend. In Heyʼs philosophy every person is responsible for his actions. There was given a conceptions views of psychologh A.S. Makarenko. A.S. Makarenko many times explored the aesthetic problems of youth culture. As he drew attention as debut his desk some people, and concluded.
Keywords: Humanism, responsibility, fault, freedom, debt, associative, causal, the foresee responsibility.

Introduction. Responsibility - is imposed on someone or someone taken the obligation to give yourself an account of their actions and take the blame for the consequences. Being responsible

means having the ability to respond. Responsibility of the individual associated with the freedom of the will. The correlation between "I should" and "I can" indicates to us that the concept of debt is closely linked with the freedom of the human will. Link between the two categories of acts responsibility.

Any liability is a system consisting of three components:

1)   the subject - the person responsible (may be individuals or non-governmental organizations);

2)   object that for which it is responsible(their duties);

3) the authority - the person or institution to whom hold the answer (or intrapersonal social system).

The relationship between these elements, by R. Ingarden, manifested in four basic forms:

1)   the subject is responsible for anything ;

2)   it takes or accepts any responsibility for anything ;

3)   the subject to be liable ;

4)   it acts responsibly.

In the first instance the form laid on the subject of certain duties, and although he may not take for yourself, not feeling their cargo, which expects a second form.

The third form is a real common sanctions applicable authority in relation to the subject.

The fourth is the ratio of the subject to his duties , his ability to act with the utmost seriousness. The liability is a creative act. Not always a person commits on their own actions.

Sometimes subjects ordered to perform some action. Order of the initial phase of freedom. It lies in the fact that people can listen to suspend its own internal pressure impulses and turn its natural movement in the other direction. Order provides an extremely narrow scope for choice, gives only two options: to perform an action or not to commit. Freedom of conscience - the highest form of inner activity for which a person is responsible to God and to himself.

Responsibility for negative actions is called guilt, for the positive – merit. Levels of responsibility:

1)   associative liability - for acts committed not by the subject, and others, in a certain way associated with it (the link between superior and subordinate);

2)   causal responsibility - for the actions that the subject has committed himself, but without awareness of their consequences;

3)   anticipated responsibility - for their own actions, the possible consequences which the subject was aware of, but did not put his immediate purpose; ("Crimes of negligence");

4)   intentional responsibility - for the actions of the negative effects of which were directly aimed at the subject, coincided with his intention; belongs to those most crimes and administrative infringement of law.

Materials. The materials we analyzed show a great variety of responsibility for every person and all humanity. We know that the responsibility necessary for philosophy, ethic, sociology etc. In everyday life the parents responsible for their childs their actins and guilts, externalities. The society responsible for their peoples. Following allow we given about sense of guilt and their definitions and what   philosophies are considering about responsibility. Dimensions negative responsibility increases when moving from one level to another, reaching a maximum at the last. This is consistent with the logic of the relationship between responsibility and freedom. Acceptance of responsibility, and after him, and responsible action involves performing a distinct boundary between one's own participation in the commission of the action and the role of external , objective factors. Depending on which tendency prevails in establishing the said boundary , psychology divides people into two main types: those with externality and internal locus of control.

Externalities are stable, characterological tendency to shift responsibility for the negative external factors on other people or external circumstances . Own life failures they explain the machinations of enemies and detractors, but in those cases they refer to fate or chance.

Internals are more likely to take the blame, even someone else's. In life, they rely on their own strength and not feel the need for a powerful patron, on the one hand, and the "scapegoat" - on the other.

Liability associated with humanism. Humanity means compassion, care and attention to another person, the desire to preserve and improve the environment of people, as well as respect, kindness to all living beings. But that's not all. Humanism includes not only ideas, but also the rules of life, is a worldview that offers personality certain standards of behavior. This regulatory definition of humanism side. The point here is, who is a humanist like them to be, what are the requirements humanism makes the man. If we recognize that every person in one way or another human, this means
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that it can be a humanist. To do this, perform internal self-evaluation, you need to see your good, appreciate it, and finally make it a good basis for their attitude towards themselves and others, to do their humanity program of his life, his work and self-improvement. Humanist - is, above all, a friendly, conscientious and responsible man - venous, a reasonable and fair . Humanity , or humanity - one of the main manifestations of human viability. This quality arises and develops in the earliest stages of human history, I think, perhaps together with the conversion of hominids - to Homo sapiens, the herd - in society. Evidence of its antiquity preserved and languages, and works of art ; it found expression in the first mounting up spontaneously moral rules , socially approved behavior. Humanism as a more or less clear and systematic awareness of natural requirements of humanity began to be formed about two and a half millennia ago in what was then the main centers of civilization with which Karl Jaspers concept of associated axial time in his famous work "The meaning and purpose of history. "Can justifiably argue that humanism - a child of the axial age of world culture, ie ancient cultures of Greece, India and China. However, the term "humanism" has become widely employed only in the Renaissance. A characteristic feature of Western European humanism is the development and advocacy of more and more human capabilities, more and more freedom in the face of human nature, and the gods of the state. Continue with a few excerpts of famous works of psychologists philosophers. Among the famous pedagogy highlights A. Fed.

A. Fed wonderful teacher, philosopher, psychologist and artist. He dedicated his works about some behavior and character of different people about the aesthetic taste. In his book "What does it mean to live among people?" In part "Education lovely" he wrote, "If we plant the wheel man who does not know the traffic rules, it is not difficult to imagine what will happen to him, and with others, what trouble he will attract. If the tram, someone stepped on your foot and it does not apologize if you have a sick relative, despite the crowd came to your house and made noise; or when you walk, barely, with heavy bags with things on hand, and nearby is a big guy in front of you will boast about his athletic achievements - what else could be the worst one can not see. Whether all remain intact and unharmed. Is this true? Man can kill simple atrocities brutality or referring to his life care. Live among people - mean peeves - impregnated with to improve himself by the hour. Re-educating themselves, working on

their own mistakes, shortcomings and weaknesses of man can reach the beautiful and moral, honesty and knowledge, kindness and morality. This means, with each step , we define their attitude toward others.

Crimes, with open or closed cruelty, crime must fight none other and ourselves. This struggle may irreconcilable, irreversible, cruel and tragic. Live among people, mean not to live individually. In fact we live behave differently living among people"[1, 55 b.].

You can completely disagree Fed statements about fighting cruelty, indifference to others. Before educate young we must accustom himself to humanity, to humanity, to treat everyone equally. Sometimes we pass by on the street noise or a fight, someone is fighting with someone, the person asks for help, we do not respond, sometimes someone commits crime, cruelty, angry over us joking someone treat us very indifferent when we desperately need something chi support. We often supply. If we take the example of everyday life, mother- in-law does not like her. To annoy her, she is ready at any moment to quarrel with her son. All effort daughter- in vain. As Sod's Law . According to his mother believes son more than words of his wife.

Except it is not cruelty, not murder? Live among people - mean rehabilitate improve ourselves every hour. Re-educating themselves, working on their own mistakes, shortcomings and weaknesses of man can reach the beautiful and moral, honesty and knowledge, kindness and morality. Before the abolition of beauty, justice and killed the most honest and moral people. Were many who sacrificed their lives for the sake of beauty and justice. Such people remain forever in the memory of people. Their exploits are pushing us to eternity and hills, our hearts tremble.

English scientist who lived seventeenth century John Donne wrote: " there is no man living separated from the others as islands ; everyone - particle island; if the wave poured the stone , the land has decreased in Europe , if your or other's destroyed house, if any man would die then it decrease of me because I, together with all mankind , so no need to ask who died in the church if was belled - this means he was belled thinks of your particle ".

In a society each of us carry out the appropriate role. Society despite the gender, age, position and place on other social situation requires   us   to   comply   with   certain   rules.
In the stadium, where the football match, you can scream

applauds and theater , where the play, we can not allow ourselves .
Man does not wear women's clothes.

Society needs to fulfill certain rules. The driver can not
exceed the speed of a certain limit, if the conclusions from all the
above , you can see the freedom of man is connected with the "
Aliens " and it consciously, but involuntarily restricts their freedom.
Therefore one has in public places behave properly according to
moral norms and the rule is not an easy task . Because the concept of
" consumer aesthetics" extended .

Psychologh A.S. Makarenko many times explored the
aesthetic problems of youth culture. As he drew attention as debut his
desk some people, and concluded . Man in front of the table should
not think only about the food , he should think of others, do not spoil
their appetite and mood . When it was not, when meeting people is
very important a nice smile , the warmth emanating from the
handshake and the purity of the heart is much appreciated. "There is
nothing more than politeness ," he said. Word from the heart of man
pleases lead man to freedom - writes his book . To achieve all of the
above, it is necessary:

•Develop political world view;

• Improve understanding. If not so that others would be
bored to communicate with us can not find a common language ;
spending time with intractable nobody wants, and with windbags
situation is even worse;

• Improve body strength . If you are not physically
developed , he slouches or you can never help the weak or the
beautiful colleagues can not dance ;

• Improve the spiritual world. If it is not, then your thoughts,
feelings, concepts , ideals and dreams will not develop like other
moral norms of society. If you refuse to creativity, you will lose the
love   of   your   life   and   zest   for   life;
• Improve and develop a love for people. If you do not believe people
and their good intentions, your life will not be happy.

• Your morality - your gift to others "- so says the Eastern
wisdom;

• To improve and develop the aesthetic taste . Without it,
you can not grasp the human senses[5,45b.].

With these remarks AS Makarenko, finished job. I think to
improve and develop a love for people lead us to humanity. At the
heart of humanity is love for people. Humanism offers people such
ways of thinking and practices that help the best way to run a

business opportunity people dispose of what is available at each of us. Thereby contributing to reducing humanism degree of social inequality. First, the most reliable and affordable method: create, do yourself, as much as possible by accumulating a genuine human values, thereby increasing its viability, productivity and creative returns. It is important to cultivate , in the words of an English educator, Shaftesbury, "I do my best." In this way to achieve not keep you waiting.

Continue to work referring to the book, Louise Hay, American psychologist, author of many popular books . All her life she has overcome a lot of difficulties, including illness. In his book "The healing powers within us", she dedicates to all who feel guilty, and gives other people manipulate on them. And gives advice to such people .

As part of the " Responsibility against guilt" from the book " The healing powers within us " L. Hey wrote: " I believe that we are working on all the circumstances of his life, good and bad, their way of thinking and feeling. Our thoughts determine our feelings, and we begin to live according to these feelings and beliefs. But this does not mean that we should blame himself for everything bad in life. There is a difference between a sense of responsibility for something, and the prosecution themselves or others. Speaking of responsibility, I mean the possession of power. Deprives us of the strength of wine . Responsibility gives strength to change their lives . If we play the role of victim , then our inner power to change us. If we decide to take responsibility, it is no time to lose charge anyone or anything outside of us . Some people feel guilty about disease, poverty and other problems and difficulties. Their choice - replace fault liability. Such people feel guilty because they think if done something wrong".

This view is very similar L. Hey frustration personality type of the concept of personality Erich Fromm. Let's dwell on the concept of personality Erich Fromm. By Erich Fromm has five personality types: traditionalists, idealists, frustration type, hedonistic materialists, realists.

Traditionalists mainly oriented to the values of duty, order, discipline, law-abiding, and the severity of qualities such as creativity, desire for self-fulfillment, independence, this type of person is very low.

Do idealists, on the contrary, strongly expressed a critical attitude towards traditional norms , independence and disregard for authority, for self installation at all costs.

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For frustration personality type characterized by low self-esteem, depression, depressed mood, feeling as if thrown from the stream of life.

Realists combine the desire for self with a strong sense of duty and responsibility, healthy skepticism with self-discipline and self-control.

Hedonistic materials oriented primarily to the pursuit of pleasure "here and now" , and that the pursuit of " the pleasures of life" becomes primarily a form satisfying consumer desires.

According to Erich Fromm frustration personality type as L. Hey said in their personalities are characterized by low self-esteem, depression, depressed mood, feeling as if thrown from the stream of life. L. Hey, said that usually some people around find an excuse for guilt if they are able to use problems and illnesses as a moment of reflection on how to change your life , then they have the power . Many people who have suffered serious illness, argue that it is the most wonderful , what they have experienced in life, because the disease has given them a chance to quite different, look at your life. According, L. Hey responsibility - it is our ability to respond to the situation. "We always have a choice . This does not mean that we do not recognize who we are and what we have achieved in life. It just means our ability to recognize that their current situation is largely determined ourselves" - so the author writes. Sometimes the person is really taking responsibility, gaining strength and the ability to change. Everyone can ask yourself the question: " What can I do to change the situation ? " It should be understood that all of us lives individual strength . It all depends on how we use it. Guilt creates an inferiority complex. Often people tell us unpleasant things to them it was easier to manipulate you.

On the guilt L.Hey, saying: " If someone forces you to feel guilty, ask yourself," What do they want from me? Why do they do it? ". Ask these questions, rather than internally to agree: "Yes, I am guilty, I must do what they require."

Many parents manage their children through guilt because so raised themselves. They deceive their children , instilling in them a sense of inferiority , low self- forming . Some people grow up and allow themselves to be manipulated to their relatives and friends. First of all, it is because they do not respect themselves, otherwise they would not allow that. In addition, these people are willingly resorted to all kinds of tricks.

Many of us live , shrouded in guilt, as a cloud. They always feel that something is not right , do not do everything the way you want , and always apologize to all . Such people will never forgive yourself of past mistakes and blame myself for everything bad in his life. Please give the cloud of guilt ! You can not live like this anymore ! Reading these lines from the book and some thoughts L. Hey worldview about liability may changed. As we educate ourselves as discipling their children? - Whether we do when punishing the children for the guilt for their actions . Our freedom of choice depends on many things, and many can possibly change.

Discussion. Thus, there are not a great number of works about this problem. In the philosophical dictionary the responsibility descried as the category of ethics and rights, special social-moral relations of personality in society[1, 243 p.].

But in the history of philosophy there are a lot of thinkers discussed was said their opinion, researched about guilts and responsibility. What about responsibility there are not a lot of thinkers researched.

Between in Kazakh thinkers discussed was said their opinion, researched about freedom: Kabikenova B.S. in her philosophical job was analyzed about different directions which given freedom in philosophy in each epochs different the West and East thinkers [2, 31, 45, 59 pp.]. The specification of our article in there are we researched the interrelation between about 2 categories: freedom and responsibility The classification of kinds of responsibility power of will was given in the work of German philosopher Hans Jonas in his research «The principles of responsibility» very deeply[3, 171,172 pp.]. In this article there are were considered the some West philosopher's works: Fed A. «What a mean to live between humans» was researched these categories at ethical, humanitical aspects [4, 45p]. In her book «Louise Hay - The healing powers within us» - was said about guilts and appealed some people to against guilts with help affirmation[5, 145p].

Conclusion. During the research of this problem we got a following results. The kinds of responsibility, debt, freedom was directed, deeply searched the values of these categories in social life of human being as a category of ethics and rights.

The authors was given many different directions which given about responsibility and freedom in philosophy in each epochs. The results of this article is consistent and purposeful implementation

of the educational process. In conclusion we mentioned that the debt – responsibilities of human's ourselves.

In our opinion we can continue this list in respective we are planning to carefully examine them and functions through analyzing philosophical materials.

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PEDAGOGY

Kulnazarova Zh., Abeuova Sh.K., Erzhanova A.E., Zhaksybekov A.S , Sadykov K., Aubakirova Zh.

PROFESSIONAL BURNING OF TEACHING STAFF

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Abstract

Today, the great attention is paid to formation of the healthy environment in educational system. To develop children skills of responsible behavior concerning own health take root, it is created the comfortable, psychologically favorable environment for them. But only some parties participate in educational process. Not only pupils, but also pedagogical personnel.   Professional work of teachers differs very high emotional tension. A large number of objective and subjective emotion-genetic factors which have negative

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impact on work of the teacher is obvious, causing a strong emotional pressure and stress. It is necessary to consider also that it is one of professions of altruistic type where the probability of emergence of emotional burning out is rather high. Emotion-genetic factors cause accruing feeling of disappointment, fatigue accumulation that conducts to crises in work, to exhaustion and burning out.

Keywords: professional burning out, emotional "burning out", personal factor, role factor, organizational factor, the reduction of professional achievements.

Today, the great attention is paid to formation of the healthy environment in educational system. To develop children skills of responsible behavior concerning own health take root, it is created the comfortable, psychologically favorable environment for them. But only some parties participate in educational process. Not only pupils, but also pedagogical personnel.

Professional work of teachers differs very high emotional tension. A large number of objective and subjective emotion-genetic factors which have negative impact on work of the teacher is obvious, causing a strong emotional pressure and stress. It is necessary to consider also that it is one of professions of altruistic type where the probability of emergence of emotional burning out is rather high. Emotion-genetic factors cause accruing feeling of disappointment, fatigue accumulation that conducts to crises in work, to exhaustion and burning out. Physical symptoms accompany it: Astenizatin, frequent headaches and sleeplessness. Besides there are psychological and behavioural symptoms: feelings of boredom and offense, decrease in enthusiasm, uncertainty, irritability, inability to make decisions. As a result of all this efficiency of professional activity of the teacher decreases. Among many features and difficulties of pedagogical work its high mental tension is allocated. Moreover, ability to experience and empathy admits to one of professionally important qualities of the teacher. Accruing feeling of disappointment a profession conducts to decrease in a skill level and causes development of process of emotional "burning out".

This term was introduced a few years ago by American scientists at research of criteria of professional and mental health of workers of the communicative sphere «the person – the person» where teachers first of all treat. The phenomenon of burning out is shown in the form of a number of symptoms which form a so-called syndrome of professional burning out.

Professional burning out is an adverse reaction of the person to a stress got on work, including physiological and behavioural components» [1]. According to D. Grinberg, "burning out" can be characterized by emotional, physical and cognitive exhaustion and be shown by the following symptoms: deterioration of sense of humour, increase of complaints to health, change of efficiency of work, decrease in self-image, etc.

Teachers are most subject to risk of professional "burning out" as use in work with people resources of the mentality. The profession of the teacher is connected with communication with people, demands special skills of interaction and is interfaced to need to supervise own words and acts. In this regard similar work demands special efforts and causes an emotional overstrain. Intense situations on work (difficulty interaction, misconduct by pupils, conflict situations with parents, administration, employees) lead to exhaustion of emotional resources of the teacher.

N.A.Aminova, L.G.Fedorenko's researches [2] proved that in 20 years at overwhelming number of teachers there comes emotional "combustion", and by 40 years all "burn down" teachers. Three major factors playing an essential role in a syndrome of emotional burning out — personal, role and organizational are allocated.

Personal factor. The carried-out researches showed that such variables as age, marital status, length of service, do not influence in any way emotional burning out. But at women emotional exhaustion, than at men more develops, they have no motivation communication (satisfaction compensation) and syndrome developments in the presence of communication with the importance of work as motive of activity, satisfaction professional growth.

Psychologist Freydenberg describes "burning down" as sympathizing, humane, soft, fond, the idealists focused on people, and — at the same time — unstable, introversive, afflicted with obsessions (fanatical), "ardent" and easily making common cause. Makher [3] fills up this list with "authoritarianism" (Authoritative style of the management) and low level of empathy. V.Boyko specifies the following personal factors promoting development of a syndrome of emotional burning out: tendency to emotional coldness, tendency to intensive experience of negative circumstances of

professional activity, weak motivation of emotional return in professional activity.

Role factor. Connection between a role conflictness, role uncertainty and emotional burning out is established. Work in a situation of the distributed responsibility limits development of a syndrome of emotional combustion, and at the indistinct or non-uniformly distributed responsibility for the professional actions this factor sharply increases even at essentially low working loading. Those professional situations at which joint efforts are not coordinated promote development of emotional burning out, there is no integration of actions, there is a competition while the successful result depends on harmonious actions.

Organizational factor. Development of a syndrome of emotional burning out is connected with existence of intense psychoemotional activity: intensive communication, a reinforcement his emotions, intensive perception, processing and interpretation of received information and decision-making. Other factor of development of emotional burning out — the destabilizing organization of activity and the unsuccessful psychological atmosphere. It is the indistinct organization and work planning, insufficiency of necessary means, existence of the bureaucratic moments, the work lasting many hours having the trudnoizmerimy contents, existence of the conflicts as in system «the head — the subordinate», and between colleagues.

Allocate one more factor causing a syndrome of emotional burning out — existence of psychologically difficult contingent with which to have to deal to the professional in the communication sphere ("difficult" teenagers etc.)

In modern Kazakhstan sharply there is a question of professional burning out of teachers. One of major factors of emotional burning out is excessive congestion of teachers. Low level of compensation compels many teachers to assume a superfluous academic load (a large quantity of class periods). In Kazakhstan 1 rate of the teacher of high school makes 18 class periods a week, and the teacher of university (depending on forms of ownership the HIGHER EDUCATION INSTITUTION has the right to establish independently norm of an academic load) from 16 to 20 class periods a week. Due to insufficient level of a salary many teachers gather to 2 rates that averages from 32-40 hours an academic load in a week, and except an academic load it is necessary for teacher to be engaged in educational, scientific, public work.

