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HISTORY

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HUNGER OF 1921-1922 IN KAZAKHSTAN

This article considers hunger of 1921-1922 in five areas and Aday district of KazSSR, in particular, in Orenburg, Aktyubinsk, Ural, Kustanay, Bukeyev provinces and Aday district based on archival documents and statistical data. The article informs about the activity of the Kazakh intellectuals in struggle against hunger of 1921-1922.

In 1921 in the provinces of Kazakhstan such as Orunbor, Aktobe, Oral, Kostanay and in Aday district there was hunger. Why did these five provinces face hunger having 2 653 300 residents [1] and being very important in food industry of Kazakhstan?

In «Military communism» years (until spring 1918-1921) failure of republican economy, reduction of heads of cattle and sowing lands, moreover, forcing people to work, all these caused community collapse and Kazakh people hunger by 1921.

In addition, mass diseases of cattle in 1920 and drought in 1921 destroyed the economy and brought people to crisis. Instead of helping Kazakhstan suffering from hunger, Moscow made it help to Russian hungry people. At that time in Russian provinces Astrahan, Tsaritsin, Saratov, Samara, Simbir and Ufa hunger was spread. The body helping starving people of Republic from Government, Central Commission helping starving people at Kazakh Central Executive Committee was founded in July, 15, 1921. [2]. In order to organize the works against hunger Commissions assisting starving people were founded by Central Commission authority at National Commissariat. Central Commission in charge of improving Children's life was obliged to assist starving children. Kazakh evacuation was obliged to help starving village people to move to other places. Moreover, there will be an organization, which will regulate the moving process and getting rid of starving people from railway stations. Parties and professional organizations fulfilled the work of advocating people for participation in assisting starving residents by control of Kazakh political – educational Department. National Commissariat of health service shows medical – sanitary help to starving people. It was very hard for Central

Commission to define starving residents number who needs state help from three different settled, half nomad and nomad people. Thus, Central Statistical Department defined that in Kazakhstan there were approximately 2 000 000 starving people by means of dividing the residents to economical groups, considering the level of economic condition and taking into account material and food resources that left in residents. If we use museum documents in those five provinces and in Aday district where there was hunger so we can get the following information about the number of residents in 1922: In Orunbor – 437 776, Kostanay – 252 816, Aktobe – 359 326, Oral – 277 835, Bokey – 100 000 and Aday 75 000 [1, 108]. However, these are not exact data. There were starving people in the provinces, which were considered as having good conditions in the republic. For example, there were 100670 starving people in Akmola.

Starving people gathered in railway stations. There were not enough places to live for them. They had to live in ant sanitary conditions, mostly outdoors. This caused epidemics among them. Thus, Central Commission had to move starving people to the districts of Turkestan or other places where there were better conditions. 557 902 people to Turkestan Republic, 3 200 people to Semey, 582 people to Bryansk, and 465 people to Likhachev were sent from Orunbor and Aktobe provinces. In the years of starvation since November 1921 American Relief Administration – ARA has worked as the body of assistance to starving people in the territory of Kazakhstan. In 1922 American Relief Administration – ARA opened in Orunbor province 643 canteens with soldiers, in Aktobe province 319 canteens with 38 000 soldiers, in Republic 126 340 soldiers were given and in the future one should multiply the number of soldiers up to 350 000 soldiers. Oral province was provided by Saratov base through ARA. Unfortunately ARA couldn't provide Kostanay, Bokey provinces and Aday district.

Central Commission organized social activities for using the work of starving people. This kind of work appeared by the result of unexpected failure of economy and reduction of number of starving people needed state care. However, it was impossible to continue this kind of work because of lack of budget. Mainly this work was held in order to save Agriculture.

1920-1921 brought a lot of harm to Kazakh cattle industry. No grass caused people's moving to districts. That's why cattle was taken to remote places of the republic. In general, there was a danger of disappearing of the cattle. At this period Central Commissions were founded in order to save the cattle industry in the republic at Earth department of National Commissariat. However, they were limited with planning and proposing. National Commissariat could allocate funds just in little size. It didn't give any results. In the struggle against hunger Central Commission resources

were divided into three categories: finance, food and material. All these resources were taken first, from the Central Commission and second, from regional organizations. At the beginning (1921) 630 000 000 sum money was lent from Central Commission.

