

ӘЛ – ФАРАБИ АТЫНДАҒЫ ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ

**КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ
АЛЬ-ФАРАБИ**

**«КӘСІБИ БІЛІМДІ ҒЫЛЫМИ-ӘДІСТЕМЕЛІК ҚАМТАМАСЫЗ ЕТУДІ
ҰЙЫМДАСТЫРУДЫҢ ИННОВАЦИЯЛЫҚ ҮЛГІЛЕРІ»**
республикалық ғылыми - әдістемелік конференция

МАТЕРИАЛДАРЫ

8 сәуір 2016 ж.

МАТЕРИАЛЫ

научно-методической республиканской конференции
**«ИННОВАЦИОННЫЕ МОДЕЛИ ОРГАНИЗАЦИИ НАУЧНО-
МЕТОДИЧЕСКОГО ОБЕСПЕЧЕНИЯ ПРОФЕССИОНАЛЬНОГО
ОБРАЗОВАНИЯ»**

8 апреля 2016 г.

Алматы
«Қазақ университеті»
2016 ж.

*Баспаға әл-Фараби атындағы
Қазақ ұлттық унисерситеті заң факультетінің
Ғылыми кеңесі және қылмыстық құқық, қылмыстық іс жүргізу және
криминалистика кафедрасының жанындағы
Ғылыми-зерттеу орталығының шешімімен ұсынылған*

Жауапты редакторлар:

Р.Е. Джансараева

Редакция алқасы:

Ш.Б. Маликова, Г.М. Атаханова, А.Д. Байсалов

«Кәсіби білімді ғылыми-әдістемелік қамтамасыз етуді ұйымдастырудың инновациялық үлгілері» атты ғылыми-әдістемелік республикалық конференция материалдары, жауапты редакторлар Р.Е. Джансараева Алматы: Қазақ университеті, 2016. - 104 б.

ISBN

Жинақта «Кәсіби білімді ғылыми-әдістемелік қамтамасыз етуді ұйымдастырудың инновациялық үлгілері» атты ғылыми-әдістемелік республикалық конференцияға қатысушылардың баяндамалары берілген.

В сборник вошли материалы научно-методической конференции: «Инновационные модели организации научно-методического обеспечения профессионального образования» проведенного кафедрой уголовного права, уголовного процесса и криминалистики, Научно - исследовательским центром проблем борьбы с преступностью юридического факультета КазНУ им. аль-Фараби.

В материалах сборника отражены собственные видения авторов путей дальнейшего совершенствования юридического образования.

Сборник адресован преподавателям, докторантам, магистрантам. Студентам юридических вузов широкой научной общественности.

ISBN

с. Әл-Фараби атындағы ҚазҰУ, 2016

МАЗМҰНЫ

<i>Алимкулов Е.Т.</i> Проблемы применение тестирования в современный период.....	5
<i>Аратулы К.</i> Некоторые вопросы в сфере образования Казахстана.....	8
<i>Арын А.А., Жанибеков А.К.</i> ЖОО құқықтық пәндердің заманауи оқытушысының сипаттамасы.....	10
<i>Атаханова Г.М.</i> Құқықтану саласында жаңа сипаттағы оқыту әдістері....	13
<i>Базилова А.А., Бисенгали Л.</i> Некоторые особенности дидактики высшей школы.....	16
<i>Баяндина М.О.</i> Самостоятельная работа студентов (СРС) как важный элемент компетентностного подхода в обучении.....	21
<i>Берсугурова Л.Ш.</i> Применение интерактивных методов проведения занятий по дисциплине «Уголовно-процессуальное право Республики Казахстан» (Общая часть).....	25
<i>Бисенгали Л., Базилова А.А.</i> К вопросу о правилах проведения лекционных занятий.....	28
<i>Бисенова М.Қ.</i> Педагогические технологии подготовки к труду, жизни и деятельности в условиях рыночной экономики.....	32
<i>Даубасов С.Ш.</i> Роль интерактивных методов в развитии образования на современном этапе.....	36
<i>Даубасова С.Ш., Турашбекова Д.А.</i> Широкое использование преподавателями высших учебных заведений инновационных методов и приемов в образовательном процессе.....	40
<i>Джансараева Р.Е.</i> Проблемы модернизации юридического образования в условиях реформирования образовательного процесса.....	45
<i>Duzbayeva S.B., Akbolatova M.E., Taubaev B.R.</i> Classification of teaching methods.....	48
<i>Дүзбаева С.Б., Акболатова М.Е., Таубаев Б.Р.</i> Пікірталастар оқу үдерісінде.....	53