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Overloads on work should affect and private life of experts, and after all among teachers the vast majority - women. Education of own children sometimes leaves on a background that is at the bottom of formation of sense of guilt, own incompetence in questions of education, apathy or, on the contrary, irritation and the aggression directed on or on people around. Thus, problems in a family, violation of relationship with native and first of all — with children can become a consequence of professional burning out. Professional burning out of the teacher, his/her emotional devastation should affect and its pedagogical activity as the indifference and tension atmosphere introduced by teacher, negatively influences children, their motivation to training and the relation to the teacher. Development of process of burning out is dangerous to teachers. After all the people who have burned out for any reason is inefficient in the actions and the purposes, especially if it concerns training and education of healthy children.

All this testifies that the professional psychological assistance is necessary for teachers. For its implementation it is necessary to know structure, features of course and risk factors of process of burning out.

Burning out has three levels. On the first symptoms of burning out are expressed in care of, for example, by a relaxation or the organization of breaks in work. At the second level symptoms are shown more regularly, have more long character and more difficultly corrections give in. For the third level chronic manifestations of symptoms are characteristic. Physical and psychological problems such as ulcers and depression can develop; and attempts to take care of themselves, as a rule, do not bring result. Earlier in syndrome structure «professional burning out» included the following components: emotional exinanition, de-personalization (cynicism) and reduction of professional achievements. Emotional exhaustion is understood as feeling of emotional vacuum and fatigue, caused by own work. De-personalization assumes the cynical relation to work and objects of the work (an inhumane, emotionless attitude to pupils etc.).

The reduction of professional achievements is an emergence at workers of feeling of incompetence in the professional sphere, failure understanding in it.

Results of researches of the last years led to updating of the concept "burning out" and its structure. This process is considered as

the professional crisis connected with work as a whole, and not just with interpersonal relationship in its process.

There is a good tool for definition of level of professional burning out. It is a technique «Diagnostics of level of emotional burning out of V.V.Boyko». In his emotional (or professional) burning out is defined as the mechanism of psychological protection developed by the identity in the form of a complete or partial elimination of emotions in reply to the chosen psychoinjuring circumstances. According to this technique in the process of burning out 3 main phases/stages and 12 symptoms making them are allocated. The first phase is a phase of tension on which the teacher endures various stressful situations, having thus feelings of alarm, a depression, hopelessness and dissatisfaction. In the second phase the teacher starts to resist to stress, but does it by means of reduction of the professional duties and emotional dispassionateness from work. At the third stage – exhaustion - the person has an emotional deficiency, de-personalization and the whole range of psychosomatic and psychovegetative disfunctional signs.

It would seem that bad what the person is protected from negative emotions? However, suppressing or avoiding them, he/she does not cease to feel them. He/she simply ceases to notice them, and it means that emotions collect in an organism. This energy concentrates in a body, in various bodies, such as the head, heart, a back, a stomach, muscles thus spasm, and appear the painful symptoms over time passing to chronic pains.

2. Tables

As a result of research of the pedagogical personnel of one of schools it was revealed that at many teachers of this school are formed resistance and exhaustion phases are already created:

Phases	Stages of formation		
	Not formed	On the way of forming	Formed
Pressure	77	8	15
Resistance	42	24	34
Exhaustion	58	32	0

Emotional burning out of teachers goes at full speed. The general indicator of burning out looks as follows: 41 % of teachers burned out to 20 %, 30 % of teachers – to 40 % and 29 % of teachers – to 70 %.

Such data is not so pleased. Whether these people can effectively work or it will be possible to them to keep activity, interest to work, a physical tone?

Having understood risk factors of development of professional burning out, it is possible to systematize approaches to its prevention. Factors are grouped in two big blocks: features of professional activity and individual characteristics of teachers.

The first block is in competence of the management of educational institution into which tasks enter:

1. Decrease in quantity of week academic loading in 1 rate, our way to opinion, 1 rate of an academic load should not exceed 10 class periods;

2. Salary increase;

3. Adequate distribution of an academic load on time;

4. Stimulation of activity of the teacher (both material, and moral);

5. Creation of optimum operating conditions;

6. Creation of a friendly situation in collective.

The second block is necessary for carrying to activity of psychologists. Careful, long and laborious work on assistance to the adult person, the work excluding an assessment of his activity is required for them.

1. Individual work with the teacher;

2. Group work which consists in educational seminars, preventive trainings for the purpose of development of skills of a resistance to stress, management of time, planning of activity, effective interaction, communicative competence, having with negative emotions.

Thus, consequences of process of emotional burning out are the lowest efficiency and efficiency of pedagogical activity, a dissatisfaction with work, considerable deterioration of a state of health of the teacher. It is obvious that prevention of professional burning out needs a system approach, i.e. carrying out a complex of preventive actions both from administration of educational institution, and from psychologists.

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Alipbek A., Kurmanalieva E., Ergalieva A., Skendirova A., Khristoforova V.

PEDAGOGICAL TECHNIQUES IN COMMUNICATIVE COMPETENCE FORMATION

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Abstract

In many international publications devoted to the theoretical rationale and design of pedagogical techniques, you can discover its new understanding. In accordance with educational technology - is "not just a study in the use of technological learning tools, and this study to identify the principles and develop techniques to optimize the educational process by analyzing the factors that enhance the educational effectiveness through the design and application of techniques and materials, as well as through evaluation of the methods used.

This approach is being circulated as widely as the original understanding of educational technology (that is, the use of technical equipment in the training). Its essence lies in the idea of complete controllability of educational institutions and above all, its main component - the educational process. In the words of T.Sakamoto, educational technology is a systematic introduction to the pedagogy of the way of thinking that would otherwise be called "systematization of education".

Keywords: creativity, thinking, development, education, professionalism, experiment, intellectuality;

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Introduction

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The subject of educational technology in higher education - designing systems of higher education and training of future specialists. The system approach covers all the main aspects of the development of systems of education - from setting objectives and designing the learning process to verify the effectiveness of innovative educational systems, their validation and dissemination.

V.M.Monks under the educational technology realizes a "technological envelope", which is comfortable and the teacher and student. The main characteristics of "technological envelope" must be sustainable and not dependent on the author and the artist. He believes that any educational technology expresses a certain conceptual approach to education, so it is advisable to compare different technologies to develop a possible universal methodological approach to the design and review of educational technology. In other words, the time has come. When to replace the traditional, fictional language and style descriptions of the technologies must come some axioms, that is a design methodology teaching technology in the form of principles, rules, logic, and whether professional educator.

Educational technology should be seen as a tool with which the new educational paradigm can be realized. The construction of these technologies should be conducted in accordance

with the following principles, which are directly related to the above system requirements:

-the principle of the integrity of the technologies of didactic system;

- The principle of reproducibility of technology in a particular learning environment to achieve the educational goals;

- The principle of non-linearity of pedagogical structures and prioritize those factors that have a direct impact on the mechanisms of self-organization and self-regulation of the respective education system;

- The principle of adapting the process of training for the individual student and his professional and cognitive abilities;

- The principle of the potential redundancy of educational information, creating optimal conditions for the formation of professional competence.

The process of training for which to develop educational technology, has a dual nature. On the one hand, it is possible to allocate a purely technological, in the narrow sense, the plane of professional and academic knowledge and skills amenable to rational understanding and algorithmic. On the other hand, the educational process - a process of socially organized interaction of people with their value orientations, individual characteristics of behavior, communication and activities with their creativity.

For educational technology is important to consider this duality. It can not be eliminated or overcome, but it is important to find the optimal combination of the use of the two sides in this is the function of educational technology. Suitable for the conditions of technology should be a vector of the ways to achieve the goals and the very process of the achievement of these goals.

Analysis of the patterns and structure of the didactic process reveals the following educational technology: motivational, activity and management. With regard to the present study suggest that the formation of professional orientation of the individual student may with proper design and smart applications, first of all, the motivation of educational technology (hereinafter - the educational technology). Motivational educational technology promotes the inclusion of students in vocational training activities aimed no longer "empathy", it focuses primarily on the development of intrinsic motivation and personal potential of subject and includes:

- The creation of an atmosphere of emotional looseness;

- Create an atmosphere of positive attitudes towards work and the desire to deal with it;

-formation and development of professional interest;

- Ensuring optimal pedagogical interaction;

- Focus on a practice

- Applied sense of the studied material;

- Individual approach to students, improving evaluation and self-identity;

- Focus on the particular area of professional activity (using a specialist model and professiogram military pilot);

- Belief, reliance on positive impressive examples;

- The organization of the feedback is based on informing [2].

At the present stage of development of relations, the dynamics of the reform of the education system there is a pressing social need and Pedagogical in shaping the personality of a specified quality. The most important task of training, in this context, is to develop the students' theoretical thinking, which is essential to the intellectual and creative development of the individual.

It is clear that for creative self-realization requires cootvetstvuyushie technologies that aim to increase the internal potential of the individual, which allows further transform it into a professional competence and professional qualities. In this regard, there is a need for an organized, purposeful pedagogical influence on this process.

Each teacher influence should be designed in advance before the start of the educational process and to ensure pre-planned effect.

From the point of view of V.A.Slastenina N.G.Rudenko and educational technology - an ordered set of actions, processes, and procedures, ensuring the achievement of instrumental predictable and diagnosable result in the changing educational and training process [46, 160]. The criteria that the activities of the teacher (teacher) in a fragment of the educational process takes place at the technological level, the authors identify the following:

- The presence of clearly defined goals and diagnosticity;

- Presentation of the content studied in the form of cognitive and practical problems, the indicative framework and ways to address them;

- The availability of sufficiently stiff consistency, logic, certain stages of the learning topic;

- Modalities for interaction between participants of the educational process at each stage;

- Motivational support of the teachers and students, based on the realization of their personal functions in this process.

- An indication of the boundaries of algorithmic and creative work of the teacher;

- The use of the latest in teaching tools and ways of processing information.

It seems appropriate to highlight the main features of the entire set of attributes of educational technology. These include first, second and third symptoms. This follows the previous analysis of the technological approach in the pedagogical process. The last three features do not add new features to the previous educational technology. No matter which tool is used in the learning process, new or old, it is important that it stands for the realization diagnostic and didactic set of tasks.

Conclusion

In the course of writing this article, it was found that the use of modern means of learning a foreign language, such as a computer, video and audio recordings, the use of television, the Internet, etc. allows you to:

Compensate for the absence of foreign language environment at all stages of learning a foreign language.

Motivate students to learn a foreign language.

Fully realize the important didactic principle of clarity.

Create better conditions for the programming and control.

Provide training to the individual typological features of each student.

Provide accelerated formation and development of auditory skills of self-control.

Perform many active forms of exercise at the same time with all the students, including speaking.

Maximize the use of analytical and simulation capabilities of students, fully mobilize their internal resources.

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THE THEORETICAL BASES OF COMPETENT APPROACH IN IMPROVING OF THE PROFESSIONAL COMPETENCE

Abstract

This article reviews the psychological and educational bases in development of the communicative competence. Also the approaches of different authors for identifying the competence have been given and analyzed. In Kazakhstan education modernization conditions and Bologna declaration signing the educational institutions have made certain commitments. One of the main tasks is entering into unified European educational space and achieving of educational programs international recognition on leading specialties. For this task solution the education development main direction is taken onto qualified experts' preparation on international level with high professional and communicative competence formation on the competence-based approach.

Keywords: education, competence, system, methodology, society, tendency.

Introduction

If to define a competence place in professional skill system levels, it gets an intermediate value between diligence and perfection. Competence implies continuous updating of knowledge, mastering by new information for successful application in specific conditions, i.e. mastering by operational and mobile knowledge. Competence is not simply knowledge possession, but rather potential readiness to solve problems skillfully, therefore it includes both substantial (knowledge), and procedural (abilities) components. Depending on circumstances the competent expert can apply one or the other method most suitable to these conditions and present time. Method

flexibility is an important quality of competence. The competent person is distinguished by ability among decisions set to choose the most optimum, reasonably reject false, call in question critical thinking. The "competence" concept content includes knowledge mobility of, method flexibility and critical thinking.

Competence is possession of knowledge, abilities, skills, creative activity experience accumulation, the emotional and strong-willed relations integrated with professional activity initial experience, and also origin of personality wisdom, abilities to use the acquired knowledge, ability, skills in standard and non-standard situations with good efficiency [1].

In modern time scientists developed system of language proficiency levels these levels description using standard categories. These two complexes create unified network concepts which can be applied for the any certification system description using standard language, and, therefore, any training program starting from tasks statement - the training purposes and finishing with reaching competences as training result.

Language usage and its studying include person actions and during the implementation of which he develops a number of competences: general (General competences) and communicative language (Communicative language competence). Thus competences are understood as the sum of knowledge, abilities and personal qualities which allow the person to make various actions. They provide tasks solution in various conditions taking into account various restrictions, and realized in activity types and processes (actions) directed on texts generation and/or perception, in connection with communication certain subjects and spheres, corresponding strategy application.

The general competences include: ability to study (ability to learn); existential competence (existential competence); declarative knowledge (declarative knowledge); skills and abilities (skills and know-how). The general competences aren't linguistic, they provide any activity, including the communicative [2].

Communicative language competences (Communicative language competence) include: linguistic component (linguistic component - lexical, phonological, syntactical knowledge and skills); socio-linguistic component (socio-linguistic component); pragmatic component (pragmatic component - knowledge, existential competence and skills and know-how relating to the linguistic system

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and its sociolinguistic variation) and also allow to carry out activity with linguistic means usage.

The following communicative competence components have been allocated:

1) Grammatical or formal (grammatical competence) or linguistic (linguistic) competence is systematic knowledge of grammatical rules, word units and phonology which will transform lexical units onto the intelligent statement.

2) Socio-linguistic competence (socio-linguistic competence) is an ability to choose and use adequate language forms and means depending on the communication purpose and situation, communication participants a social role, the one who is the partner in communication.

3) Discourse competence (discourse competence) is an ability of different functional styles complete, coherent and logical statements creation in oral and written language on the basis of different texts types understanding during the reading and audition; implying linguistic means choice depending on statement type.

4) Socio-cultural competence (socio-cultural competence) is native speaker cultural features knowledge, their habits, traditions, behavior standards and etiquette, ability to understand and adequately use them during the communication, remaining other culture carrier; socio-cultural competence formation implies personality integration in world and national cultures system [3].

The main part

In the foreign languages education history it is possible to allocate two main ways: a) language studying on the rules basis using reduced communication; b) language studying on the communication basis.

The first way is in foreign languages training grammar-translation system usage. According to it, training is constructed on the grammatical rules and vocabulary-studying basis with the following transition to generation (designing) and decoding (to reading and oral speech understanding) speeches. Using language rules and vocabulary, trainees have to recreate (to generate) new language for them. The knowledge mastering way lay through enormous quantity of the mistakes detaining the language mastering level and reducing interest to its studying. Experience showed the inefficiency of this way.

The second way was through communication. It had been more effective though contained many downsides. Comprehension deficiency of the language formulated mechanisms in the rules form, increased foreign language learning terms, reduced the foreign-language speech quality.

As a result, these two ways of language training rapprochement outlined in the Russian, Kazakhstan and foreign literatures. I.e. language rules and actions unanimity have been experimentally proved. Language rules fix the natural character of the used language phenomena in speech, carry out the subordinate, and support function. The main action of foreign language mastering is verbal activity and communication. During the communication process there is not only an exchange of opinions, feelings, but also language means development, giving the generalized character.

Therefore, the foreign language can be considered as communicative competence development tool. It means, first of all, ability adequately shape the communicative purposes and achievement strategy, and also abilities speech etiquette norms and social behavior usage in cross-cultural communication situations where the situational and socio-cultural contexts knowledge of inofon community have been actualizing.

At the present stage pedagogical psychology development sets big tasks. The pedagogical psychology studies psychological mechanisms of training managment (N.F.Talyzina, L.N.Landa, etc.) and educational process as a whole (B.C. Lazarev, etc.); mastering process managements the action generalized ways (V. V. Davidov, V.V.Rubtsov, etc.); educational motivation (A.K.Markova, Yu.M.Orklov, etc.); individual and psychological factors, influencing on the process success, for example cooperation (G.A.Zuckerman, etc.), trainees and trainers personal features (B.C. Marylin, N. S. Leytes, A.A.Leontyev, VA. Caen-Kalik, etc.).

According to I.A.Zimnya opinion the progressive pedagogical psychology position highlights importance of developing, bringing-up training by means of all subjects and including foreign language. Person development occurs in the training and education process, this situation is the basis. Taking as a basis S.L.Rubinstein's words "the child develops, being brought up and trained, instead of it develops and brought up, and trained. It means: education and training joined to child development, instead of built on over it"... and further... «child personal mental features, his

ability, character trait, etc.... not only appear, but also form during child own activity.... " [4].

According to R.B.Karimova: "Child verbal function is one of the most important, defining qualitatively new form peculiar only to the person, the highest nervous activity". Speech value as social character factor, for the first time had been noted by F. Engels in his works. the second signal system Development on the neuro-reflex activity basis of big hemispheres bark and speech function interrelation with functional systems formation had been highlighted in detail in Setchenov I.M. works. I.P.Pavlova, P.K.Anokhin A.N.Leontyeva, A.R.Luriya etc. Speech development features in ontogenesis have been noted in C.C.Lyapidevskii, N.Gvozdevaa. The internal speech development concept put forward by Vygotsky H.P., had been a big step in speech studying in interrelation with thinking, child personal features formation. A.N.Leontyev allocated 4 stages of speech development and two first periods of them the period are in early age (preparatory and the language initial mastering period).

There are also other approaches in what have to be included in communicative competence. D. Himes united the following competences in this concept:

1 . linguistic (language rules);

2 . social and linguistic (dialect speech rules);

3 . discursive (the semantic statement creation rules);

4 . strategic (contact with the interlocutor maintenance rules). [5]

The most detailed communicative competence description belongs to L.Bachmann. He uses the term "communicative language ability" and includes the following key competences:

1. language/linguistic / (statements implementation in a foreign language is possible only on the acquired knowledge basis, language understanding as systems);

2. discursive (coherence /cohesion/, logicality/coherence/, organization/pattern);

3. pragmatic (ability to retell communicative matter/message/according to a social context);

4. colloquial / fluency/(based on linguistic and pragmatic competences being able to speak coherently, without tension, at natural speed, without long pauses for language forms recall);

5. social and linguistic (ability to choose language forms, ":the nobility when to speak, when not, with whom; when, where and in what manner" D. Himes.)

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6. strategic (ability to use communicative strategy for compensation of missing knowledge in the conditions of real language communication);

7. logical speech / cognitive/(readiness for communicative contents creation as a result of logical speech activity: interaction of problem, knowledge and research). [6]

So, competence-based approach successful application in English language training means that trainees know the language, show communicative abilities and are capable to work successfully out of educational institution, i.e. in the real world [7].

Competence is set of properties and personality characteristic. Competence characterizes student ability to realize the human potential for educational activity. Competence is understood as the personality integrated quality which is visible in the general ability and readiness for activity, based on knowledge and experience gained during the training and socialization, i.e. education, and focused on independent and successful participation in activity. Competence-based approach means gradual occupation reorientation by primary knowledge translation onto conditions creation for mastering by student competence complex. And, all of them are aimed at trainee independent educational activity activization and focused on creative thinking main characteristics development (fluency, flexibility, originality of thinking, idea development ability, and also informative interests expansion, motivational sphere and independent work skills development). Importantly, to pay attention to the concrete tasks analysis, personality creative realization stimulation, the problems independent statement and solution. Group work forms usage, group works new types introduction, such, as carrying out a round table on a problem, debate, and mini-conferences. The training modern pedagogical technologies are search of the unknown, new knowledge. And these technologies demand smaller time expenditure. It is necessary to add for everything mentioned above one more very important circumstance influencing on trainees development as creative person. It is an emotional spirit. Well, it is known that only trainee good emotional mood can provide its openness for creativity and initiation. Thus, possession of the listed abilities, ability to come into contact with other people and support can be defined as trainee communicative competence. Communicative approach usage advantage in higher education institution educational process is that communicative abilities formation promotes trainee motivation increase, promotes

intersubject communications establishment. It promotes development of informative activity, imagination, self-discipline, joint activity skills and many other. As one of the main person qualities capable for communication, scientists call ability for reflection, empathy. Communicative competence mastering assumes foreign-language communication mastering in all its functions unanimity: information, regulatory, emotional-estimated and etiquette. During realization of these functions certain communicative problems are solved and the basic communicative skills are formed [8].