In general, at this time 6 328 856 176 were collected at Central Commission to help to starving people. This budget was spent to improving activities of people suffering from hunger by Central Commission organization.

If we talk about food resources, in 1922 from Central Commission to Kazakhstan 8 815 kg. grain, 4 929 kg. potatoes, 2 016 kg. meat and 1 000 kg. oatmeal also, 4 000 kg. of goods [1, 118]. However, for Kazakhstan whose five provinces and one district were fully and other regions half starved was this amount of help not sufficient.

In 1921-1922 the conditions of people who were living in those places of epicenter of hunger five provinces and one district were very hard. Steady changing of government staff helping to starving people in Orynbor province, not having connections with starving places, people's moving from Povilzhe to Turkestan and from West Siberia to Ukraine and spreading of epidemic diseases caused difficulties. However, these factors have been reasons of hard situations. In province there were situations when people ate skin materials in Orsk, Sharluk provinces, also eating people and dead bodies in districts Pokrovski, Nizhne –Ozernyi and Verhno – Ozernyi. Although Orynbor province was situated near the railway station, there was lack of budget in order to improve people's life.

In Aktobe province there were 80 % number of starving people. In addition, collecting refugees in province area, spreading epidemics, lack of doctors and medical sanitary equipment, not having heating, problems with transport and other factors caused many difficulties. In these provinces, there was a cannibalism, when women ate their children in Andeevsky district. In 1922 72 % of general number of residents of Oral province made starving people. The lorry was not delivered in time. There were no connections between Oral province bodies and Kazakh centers. There was lack of budget and transport for Bokey starving people as well. Aday district was a place where they had worst connection. The radio telegram was delivered after 1,5-2 months. Thus this district had the worst situation.

In January, February of 1922 Tchelyabi, Kostanay and Samar provinces starving people total 470000 people moved to Akmola province. This situation destroyed the economy of province and food balance. And this was difficult for province authority. Akmola region was considered to be one of the districts which didn't face hunger and it was obliged to help Kostanay region starving people. Regarding to this hard situation Akmola

province considered that Pteropavl, Kokshetau and Atbasar districts were suffering from hunger and asked to use the collected help for these regions. Central Commission took into consideration Akmola situation and obliged Semey province to help Kostanay starving people. Also, in Akmola province preparation of food was in 1921 – 1922 through Moscow centers. Among the starving regions of Kazakhstan Kostanay province had very hard situation. 90% of residents of province suffered from hunger because of lack of food. Province residents needed 1800 000 kg of food in 1922. Kostanay has had hard time since Semey was in its leadership as connections were bad and distances were far. Republican Central Commission asked Moscow government to help the province from Food National Commissariat and involve APA organization in this situation. Especially, Torgay district, which was far from Kostanay had very difficult conditions. [1, 120-126]. Because of freezing winter of 1921 in 13 districts, especially Torgay, Shubaluk, Maikory, Sarykopa, Kortugan and Karakoga regions there was decrease of number of cattle. It was hard to provide Torgay district with food [3].

In conclusion, hunger in 1921-1922 was very hard for Kazakh people. There were a lot of problems after the Soviet Union's Power establishing. At that time improvement of living conditions was dependent from solving these problems, as Kazakh community was in social economic crisis in the 1920s.

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POLITICAL SCIENCE

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СТАНОВЛЕНИЕ МНОГОПАРТИЙНОЙ СИСТЕМЫ В КАЗАХСТАНЕ

The article discusses the experience of forming a multi-party, analyzes the features of formation and development of the legal framework of the party system of modern Kazakhstan. Traced relationship between the political and democratic process in the formation of the young independent state.

Начавшиеся после распада СССР демократические преобразования коренным образом изменили партийную систему Казахстана. Вместо господствовавшей более семидесяти лет однопартийной системы стала формироваться многопартийная система. Утверждение идеологического и политического плюрализма, вхождение в мировое сообщество, преодоление атакизмов в сознании и поведении людей сопровождалось совершенствованием партийной системы страны как фактора построения демократии и гармоничного развития общества.

Демократические преобразования невозможно осуществить в один момент или за один день, они не являются процессами, которые дают быстрые результаты. Как отметил Глава государства Н. А. Назарбаев: «Мы всегда помнили, что демократия - это наша цель, а не начало пути. Мы знали, что демократию невозможно внедрить декретом, ее надо выстрадать».