Ергали А.М., Муратова А.Ж. Некоторые вопросы организации самостоятельной работы студентов.....	57
Жанибеков А.К., Арын А.А. Құқықтық пәндер бойынша оқу сабақтары мен оларға қойылатын талаптар.....	61
Избасова А.Б. Студенттердің өзіндік жұмыстарын өткізуге байланысты кейбір сұрақтар.....	65
Маликова Ш.Б. Особенности преподавания уголовного права в современных условиях.....	68
Мухамадиева Г. Н., Баяндина М.О. Использование инновационных методов обучения в преподавании дисциплины «Уголовное процессуальное право Республики Казахстан».....	72
Нұрмағанбет Е.Т. Вопросы управления инновационным процессом в образовательном учреждении.....	76
Тапалова Р.Б. О некоторых проблемах изучения раздела «Криминалистическая тактика».....	81
Таубаев Б.Р., Дүзбаева С.Б. Заң факультетінде бакалавриат пен магистратурада студенттің өзіндік жұмысын ұйымдастырушылық және әдістемелік қамтамасыз ету.....	84
Tlepbergenov O.N., Nursapa A.T. The modern methods of teaching in universities of Kazakhstan.....	88
Сатыбалдинов Д.Д. Методические рекомендации к индивидуальным занятиям по криминалистической методике расследования преступлений.....	93
Шаринова А.Б. Подготовка студента-магистранта к международному сотрудничеству.....	96
Шонабаев Б.А. Роль преподавателя в организации самостоятельной работы студентов.....	101

Введение системы непрерывной информационной подготовки юристов в вузе должно обеспечить: оптимизацию образовательного процесса юристов за счет перехода на более высокий уровень его информационной обеспеченности; подготовку квалифицированных специалистов, обладающих академической мобильностью на базе использования сетевых информационных технологий; достижение уровня подготовки, позволяющего обеспечить быструю адаптацию специалиста к современной социально-экономической ситуации и диверсификацию образовательных документов; создание учебно-методических комплексов классического юридического образования на основе информационных технологий. Такой подход к организации юридического образования вписывается в решение первоочередной государственной проблемы создания системы высокотехнологизированного, общедоступного и качественного образования, что будет соответствовать развитию инновационных процессов и внедрения высоких технологий во все сферы человеческой деятельности - производства, науки, образования. Необходимо также существенное повышение требований к качеству учебного процесса: введение инновационных образовательных технологий (электронные курсы, использование мультимедиа-ресурсов и т. д.), усиление практической направленности обучения (решение практических курсов, увеличение часов практики), введение объективных критериев оценки знаний студентов (письменные зачеты и экзамены, электронное тестирование и т. д.).

Таким образом, обеспечение высокого качества юридического образования на основе соответствия его актуальным потребностям личности, общества и государства, является важной задачей модернизации образования.

Duzbayeva S.B.

Master of Law Al-Farabi Kazakh National University
Law faculty teacher of department of Criminal law,
Criminal Procedure and Criminalistics

Akbolatova M.E.

Master of Law Al-Farabi Kazakh National University
Law faculty senior lecturer of department of Criminal law,
Criminal Procedure and Criminalistics

Taubaev B.R.

Al-Farabi Kazakh National University
Law faculty Dr. PhD senior lecturer of department of Criminal law,
Criminal Procedure and Criminalistics

Classification of teaching methods

This article discusses the different types of teaching methods, their application in practice priorities and social values of scientific and technical progress, the present situation in training a radical change of strategy and tactics training in an educational institution, ordered related activities teachers and students to address problems education.

Keywords: pedagogy, teaching methods, training, scientific knowledge.

Дузбаева С.Б., Акболатова М.Е., Таубаев Б.Р.

Классификация методов обучения

В данной статье рассматриваются различные виды методов обучения, применение их на практике приоритеты и социальных ценностей научно-технического прогресса, современная ситуация в подготовке специалистов коренного изменения стратегии и тактики обучения в учебном заведении, упорядоченной взаимосвязанной деятельности преподавателя и обучаемых, направленной на решение задач образования.