Conclusion:

In the conclusion it is possible to say that competence-based approach in the society problems solution have been considered as dialectic alternative to the traditional approach focused on substantial units rationing, similar to the educational standard ideas. Respectively the competences assessment unlike to the examination tests focused on acquired knowledge volume and quality identification, imply priority of activity diagnostics objective methods usage (supervision, professional activity products examination, protection of educational portfolios, etc.). The competence is considered as "ability to tasks solution and readiness for the professional role in this or the other activity sphere". If to address to the American experience of the competence-based models formulation, on the forefront there is an action, the operation corresponding not to object (real or ideal), but to a situation, a problem. Respectively objects get absolutely other status: these are not natural phenomena which have to be identified, described and classified, but the man-made evidence of the corresponding competence mastering (plans, reports, analytical notes). More considerably there are have been differentiated the context and infrastructure of competence-based approach and authentic versions of discussed educational context models. Conceptualization spaces are actually various: it is a need of corresponding concepts scientific justification while the American situation assumes determination of multilateral social dialogue framework competences.

Generalizing it is possible to assert that competency and competence concepts are treated in pedagogical culture classically, i.e. as ideal essence, subject to explanation and judgment. At the same time in the western culture competence have been considered as the not classical phenomenon implanted to public educational practice and reflecting existing society interests balance (lesser of the

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state), educational institutes, employers, and also services consumers. There are competence intermediate level characteristic corresponding to the correct actions in some typical, standard situations. Respectively for intermediate level definition there is an idea of criteria (i.e. the generalized actions formulas) and indicators (i.e. the materialized products of actions) have been entered.

The international level expert competence-based model is accompanied by rather difficult multilevel education. In higher education institution educational process there are compared separate knowledge objects, to practical preparation criteria of the international level expert – the concrete materialized certificates, and to personal and professional aspects – data of psychological tests, interviews, etc. There is important circumstance which directly influences on pithiness of all procedures, subjectivity registration at all educational, administrative, and social and other activity levels.

The competence-based approach category characterizes converting processes success in education because prompt changes in the world demand phenomena changes explanation, the forecast development and new realities principles design from the science point of view about development laws by mankind. Recognized as new scientific approach, today competence-based approach is an effective methodological thinking ability development remedy, behavior and activity cultural and logical standards development, valuable orientations correction on the educational systems synthesis basis, the transforming activity based on the principles of innovative methods in educational process.

Competence-based approach promotes communicative competence formation – readiness for innovative activity, work in non-standard situations, openness to new, adaptability and mobility.

Findings

By results of the scientific and practical research, that we have carried out about psychologist – pedagogical bases communicative competence formation definition which includes new demand situation understanding, development of the strategic bases estimated for this new solvency, including advancing models development of changed professional activity and educational process contents revision. In aggregate listed provides consciousness and activity transfer from a spontaneous image choice to a desirable or future change projection.

Scientific and practical research proceeds, and during this research we have came to the conclusion about the importance and

relevance of competence-based approach introduction and application question in educational process of higher education institution as the future expert communicative competence formation bases. At higher education institution pedagogical process design it is necessary to consider methodological approaches variety which change XXI century ecologist perception, outlook, thinking and influence on practical activities and professionalism. The future expert preparation quality and efficiency have been defined by professional and communicative competences formation which can be provided with existence of language, production, research, socio-cultural knowledge on the competence-based approach basis in higher education institution educational process.

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MAINTENANCE OF ETHNOPEDAGOGICAL EDUCATION OF FUTURE TEACHERS

Abstract

The special importance is gained by process of updating of the content of education and upbringing on the basis of revival of progressive traditions of ethnopedagogics in which put a humanistic and democratic ideals of the people are put. In modern conditions updating of the content of education on the basis of universal values and centuries-old progressive traditions makes new demands to process of training of future teachers as efficiency of education of pupils means of ethnopedagogics is defined by the identity of the teacher, level of its special theoretical and practical ethno pedagogical preparation.

All this convinces of need of development of the maintenance of ethno pedagogical education which inherently can and has to be directed on formation of an inner world of future

teacher, his spiritual and moral shape because at ethnopedagogics special opportunities as in its contents it is harmoniously combined national with universal that allows to learn national specifics of the people, more deeply to understand and see an originality of other people

Keywords: ethnopedagogics, ethno pedagogical education, national traditions, cultural wealth, national culture, cultural and historical heritage, moral and psychological readiness

At the present stage of development of the Republic of Kazakhstan when there is a positioning of the young sovereign state in world space, need of comprehensive study of cultural and historical heritage of the past is staticized, one of which components is the ethnic pedagogic with its richest progressive traditions and experience of education of younger generation.

Sociocultural and cultural wealth of the people, its tradition always played an important role in civil formation of the person, in formation of its moral and labor qualities, in socialization of the personality as a whole. Therefore the objective assessments of a historical role of these phenomena, studying of forming influence of various educational institutes are so necessary today. The knowledge, judgment and processing of pedagogical culture of the past will help with the successful solution of complex problems of education of children and youth in modern conditions [1]. Without studying and use of ethnopedagogics can't be full education of the personality. In this regard, there is necessary a connection of traditions and ethnopedagogics experience with methodology-theoretical provisions of pedagogical science in the solution of the educational tasks set by society. The special importance process of updating of the content of education and upbringing on the basis of revival progressive gets traditions of ethnopedagogics in which humanistic and democratic ideals of the people are put. These ideals at skillful and their purposeful use can promote younger generation education in the spirit of love to the native earth, to work, honoring of seniors, respect and the benevolent attitude towards representatives of various nationalities, careful attitude to the nature.

Updating of the content of education taking into account universal values, historical experience, centuries-old cultural traditions makes new demands to process of training of future teachers as efficiency of education of pupils means of

ethnopedagogics is defined by the identity of the teacher, level of its special theoretical and practical ethno pedagogical preparation.

All told convinces of need of a complex solution of the problem of ethno pedagogical education for the higher school and its active introduction in pedagogical process. It, undoubtedly, will promote increase of level of ethno cultural education and ethno pedagogical education of students of the higher school and all nations as a whole.

Ethno pedagogical education is the process and result of mastering future teachers of system of knowledge of scientific fundamentals of ethnopedagogics, acquisition of skills of creative use of the richest educational experience of the people in modern conditions and the valuable relation to its spiritual culture.

Formation of the national consciousness responsible, the unalienated relation to history, language, culture and traditions of the people has to be the purpose of ethno pedagogical education in training of future teachers.

Proceeding from a main goal of ethno pedagogical education, it is necessary to solve the following problems:
- formation of the valuable relation to surrounding reality;
- formation of ability of sharp emotional empathy to historical and heroic events of last people;
- development of ability to perception of ethno cultural values;
- development of interest to acquisition special knowledge, skills on ethnopedagogics;
- aspiration development to creative self-expression through independent productive types of national creativity (poetic, musical, arts and crafts);
- development of the native language;
- development of traditions, customs and original culture of the people;
- creation of conditions for satisfaction of cultural requirements of being trained different nationalities;
- formation at being trained patriotism and culture of the international relations on the basis of recognition of cultural wealth of different times and the people.

The theoretical and methodological principles of the developed experimental program for ethnopedagogics can be the basis for the maintenance of ethno pedagogical education of future teachers; concepts of ethno cultural education; ideas of the Kazakh

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philosophy; principles of a nationality, nature conformity, culture conformity, priority of the native language.

The structure of the maintenance of ethno pedagogical education has to provide communication of its purposes and tasks according to the age periods of development of the personality at all grade levels in higher education institution.

Ethno pedagogical education is a component of complete process of pedagogical education. Therefore when determining structure and the maintenance of ethno pedagogical education it is necessary to make a start from the concept of the maintenance of the general secondary education of such known scientists, as V.V.Krayevsky, V.S.Lednev, I.Ya.Lerner, M.N.Skatkin [2; 3; 4; 5]. The analysis of their works gives the grounds to claim that the main function of professional education – the transfer of experience, saved up by previous generations. In the conditions of pedagogical educational institution – experiment on training and education of future teachers, preparation them to fruitful professional activity and world around as a whole.

In the maintenance of ethno pedagogical education of future teachers it is necessary to allocate four interconnected elements:

1. The system of knowledge of culture, history, language, religion, customs, traditions of the people, which assimilation provides formation of national consciousness of future teachers, complete attitude, arms with the correct methodological approach to cognitive and practical activities;

2. System of the general intellectual and practical skills, the abilities which are a basis of a set of types of concrete activity (informative, valuable and labor, etc.) and future teachers providing ability to preservation and transfer of national culture;

3. Experience of creative activity of future teacher of use of national creativity in modern sociocultural conditions, in the teaching and educational process providing abilities to their further development;

4. Experience of the emotional and strong-willed relation to surrounding reality together with knowledge, abilities is a formation condition at future teachers of belief, system of values.

The maintenance of ethno pedagogical education has to be presented as unity of the maintenance of theoretical, practical, moral and psychological readiness of the teacher to ethno pedagogical activity. The interrelation of types of readiness doesn't contradict their relative linearity: each element when training the teacher carries

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out the specific function. It is logical to consider as a starting point of definition of the content of ethno pedagogical training of the teacher a question of set of the knowledge defining its theoretical readiness.

Correlation of traditionally understood maintenance of theoretical readiness of the teacher with the first element of the maintenance of ethno pedagogical education leads to the conclusion about need to teachers-tutors of such ethno pedagogical knowledge, as: methodological fundamentals of ethnopedagogics, its communication with other sciences; research methods; problems of formation of the personality on the basis of materials of the Kazakh ethnopedagogics in socialist, and then and in the sovereign Republic of Kazakhstan; essence and regularities of educational process in the Kazakh ethnopedagogics; age and specific features of development and education of the perfect person; the contents, forms, methods, educational tools in the Kazakh ethnopedagogics, etc.

Assimilation of this knowledge is urged to arm future teacher with theoretical and methodological approach of knowledge and transformation of pedagogical activity. Possession of this method will demand studying of ways of activity, the concrete pedagogical facts, and also estimated judgments about the separate parties of the pedagogical phenomena taking into account their ethnic features [6].

Correlation of practical readiness of future teacher with the second element of the maintenance of ethno pedagogical education assumes formation of pedagogical abilities on the basis of the gained knowledge.

Pedagogical abilities are a set of being developed actions (the part from which can be automated - skills), based on theoretical knowledge and the problems of education directed on the solution. The same pedagogical abilities make a basis of ethno pedagogical abilities.

Noted above theoretical and practical readiness of future teacher for ethno pedagogical activity forms base of experience of creative activity, especially experience of the emotional and strong-willed relation to reality which is formed in higher education institution through specially organized classrooms (lectures, seminar, laboratory occupations, special courses, special seminars) and extracurricular (pedagogical practice, educational and research work of students, scientific-research work of students, term papers, essays, theses, meetings, thematic evenings, round table, musical and literary lectures, tours, debates, debates, conferences, contests, KBH, competitions, etc.) classes.

Experience of creative activity (the third element of the maintenance of ethno pedagogical education) doesn't allow specifying strict system of actions because these systems are always original as, are created by the teacher. Experience of creativity doesn't bring essentially new knowledge and abilities in the maintenance of professional competence of its habitual understanding that is theoretical and practical readiness in their unity. Representing pedagogical activity as process of the solution of a number of the interconnected strategic, tactical and operational tasks, future teachers need to be acquainted with samples of creative pedagogical finds.

It is possible to teach future teachers to creative use of ethno pedagogical materials by continuous increase of their intellectual activity.

The fourth element of the maintenance of ethno pedagogical education is caused by need of formation of a social and professional position of the teacher, i.e. system of the emotional and estimated relations to surrounding reality, in particular, to history of the people, its language, culture, customs and traditions, religion, etc. On the one hand, the position is defined by requirements, expectations and opportunities which imposes and provides modern society, on the other hand, requirements, motives, values, outlook, views work his national consciousness. In a position of the teacher his personality, nature of her social orientation, type of civil behavior and activity is shown.

The motivational and valuable relation to pedagogical reality is expressed in the orientation which is the center of the identity of the teacher. Formation of the professional and pedagogical orientation representing in the essence system of the relations of future teacher to a profession, the children, taught subject, in particular, to ethnopedagogics, and to itself as to the member of ethnos has to become a subject of special care of teachers of ethno pedagogical disciplines. Concentration of efforts to formation of the highly moral identity of the teacher deeply knowing the subject and owning a technique of its teaching is necessary.

So, the maintenance of ethno pedagogical education has to be oriented on formation of the complete identity of the professional teacher, not be reduced to set of necessary knowledge, skills. As its organic components experience of creative activity and the motivational and valuable relation to pedagogical reality and world around as a whole acts. The most acceptable form of its interpretation

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– the pedagogical category "readiness" including theoretical, practical and moral and psychological components. At the due organization of training in the highest pedagogical educational institution all four elements of the maintenance of ethno pedagogical education have to be realized.

Certainly, in the solution of problems of ethno pedagogical education it is impossible to be limited to only one subject of ethnopedagogics. Studying of materials of the Kazakh ethnopedagogics as organic component of the maintenance of the lecture courses "Pedagogic", "Pedagogic Stories", "Techniques of Educational Work", and also through special courses and special seminars is necessary. It is necessary to change also an ethno pedagogical outlook of all teachers, to destroy inert ideas of value of a state language, essence of art, culture, traditions and customs of the Kazakh people. To continue and develop broad preparation and retraining of experts in questions of ethno pedagogical education.

Thus, ethno pedagogical education inherently can and has to be directed on formation of an inner world of future teacher, his spiritual and moral shape. At ethnopedagogics special opportunities as in its contents it is harmoniously combined national with universal that allows to learn national specifics of the people, more deeply to understand and see an originality of other people.

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THE PROFESSIONAL COMPETENCE DEVELOPMENT IN LANGUAGE LEARNING

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Abstract
   The purpose of the study is the development of a conceptual model qualitatively new perspective of modern educational technology formation of professional competence in the field of integrated security through an interdisciplinary approach. The relevance of research by the need to improve the educational technology for the formation of professional competence in the field of security in vocational education (HRE). As a result qualitatively new learning technologies acquired a new quality, integrating interdisciplinary knowledge and skills with social and personal

qualities that ensure the success of the professional activity of graduates in the new socio-economic conditions. [1]

Keywords: professional competence, educational technology, conceptual framework, methodological reflection, imprinting, memorizing, actualization, initiation.

Introduction

Due to the intensive processes of the higher education reformation, the development of the students' professional competence occupies a prime position among educational targets on the institutional and national levels. The aim to train specialists in the modern university presupposes a high quality of education which implies enhancing students' abilities to act professionally according to the demands of ever changing social and cultural environment. In this respect specialists' ability to fulfill professional tasks in a foreign language society by means of a foreign language is viewed as a precious capability which meets the Bologna convention's requirements for the mobility of students and professionals.

Methods of research

The study used methods: theoretical (comparative and comparable, summarizing the experience of organizing the activities of institutions of vocational education, the study of legal acts in the sphere of education, scientific and methodological literature, etc.), empirical (observation, study and generalization of mass and individual teaching experience, etc.).

Results and discussion of the results of the study

Educational technology - it's a study to identify the principles and develop techniques to optimize the educational process by analyzing the factors that enhance the educational effectiveness through the design and application of techniques and materials, as well by evaluating the methods used [1].

Prospective modern educational technologies meet the methodological requirements - criteria of adaptability, which are conceptual, consistency, control, efficiency, reproducibility. Manufacturability criteria define the structure of educational technology, including the conceptual framework, substantive and procedural components of vocational training (Fig. 1). Conceptual model of a qualitatively new educational technology in the field of security is based on the scientific concept on interdisciplinary methodological approaches, aims, objectives, means of achieving the objectives, the predicted result (Fig. 2). Conceptual and logical model

includes basic conceptual and generic category of scientific knowledge in the field of integrated security. The main categories of concepts: → Information → New knowledge and professional competence of the other → Professional competence in the field of integrated security. The concept states that education in the field of integrated security should be advancing towards hazards. Principle - the formation of a comprehensive security throughout life.

Prospective modern educational technology has characteristics of the system: the logic of the process, the relationship of its parts, integrity. Pedagogical technology can be controlled, we can plan, design, training, conduct a phased diagnosis can be varied by means and methods of training.

The effectiveness of educational technology was tested by the results, the achievement of a certain standard of education. [2] Prospective modern educational technology in teaching integrated security applies to the entire system of vocational education.

The target component model includes strategic goal - the formation of innovative thinking in a specialist who can effectively carry out professional activities under the requirements of international standards in the field of security;

Interdisciplinary methodological component of the model includes a methodological reflection (the ability to analyze their own scientific activities), the ability of the scientific rationale, critical thinking and creative application of certain concepts, forms and methods from different areas of knowledge management, construction safety in their professional activities.

The procedural component - is put into practice pre-designed models of the learning process of complex safety. Structural and organizational component includes the steps of (precollegiate, and a high school graduate), continuing education, a vertically-integrated horizontal connections. Organizational and pedagogical component of the educational process in the field of integrated safety features include: content, form and methods that provide active educational and practical activities of students and teachers, the development of promising technologies adequate formation of professional competence in the high school stage and differentiation of forms of organization for professionals in the postgraduate stage, the management process mastery of the material and the diagnosis of the educational process. Appraisal and effective component of the model includes the ability to transfer research approach to different specialty areas, and used in a variety of non-standard situations. Predictive

component of formation of professional competence on the basis of modern educational technologies and interdisciplinary connections ensures the successful operation and development of the person in the professional field, and the ability to adapt to new professional, fast-changing commercial environment.

Modern perspective pedagogical educational technology research aimed at finding problems in the area of integrated security, the development of creativity - creativity personality, ready to create a fundamentally new ideas. System integration of information technology and interdisciplinary connections in integrated security and the use of the principle of student-centered learning allows the student to be active and to take decisions on the prevention of emergency situations (ES).

Modern advanced pedagogical research technologies include organizational, substantive and analytical stages. Organizational and pedagogical stage - the choice of the problem, the objectives and the subject of research in the field of integrated security, the theoretical justification for its conduct, the formulation of hypotheses, determine the criteria and methods of carrying out the research work. Substantial and procedural stage involves the selection of the content of the research work in the field of security research, collect information.

Promising pedagogical social organizational technology - is to achieve the level of competence in the field of integrated security necessary for social and professional adaptation, quality of excellence, cooperative learning, teaching communication skills. A graduate of the ACT should have a cross-cultural competence. In the learning process of being introduced advanced teaching technologies based on modern technology.

Technological sequence of construction of the educational process for the "Safety" is presented in Table 1.

Table 1. The educational process discipline "Safety" in the learning module

Name	Provision
1. Imprinting	Propaedeutic (introductory course) lecture with slide presentations of lectures. Work textbook. Training complex at the rate of disciplines BC. Educational computer software for BDZ, civil defense and emergencies.
2.Memorayzing (authorization)	Testing. Glossarnoe and algorithmic learning. Training computer program for BC, civil defense and emergencies. Satellite lecture. Consultation.
3.Actualization	Self-control and control testing. Implementation of essays (written and oral) works, NIRS. Implementation of qualification works. Implementation of essays, slide abstracts, etc.
4. Initiation	The current and final assessment. Diploma qualification works. Public examinations.

Conclusion. Conceptual model of modern educational technology formation of professional competence in the field of integrated security designed taking into account age, psycho-physiological characteristics of the individual and professional. An interdisciplinary approach to the design of the educational process in the field of integrated security is promising to achieve professional competence in accordance with the requirements of international standards.

The most important feature of modern education are changing the nature of learning in the context of global trends in education, which are called "mega-trends". These include:

- Continuity of Education and the plug massive;

- Significance, both for the individual and for the community expectations and standards;

- Focus on the active exploration of human modes of cognitive activity;

- The adaptation of the educational process to the demands and needs of the individual;

- Focus on the individual student's learning, providing opportunities of his self-revelation.

In today's training a lot of attention is paid to teaching students not only adapt, but also actively explore the situation of social change. These educational guidance to the early 90-ies received international recognition as working guidelines in UNESCO's programs.

General characteristics of educational technology as a pedagogical concept allows to identify some inherent attribute attributes that define its essence. These include:

- Diagnostic description of the purpose of education;

- Systematic training and educational, training and other operations of the student and the teacher;

- The achievement of education guaranteed results.

Educational technology should be seen as a tool with which the new educational paradigm can be realized. The construction of these technologies should be conducted in accordance with the following principles, which are directly related to the above system requirements:

-the principle of the integrity of the technologies of didactic system;

- The principle of reproducibility of technology in a particular learning environment to achieve the educational goals;

- The principle of non-linearity of pedagogical structures and prioritize those factors that have a direct impact on the mechanisms of self-organization and self-regulation of the respective education system;

- The principle of adapting the process of training for the individual student and his professional and cognitive abilities;

- The principle of the potential redundancy of educational information, creating optimal conditions for the formation of professional competence.

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PROFESSIONAL TRAINING OF THE HIGH EDUCATIONAL ESTABLISHMENT GRADUATE IN THE SYSTEM OF HIGH EDUCATION

Abstract

Purpose of the study is development system of language proficiency levels these levels description using standard categories. These two complexes create unified network concepts which can be applied for the any certification system description using standard language, and, therefore, any training program starting from tasks statement - the training purposes and finishing with reaching competences as training result.

Keywords: High education, proficiency level, training, graduate, educational programs, culture representatives, international communication, language usage, general competences

Introduction

The Kazakhstan higher education institutions realize multilevel professional educational programs on higher education various specialties. For these programs implementation in trainees social protection context and graduates mobility increase there is necessity to observe the general and innovative principles and methods during the training course.

Integration into the world community tasks the Kazakhstan education system new purpose – trainees personality formation, perceiving themselves not only as one certain culture representatives, but also as world citizens, subjects of the cultures political scientists realizing the importance, responsibility in the global universal processes occurring place both in Russia, and in the world as a whole.

Foreign language is one of the main instruments of trainees' personalities' education, possessing all-planetary thinking. Researches in socio-cultural area distinctly show that exactly by means of studying language of the international communication it is possible to promote trainees bilingual socio-cultural competence formation including such qualities as tolerance, impartiality to representatives of other countries and cultures (S.S.Kunanbayeva, V. V. Safonova, P.V.Sysoyev, M.Byram, M.Fleming, S.Kramsch). Foreign language and its culture studying give an opportunity to trainees to expand the socio-cultural space and gain independence culturally - come to understanding of themselves as cultural and historical subjects in a range of the country both native, and studied languages cultures [2].

In modern time scientists developed system of language proficiency levels these levels description using standard categories. These two complexes create unified network concepts which can be applied for the any certification system description using standard language, and, therefore, any training program starting from tasks statement - the training purposes and finishing with reaching competences as training result.

The basic principles, according to which specifications for English are developed, are the level approach to linguistic-didactic units' representation and the communicative-focused approach for training content selection. Herewith, the text formation mechanism at the sentences level, the grammar and vocabulary in particularly, aren't considered as the training purpose by itself, but are communicative purposes performance means.

Language usage and its studying include person actions and during the implementation of which he develops a number of competences: general (General competences) and communicative language (Communicative language competence). Thus competences are understood as the sum of knowledge, abilities and personal qualities which allow the person to make various actions. They provide tasks solution in various conditions taking into account various restrictions, and realized in activity types and processes (actions) directed on texts generation and/or perception, in connection with communication certain subjects and spheres, corresponding strategy application.

The general competences include: ability to study (ability to learn); existential competence (existential competence); declarative knowledge (declarative knowledge); skills and abilities (skills and know-how). The general competences aren't linguistic, they provide any activity, including the communicative.

Communicative language competences (Communicative language competence) include: linguistic component (linguistic component - lexical, phonological, syntactical knowledge and skills); socio-linguistic component (socio-linguistic component); pragmatic component (pragmatic component - knowledge, existential competence and skills and know-how relating to the linguistic system and its sociolinguistic variation) and also allow to carry out activity with linguistic means usage.

The following communicative competence components have been allocated:

1) Grammatical or formal (grammatical competence) or linguistic (linguistic) competence is systematic knowledge of grammatical rules, word units and phonology which will transform lexical units onto the intelligent statement.

2) Socio-linguistic competence (socio-linguistic competence) is an ability to choose and use adequate language forms and means depending on the communication purpose and situation, communication participants a social role, the one who is the partner in communication.

3) Discourse competence (discourse competence) is an ability of different functional styles complete, coherent and logical statements creation in oral and written language on the basis of different texts types understanding during the reading and audition; implying linguistic means choice depending on statement type.

4) Socio-cultural competence (socio-cultural competence) is native speaker cultural features knowledge, their habits, traditions, behavior standards and etiquette, ability to understand and adequately use them during the communication, remaining other culture carrier; socio-cultural competence formation implies personality integration in world and national cultures system.

In the foreign languages education history it is possible to allocate two main ways: a) language studying on the rules basis using reduced communication; b) language studying on the communication basis.

The first way is in foreign languages training grammar-translation system usage. According to it, training is constructed on the grammatical rules and vocabulary studying basis with the following transition to generation (designing) and decoding (to reading and oral speech understanding) speeches. Using language rules and vocabulary, trainees have to recreate (to generate) new language for them. The knowledge mastering way lay through enormous quantity of the mistakes detaining the language mastering level and reducing interest to its studying. Experience showed the inefficiency of this way.

The second way was through communication. It had been more effective though contained many downsides. Comprehension deficiency of the language formulated mechanisms in the rules form, increased foreign language learning terms, reduced the foreign-language speech quality.

As a result, these two ways of language training rapprochement outlined in the Russian, Kazakhstan and foreign literatures. I.e. language rules and actions unanimity have been experimentally proved. Language rules fix the natural character of the used language phenomena in speech, carry out the subordinate, and support function. The main action of foreign language mastering is verbal activity and communication. During the communication process there is not only an exchange of opinions, feelings, but also language means development, giving the generalized character.

Therefore, the foreign language can be considered as communicative competence development tool. It means, first of all, ability adequately shape the communicative purposes and achievement strategy, and also abilities speech etiquette norms and social behavior usage in cross-cultural communication situations where the situational and socio-cultural contexts knowledge of inofon community have been actualizing.

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PSYCHOLOGICAL ASPECTS IN PROFESSIONAL COMPETENCE ENHANCEMENT IN TEACHING

Abstract

The aim of this training module is to build the capacity of the university teachers by teaching them adult learner's psychology. Module will also broaden the vision of the trainers regarding adult

learner's developmental needs, problems, personality, individual differences, learning styles and stressors. It will provide techniques to deal with problems which the teachers encounter during their teaching. In teacher education, teachers are still using traditional models. It will help trainers to understand learning psychology and its principles and apply psychological principles to make teaching-learning process effective and student centred. It will also enhance the professional competency of the trainers, enabling them to understand learner's stressors and find ways to manage them. It will help the professional development of the faculty so that the quality of higher education could be enhanced.

Keywords: enhancement, teaching, interaction, new growths, speech value, elective courses.

Introduction

At the present stage pedagogical psychology development sets big tasks. The pedagogical psychology studies psychological mechanisms of training managment (N.F.Talyzina, L.N.Landa, etc.) and educational process as a whole (B.C. Lazarev, etc.); mastering process managements the action generalized ways (V. V. Davidov, V.V.Rubtsov, etc.); educational motivation (A.K.Markova, Yu.M.Orklov, etc.); individual and psychological factors, influencing on the process success, for example cooperation (G.A.Zuckerman, etc.), trainees and trainers personal features (B.C. Marylin, N. S. Leytes, A.A.Leontyev, VA. Caen-Kalik, etc.).

Foreign language subject includes the foreign language features analysis as subject matter, speech activity in a foreign language as mastering object; native and foreign languages systems interaction during the process, i.e. bilingualism problems. This subject includes also trainer and trainee psychological features research as foreign-language pedagogical communication partners, nonnative language mastering process feature as difficult educational activity, intellectual and personal new growths formation during the process, etc.

According to I.A.Zimnya opinion the progressive pedagogical psychology position highlights importance of developing, bringing-up training by means of all subjects and including foreign language. Person development occurs in the training and education process, this situation is the basis. Taking as a basis S.L.Rubinstein's words "the child develops, being brought up and trained, instead of it develops and brought up, and trained. It

means: education and training joined to child development, instead of built on over it"... and further... «child personal mental features, his ability, character trait, etc.... not only appear, but also form during child own activity.... " [89].

According to R.B.Karimova: "Child verbal function is one of the most important, defining qualitatively new form peculiar only to the person, the highest nervous activity" [11]. Speech value as social character factor, for the first time had been noted by F.Engels in his works. the second signal system Development on the neuro-reflex activity basis of big hemispheres bark and speech function interrelation with functional systems formation had been highlighted in detail in Setchenov I.M. works. [92] I.P.Pavlova [93], P.K.Anokhin [94] A.N.Leontyeva [95] A.R.Luriya [96] etc. Speech development features in ontogenesis have been noted in C.C.Lyapidevskii [97], N.Gvozdevaa [98]. The internal speech development concept put forward by Vygotsky H.P., had been a big step in speech studying in interrelation with thinking, child personal features formation. A.N.Leontyev (1967) allocated 4 stages of speech development and two first periods of them the period are in early age (preparatory and the language initial mastering period).

During the given article writing the author carried out the following experiment:

The research objects:

1. Institute educational space:

• intersubject connection within programs on a foreign language and subjects within trainees profile preparation;

• the educational process aimed at the trainees social competence development, carried out within the "foreign language" subject;

• the school administrative and teaching personnel scientific and methodical work, directed on education contents and technologies change in the institute conditions within the "foreign language" subject.

2. School network interaction with establishments of education, science, business and economy for trainees profile preparation ensuring within the "foreign language" subject.

Expected results.

In experiment trainees profile training introduction in the foreign languages field have been planned on the following models basis:

1. The interinstitute profiling model for significant increase in number of offered profile and elective courses.

Purposes:

• to provide English profound studying, including English for the profile focused purposes on the basis of trainees individual needs and promote equal access establishment of trainees different categories to full education according to their abilities, individual tendencies, requirements and opportunities;

• to create educational, methodical and material base for ensuring profile training programs implementation, as in basic system, and additional education;

• to create English teachers professional development programs conducting language training within programs of profile training and provide teachers retraining according to these programs;

• to expand trainees socialization possibilities for preparation post-institute activity and profession choice;

• to provide continuity between the general and professional education, prepare school graduates more effectively for programs mastering offered by leading Russian and European Higher education institutions.

2. Model of school network interaction with establishments of education, science, business and economy.

Directions:

• interaction with other secondary educational institutions within the program "Oxford School";

• interaction with potential employers. Interaction with enterprises and organizations will give chance trainees to get acquainted with the real world, their work and professional activity and promote a conscious choice of the further work direction;

• interaction with Higher education institutions. Higher education Institutions purposeful involvement for trainees high-quality preparation in continuation of foreign language learning.

3. the given program legal system functioning creation within contracts of program all participants.

The experiment controllability:

• standard providing;

• collective existence for experiment realization, competence of its participants;

• the project of experiment course researches monitoring model;

• the experiment realization program.

The experiment realization expected effects:
For trainees:
The profile preparation quality improvement at school by means of foreign language and providing optimum conditions for trainees self-realization during the foreign languages training. English language mastered demanded level achievement of by each trainee.

For the parental public:
Ensuring implementation of the students parents social order – trainees preparation on foreign language at demanded level for education continuation according to the chosen profession.

For pedagogical community:
Students and their parents social order high-quality implementation possibility. School administrative and teachers professional and psychology-pedagogical skill increase.

For an area and city education system:
School activity in the important direction of innovative activity "Innovative profile preparation as the full-fledged social partner".
Possible project implementation results are capable to really increase the efficiency of profile preparation in the field of foreign language and render assistance in trainees profile orientation.

Assessment indicators
Trainees achievements:

1 . Criterion: trainees program material mastering level (the educational standard)
Indicators:
• trainees number with high, average and low levels of educational standard mastering;
• cross-cultural communicative competence;
• development of language, intellectual and informative opportunities of trainees;
• providing trainees of all groups positive dynamics within a year by pedagogical collective.

2 . Criterion: positive motivation, trainees informative independence Indicators:

• positive motives with interest and responsibility prevalence;

• foreign language usage need as means of real communication during of the cross-cultural interaction.

• skills possession of a reflection concerning own activity.

3 . Criterion: the values prevailing in children's collectives
 Indicators:

• understanding of universal values, development of students interpersonal interactions in communication, background knowledge expansion;

• tolerance;

• socially significant activity and civil activity.

Teachers professional competence:

1 . Criterion: teachers professional competence
 Indicators:

• training innovative technologies possession;

• ability to reflex to the activity bases, reason of successes and failures;

• stability in results achievement regardless of trainees structure and other factors;

2 . Criterion: teachers cooperation, orientation to joint achievements
 Indicators:

• relation to cooperation;

• lessons discussion traditions and experience exchange;

• orientation to command form of work.

There are also other approaches in what have to be included in communicative competence. D. Himes united the following competences in this concept:

1 . linguistic (language rules);

2 . social and linguistic (dialect speech rules);

3 . discursive (the semantic statement creation rules);

4 . strategic (contact with the interlocutor maintenance rules).

The most detailed communicative competence description belongs to L.Bachmann. He uses the term "communicative language ability" and includes the following key competences:

1. language/linguistic / (statements implementation in a foreign language is possible only on the acquired knowledge basis, language understanding as systems);

2. discursive (coherence /cohesion/, logicality/coherence/, organization/pattern);

3. pragmatic (ability to retell communicative matter/message/according to a social context);

4. colloquial / fluency/(based on linguistic and pragmatic competences being able to speak coherently, without tension, at natural speed, without long pauses for language forms recall);

5. social and linguistic (ability to choose language forms, ":the nobility when to speak, when not, with whom; when, where and in what manner" D. Himes.)

6. strategic (ability to use communicative strategy for compensation of missing knowledge in the conditions of real language communication);

7. logical speech / cognitive/(readiness for communicative contents creation as a result of logical speech activity: interaction of problem, knowledge and research).

So, competence-based approach successful application in English language training means that trainees know the language, show communicative abilities and are capable to work successfully out of educational institution, i.e. in the real world.

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SYNTHESIS OF ACHIEVEMENTS OF WORLD MANKIND IN HUMANITY PEDAGOGY

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Abstract

In the twenty-first century, the main characteristic of humanity, with all its changes in the historical development has always been human. The core of it speaks to the future aspirations of the personality, the free realization of their creative powers. Particularly different is the context of humanity, which manifests itself in the qualities associated with the individual's ability to empathize, to contribute, to the ability to the active dialogical activity on the level of partnership and cooperation. However, the roots of humanistic pedagogy were in the past. Systematization of ideas of known representatives of different eras allows speaking about synthesis which was created by a human civilization for all the history.

Keywords: pedagogy, education, humanity, mankind, personality

Introduction

In the twenty-first century, the main characteristic of humanity, with all its changes in the historical development has always been human. The core of it speaks to the future aspirations of the personality, the free realization of their creative powers. Particularly different is the context of humanity, which manifests itself in the qualities associated with the individual's ability to empathize, to contribute, to the ability to the active dialogical activity on the level of partnership and cooperation. However, the roots of humanistic pedagogy were in the past. Systematization of ideas of known representatives of different eras allows speaking about synthesis which was created by a human civilization for all the history.

The humanity pedagogic was at all times a core of doctrines of east thinkers. Confucius, al-Farabi, Ibn Hsing, Yousaf Balasaguni and other thinkers saw the perfection of mankind (1, 2) in humanity. From here all pedagogic of the East was proclaimed, directing active development of processes in education. The advanced thinkers of these period ideas of humane moved forward harmonious development of the personality, they tried to get into a human nature essence, sought to consider social and biological determinants of education. The social essence of the person was especially emphasized.

One of the important features of pedagogy of humanism in the East is the "open-minded" as opposed to dogmatism, which is thought the main obstacle for individual liberty. The man is being built in the center of everything as the highest value with high morals; everything else is of interest, as it concerns the individual.

An essential indicator of humanistic traits serves the revival and development of artistic expression. In this regard, expert said Barthold notes that one of the major cultural achievements of Muslims was to create a vast literature, which works of ancient authors could not stand any comparison. «The first books in the Turkic language appeared in the V century. Value is the only epigraphic monument initial period of the Turkic khanate is the famous stele Bugutskaya 582-583 years. For the first time used the word "Turk" and mentioned Taspar-Kagan (the fourth emperor Khaganate). Widely is known Orkhon-Yenisey granite stele, which found fame including inscriptions on stones in honor of Bilge Kagan and his brother, the commander-Kul Tegin.

In connection with the language factor Renaissance appropriate to refer to the study I. Bragin, who says: "From the

middle of the feudal intellectuals of Central Asia and Iran out some outstanding people, though far from the popular movements, but by the power of his talent and ability to rise above their class environment and in original form to restore the features of traditional ideology. These were the basis of his work in X-XI centuries Rudaki, Ferdowsi, Nasir Husrou and Omar Khayyam. This galaxy is adjacent Ibn Sina. With all the creative and individual differences of these poets, they all share common traits: love of all native, especially to their mother tongue Farsi, acute setting of ethnic issues and focus on the human being; sermon secrecy and the cult of reason.

In the XI century, when Sultan Mahmud Farsi expelled from the state apparatus, the love of their mother tongue and took the nature of a special demonstrative affection and devotion. Ibn Sina, in violation of all the privileges not only poetry, but also some philosophical works written in Persian, it has created a philosophical vocabulary, and thus banishing like Ferdowsi, arabisms of language. In their own Arabic Due to the language factor Renaissance appropriate to refer to the study I. Bragin, who says: "From the middle of the feudal intellectuals of Central Asia and Iran out some outstanding people, though far from the popular movements, but by the power of his talent and ability to rise above their class environment and in a peculiar form to revive traditional features Eid.

"Synthesis" human achievement was seen in the "language policy" and in other ways: The poet Nizami, like no other, praised the Turks. But he did it in the Persian language - the language of literature and poetry. He appealed to the Arab in the name of science and religion. He drew a philosophy in Greek. In science he appealed to Pythagoras and Plato. The poet first sang the Slavs and their hero Quintana (3). Moreover, with powerful ideological doctrines of the officially - recognized language appear on the historical scene treatises al-Farabi, Ibn Sina, Ibn Rushd. In languages such cooperation, in our view, is seen educational element, which suggests symbiosis nations, but this, "when is together the best achievement of all to create something such that begins to exceed each individual."

"Synthesis of human achievement 'or community languages appears not only outside the country, in the created states a symbiosis. Such a picture is quite distinct and historic land. In Turkestan at the time, along with the Turkic flourished Persian and Arabic languages. Creations of the best minds were created in all languages. But suddenly there is a spark of the Turkic dialects is still perceived as a deeply educational element. In this regard, it is

appropriate to call "Kutadgu bilig" - "Beneficial knowledge" Yusuf Basaguni, which was written in 1069 for 18 months in Kashgar (4). The book consists of 85 chapters, 6722 Beit - the smallest units of a complete poetic thought, and 124 applications. The total number of rhyming lines is more than 13 thousand. This work is highly valued throughout Qarakhanid public of the time and gets the title Balasaguni Hassi Khadjibey - "Minister of the Court", "chamberlain." This was followed by a noble gesture on the part of the governor Tabgach-Bogra-Kara-Hakan Abu Ali Hassan Karakhanids dynasty, which was presented with a book. It is safe to say that it instantly catches. Interestingly, the "Kutadgu bilig" praised above all the author. It can be assumed that Yusuf in advance, before writing the poem clearly aware of his future destination of hard work. Therefore, to say that: "In the eastern territories and among the Turks everywhere. She is equal to book unknown to common people ... "- he means to so many of its artistic and aesthetic perfection, not even a composition as unconventional as a masterly exposition of the poem in the depths of didactic and pedagogical reasons. Consequently, Yusuf was obsessed with work to write an amazing and useful for his generation.

"Synthesis" for the Turks, no matter where they were - "this is a crown of bright diamonds national spirit, a rainbow of achieve their thoughts," the most advanced and the most productive.

The next flourishing of Turkish culture falls on the XV century, but under the Timurids. The oldest language as signs of Renaissance style stands in Central Asia, the second time, after a few centuries after Balasaguni. In the second half of the XV century the public arena appear statesman large scale, poet and scholar, musician and painter, Alisher Navoi (1441-1501), who was the founder of classical poetry on ancient Uzbek (Chagatai) language. The national language is not left indifferent Alisher Navoi. He repeatedly spoke of the richness and subtlety of the Turkic language. Implementation of program ideas Navoi becomes his own poetic practice, most fully manifested in the poem "Farhad and Shirin". Native for Navoi in a sense becomes an instrument of education and the revival of patriotism happening cultural and historical changes, of course, develop thinking, consciousness, and planted the intellectual qualities, brought order and moral discipline in the way people live. Overall, there was a process of humanistic education and training, spiritual healing personality due to economic, social and cultural development of Turkish society in all areas of science human studies.

Love for the mother tongue of the ancient Turks is a vivid example for the present representatives of Kazakh society, which today is given the right to speak, to think and to enrich the Kazakh language.

Above the historical and pedagogical analysis, we showed especially Eastern humanism. However, the same moral ideas were filled with humanism in Europe. It should be stated that in this part of the world was inspired by the continent's humanism, above all, of antiquity. It is ideas of ancient philosophers have become one of the main cultural backgrounds. «Renacito» - so is called era of the XYI century Vasari in his country, which means "rebirth." It was about the revival of antiquity, that the Italians identified with ancient Rome - the period is known, marked a remarkable flowering of social thought, art, literature, and, most importantly - the "discovery of man." The man stood in the center of a higher power with higher rights as the supreme value, and all the rest - the society, the history of the world - is valuable and important because it concerns all people. So in general terms, was comprehended this complex, multi-faceted, great in its historical and cultural swing era.