Ключевые слова: педагогика, методы обучения, обучение, научные знания.

Nowadays teaching progress needs constant perfection because there is a kind of priority and social value changes: scientific and technical progress realizes more as the way of achieving such production which for the highest measure can answer contentedly for always raising needs of the human, development of spiritual richness of the personality. In this basis modern situation of preparing specialists needs radical changes of strategy and tactics of teaching in a higher school. The main characteristic of the graduate of any educational institution is his competence and mobility. Concerning that accents while learning training subjects transfers for the process of cognition, which efficiency depends on cognitional activity of the student and teacher. Successful reaching of this purpose depends not only from what is going to be assimilated (content of teaching), but also from what how is going to be assimilated, individual or collectively, in an authoritarian and humanistic conditions with the support of attention, perception, memory or for all personal potential with the help of reproductive and active methods of teaching which is also important. Development and implementation of active methods of teaching submitted in a different areas of scientific knowledge and explored by many of educators and psychologist, but classification of active methods of teaching not explored well that predetermines the relevance of this theme[1].

Didactics names the method of teaching as the way of ordered interconnected activity of the teacher and trainees which is directed to solve tasks of education. Method of teaching sets ways of activity of the teacher and students which assimilates an effective adoption of the studied material. One of the pointed problem of the modern didactics is the problem of the classification of teaching methods.

Nowadays about this question there is not only one point of view. Due to that different authors in a base puts different signs. There is a variety of classifications. We will stop and explore on the classification of methods by character of cognitive activity of trainees and students. Let's name and describe them.

1. Verbal methods occupies the leading place in the system of teaching methods. There were times when they were almost the only one way which can transfer knowledge. Despite the fact that many teachers are against of using this group of methods, they consider them outdated, they can not be completely discounted. Verbal methods allows in the shortest possible time transfer a large-sized information, put in front of trainees problems and provide solutions. With word teacher can cause in the minds of children a vivid picture of the past, present and future humanity. Word activates the imagination, memory, feelings of students. Verbal methods are divided into the following types: a story, explanation, conversation, discussion, lecture, work with the book.

2. Visual methods. Visual teaching methods are understood as such methods in which the assimilation of educational material is substantially depends on learning visual aids and equipment which were used in the process. Visual methods are used in conjunction with verbal and practical teaching methods. As a separate type of visual learning this method makes no sense. Using visual methods makes it more affordable for understanding studied material. an important and even necessary clarity of teaching in the lower grades. Visual learning techniques can be subdivided into two major groups: the method of illustration and method of demonstrations. And the second method is more preferable because it is more real and authentic.

3. Practical teaching methods are based on the student's practice. These methods forms the practical skills. An importance of practices can not be overestimated. After all, in the practical classes, students realize the importance of prior learning, the possibility of their practical application in everyday life and in further studies. Also, the use of practices increases the motivation of the learning process. After that student is always interested by trying their hand at the performing of any educational problems, demonstrating independence, resourcefulness and initiative. Practice includex exercises, laboratory and practical work.

Considering the classification of active learning for university prepared by Smolkin AM .. He distinguishes simulation of active learning methods, forms of employment in which the educational and cognitive activity is based on the simulation of professional activity. All others are not imitational ways which enhance the cognitive activity on the lectures. Simulation methods are divided into non-gaming and gaming. the game conducts business games, game design, and so on. N., And the non-fiction - analys of specific situations, the decision of situational problems and others [2].

Stage 1 - initial acquisition of knowledge. It can be problematic lecture, heuristic conversation, debate and training, etc. Stage 2 - knowledge control (consolidation) may be used such methods as a collective intellectual activity, testing, etc. Stage 3 - formation of professional skills, experience-based knowledge and the development of creativity, you can use the simulated training, theatrical and non methods. The use of various methods is not ending by itself. Therefore, for the teacher any of the classifications has practical meaning to the extent that it helps him to carry out a targeted selection of the appropriate method of training, or a combination which addresses specific teaching tasks. Therefore, this classification considers to offer an active learning methods at their destination in the learning process. But it is also important to note that the majority of active learning is multi-functional value in the learning process. For example; analysis of the specific situation can be used to solve the three teaching objectives: consolidation of new knowledge (acquired during lectures); improving professional skills which were already obtained; activation of the exchange of knowledge and experience. The essence of active teaching methods shaping aimed to ensure that the students will make tasks in the process of decisions they take possession of their own abilities and skills. Manifestation and the development of active teaching methods due to the fact that before the training were tasked not only the assimilation of knowledge and the formation of students professional skills, but also the development of creative and

communicative abilities of the individual, the formation of personal approach to the problems that arise.