History shows people involved in the spread of ancient samples in Italy, France, England and the Netherlands, have been called a true humanist. Humanists proclaimed freedom of the human person, opposed religious asceticism. The greatest humanists of the Renaissance: Petrarch, Dante, Boccaccio, Leonardo da Vinci, Erasmus, Bruno, Rabelais, Montaigne, Copernicus, Shakespeare and F.B.Bekon played an important role in the development of humanistic ideals of human rights (5.6).

Excellent example of moral development, improvement in the virtues and sciences can serve as a sound system of education of Gargantuan, the proposal of the French humanist and writer Rabelais. For E. Rotterdam upbringing is a faith in man's ability to improve. "It stretches the wax now, while soft, mold clay is wet, fill the pitcher the best moisture" - proclaimed humanist. Extremely high for modern pedagogy humanism Ya.A.Komenskogo importance of the ideas that created an integrated system of humanistic education, which resulted in the understanding of the child as a precious good, high, perfect and most excellent works on the ground. Human destiny - perfection of the soul, for "happy is he who from the womb and brought well-educated members, but a thousand times happier than the one who will take away the soul well-educated." Enlightenment thinkers were not satisfied with only the arguments about the future, and wanted to

turn their ideas into practice. An example is the community of New Lenark and "New Harmony," created R.Ouenom. In his view, the purpose of the new company is to ensure the physical and moral well-being of all people. Of particular importance, he is paid to education of the future man, a rational and socially active. Jean-Jacques Rousseau, one of the first to proclaim the basis of the principles of pedagogy - a holistic anthropology. He proposed to look at the child as a free person. The most important idea, enriched the humanistic ideology, Kant was a moral imperative: "Act so that you are always concerned for humanity and in his person and in the person of another, as an end and never treated him as a tool." Revealing the essence of humanity was to determine the role of man - serving the common good, the need to love people, and remember that we are all - citizens of the world.

Humane ideals of the human condition openly proclaimed representatives of utopian socialism (7).

Conclusion

Thus, the humanism of previous eras, in whatever fields it does not show - a search for the best social environment for the free expression rights and enrich the forms of its realization. Modern pedagogy, has long been in the child object impacts, must arm themselves with the word humanist, who believes happiness to mankind that "we are not able to subject our children and didactic pedagogical influences attack on their common sense and common human will."

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SCIENTIFIC AND METHODICAL BASES OF PROFESSIONAL KEY COMPETENCE FORMATION RESULTS IN EDUCATION PROCESS

Abstract

The global problems of education in the 21 century was defined, and the solution of these tasks will allow to teach each student: to learn (to teach to study); to work (to teach to resolve arising problems); to interact (to build the relations both with people, and with world around); to self-improve (personal development).

The main priority of new quality of education is competence which is for today the indicator of the educational success, giving the chance to define readiness of the graduate of institute for further active participation in a society life.

Therefore the state, social order to readiness of the graduate of high school, can be possibly defined, as formation of the following competences: readiness for solution of problems; readiness for independent informative activity; readiness for communication, in the languages; readiness for use of information and communication technologies at the level of the effective user; readiness for social interaction; readiness for self-improvement, self-determination, self-realization.

Keywords: competency, key competence, professionalism, educational process, results.

Introduction

The global problems of education in the 21 century was defined, and the solution of these tasks will allow to teach each student: to learn (to teach to study); to work (to teach to resolve arising problems); to interact (to build the relations both with people, and with world around); to self-improve (personal development).

The main priority of new quality of education is competence which is for today the indicator of the educational success, giving the chance to define readiness of the graduate of institute for further active participation in a society life.

Therefore the state, social order to readiness of the graduate of high school, can be possibly defined, as formation of the following competences:

• Readiness for solution of problems;

• Readiness for independent informative activity;

• Readiness for communication, in the languages;

• Readiness for use of information and communication technologies at the level of the effective user;

• Readiness for social interaction;

• Readiness for self-improvement, self-determination, self-realization;

1. Disscusion

Educational process, as we know, is many-sided, multidimensional, difficult and inconsistent, and therefore its results are also versatile, and difficult, inconsistent, dialectically interconnected and interact with each other. It is a difficult matter to define the results of education. Let's allocate the main ones from them :

■ It is difficult to define them, for their fixing as a rule special measurements, descriptions, characteristics, parameters, etc., are necessary;

■ to estimate educational activities by the results unambiguously as positive or only negative one is quite often impossible, because the results can be estimated, from the one hand, as positive, and with another hand as negative or the positive effect of educational process in one surely has a negative effect in the other process;

■ Results of education are integrated with difficult, and sometimes aren't summarized that leads to great difficulties in an assessment of educational process and its management;

■ some results of educational activity are fully appeared only after leaving school, later a decade of years, and frequently out of education sphere and therefore directly can't be precisely recorded during educational process;

■ some results of education depend on huge number not only operated, but also random, uncontrollable factors, and therefore it is very difficult to establish precisely, as a result of which pedagogical and administrative actions, or what are the reasons, what component of School or out-of-school educational process appeared this or that positive or negative result relating to educations; from here we have huge difficulties in establishment of mechanisms of controllability of resultant parameters.

Quality of education is the cumulative, complex, system, including complete characteristic, except quality of training, yet the whole group of parameters as a result of which account the assessment of results of training can be both, being raised, and be brought to naught or even became negative however to what extent be high, being taken by itself.

Let's consider results of education which can be recorded with bigger or smaller degree of accuracy.

1. Knowledge, abilities, skills. What we spoke about limitation of this indicator, we won't refuse it soon, and well and let's say because of its being verifiable (check of the validity of provisions, estimates, reliability establishment by practical consideration way) in comparison with others, on the limitation and a relativity of this indicator if it is taken by itself without the analysis and clarification of the reasons why it is very so, but not better (the reason can be and in opportunities of the student, and in level of skill of the teacher, in his or her attitude towards the student and to work generally, and in many other external and internal circumstances).

2. Competence. Mastering by being trained by universal ways of activity, such as, problems solving (self-government, information and communication)

3. Indicators of personal development. At least here we mean the level of development intellectual, emotional, strong-willed, motivational parties of the personality, level of development of its informative and other interests and requirements. Formation of steady motivation knowledge, and level of creativity of the child, his ability to gain independence in everything, to be the subject own educations and developments, and also the degree of moral, esthetic, physical,

ecological and other developing can be referred to the indicators of personal development.

Thus, the learning process along with the knowledge, abilities, skills, and values, moral and behavioral standards can be formed in key competences (which mean the universal modes of action).

Key competencies are called such kind of competences, which should have every member of society, and that can be applied in different situations. The following is referred to the key competences:

- Problem-solving competence (self-management);
- Information competence;
- Communicative competence.

In the framework of this competence are designated the ways of activity which the student has to master.

Let's consider each of them separately:

Competence of problems solving allows:

- to define a problem in various situations, to make a crucial decision, to estimate consequences of the decision;

- to set the purpose of the activity, to define the conditions necessary for its realization, to plan and organize process of its achievement (that is to develop the technologies adequate to an objective);

- to carry out a reflection and a self-assessment, an assessment of the activity and its results;

- to choose the norms of activity for itself and behavior in adequate situations;

- to choose the technologies adequate to an objective, accurately follow to technology.

Information competence allows:

- to make conscious decisions on the basis of critically intelligent information;

- Independently to put and prove the purpose, to plan and carry out informative activity for achievement of this purpose;

- independently to find, analyze, make selection, to transform, keep, interpret and carry out information transfer, including by means of modern information and communication technologies;

- to process information, applying logical operations (the analysis, synthesis, generalization, structuring, a direct and indirect

demonstration, the proof on analogies, modeling, mental experiment, systematization of materials);

- to use information for planning and implementation of the activity.

Communicative competence allows:

- to use various means of oral and written communication on a language and other languages for the solution of the tasks in concrete life situations;

- to select and use styles and the genres adequate to the solution of communicative tasks;

- to express the point of view according to norms of etiquette;

- to carry out productive interaction, including with representatives of other cultures, adherents of other points of view, positions, entering dialogical communication, resolving conflict situations;

- to build communication in group with the people standing on various positions, for receiving the general result.

In the conditions of transition to the multicomponent model of education focused on concrete results, a priority task providing steady functioning and education system development in society is creation of a control system by quality of education, for estimation of which the principle of compliance to special samples, parameters or criteria will be used.

Therefore, it is important to define not only value of the concepts of "competence" and "competency", it is much more important to reveal and prove criteria, indicators as well as instruments of measurement of training results. In this regard we tried to determine criteria and indicators of external manifestations of competence formation according to education levels.

On end of each education level the student who has been trained has to show possession of the specified minimum capacity of activity ways, components of the key competence.

Level of manifestations of formation has to be diagnosed by competence; in this regard manifestations of competence are detailed on aspects. Above we considered key competence which is absolutely universal ways of the activity, applied on all subjects.

Mathematical literacy is ability of the person to define and understand a mathematics role in the world in which he lives, to state well reasonable mathematical judgments and to use mathematics so

that to satisfy the requirements of the creative, interested and conceiving citizen in the present and the future.

The content of this concept is specified as follows

Mathematical literacy is understood as ability of students:

• To distinguish the problems, arising reality, this can be solved by means of mathematics;

• To formulate these problems in mathematical language;

• To solve these problems, using mathematical knowledge and methods;

• To analyze the used methods of the decision;

• To interpret the received results taking into account the put problem;

• To formulate and write down final results of the solution of the put problem.

One of the aspects characterizing mathematical literacy, "mathematical competence" is the most general mathematical abilities and the skills including mathematical thinking, the written and oral mathematical argument, statement and a solution, mathematical modeling, using the mathematical language, using the modern technical means (for example, information scientists).

Literacy in reading is the ability to understand, apply and critically comprehend (to reflex) the text information according to the available purposes of individual development, updating, and acquisition of new knowledge and for full participation in society.

The techniques of expressive reading, and especially not reading on speed has to be formed and be estimated at all. A task of language subjects is to teach the school student to understand the texts of different types, to reflect over their contents, to estimate their sense, and to state the thoughts of the read text.

Literacy in natural-science disciplines is ability of students to use natural-science knowledge for selection in real life situations of those problems which can be investigated and solved by means of scientific methods, for receiving the conclusions based on supervision experiments, necessary for understanding of world around and those changes which are made to it by activity of the person, and also for adoption of the relevant decisions. [3]

Information literacy includes: possession of information technologies, network literacy, digital literacy, Internet literacy, computer literacy, media literacy.

Computer literacy is knowledge, skills necessary for understanding of information and communication technologies,

including the equipment, software, systems, networks and all other elements of computers and telecommunication systems.

Media literacy is knowledge and skills are necessary for understanding the all means, (mass) communication and formats in which are executed a creation, preservation, transfer and data presentation, carrying out information and knowledge (for example, printing newspapers, magazines, radio and television, CD, DVD, mobile phones, the text PDF formats, the JPEC format for photos and graphics).

3.Conclusion

Thus, during the definition of subject of competence, experts can use the above-named deterAt the same time considering the specific feature of educational subjects, content and methods of understanding of the teaching subjects the is more whole than subjects, specifics of the contents, development methods, especially important factor is the defining of subject competence, i.e. specific ways of activity characterized for development of one or group of subjects in one field of education.

In definition of subject competence, in our opinion is especially important the accounting of the results of International results program of educational assessment and students achievements (PISA). In the methodological content of this program the following things relating to the content of the acquired knowledge, expected results are defined and the context and scopes of knowledge and skills is created, the school literacy of students on mathematics, natural-science disciplines and reading is specified, which have to become a reference point in definition of subject competencemination of literacy.

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COMPETITIVE APPROACH IN COMMUNICATIVE FORMATION DEVELOPMENT

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Abstract

Competence is set of properties and personality characteristic. Competence characterizes student ability to realize the human potential for educational activity. Competence is understood as the personality integrated quality which is visible in the general ability and readiness for activity, based on knowledge and experience gained during the training and socialization, i.e. education, and focused on independent and successful participation in activity. Competence-based approach means gradual occupation reorientation by primary knowledge translation onto conditions creation for mastering by student competence complex. And, all of them are aimed at trainee independent educational activity activization and focused on creative thinking main characteristics development (fluency, flexibility, originality of thinking, idea development ability, and also informative interests expansion, motivational sphere and independent work skills development).

Introduction

Competence is set of properties and personality characteristic. Competence characterizes student ability to realize the human potential for educational activity. Competence is understood as the personality integrated quality which is visible in the general ability and readiness for activity, based on knowledge and experience gained during the training and socialization, i.e. education, and focused on independent and successful participation in activity. Competence-based approach means gradual occupation reorientation by primary knowledge translation onto conditions creation for mastering by student competence complex. And, all of them are aimed at trainee independent educational activity activization and focused on creative thinking main characteristics development (fluency, flexibility, originality of thinking, idea development ability, and also informative interests expansion, motivational sphere and independent work skills development). Importantly, to pay attention to the concrete tasks analysis, personality creative realization stimulation, the problems independent statement and solution. Group work forms usage, group works new types introduction, such, as carrying out a round table on a problem, debate, and mini-conferences. The training modern pedagogical technologies are search of the unknown, new knowledge. And these technologies demand smaller time expenditure. It is necessary to add for everything mentioned above one more very important circumstance influencing on trainees development as creative person. It is an emotional spirit. Well, it is known that only trainee good emotional mood can provide its openness for creativity and initiation. Thus, possession of the listed abilities, ability to come into contact with other people and support can be defined as trainee communicative competence. Communicative approach usage advantage in higher education institution educational process is that communicative abilities formation promotes trainee motivation increase, promotes intersubject communications establishment. It promotes development of informative activity, imagination, self-discipline, joint activity skills and many other. As one of the main person qualities capable for communication, scientists call ability for reflection, empathy. Communicative competence mastering assumes foreign-language communication mastering in all its functions unanimity: information, regulatory, emotional-estimated and

etiquette. During realization of these functions certain communicative problems are solved and the basic communicative skills are formed.

Discussion

Today for the leading communicativeness methodical principles, which provides occupations practical orientation focusing on speech activity mastering in the chosen communication sphere is possible to refer the following principles of training:

Table 1

Deductive	Linguistic	Psychological	Proper methodological
Consciousness Activity Presentation Durability Availability and feasibility Intersubject coordination Cross-cultural interaction Teacher professional competence	Systematic Concentration Linguistic phenomena differentiation at the language and speech level Functionality Stylistic differentiation Language minimization	Motivation Phasing in speech skills and abilities formation Trainees personality Individually – psychological features consideration Adaptation processes consideration	Communicativeness Trainees native language consideration Oral advancing The interconnected training in types of speech activity Training professional orientation Approximation Situational– thematic organization of training Proficiency level consideration in language Adaptation processes consideartion

The didactic principles reflect basic provisions of the education and training theory, developed in didactics. They are used in different disciplines teaching and don't depend on training subject. At the same time didactic principles application in each concrete discipline has the features, reflecting studied subject specifics.

The training didactic principles had been formulated for the first time by Ya.A.Komenski (1592 — 1670). The many of them names have been remained up to now though the contents changed in connection with pedagogic development and disciplines adjacent to pedagogic.

The principle of consciousness is among of the leading didactic principles realized in language classes. This principle following assumes trainees understanding the content of foreign-language speech, speech units comprehension, ways of such units usage. Well-known methodologist B. V. Belyaev emphasized that skills and abilities develop much quicker during those processes when education is exposed to judgment in language mastering course. The language mastering way with awareness of language units and rules properties and features functioning in speech to practical application during the speech activity is defined as "a way from above" and considered as the most preferable.

Consciousness principle during the training realization means also trainee consciousness relation to the training which assumes student mastering of independent work, and for the student as future expert - understanding and reception, that teacher uses during the class. Such receptions provide vocational guidance of educational process in higher education institution.

The special attention in military higher education institution should be paid to the activity principle; which assumes trainees speech activity during the class meaning intensity of trainee mental processes during the activity, concerning attention, thinking, memory, formation and thoughts formulation of studied language. The main activity sources are the purposes, motives, desires and interests. For their support the teacher has to use various receptions of training, including various pedagogical technologies: role-playing games, tasks of problem - situational character, presentation. Knowledge, skills are formed in process of trainee active mental work and at the center of which the speech activity and thinking combination have been put.

Also much attention should be paid to other didactic principles, such as the principle of presentation — one of leaders in training as demanding dialectics transition from direct perception to abstract thinking in the course of knowledge. The presentation principle is treated by scientists as specially organized display of language and extra linguistic material for the purpose of the best understanding, assimilation and use in speech activity.

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The principle of durability provides trained material preservation in trainee memory and its application possibility in personal situations of communication.

The availability and feasibility principle assumes that from the first lesson material is presented according to trainee age and intellectual opportunities, and its reception doesn't cause insuperable difficulties.

The special attention should be paid to the intersubject coordination principle which is shown on detail – language level in language classes where training has to be conducted with consideration of trainee proficiency level in language and professional interests (students seize language elements of specialty and the features inherent in chosen for future communication sphere professional activity). Communicative competence optimum conditions formation of the communication professional sphere created as a result during the studying of both general scientific disciplines, and language as means of communication.

The cross-cultural interaction principle implies such educational and upbringing process organization, where the teacher considers trainee national and cultural features in the conditions of cross-cultural interaction with native speakers. The fact of cross-cultural interaction influence on teaching and educational process is enormous that the cross-cultural interaction principle allocation as the independent didactic principle is presented as quite reasonable and had got support among researches both Russian and Kazakhstan scientists.

• This principle consideration in teaching and educational process promotes cross-cultural competence formation, and formation level allows to judge about trainee achievement in studied language mastering at socio-cultural level.

Now the foreign languages training purpose is communicative competence formation in cross-cultural communication area. It means speech interaction abilities existence with other culture representatives.

The international level expert competence-based model is accompanied by rather difficult multilevel education. In higher education institution educational process there are compared separate knowledge objects, to practical preparation criteria of the international level expert – the concrete materialized certificates, and to personal and professional aspects – data of psychological tests, interviews, etc. There is important circumstance which directly

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influences on pithiness of all procedures, subjectivity registration at all educational, administrative, and social and other activity levels.

The competence-based approach category characterizes converting processes success in education because prompt changes in the world demand phenomena changes explanation, the forecast development and new realities principles design from the science point of view about development laws by mankind. Recognized as new scientific approach, today competence-based approach is an effective methodological thinking ability development remedy, behavior and activity cultural and logical standards development, valuable orientations correction on the educational systems synthesis basis, the transforming activity based on the principles of innovative methods in educational process.

Competence-based approach promotes communicative competence formation – readiness for innovative activity, work in non-standard situations, openness to new, adaptability and mobility.

By results of the scientific and practical research, that we have carried out about psychologist – pedagogical bases communicative competence formation definition which includes new demand situation understanding, development of the strategic bases estimated for this new solvency, including advancing models development of changed professional activity and educational process contents revision. In aggregate listed provides consciousness and activity transfer from a spontaneous image choice to a desirable or future change projection.

Scientific and practical research proceeds, and during this research we have came to the conclusion about the importance and relevance of competence-based approach introduction and application question in educational process of higher education institution as the future expert communicative competence formation bases. At higher education institution pedagogical process design it is necessary to consider methodological approaches variety which change XXI century ecologist perception, outlook, thinking and influence on practical activities and professionalism. The future expert preparation quality and efficiency have been defined by professional and communicative competences formation which can be provided with existence of language, production, research, socio-cultural knowledge on the competence-based approach basis in higher education institution educational process.

Conclusion:

In the conclusion it is possible to say that competence-based approach in the society problems solution have been considered as dialectic alternative to the traditional approach focused on substantial units rationing, similar to the educational standard ideas. Respectively the competences assessment unlike to the examination tests focused on acquired knowledge volume and quality identification, imply priority of activity diagnostics objective methods usage (supervision, professional activity products examination, protection of educational portfolios, etc.). The competence is considered as "ability to tasks solution and readiness for the professional role in this or the other activity sphere". If to address to the American experience of the competence-based models formulation, on the forefront there is an action, the operation corresponding not to object (real or ideal), but to a situation, a problem. Respectively objects get absolutely other status: these are not natural phenomena which have to be identified, described and classified, but the man-made evidence of the corresponding competence mastering (plans, reports, analytical notes). More considerably there are have been differentiated the context and infrastructure of competence-based approach and authentic versions of discussed educational context models. Conceptualization spaces are actually various: it is a need of corresponding concepts scientific justification while the American situation assumes determination of multilateral social dialogue framework competences. Generalizing it is possible to assert that competency and competence concepts are treated in pedagogical culture classically, i.e. as ideal essence, subject to explanation and judgment. At the same time in the western culture competence have been considered as the not classical phenomenon implanted to public educational practice and reflecting existing society interests balance (lesser of the state), educational institutes, employers, and also services consumers. There are competence intermediate level characteristic corresponding to the correct actions in some typical, standard situations. Respectively for intermediate level definition there is an idea of criteria (i.e. the generalized actions formulas) and indicators (i.e. the materialized products of actions) have been entered.

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THE PSYCHOLOGICAL AND PEDAGOGICAL BASES OF COMPETENT – BASED APPROACH IN DEVELOPMENT OF THE COMMUNICATIVE COMPETENCE

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Abstract

This article reviews the psychological and educational bases in development of the communicative competence. Also the approaches of different authors for identifying the competence have been given and analyzed. In Kazakhstan education modernization conditions and Bologna declaration signing the educational institutions have made certain commitments. One of the main tasks is entering into unified European educational space and achieving of educational programs international recognition on leading specialties. For this task solution the education development main direction is taken onto qualified experts' preparation on international level with high professional and communicative competence formation on the competence-based approach.

Key words: education, competence, system, methodology, society, tendency

Introduction

If to define a competence place in professional skill system levels, it gets an intermediate value between diligence and perfection. Competence implies continuous updating of knowledge, mastering by new information for successful application in specific conditions, i.e. mastering by operational and mobile knowledge. Competence is not simply knowledge possession, but rather potential readiness to solve problems skillfully, therefore it includes both substantial (knowledge), and procedural (abilities) components. Depending on circumstances the competent expert can apply one or the other method most suitable to these conditions and present time. Method flexibility is an important quality of competence. The competent person is distinguished by ability among decisions set to choose the most optimum, reasonably reject false, call in question critical thinking. The "competence" concept content includes knowledge mobility of, method flexibility and critical thinking. [1]

Competence is possession of knowledge, abilities, skills, creative activity experience accumulation, the emotional and strong-willed relations integrated with professional activity initial experience, and also origin of personality wisdom, abilities to use the acquired knowledge, ability, skills in standard and non-standard situations with good efficiency [2].

In modern time scientists developed system of language proficiency levels these levels description using standard categories. These two complexes create unified network concepts which can be applied for the any certification system description using standard language, and, therefore, any training program starting from tasks statement - the training purposes and finishing with reaching competences as training result.

Language usage and its studying include person actions and during the implementation of which he develops a number of competences: general (General competences) and communicative language (Communicative language competence). Thus competences are understood as the sum of knowledge, abilities and personal qualities which allow the person to make various actions. They provide tasks solution in various conditions taking into account various restrictions, and realized in activity types and processes

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(actions) directed on texts generation and/or perception, in connection with communication certain subjects and spheres, corresponding strategy application.

The general competences include: ability to study (ability to learn); existential competence (existential competence); declarative knowledge (declarative knowledge); skills and abilities (skills and know-how). The general competences aren't linguistic, they provide any activity, including the communicative. [3]

Communicative language competences (Communicative language competence) include: linguistic component (linguistic component - lexical, phonological, syntactical knowledge and skills); socio-linguistic component (socio-linguistic component); pragmatic component (pragmatic component - knowledge, existential competence and skills and know-how relating to the linguistic system and its sociolinguistic variation) and also allow to carry out activity with linguistic means usage. [4]

The following communicative competence components have been allocated:

1) Grammatical or formal (grammatical competence) or linguistic (linguistic) competence is systematic knowledge of grammatical rules, word units and phonology which will transform lexical units onto the intelligent statement.

2) Socio-linguistic competence (socio-linguistic competence) is an ability to choose and use adequate language forms and means depending on the communication purpose and situation, communication participants a social role, the one who is the partner in communication.

3) Discourse competence (discourse competence) is an ability of different functional styles complete, coherent and logical statements creation in oral and written language on the basis of different texts types understanding during the reading and audition; implying linguistic means choice depending on statement type.

4) Socio-cultural competence (socio-cultural competence) is native speaker cultural features knowledge, their habits, traditions, behavior standards and etiquette, ability to understand and adequately use them during the communication, remaining other culture carrier; socio-cultural competence formation implies personality integration in world and national cultures system. [5]

The main part

In the foreign languages education history it is possible to allocate two main ways: a) language studying on the rules basis using reduced communication;   b)   language studying on the communication basis.

The first way is in foreign languages training grammar-translation system usage. According to it, training is constructed on the grammatical rules and vocabulary studying basis with the following transition to generation (designing) and decoding (to reading and oral speech understanding) speeches. Using language rules and vocabulary, trainees have to recreate (to generate) new language for them. The knowledge mastering way lay through enormous quantity of the mistakes detaining the language mastering level and reducing interest to its studying. Experience showed the inefficiency of this way.

The second way was through communication. It had been more effective though contained many downsides. Comprehension deficiency of the language formulated mechanisms in the rules form, increased foreign language learning terms, reduced the foreign-language speech quality.

As a result, these two ways of language training rapprochement outlined in the Russian, Kazakhstan and foreign literatures. I.e. language rules and actions unanimity have been experimentally proved. Language rules fix the natural character of the used language phenomena in speech, carry out the subordinate, and support function. The main action of foreign language mastering is verbal activity and communication. During the communication process there is not only an exchange of opinions, feelings, but also language means development, giving the generalized character. [6]

Therefore, the foreign language can be considered as communicative competence development tool. It means, first of all, ability adequately shape the communicative purposes and achievement strategy, and also abilities speech etiquette norms and social behavior usage in cross-cultural communication situations where the situational and socio-cultural contexts knowledge of inofon community have been actualizing.

At the present stage pedagogical psychology development sets big tasks. The pedagogical psychology studies psychological mechanisms of training managment (N.F.Talyzina, L.N.Landa, etc.) and educational process as a whole (B.C. Lazarev, etc.); mastering process managements the action generalized ways (V. V. Davidov,

V.V.Rubtsov, etc.); educational motivation (A.K.Markova, Yu.M.Orklov, etc.); individual and psychological factors, influencing on the process success, for example cooperation (G.A.Zuckerman, etc.), trainees and trainers personal features (B.C. Marylin, N. S. Leytes, A.A.Leontyev, VA. Caen-Kalik, etc.).

According to I.A.Zimnya opinion the progressive pedagogical psychology position highlights importance of developing, bringing-up training by means of all subjects and including foreign language. Person development occurs in the training and education process, this situation is the basis. Taking as a basis S.L.Rubinstein's words "the child develops, being brought up and trained, instead of it develops and brought up, and trained. It means: education and training joined to child development, instead of built on over it"... and further... «child personal mental features, his ability, character trait, etc.... not only appear, but also form during child own activity.... ".[7]

According to R.B.Karimova: "Child verbal function is one of the most important, defining qualitatively new form peculiar only to the person, the highest nervous activity". Speech value as social character factor, for the first time had been noted by F.Engels in his works. the second signal system Development on the neuro-reflex activity basis of big hemispheres bark and speech function interrelation with functional systems formation had been highlighted in detail in Setchenov I.M. works. I.P.Pavlova, P.K.Anokhin A.N.Leontyeva, A.R.Luriya etc. Speech development features in ontogenesis have been noted in C.C.Lyapidevskii, N.Gvozdevaa. The internal speech development concept put forward by Vygotsky H.P., had been a big step in speech studying in interrelation with thinking, child personal features formation. A.N.Leontyev allocated 4 stages of speech development and two first periods of them the period are in early age (preparatory and the language initial mastering period).

There are also other approaches in what have to be included in communicative competence. D. Himes united the following competences in this concept:

1 . linguistic (language rules);
2 . social and linguistic (dialect speech rules);
3 . discursive (the semantic statement creation rules);
4 . strategic (contact with the interlocutor maintenance rules). [8]

The most detailed communicative competence description belongs to L.Bachmann. He uses the term "communicative language ability" and includes the following key competences:

1. language/linguistic / (statements implementation in a foreign language is possible only on the acquired knowledge basis, language understanding as systems);

2. discursive (coherence /cohesion/, logicality/coherence/, organization/pattern);

3. pragmatic (ability to retell communicative matter/message/according to a social context);

4. colloquial / fluency/(based on linguistic and pragmatic competences being able to speak coherently, without tension, at natural speed, without long pauses for language forms recall);

5. social and linguistic (ability to choose language forms, ":the nobility when to speak, when not, with whom; when, where and in what manner" D. Himes.)

6. strategic (ability to use communicative strategy for compensation of missing knowledge in the conditions of real language communication);

7. logical speech / cognitive/(readiness for communicative contents creation as a result of logical speech activity: interaction of problem, knowledge and research). [9]

So, competence-based approach successful application in English language training means that trainees know the language, show communicative abilities and are capable to work successfully out of educational institution, i.e. in the real world. [10]

Competence is set of properties and personality characteristic. Competence characterizes student ability to realize the human potential for educational activity. Competence is understood as the personality integrated quality which is visible in the general ability and readiness for activity, based on knowledge and experience gained during the training and socialization, i.e. education, and focused on independent and successful participation in activity. Competence-based approach means gradual occupation reorientation by primary knowledge translation onto conditions creation for mastering by student competence complex. And, all of them are aimed at trainee independent educational activity activization and focused on creative thinking main characteristics development (fluency, flexibility, originality of thinking, idea development ability, and also informative interests expansion, motivational sphere and independent work skills development). Importantly, to pay attention

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to the concrete tasks analysis, personality creative realization stimulation, the problems independent statement and solution. Group work forms usage, group works new types introduction, such, as carrying out a round table on a problem, debate, and mini-conferences. The training modern pedagogical technologies are search of the unknown, new knowledge. And these technologies demand smaller time expenditure. It is necessary to add for everything mentioned above one more very important circumstance influencing on trainees development as creative person. It is an emotional spirit. Well, it is known that only trainee good emotional mood can provide its openness for creativity and initiation. Thus, possession of the listed abilities, ability to come into contact with other people and support can be defined as trainee communicative competence. Communicative approach usage advantage in higher education institution educational process is that communicative abilities formation promotes trainee motivation increase, promotes intersubject communications establishment. It promotes development of informative activity, imagination, self-discipline, joint activity skills and many other. As one of the main person qualities capable for communication, scientists call ability for reflection, empathy. Communicative competence mastering assumes foreign-language communication mastering in all its functions unanimity: information, regulatory, emotional-estimated and etiquette. During realization of these functions certain communicative problems are solved and the basic communicative skills are formed [11].

Conclusion:

In the conclusion it is possible to say that competence-based approach in the society problems solution have been considered as dialectic alternative to the traditional approach focused on substantial units rationing, similar to the educational standard ideas. Respectively the competences assessment unlike to the examination tests focused on acquired knowledge volume and quality identification, imply priority of activity diagnostics objective methods usage (supervision, professional activity products examination, protection of educational portfolios, etc.). The competence is considered as "ability to tasks solution and readiness for the professional role in this or the other activity sphere". If to address to the American experience of the competence-based models formulation, on the forefront there is an action, the operation corresponding not to object (real or ideal), but to a situation, a

problem. Respectively objects get absolutely other status: these are not natural phenomena which have to be identified, described and classified, but the man-made evidence of the corresponding competence mastering (plans, reports, analytical notes). More considerably there are have been differentiated the context and infrastructure of competence-based approach and authentic versions of discussed educational context models. Conceptualization spaces are actually various: it is a need of corresponding concepts scientific justification while the American situation assumes determination of multilateral social dialogue framework competences.

Generalizing it is possible to assert that competency and competence concepts are treated in pedagogical culture classically, i.e. as ideal essence, subject to explanation and judgment. At the same time in the western culture competence have been considered as the not classical phenomenon implanted to public educational practice and reflecting existing society interests balance (lesser of the state), educational institutes, employers, and also services consumers. There are competence intermediate level characteristic corresponding to the correct actions in some typical, standard situations. Respectively for intermediate level definition there is an idea of criteria (i.e. the generalized actions formulas) and indicators (i.e. the materialized products of actions) have been entered.

The international level expert competence-based model is accompanied by rather difficult multilevel education. In higher education institution educational process there are compared separate knowledge objects, to practical preparation criteria of the international level expert – the concrete materialized certificates, and to personal and professional aspects – data of psychological tests, interviews, etc. There is important circumstance which directly influences on pithiness of all procedures, subjectivity registration at all educational, administrative, and social and other activity levels.

The competence-based approach category characterizes converting processes success in education because prompt changes in the world demand phenomena changes explanation, the forecast development and new realities principles design from the science point of view about development laws by mankind. Recognized as new scientific approach, today competence-based approach is an effective methodological thinking ability development remedy, behavior and activity cultural and logical standards development, valuable orientations correction on the educational systems synthesis

basis, the transforming activity based on the principles of innovative methods in educational process.

Competence-based approach promotes communicative competence formation – readiness for innovative activity, work in non-standard situations, openness to new, adaptability and mobility.

Findings

By results of the scientific and practical research, that we have carried out about psychologist – pedagogical bases communicative competence formation definition which includes new demand situation understanding, development of the strategic bases estimated for this new solvency, including advancing models development of changed professional activity and educational process contents revision. In aggregate listed provides consciousness and activity transfer from a spontaneous image choice to a desirable or future change projection.

Scientific and practical research proceeds, and during this research we have came to the conclusion about the importance and relevance of competence-based approach introduction and application question in educational process of higher education institution as the future expert communicative competence formation bases. At higher education institution pedagogical process design it is necessary to consider methodological approaches variety which change XXI century ecologist perception, outlook, thinking and influence on practical activities and professionalism. The future expert preparation quality and efficiency have been defined by professional and communicative competences formation which can be provided with existence of language, production, research, socio-cultural knowledge on the competence-based approach basis in higher education institution educational process.

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LEVEL OF LANGUAGE LEARNING IN A TECHNICAL COLLEGE IN POLYLINGUAL SPECIALIST TRAINNING

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Abstract

The article describes the system level- language teaching in technical colleges of the Republic of Kazakhstan, which aims to raise the quality of education and the issue of excellence - polylingual personality that will meet international standards.

Modern society requires the formation of a competitive specialist, able to respond to rapidly changing circumstances of life, in connection with what is relevant definition holistic system of competencies, among which occupies an important place communicative competence. Improvement of this type of competence necessary for the effective implementation of speech activity , both in the field of welfare , and in the future professional. This is due to the

fact that we are , on the one hand, is a means of communication and interaction between people , on the other hand, the indicator of the intellectual potential of the future specialist. In this regard, we investigate the problem of improving the quality of education through the formation of professional communicative competence, implement tiered training-specific languages and their needs, as well as a clear definition of the expected results on the levels of language training . It also covers ways to increase motivation for learning the Kazakh and Russian languages, technical college students .

Keywords: level training, Kazakh and Russian languages, communicative competence, speech activity, socio-cultural sphere, professional sphere, polylingual expert, motivation.

Objective necessity of modernization of modern system of languages training found the expression in the-level organization of educational process which, in our opinion, allows to increase quality of education considerably. Level language training gained special relevance   as to an important element of the general and professional culture and means of professional communication . For students of technical college studying professional the focused language is not only means of mastering future specialty, but also opportunity to carry out competent professional communication in the future that will allow to easily adapt for dynamically changing conditions of work.

Modern society demands formation of the competitive expert able to react to the fast-changing circumstances of life that is why to definition of complete system of competences is important and the important place is taken by communicative competence. Improvement of communicative competence is necessary for effective implementation of speech activity, both in the sphere welfare, and in future professional. This results from the fact that the speech, on the one hand, is a means of communication and interactions between people, on the other hand, an indicator of development of intellectual potential of future expert. In this regard the purpose of article is research of a problem of improvement of quality of education by formation of professional and communicative competence, introduction of level languages training , accurate definition of the expected results on levels of language preparation, increase of motivation for studying of the Kazakh and Russian languages at students of technical college.

With transition to new system of training – credit technology of training – in higher education institutions of Kazakhstan it practices level languages training : English, Kazakh and Russian. With implementation of the National project about trinity of languages in the Republic of Kazakhstan the special importance was gained by the priority direction in system of the higher education – training of the polylingual expert [1]. In this regard basic changes were made and to the content of disciplines, and to the organization of process of training, and to a technique of teaching of languages, etc.

Teaching of disciplines "The Kazakh language" and "Russian" at the Kazakhstan-British technical university (further – KBTU) as general education disciplines is conducted for students on all specialties of faculties of university: faculty of power and oil and gas industry, faculty of information technologies and financial and economic faculty [2; 3; 4]. For ensuring quality of education and in this regard it is carried out a number of actions for necessity of search of ways of increase of motivation at students to studying of languages in higher education institution : analysis of working programs and syllabuses, seminars trainings, etc.

Level training on Russian language had carried out since 2004: groups were formed on the basis of results of diagnostic test on grammar of Russian of language and interview: the continuing, advanced levels (In, C). Now as experiment training in Russian it is conducted on three levels according to results of diagnostic testing and interview: continuing-1 (B1), continuing-2 (B2) and advanced (C1). Students of data of groups respectively study the following courses: B1 – "Russian for the academic purposes", B2 – "Russian. A practical course of rhetoric" and C1 – "Professional Russian". We will stop in more detail on the characteristic of these courses:

1) "Russian for the academic purposes" – an adjustment course within which is provided correction of knowledge, skills of students within 4 types of speech activity : readings, auditions, speakings and letters. Different types of works enter problems of a course: development and correction of oral and written language, formation and development of skills of making an abstract of a training material, selection of necessary literature for a certain subject, working off of skills of reading the educational text and allocation in it the main and additional information, storing and reproduction of the main contents of the primary source. Besides, the

student has to learn to build the monological speech on a certain subject.

2) "Russian. Practical course of rhetoric" – the course aimed at the further development of communicative competence which purpose is formation of skills of oral performance. It is provided development and improvement of knowledge, skills on work with the educational text: compression, transformation, information representation on a certain subject within the main spheres of speech activity: social, official, political, welfare. The special attention is paid to creation of oral performance, instilling and improvement of skills of oratorical performance.

3) "Professional Russian" – the course aimed at the further development and improvement of communicative competence on the basis of specialty language within educational and scientific, scientific and future professional spheres. The course is aimed at the development and improvement in students of skills of making an abstract, summarizing, annotation, reviewing. And also is carried out the work on the organization and carrying out presentations of the professional focused character on the following subjects : "Achievements of science and technology", "Opening in the field of my specialty", "My specialty", "Science and modern technologies", etc. Besides, are organized round tables, discussions, conferences on subjects of the professional focused character.

For further development of communicative competence of students are offered various elective courses : "Standard of speech", "Oratory", "Business rhetoric".

Level training on the Kazakh language also had carried out since 2004: in the beginning educational groups were organized according to level of oral speech of students, then groups began to be formed on the basis of results of troubleshooting test on grammar of the Kazakh language and interview: the beginner continuing, the advanced levels. At present as experiment training in the Kazakh language is conducted on four levels: A2 – "The common Kazakh language", B1 – "The academic Kazakh language", B2 – "Business Kazakh language", C1 – "Professional Kazakh language".

Within a course "Common Kazakh language" students learn the Kazakh language within social and welfare spheres, learn to perceive information by reading and audition of small texts on volume, to make mini-texts, monologues, dialogues on well-known subjects: family, university, homeland and etc.

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The main direction of the course "Academic Kazakh Language" is training of students to use language in the academic purposes, it means that students are trained how it is necessary to study how to make different general scientific types of works. Students learn to express the opinion on a certain subject, they get skills to make the plan to the text, theses, the paper abstract, the paper summary, the paper report and oral performance on it and etc.

The purpose of the course "Business Kazakh Language" – to train students in culture of business communication. Students learn to make correctly official papers in the state (Kazakh) language, to take part in various situations of the professional focused character, to participate in dialogues, negotiations.

The course "Professional Kazakh Language" is intended for students with high level of language preparation. Within this course students study lexicon in the specialty (terms), work over texts in the specialty and make the text reasoning, study ways of formation of terms, fill up the vacabulary.

This system of level training, in our opinion, conforms to the international standards of languages training and will promote motivation increase at students of technical college to studying of the Kazakh language. For further improvement of communicative competence it is offered disciplines of quality of elective courses : "Language and intelligence" , "Oratory" and etc.

Kazakh language training in Nazarbaev Universitete is carried out on a basis "New policy of system of training in the Kazakh language", approved as the decision of the Academic Council of university (March, 2013). The course of the Kazakh language in volume of 6 credits as an obligatory subject is studied by students of all specialties of a bachelor degree.

The discipline "The Kazakh language" is studied by students on levels: the beginner continuing and advanced (A1, B1, B2, C1). For students carry out the diagnostic test made on the basis of IELTS by results of which groups are formed. Methods of studying of the Kazakh language covers the main skills of reading, audition, speaking and the letter. For the students knowing the Kazakh language such elective courses of the Kazakh language, as "Business the Kazakh language", "The academic letter", "The Kazakh of media", "The Kazakh drama", "The Kazakh fairy tales", "Rhetoric", "Literature Alash", "History of the Kazakh music", etc. are entered. For students with the low level of language preparation the Intensive course of the Kazakh language ("Intensive Kazakh") is offered. So

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within a month students learn the Kazakh language for 8 hours daily, from them 4 classroom and 4 out-of-class hours. Out-of-class occupations included actions of informative, common cultural character, aimed to overcoming of the psychological moments and increase of interest in the learned language. Educational process of an intensive course is based on a communicative method of training that yields positive results in practice.