Method - is a sequence of actions which is taken by the teacher and the student in the learning process. While teaching, there are so many different methods, some of which are similar and some are radically different. Therefore, to facilitate the work of teachers it is necessary to organize this set. In didactics there are several ways of classifying teaching methods. Let us detailed consider the classification of the nature of the dominant cognitive activity. This type of division of teaching methods adopted because the doctrine - is, above all, cognitive activity, which takes place along with the practical work, motor activity. All his actions passed through the mind and cause cognitive activity. So, by using this classification we can distinguish two groups of methods of radically differing [3].

1. Reproductive in which the student learns how to complete knowledge and reproduces (plays) already known ways of working (this includes explanatory and illustrative information receptor, reproductive techniques).
2. Productive, characterized as the student produces new knowledge in the subjective result of creative activity (partial search, heuristic, research methods). Problem summary refers to the intermediate group, it equally involves both finished mastering information and elements of creative activity. However, in the actual process all learning methods are interrelated implemented in combination in parallel. And division of reproductive techniques and productive are very concerning. without reproduction any act of creativity is impossible.

While solving any of problem the man actualizes and mentally plays already known to him knowledge. At the same time the act of reproduction knowledge in changing his purpose includes an element of creativity in the field of construction of logic presentation. Dedicated and described methods allows evaluating the progress of the lesson, the whole logic educational process in terms of coverage of all activities. So if the teacher has made a survey on the previously studied materials, tells new, given exercises, then presented a creative task, thus it has consistently applied the methods: reproductive, explanatory and illustrative, reproductive, research. If he had the problem and put it on the heuristic conversation, he showed a movie, and then gave her creative work, then applied partially exploratory, explanatory and illustrative and research methods.

Considering various definitions, we can summarize that active learning methods - the way to activate the teaching and learning activities of students which encourage them to active thinking and practice in the process of mastering the material when the asset is not only a teacher, but the students are active.

By way the guidance training activities (direct or indirect) are methods of the teacher and explain various methods of organization of independent work of students. Based on the logic of the educational process there are: inductive and deductive methods, and - analytical and synthetic. According to the didactic goals isolated by organizing and stimulating educational activity of schoolboys, for example, competitions, contests, games, and other ways to promote testing and evaluation (YK Babanskii). There is a position that it is also advisable to use relaxation techniques, since the intensive nature of such training mandatory element as a relaxation after a period of active work (VI Andreev). A special group of methods which takes into

account the nature of cognitive activity. This classification offered IY Lerner and MN Skatkin. They noted that the success of learning depends crucially on the intrinsic activity of students, the nature of their cognitive activity, the degree of autonomy and creativity. They identified five methods.