At the Kazakh national technical university (KazNTU)-level Russian languages training in is carried out as follows. Level of training is defined proceeding from language training of students: students-oralmans and foreign students, the students shown low level of proficiency in Russian and needing correction of knowledge of grammar of Russian and students, studying professional Russian (the advanced level). At each course it definites the tasks for formation of communicative competence forward: development of lingvoprofessionalny competence of the engineer including the most adequate understanding of authentic texts; development of speech culture; development of intellectual abilities being trained (abilities to listen, orally and in writing to state thoughts, to analyze, synthesize, state judgments, to give an adequate assessment, a self-assessment, etc.) ; formation and development of communicative competence of the expert – the participant of professional communication in Russian in the sphere of science, equipment, technologies; development of professional and business qualities of future expert: ability to conduct business negotiations, to cooperate and interact, quickly and correctly to make decisions and to solve production problems [4].

Within the course "Professional Russian" it is provided various trainings on work with a special terminography, a workshop on simultaneous interpretation : role-playing game "A press conference of specialists of the Kazakhstan, Russian and foreign companies on environmental problems of the Caspian region", a role-playing game "Interview at employment", discussion on a subject: "National specifics of ethics of business communication", role-playing game "Financing of ideas". Besides, t is offered to students work with literature in the specialty, the bilingual translation of texts of a professional orientation, formation of a case of "An environmental problem of the Caspian region", a round table on the subject "The Borrowed Terms in Oil and Gas Business", etc. Use of innovative methodical technologies gives unlimited opportunities for activization of activity of students on lessons, for increase of

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motivation to studying of language that in turn increases also quality of education.

Summing up the results, we will note the experiment showed : level languages training , in particular Kazakh and to Russian, promotes not only to high-quality training of future experts, but also increase of the general level of culture of the polylingual personality. For this purpose in considered technical colleges it is developed standard and working programs, and it is formed syllabuses and educational and methodical complexes for each course separately . Educational and methodical complexes on disciplines can vary differently depending on needs of students, from creative approach and potential of the teacher [4]. Training texts, texts for speech development, texts for preparation of independent work, texts for control of knowledge, skills and exercise of training, fixing and control character are selected taking into account specifics of faculties and future specialty of students. In this regard we conduct work on drawing up manuals, methodical recommendations, educational and methodical complexes which are annually updated and supplemented [6,7].

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THEORETICAL FOUNDATIONS OF MODERN EDUCATIONAL TECHNOLOGY IN TEACHING A FOREIGN LANGUAGE

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Abstract
If you cast a retrospective glance at the history of civilization, it is easy to establish that people have always resorted to the use of tools for the success of teaching the younger generation. For example, the data of archaeological excavations indicate that we are very far from the time the parents taught their children the account with colored stones, animal bones and other items. At a later time, as it became known from the literature, our colleagues, who lived in ancient society, with literacy training used waxed planks on which wrote sharpened metal rods - a stylus.
Key words: education, technology, methodology, teaching, modern, pedagogy

Introduction

Stories are more or less extensive use of technology in teaching foreign languages starting in the Currently mechanization of teaching process continues to grow. The methodology of teaching foreign languages being actively researched educational opportunities hardware (TC). Much attention is paid to them in the work of C.B.Karpov, A.S.Kuriye, M.Lyakhovitskiy and other Soviet and foreign supervisors. The ongoing reform of the system of education ¬ places high demands on the training of military specialists, encourages the search for new ways to improve the educational process at the military college. One of these ways is the development and implementation of educational practices in modern pedagogical technologies aimed at improving the quality of training of future officers, in this case the future translators:

- The content and structure of the technology is based on the model of the expert and professiogram officer - an interpreter;

- The technology works through certain stages, each of which has a well-defined objectives and content;

- Technology of the professional orientation of students is a basic branch, the main part of the general psychological and educational technology officer of formation of professional skills - a translator.

The concept of "technology" is not yet generally accepted in the traditional pedagogy, and at the same time, this concept is not a new issue for the process of learning. For the traditional educational process has always existed and there is a traditional technology, typical of the methods and means by which enjoys teaching without using the term "technology".

V.Dal's dictionary defines technology as "technology - the science of engineering. Technique - the art, knowledge, skills, working methods and their application to the case. [146] "Technology" (Greek techne - art, skill and logos - Skill) - the way of the people through the difficult process of separating its separation into a system of consistent, inter-related procedures, actions and operations that are carried out in relation to one and achieve the planned results.

Mass development and implementation of educational technology in the mid 50's, the technological approach to building a learning occurs first in the American and European schools. Initially, under the educational technology means to try mechanization of the educational process, the first child of this trend and at the same time the foundation on which subsequent lined floors of educational technology has been programmed instruction. The further development of research in the field of educational technology has expanded her understanding, which is reflected in the various definitions of the concept

known educators and facilitators. Technology - from the Greek words techno (art, craft, science) and logos (the concept of the teaching.) In the dictionary of foreign words: "Technology is the collection of knowledge about the ways and means of production processes (metals, chemicals ...)." Technology - a set of techniques used in any case, the skill and art.

Mass introduction of the term "educational technology" date back to the '60s, when he accompanied the development of programmed instruction and the use of technological tools range. It was during this time developed the use of technical training related to the establishment and development of programmed instruction and course of "educational technology." M.V.Klarin points out that since that time developed two lines of research and practical developments in the use of technology training and special "technology" approach to the construction of learning in general. Proponents see the mechanization of the educational process to improve the efficiency of training in the wide use of technical training. Another line of educational technology - a technology training. This second approach is being circulated as widely as the original understanding of educational technology (i.e. the use of technology in teaching.) Gradually, the concept of "educational technology" has received nothing from the original content and presentation of educational technology educators began to move to the concept of educational technology as a systematic and consistent implementation in practice pre-designed teaching and support process. In other words, educational technology - a project of the sequential deployment of educational activities aimed at achieving the goals of education and personality development of students.

V.V.Pikan based on the analysis of various characteristics of the concept of educational technology has made an attempt to give a generalized description of the category of didactics. He stressed that: the technology is developed for a specific educational plan, it is based on certain methodological, philosophical position of the author. For example, it is possible to distinguish between technology and knowledge transfer of technology to developing pedagogy, pedagogical process chain actions, operations, communications, built strictly in accordance with the targets, facilities, having the shape of a particular expectation, technology will provide a coherent activity of the teacher and students on a contractual basis with the principles of individualisation and differentiation, optimal implementation of human and technical possibilities of using dialogue, communication, planning and phasing consistent implementation of the elements of educational technology should be, on the one hand, reproduced by any teacher and, on the other hand, to ensure the achievement of the expected results (state standard) all students , an integral part of educational technology is a diagnostic procedure that contains the criteria, indicators and performance measurement tool.

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In the foreign literature is also drawn attention to the development of the concept of "educational technology." According to UNESCO in 1986, educational technology - it is a systematic method of planning, implementation and evaluation of the whole process of teaching and learning by taking into account the human and technical resources, and the interactions between them to achieve a more effective form of education.

Since the 30s of this century, the term has undergone a number of changes - from "technology in education" to "education technology" and then to "educational technology." Despite the evolution of the term, its use abroad but is still limited to the acquisition of knowledge, as evidenced by the official definition of educational technology, presented in 1979 by the Association for Educational Communications and Technology of the United States, "Educational technology is a comprehensive, integrative process that involves people, money and ways to organize activities for the analysis of problems and planning, security assessment and management solutions, covering all aspects of learning ... ".

B.Blum, J.Bruner and others believe the technology field lines associated with the system requirements, which optimize learning. However, the optimization of training as the main feature of educational technology does not define the boundaries of meaningful educational technology. Optimization, as is well known, is based on the principle of adequacy of the teacher and the student's specific didactic situation. And this is the basis of the educational process in all its modes of existence.

According to his thesis research V.Y.Pityukov currently under educational technology in the broad sense refers to a complete system conceptually and practically important ideas, principles, methods, means of training and education that ensures reliable and diagnosed results in the current period and the next time it replication and scaling up. In a narrow sense, educational technology - is full justification for the choice of professional operational impact of the teacher on the student in the context of its interaction with the world, in order to form his relationship to the world, harmoniously combining the freedom of personal and manifestations and socio-cultural norm.

The total value of this policy is seen in the fact that it can serve as a benchmark when developing the graduates of pedagogical institutes as well as military universities original author of pedagogical technologies in the teaching and practice of military translation work.

The researchers point out that the expansion of the development and use of educational technologies in higher education and meet the needs of social development of modern society.

V.A.Belyaeva and L.K.Grebenkina believe that technologization education in higher education in modern conditions associated with the formation of a single educational space in the country and some regions, with the development of alternative models of education and training, with the idea of the integrity of the system and the educational process, based on the principle of democratization, liberalization and humanization, a student-centered approach, and the priority of the subject-subject relations. This process is associated with the development of new technologies. In their view, a substantial educational, operational - methodical, analytical, monitoring and evaluation, correction - effective.

The conceptual level involves determining the main landmarks, the understanding is not teaching experience and terms of achieving the objectives and chains.

The target level is supposed to block definition of goals and objectives of training and education, consistent orientation to their achievement.

Information - meaningful level - is the formation of teacher education on the basis of evidence-based structuring. This level involves the selection of basic pedagogical knowledge, their humanistic and applied focus, a wider cultural context.

Operational and methodological level includes a set of optimal tools, methods and techniques of their diversity and the relationship between the sequence of implementation on the basis of differential diagnosis and active approaches.

The analytical level is based on a systematic analysis of pedagogical activity, the subsequent correction of targets of the educational process aimed at achieving high results

Control - estimated level provides for a transition from a traditional to a knowledge assessment scoring system, which involves the action of the teacher algorithms to determine the level of preparedness and creativity of students in each block of the knowledge and skills of the course: the selection of indicators and assessing points for each activity. The final grade is based on the total amount of current and boundary control.

Correction and effective level - is evaluation the results achieved and the specification and prediction of new models of education.

The above rates are in a logical sequence, interconnection and system actions are teachers in the design of new educational technologies. Thus, the authors presented a variant of the construction of new educational technologies, i.e. certain system of activity that requires pedagogical knowledge, represented by compliance levels and corresponding logic operations.

Methods

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The main components in a system-of the teacher are diagnosis, prediction, design, organization and management training - educational process.

An important aspect of lighting educational technology in higher education is the focus on the fact that they contribute to the reform process intensified training of highly qualified personnel. As rightly argued N.I.Demidova and AI Ivanov, educational technology should be aimed at refocusing the work of the teacher of the organizational information to guide the self-learning and cognitive and vocational and practical activities of students. Reforming teaching technologies, we should strive to translate them into a state of self-developing system in which the driving force is the educational partnership, where the highest priority - is the need of the subject of education in the knowledge of human culture, this technology should be democratic, to assume the freedom of teaching and learning, to give preference to individual work with students, and in the first place, with more gifted as the upbringing and development of gifted and talented students is essential to the formation of the creative potential of society, science and culture, and all areas of production and social life.

V.P.Bespalko's opinion is of great interest to educational technology as a project of a particular pedagogical system "systems approach is at the heart of any educational technology, reproducibility and planned efficiency is entirely dependent on its systematic and structured" [154]. It shows that the development of such a project is carried out at certain stages, which are indispensable for the creation of either a textbook or manual methods or computer programs, etc. - Any educational technology.

The first phase contains analysis of the future of learning: further education or training activities. At this stage, determined and specified tasks for the near-term student of life with which he is sure to face in their future lives.

The second stage involves determining the content of education at each level of training: the aggregate of subjects in each period of training, the content of each school subject to the requirements of socio-congruity, diagnostic focus, nonredundancy, affordability, scientific, systematic, and others.

The third stage - to check the degree of burden of students and calculation of required training time for a given method of constructing the didactic process {speed of learning). The result is determined by the overload and training time.

The fourth stage - the choice of organizational forms of training and education, the most favorable for the realization of the planned didactic process. The result is a description of the organizational forms of teaching and specification of all necessary means (various benefits, TCO materials and etc).

The fifth stage - preparation of materials (texts situations) for the implementation of the motivational component of the didactic process on specific topics and specific studies and their inclusion in the previously formulated the content of school subjects. Result stages - motivational texts situations.

The sixth stage - development of training exercises and incorporate them into a meaningful context manuals. Result stages - a system of exercises aimed at acquiring objects with specified levels of quality.

Seventh stage - development of materials (tests) for objective quality control absorbing knowledge and action, respectively learning objectives and criteria for assessment of learning. Result stages - a test collection that contains tests for all levels of learning.

The eighth stage - the development of the structure and content of training sessions aimed at the efficient solution of educational and instructional objectives, planning lessons and homework. The result - an outline of training sessions with the content and method of work of students.

In writing this article, we have conducted analysis of the conceptual model of a qualitatively new form of educational technology professional competence in the field of security through an interdisciplinary approach

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BIOLOGY

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RESEARCH OF SIDE FILTERING WATER WATER INTAKES

Beysembin Kudaybergen, Berestenov Alimbek

Effective method of dealing with the supply of sediment to the side arm can be side filter intakes, arranged on the banks of streams and slopes as rockfill dams of local materials. In this case, you want to establish patterns of interaction hydraulic processes occurring in the streambed and in the body of the filter side of the dam.

Practical interest represents studying of the hydraulic phenomena in system of waterways — a side filtering dam and development of a method of calculation of such systems.

In practice, the filter structures are widely used in road construction, when the canal crosses the road instead of a bridge or culvert arranged dam of filter materials (stone, gravel, pebbles, etc.). The disadvantages of such structures include rapid blockage burrow spaces dam suspended sediment and floaters, which leads 14 - loss of its capacity. Therefore, the focus of filter design structures placed on preserving their functionality.

The analysis shows that the existing filtering constructions are used to take water from a lake or open reservoir.

To eliminate the shortcomings used embankments made of highly-filtering materials used in the role of water intake treatment

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facilities for water supply and irrigation. They do not destroy the natural flow of the river or canal, protect (making up for the role of settlers) of sediment, floating debris and sludge to produce a primary water treatment

The channels of foothill and mountain rivers. having natural and well filter base wetted perimeter around the sides and bottom, can filter out the required amount of clean water without sediment in the next lake channel (natural or artificial) ponds. Filtering device coastal embankment dam in the gel serves as:

- Withdrawal of water from the river in the nearby reservoir for

subsequent delivery of water for irrigation or water supply;

- Protection from sediments:

- Obstruction space for fish and other

At selection of the expense of the watercourse is the division of the stream. Part of the expense is separated when there is possibility of hydraulic gradient, and hence greater speed than previously existed in this direction.

Process of division in a side stream withdrawal is carried out on a relatively small area of the watercourse, usually commensurate with its width. On this part for smoothly changing character loses if it took him to the selection of the expense. Natural mode while changes due to the redistribution of the velocity field, decreasing natural expense, lowering of the deformation and its ¬ free surface, and the area of water intake fluid motion acquires a typical spatial character.

Solving spatial problems associated hydraulics, as you know, with great difficulty, in spite of the few successes (extension of a free turbulent jet in an unbounded space, the planned expansion in the tranquil flow limited area, etc.), there are several attempts to use for this purpose the theory of two-dimensional potential flow. The obtained approximate solutions originate from a known schematized conditions (flat bottom , the horizontal half- surface depth at a constant speed), and therefore their practical uses are limited.

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depth at a constant speed), and therefore their practical uses are limited.

Along with such decisions there are a number of works that offer a simple solution based on the use of various techniques used in hydraulics. It should be noted that the division of the flow in the case of side filter intake structures has several features , which include the presence of the filter dam with rough and permeable wall , its effect on the structure of division in the mainstream flow, etc. In this case, the problem arises of establishing patterns of interaction hydraulic processes occurring in the streambed and in the body of the dam side of the filter, and the linking of the laws of motion of water in the mainstream with the laws of filtration in the dam body . The main feature of the division of the stream when the dam side of the filter is the fact that the movement of water in the dam body and in the mainstream of the watercourse is subject to different laws.

Therefore, in the process of dividing the flow conditions necessary to make the dock at the interface: the mainstream - the dam body. Since the interface is rough and permeable surface, the mutual influence of the two streams occurs in the whole area due to the presence of the boundary layer P is currently no work, considering the processes occurring in the system watercourse - lateral filter dam.

At low speeds of fluid flow rate in terms of the second and third degrees can be neglected. Hence Forchheimer concluded about the applicability of the basic law of filtration for calculations of relatively slow streams.

When c / greater than 10 mm, relationship between D and / ceases to be linear. At Reynolds numbers greater than 150 filtration flow is apparently becomes turbulent, although an abrupt transition from laminar to turbulent regime is observed.

The coefficients of laminar and turbulent filtration or the coefficients determined from experiments and usually are permanent considered with hydraulic calculations. Actually, these coefficients depend on many factors: the point of the porous medium, the direction of seepage flow, duration of filtration medium porosity, shape structure and grains of grains, etc., the liquid and etc.

The absence of experimental research on identifying influence of parameters of of particles filter material, etc. in the side of the intake channel complicates the design of appropriate waterworks. Certain theoretical and practical importance in this regard are studies related to the establishment and evaluation of dam design parameters depending on its capacity.

The laboratory researches which are presented in work, were conducted to determine the impact on the bandwidth of the filter dam:

- Water pressure;
- The average flow velocity in the tray;
- The particle diameter and the porosity of the filter material of the dam:
- The length and width of the filter dam.

Experiments were made on a model of the filter dam rectangular cross section, installed at the side of the tray stage hydraulic intake side to form an angle of retraction of 90 ° to the axis of the tray. Hydraulic tray has a rectangular cross section with a width 0.65 m height 0.4 m long, 10 m Model filter side of the dam with transverse dimensions 1X0.4 and has a length of 0.6 m impermeable side walls and concrete floor.

For determining the position depression curve in the body of the filter dam but the dam axis at a distance of 10 cm piezometers were installed. Experiments began preparing filter dams, including filling the filter material side draw certain factions, setting the width and length of the dam. With feed tray certain expenses and after the steady hydrodynamic processes performed measurements of the water level in the tray and its costs in the process of passing through the filter dam.

Change of width of a dam was carried out by establishment of an impenetrable partition in a body of a dam at a certain distance and closing of a certain part of the top slope by an impenetrable plate.

Diameters of particles of which there was a dam, were equal 1.2 and 3.5 cm. For diameters of particles of 1 and 2 cm were carried out on nine series of experiences with various width and length of a filtering dam. Width of B dam = 33: 66: 100 cm. Length of a dam 30: 40: 60 cm, and there were carried out four series of experiences with In ~ 5: 100 and respectively 40: 60 cm for diameter of 3.5 cm. Value of a porous body of a dam was defined by the standard method 111 in each series of experiences. During the experiment depth of water changed in a tray which was supported by means of a trailer lock. The general expense of a tray changed within 4... 9 p/a. Each series consisted of 12 experiences in which depth in a tray accepted four values within 9.8... 25 cm, at a constant general expense.

From the results of experiment, it follows that the following factors: porosity, particle diameter B mainly influenced to the throughput of the filter dam. constituent body of the dam, the inlet

pressure in the dam (water depth in the pan), the width of the dam in an insignificant effect on the rate of water in the tray.

The graphs of dependence specific filtration expense of a dam from an entrance flow Ho for various diameters of particles of B are given in fig. 1, composing a dam body, at various values of B and I.

Apparently from drawings, the specific filtration expense grows almost rectilinearly after increasing of an entrance flow Ho at In = 33 cm and at In - 66; 100 cm dependence more flat. At each fixed values B, Pi. I. B measurements were carried out for three various values of the general expense of a tray to that there correspond three various designations of points (fig. 14). It should be noted that change of length of a dam with a width of dam of =100 cm doesn't influence to change of a specific expense. But it is observed a dependence of a specific filtration expense on the general expense of a tray. At B = 33 cm the specific filtration expense depends only on an entrance pressure On and diameter of B particles. In our opinion, influence of parameters of a dam on a specific filtration expense has to change depending on time for which particles of liquid pass a dam width. Therefore it can be explained with lack of influence of the general expense of a tray on a specific expense filtration # = 33 cm and some dispersion of values of specific filtration expenses at B-66 of cm. As it is visible from drawing, the specific expense of a filtration grows in proportion to growth of diameter of particles.

Fig. 5 shows dependence of coefficient of a water intake of a lateral dam on water speed in a tray. Because the filtering dam is located on lateral branch of a tray, it was supposed essential influence on a filtration expense of speed of water flow in a tray. The data provided in fig. 5 validated the suggested opinion in the form of dependence of coefficient of a water intake from speed of a stream in a tray. Decrease in coefficient of a water intake is observed after increasing of speed of a stream in a tray. In our opinion this effect is caused with formation (because of increase of speed of a stream)of the vortex currents interfering a filtration of water through a body of a dam. From fig. 5 also follows that the coefficient of a water intake increases with a dam width B and diameter of particles.
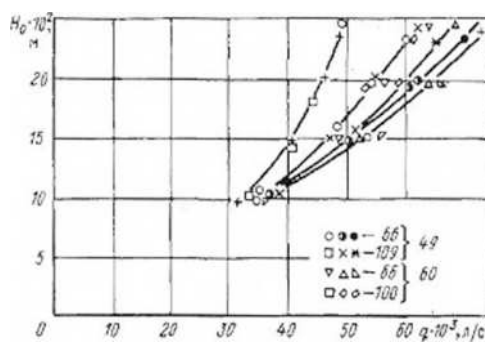
Fig. 1. Dependence of a specific filtering expense with / and an average flow of I10 water
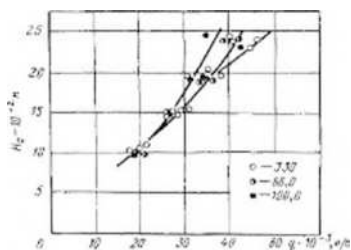

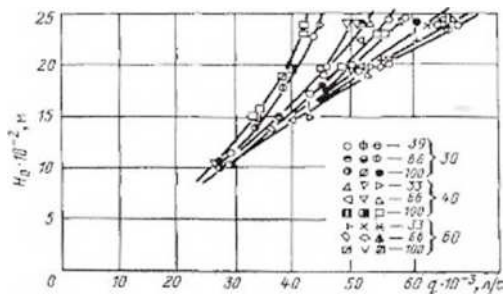Fig. 2. Dependence of a specific filtering expense д and an average flow of water Ho

Fig. 3. Dependence of the flow from the filter / water pressure and medium Ho

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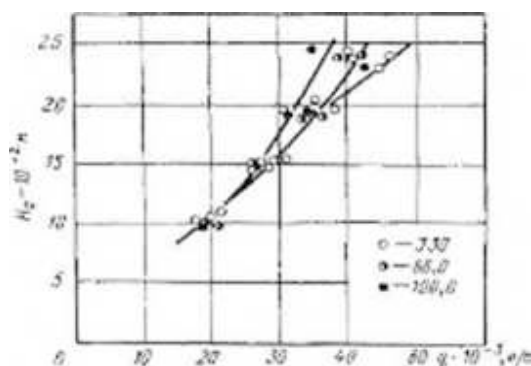
Fig. 4. Dependence of a specific filtering expense and average flow of water Ho
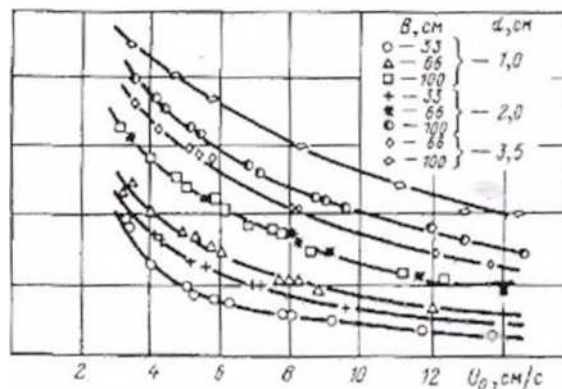
Fig. 5. Influence of average speed in a stream (ио) in a conduit on coefficient a water intake of a filtering dam (XV)

In accordance with experimental data it is possible to notice directly proportional dependence of porosity and a specific filtration expense (water intake coefficient). Thus, the major factors influencing to a coefficient a water intake of XV are:
- water speed in a tray;
- dam width B;
- diameter of particles
- porosity Ho.

Analysis of range data shows that the width of the zone of influence depends on the width of the dam , the velocity of water in the tray and the particle diameter. Water depth in the tray significant hasn't effect on the band width.

In the general sense, the hydraulic calculation of water intake facilities means the definition of a group of unknown characteristics of process,   known or given values of other characteristics and parameters.

In the case of side filter intake structures as known and unknown characteristics may be the geometric dimensions of the watercourse and the side of the dam , climatic and hydraulic characteristics of the watercourse , dam seepage flow characteristics of the filter material of the dam , the parameters of the filtration process , the ratio of water intake and the influence zone of the side of the dam.

The main problem of the calculation of lateral filter dams is to determine the filtration rate (rf) or rate of water intake dam (XV), the maximum width of the zone of influence of the side of the dam (B) and seepage in the dam body in certain key parameters of the watercourse and dam.

Conclusions . 1. The main factors affecting the throughput capacity of the dam is the porosity of the dam , the diameter of the particles making up the dam, the inlet pressure in the dam , the width of the dam. Influence of the average velocity of water in the fuel filter tray is slightly.

2 . The main factors affecting the rate of water intake are the speed of the water in the tray , the width of the dam , the particle's diameter , the porosity of the dam.

3 . The width of the zone of influence depends on the Song of Songs dam, the water velocity in the tray and the particle diameter . The water depth in the tray does not significantly affect to the width of the zones of influence .

4 . With an increase in the particle diameter of the filtration dam body becomes turbulent . At the same time the dependence of the Reynolds number of the dam Reynolds tray is stronger for large diameter of particles than smaller ones.

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PHYSICS

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STUDY OF ACOUSTIC PROPERTIES MICROEMULSION BASED DEGFNA

Currently, surface-active substances (surfactants) are widely used in various industries due to their high technical and economic efficiency [1,2,3]. Of the numerous applications of the SAW receiving one of the main microemulsions. Determine it's not just the fact that they are common real systems, but their important role in a number of industrial processes.

Microemulsions - is transparent multicomponent multiphase solutions comprising immiscible components, such as oil and water, as a number of surfactants, salts, etc. [4]. Being spatially homogeneous on a macroscopic scale, microemulsions have internal microstructure. Microemulsions are colloidal dispersed systems, and therefore differ substantially from the molecular solutions, hydrocarbons and water.

Microemulsion are the subject of numerous studies. However, these isledovanija mainly relate to matters microemulsion formation, their stability, structure and phase diagrams. Dynamic properties of microemulsions have been insufficiently studied. There are a number of papers [5,6], which shows the measured acoustic spectra of microemulsions based on oleic - acid potassium. Measurements were performed in a narrow frequency range ($15 \div 95$ MHz). In these studies analyzed only excessive in relation to the classical absorption. Classical absorption is due to the shear viscosity and compressibility.

Measurements of density ρ, viscosity shear factor α absorption and velocity of sound propagation with microemulsions

based on sodium dietilgeksilfofata (DEGFNa). Microemulsion consisted of four components: water, dean DEGFNa and secondary octyl alcohol. Microemulsions were prepared by the following concentrations : 20/80 (solution 1) 35/65 (solution 2) 50/50 (solution 3) 65/35 (Solution 4) and 80/20 (solution 5). Concentrations are expressed in weight percent. The first figure - the concentration of water, the second - Dean. Concentration DEGFNa 10 %. Alcohol content, $\frac{\text{ДЭГФNa}}{\text{спирт}} = 1.0$ ie One molecule DEGFNa have one molecule of alcohol.

Figure 1 shows the phase diagram of water - Dean - alcohol - surfactant. The figure shows that as the temperature of the water-decane- surfactant - alcohol passes through the three areas . Areas A and C - biphasic become turbid with stirring; B -phase, transparent. The width of the transparent area ratio depends on the concentrations of water and decane. This area is a microemulsion .

In [6] isledovany acoustic spectra and rheological properties of aqueous solutions of sodium dietilgeksilfosfata (DEGFNa) of various concentrations in the frequency range from 5 MHz to 1200 MHz in the temperature range 283-333 K. It is found that, at concentrations of up to mol/l observed a relaxation area and for higher concentrations - two. The mechanisms of the observed relaxation processes.

In microemulsions with α was measured in the frequency range from 3 to 2500 MHz. The frequency dependence as in the aqueous solution mol / l EGFNa described equation takes into account the two relaxation times [8]:
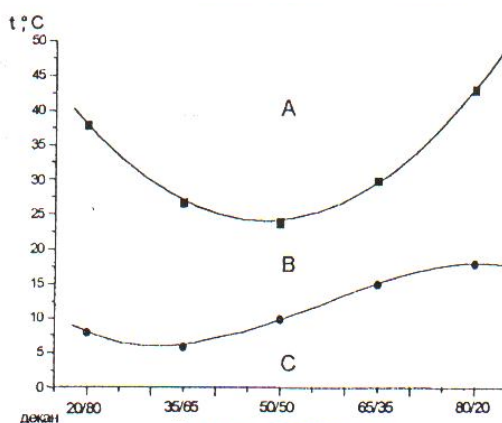
Concentration% by weight

Fig.1. Phase diagram of water - Dean - surfactant alcohol.

$$\frac{\alpha}{f^2} = \frac{A_1}{1+\left(\frac{f}{f_{p1}}\right)^2} + \frac{A_2}{1+\left(\frac{f}{f_{p2}}\right)^2} + B$$

Here and V - are not constant depending on the frequency (at), (if) and (if). Calculation of parameters characterizing the acoustic relaxation in microemulsions was carried out using a computer method itteratsionnyh approximations. Results of calculation of greatness, and in are in table 1.

Unlike aqueous solutions DEGFNa in which the low-frequency acoustic dispersion mechanism to determine the structural relaxation, and high - conformational transformations in microemulsions picture is more complicated . Propagation of sound waves in the microemulsions accompanied by additional absorption as compared with an aqueous solution of the same concentration DEGFNa.

As is known, the structure of the microemulsion is largely dependent on the concentration of dispersed phase, the temperature and pressure [3.5] .

At low water concentrations, such a system consists of small spherical droplets dispersed in decane.

At higher water concentrations the situation changes and the system consists of spherical droplets of decane. Between these phases the system is in an intermediate state, which is not entirely clear.

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Measurement of dielectric properties [9], the optical anisotropy [9] showed similar systems, the system is composed of layers of surfactant + alcohol separated by alternating layers of water in the oil - the so-called bicontinuous structure.

Table 1.

T, K	A_1	A_2	B	$\alpha_{кп}f^{-2}$	f_1	f_2	$b_1 \cdot 10^4$	$b_2 \cdot 10^4$
		$\cdot 10^{-15}$, м$^{-1}$с^2				MHz		
solution "1"								
293	330	142	40	49,5	9,5	600	11,7	3,4
solution "2"								
293	725	240	40	77,6	7,0	450	20,0	4,3
solution "3"								
287	650	220	60	89	6,5	300	17,3	3,4
293	520	225	45	81,3	10	450	21,1	4,6
solution "4"								
283	1150	420	65	106,4	10	300	69	5,6
293	750	225	45	86,0	13	500	43	5,0
solution "5"								
293	900	210	60	120,4	11	500	4,4	4,6

The experimental results showed that the studied microemulsions value units of sound absorption in an aqueous solution of water-DEGFNa with the same surfactant concentration. Moreover, as in the aqueous solution DEGFNa frequency dependence is described by equation (1) is guided by two relaxation times. acoustic spectrum of microemulsion of the same solution $\frac{ДЭГФNa}{спирт} \sim 1$, both at low and at high content of a phase. This result confirms the bicontinuous microemulsion structure.

Lack of equilibrium values of the specific heats at constant pressure and volume do not allow us to carry out calculations of thermodynamic parameters of the observed non-equilibrium processes and consider the contribution to the absorption of the presence of dispersed phase (water droplets, Dean)

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STUDY OF ACOUSTIC SPECTRA OF WATER SOLUTIONS DEGFNA

The acoustic spectrum and rheological properties of aqueous solutions of sodium dietilgeksilfosfata (DEGFNa) different concentrations in the frequency range from 5 to 1200 MHz in the temperature range of 283-333 K. It is found that at concentrations of up to M relaxation occurs one area, while the higher-concentration two. The mechanisms of the observed relaxation processes investigated solutions.

Surface-active agents (surfactants) are widely used for directional control of interfacial interactions in various dispersed systems. The structure and characteristics of the interfacial layer are determined , in particular, the colloid- chemical properties of aqueous surfactant solutions and the conditions of formation of the adsorption

layer [1]. Despite numerous experimental studies, dynamical properties and mechanisms of formation of micelles, their kinetics studied enough , there is no single view of the complex phenomena observed in aqueous surfactant solutions.

The aim of this work - the study of structural and dynamic characteristics of aqueous solutions of sodium dietilgeksilfosfata (DEGFNa) and elucidation of the molecular mechanisms likely nonequilibrium processes occurring depending on the temperature and concentration of surfactants.

The results of measurement of density (ρ), shear viscosity (), the speed of sound (c) and sound absorption () aqueous solutions with concentrations DEGFNa , 5, and M in the temperature range 283-333 K.

EXPERIMENTAL

Sound absorption was measured in the frequency range from 5 MHz to 1200 MHz pulsed by variable distances. Propagation velocity of sound measured at 10 and 500 MHz. Measurements were performed with the setup described in [2-4]. The total relative error of α was 2-5 % , with - 0.1% . Density was measured pycnometric method with an error of 0.05 %. Shear viscosity was determined using a capillary viscometer with an accuracy of 1-3%. All measurements were made along the equilibrium curve solution pairs . The results of measuring ρ, and are shown in Table. 1.2 .

RESULTS AND DISCUSSION

In the investigated solutions was observed dependence of the magnitude of sound absorption on the frequency, ie, acoustic relaxation process. For solutions with concentrations, and M within experimental error, the dependence of the sound absorption

frequency described by the equation that takes into account one relaxation time [5,6]:

$$\alpha f^{-2} = \frac{A}{1 + (ff_p^{-1})^2} + B .$$

(1)

where A and B - a low- $(ff_p^{-1} \ll 1)$ and high-frequency limit of the αf^{-2}, f_p – relaxation frequency.

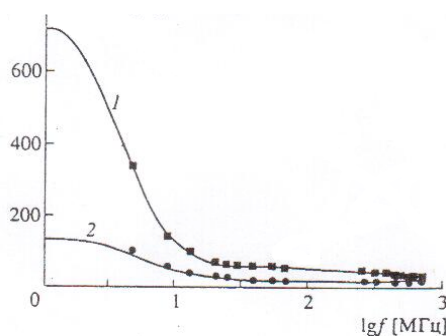$$\left[\left(\frac{\alpha}{f}\right)^2\right] \cdot 10^{15}, \quad \text{м} \quad c^2$$

Fig.1. Depending on lg f aqueous solutions EGF Na at 293 K and different concentrations: M. Points - experimental data, curves -, equations (1) and (2).

Table 1. Characteristics of water solution with DEGFNA in different concentration

T, K	$\rho \cdot 10^{-3}$, кг/м³	$\eta_s \cdot 10^3$, Па с	c ~c, м	$A^* \cdot 10^{15}$	$B^* \cdot 10^{15}$, м с²		f_p, МГц	$b \cdot 10^4$	$\frac{\eta_{v1}}{\eta_s}$	$\frac{\eta_{v2}}{\eta_s}$
					$2.9 \cdot 10^{-3}$ M					
283	1.0078	1.5	1455	175	35	12.7	6.6	5.4	20.7	2.3
293	1.0046	1.1	1487	115	25	8.8	7.5	4.1	19.9	2.4
303	1.0013	0.9	1512	86	19	6.8	8.0	3.3	19.2	2.4
313	0.9982	0.7	1532	67	15	5.4	8.9	2.9	18.9	2.4
323	0.9948	0.6	1545	53	13	4.4	9.5	2.5	18.7	2.6
333	0.9918	0.5	1548	42	11	3.8	10.4	2.2	17.3	2.6
					$5.9 \cdot 10^{-3}$ M					
283	1.0086	1.58	1457	270	38	13.5	6.4	8	29	2.3
293	1.0055	1.22	1489	204	26	9.7	7.2	6.8	30	2.3
303	1.0024	0.98	1513	150	20	7.7	7.8	5.5	30	2.3
313	0.9983	0.80	1535	112	16	5.7	8.4	4.3	36.0	2.4
323	0.9953	0.68	1548	84	14	4.8	9.1	3.5	38.4	2.5
333	0.9922	0.58	1551	63	12	4.1	8.7	2.7	41.2	2.5
					$1.2 \cdot 10^{-2}$ M					
283	1.0132	1.83	1460	440	43	15.3	5.8	11.9	41.0	2.4
293	1.0094	1.32	1490	350	33	11.2	6.6	10.8	42.0	2.4
303	1.0062	1.09	1515	285	23	8.2	7.0	9.6	48.0	2.4
313	1.0038	0.87	1537	235	18	6.3	7.6	8.7	52.0	2.7
323	0.9988	0.73	1550	200	15	5.2	8.0	7.9	53.8	2.5
333	0.9966	0.62	1555	175	13	4.6	8.3	7.2	55.6	2.6

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Table 2. **Characteristics of water solution with DEGFNA concentration** $3.2 * 10^{-2}$ M

T, K	$\rho * 10^{-3}$, кг/ м^3	$\eta_s * 10^3$, Па с	c, м	A_1	A_2	B	f_{1p}	f_{2p} МГц	$b_1 * 10^4$	$b_2 * 10^4$	$\frac{\eta_{v1}}{\eta_s}$	$\frac{\eta_{v2}}{\eta_s}$	$\beta_s * 10^4$, Па$^{-1}$
283	1023.0	9.6	1473	1000	37	40	77.2	2.3	400	10.8	6.9	17.3	0	45.1
293	1019.0	5.9	1490	820	28	34	45.3	3.6	530	14.8	7.0	24.6	0.5	44.2
303	1016.2	3.9	1505	840	28	31	28.9	5.0	510	17.8	6.9	35.5	1.4	43.4
313	1013.1	2.5	1516	690	35	25	17.8	7.0	480	23.7	8.2	54.8	3.2	43.0
323	1009.2	1.6	1523	650	42	19	11.1	9.2	470	29.0	9.6	83.6	6.0	42.7
333	1006.1	1.2	1525	550	46	14	8.3	11.5	450	31.3	10.2	95.7	8.3	42.7

In aqueous solution with a concentration dependence of M on the frequency of sound absorption by the equation, which takes into account two relaxation times [5, 6]

$$\frac{\alpha}{f^2} = \frac{A_1}{1 + \left(f f_{1p}^{-1}\right)^2} + \frac{A_2}{1 + \left(f f_{2p}^{-1}\right)^2} + B.$$

(2)

Here - bass limits values of the first and second relaxation area - the relaxation frequency.

Explanation acoustic spectra were by the method described in [7]. By equations (1) and (2) were calculated frequency dependence curves.

Figure 1 shows the dependence of lg f for solutions with concentrations and M. It can be seen that the deviation of the experimental points from the theoretically calculated curves does not exceed the experimental error. The results of calculation of the parameters A, B, f, and are given in Tables 1 and 2.

On the basis of the experimentally obtained values, ρ and solutions (see Table 1 and 2) were calculated magnitude of the sound absorption due to the shear viscosity by the equation [5, 6] (3) volume ratio of the coefficients () and shear viscosity (4) as well as the magnitude of the relaxation strength b (5) The results of calculation of the value, and b is also given in Table. 1 and 2.

Analysis of the data for aqueous solutions with concentrations and M indicates that the values of the parameters A increases with the concentration of DEHP Na at T = const. For M

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solution at T> 313 K for the other solutions in the temperature range studied the parameter B>. This indicates that they exist, except discovered by us, other processes causing relaxation at higher frequencies.

In aqueous solution, the concentration of M in the temperature range studied parameter passes through a minimum, and the relaxation frequency - through a maximum. In the interval from 278 to 293 K value decreases and relaxation tion strength and relaxation frequency increases. According to present, acoustic relaxation in the range of 278-293 K may be due to conformational transitions of molecules DEGFNa or structural rearrangements. Absence of the second frequency depending on the concentration of the relaxation region is in aqueous solution at 293 K M suggests that the second region due to acoustic relaxation conformational transformations.

At T> 293 K parameter and the relaxation strength increases with increasing temperature . In this case the relaxation frequency decreases. Such temperature dependence, and are characteristic of the process of restructuring structures [8, 9] .

Two aliphatic molecules DEGFNa to present two ethyl groups For T> 273 K aliphatic chain is flexible and can take many conformations [10], due to hindered rotation of groups of atoms around the C-C bond.

Reaction (6) is accompanied by a change in enthalpy of the system. The difference in enthalpy kJ / mol conformers A and M in the aqueous solution according DEGFNa designation of the inverse temperature ln [5] .

More complete calculations of thermodynamic and kinetic parameters M aqueous solution of Na EGF could not take place due to the absence of data on the equilibrium values of the heat capacity of the bone at constant pressure and volume.

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