it can be concluded that the method is a combination of the methods and forms of training which is directed to achieve specific learning goals. Thus, the method comprises a method of organization and nature of cognitive activity of students. Study - is organized by the interaction teachers and students. Forms of education can be: full-time, part-time, evening, independent work of students (under the supervision of the teacher and without), individuality, front, etc. [4] Education - historically changing process. It varies, depending primarily on the level of production and relations of production, depending on the needs of society as well as the social conditions of the spiritual wealth of society, its cultural traditions and levels of education. Education - a deliberate, pre-projected dialogue, individual aspects of human experience, the experience of work and knowledge. Education is an important means of identity formation above all, mental development and overall education. The learning process is aimed at building knowledge and skills, experience of creative activity. [5] The activity of students - this is their intense activity and practical training at the learning and application of knowledge, formed skills and abilities. Active learning is a prerequisite for conscious assimilation of knowledge and skills. [6] Cognitive activity - is the desire to think about themselves, to find its own approach to the problem (the problem), the desire to gain knowledge on their own, forming a critical approach to the judgment of others and their own independent judgments. Active of student vanishes if there is not a necessary conditions . Thus, direct involvement for students in active learning and cognitive activity in the course of the learning process associated with the use of techniques and methods that have received generic name of active learning methods. AM Smolkin gives the following definition: Active methods of training - the way to activate the teaching and learning activities of students [7], which lead them for an active thinking and practice in the process of mastering the material when the asset is not only a teacher, but the active students . Active teaching methods involve the use of such a system, method, which is aimed primarily not on account of a teacher's known knowledge and play, and to self-mastery of the knowledge of students in the process of active cognitive activity. Thus, active learning methods - training activity. For example, LS Vygotsky formulated the law that says that learning entails the development as a person develops in the course of business. It is the active guidance of the teacher, the students acquire the necessary knowledge and skills for their professional activities, develop creative abilities. The basis of active methods is dialogic communication, both between the teacher and students and among students themselves. And in the process of dialogue developed communication skills, ability to solve problems collectively, and most importantly, it develops students. Active teaching methods aimed with attracting students to independent cognitive activity, cause personal interest in the decision of any cognitive tasks, the ability to use the knowledge gained by students. The aim of active methods is that the assimilation of knowledge and skills involves all mental processes (speech, memory, imagination, etc.).

Thus, well-chosen teacher training methods allow to design an interesting training session, ensuring the achievement of the purposes of teaching, educational and developmental problems, the formation of the necessary knowledge and skills for students.

References:

1. T. Kirsanov // Young scientist. - 2010. - №4. - S. 337-339.
2. Smolkin AM Methods of active learning. M., 1991. - p.30
3. Basov NV Pedagogic and practical psychology. Rostov on Don, 2000.
4. Psychology and Pedagogy. / Ed. VN Nikolaenko, Zalesov GN Andryushina TV et al. Moscow - Novosibirsk, 2000.
5. Verbitsky AA Active learning in higher education: the contextual approach. M.: "High School", 1991
6. LS Vygotsky Educational psychology M.: "Education" 1991 Integrated business game. Ed. Abramov IG and etc
7. The noise // Education: Tradition and Innovation: Proceedings of the international. scientific. Conf. (Chelyabinsk, October 2011). T. II. - Chelyabinsk: Two Komsomolets, 2011. - P. 57-61.

Дүзбаева С.Б.

заң ғылымдарының магистрі
әл-Фараби атындағы Қазақ Ұлттық Университеті, заң факультеті
қылмыстық құқық, қылмыстық іс жүргізу
және криминалистика кафедрасының оқытушысы

Акболатова М.Е.

заң ғылымдарының магистрі
әл-Фараби атындағы Қазақ Ұлттық Университеті, заң факультеті
қылмыстық құқық, қылмыстық іс жүргізу
және криминалистика кафедрасының аға оқытушысы

Таубаев Б.Р.

Доктор PhD, әл-Фараби атындағы Қазақ Ұлттық Университеті
заң факультеті қылмыстық құқық, қылмыстық іс жүргізу
және криминалистика кафедрасының аға оқытушысы

Пікірталастар оқу үдерісінде

Мақала пікірталасты зерттеуге арналған. Автормен пікірталас кез келген мамандықтағы оқытушылар үшін тиімді нысанда оқу мен тәрбие технологиясы ретінде қарастырылады. Мақала оқу процесіне пікірталасты енгізу тізбегін, әр түрлі нысандарды қарастырады және студенттерді пікірталасқа қалай дайындау мен қатысушыларды қалай бағалау қажеттігін түсіндіреді.

Түйінді сөздер: пікірталастар, нысан, көзқарас, технология, оқу үдерісі, карама-карсы жақтар.

Дүзбаева С.Б., Акболатова М.Е., Таубаев Б.Р.

Дебаты в процессе обучения

Аннотация. Статья посвящена исследованию дебатов. Дебаты рассматриваются автором в качестве обучающей и воспитательной технологии в формате, подходящем для преподавателей любых специальностей. Статья предлагает схемы введения дебатов в процесс обучения, различные форматы, объясняет, как подготовить студентов к дебатам и как оценивать выступающих.

Ключевые слова: дебаты, формат, мнение, технология, процесс обучения, противоположные стороны.

Duzbayeva S.B., Akbolatova M.E., Taubaev B.R.

Debate in the course of training