Идеи демократии и демократических институтов, в целом, не чужды для казахской общественно-политической мысли. Как известно из истории, в кочевом обществе демократические традиции развивались в системном виде. К примеру, традиционному казахскому обществу был известен характер выборной системы, контроль судов над деятельностью представителей исполнительной власти, гласность и т. д. В опубликованном в 1917 году партией «Алаш» проекте программы со всей очевидностью показано, что «Россия является демократической, федеративной республикой. (Значение демократии – управление государством со стороны народа. Значение Федерации –

объединение равных государств). В федеративной республике каждое государство будет самостоятельно, но будут совместно сотрудничать. Каждое из них самоуправляется». Вместе с тем, в данной программе наряду с основными положениями было не случайно отмечено, что предоставляется «свобода собрания, создания организаций, слова, выпуска газет, издания книг».

Однако, несмотря на широко распространившиеся идеи демократического управления в казахском обществе, мы смогли в полной мере заявить о том, что: «Республика Казахстан является демократическим, светским, правовым и социальным государством» только после обретения независимости.

Несомненно, в советском Казахстане определенное влияние на развитие демократических процессов оказывали оппозиционное движение и неформалы. Необходимо отметить также то, что наряду с неформальными движениями и политической оппозицией, в первых рядах альтернативы КПСС были и представители интеллигенции, и диссиденты 70-80-х годов XX века, и участники событий декабря 1986 года.

Современные казахстанские политические партии, за исключением коммунистов, выражают не классовые, а национально-государственные интересы. По нашему мнению, особенность казахстанских политических партий заключается в том, что они образовались в результате борьбы с тоталитарной политикой, вобравшей в себя идеи колонизации бывшей Российской империи. Нашу мысль подтверждает и программа партии «Алаш», где не случайно говорится о том, что на казахской земле небольшое количество заводов-фабрик, поэтому мало рабочих-казахов.

Словом, появившиеся на заре независимости партии и общественно-политические движения были консолидированы на основе национальной идеи. В их числе: гражданское демократическое движение «Азат», общественное движение «Желтоксан», Казахстанский народный конгресс (1991 г.), Союз народного единства Казахстана (1992 г.). Однако организационный потенциал большинства партий был слабым, программы были обозначены неясно, а число их последователей – небольшим.

В течение прошедших более двадцати пяти лет число партий в стране изменялось не только количественно, но и в качественном выражении. С одной стороны эти изменения зависели от временных характеристик и изменений в законодательно-правовых основах деятельности партий, с другой – от роста самих партий и их достижений. К примеру, в 1999 году возросшее число политических партий было связано с внесением изменений в конституционный закон

1999 года «О выборах в Республике Казахстан», согласно которым состав Мажилиса Парламента расширился на 10 депутатских мандатов, избравшихся по пропорциональной избирательной системе и единому общенациональному избирательному округу. Партия, преодолевшая 7-ми процентный барьер, имела право быть представленной в Мажилисе Парламента.

Принятый в 2002 году закон «О политических партиях в Республике Казахстан» наоборот привел к уменьшению количества партий на политической арене в связи с возросшими требованиями к образованию партий (согласно данному закону в составе партии должны были быть представлены все области, город республиканского значения и столица республики численностью 700 человек, а общее число членов партии должно было быть не менее 50 000 человек).

На политической сцене страны также произошли изменения в связи с выборами в Мажилис Парламента 2004 и 2007 годов и президентскими выборами 2005 года. 4 июля 2006 года на своем внеочередном IX съезде партия «Отан» объединилась с партией «Асар», позднее – с Гражданской партией. В результате объединения этих партий было изменено название партии «Отан» на новое – «Нур Отан». Наряду с данным событием, 29 апреля 2005 года появилась Демократическая партия Казахстана «Азат», вышедшая из рядов Демократической партии Казахстана «Настоящий Ак жол». 10 сентября 2006 года на основе движения «За справедливый Казахстан» была образована Общенациональная социал-демократическая партия (ОСДП).

Проведенная в 2007 году конституционная реформа в политической сфере еще более укрепила роль политических партий. Согласно изменениям 2007 года, внесенным в Конституцию РК, были приняты новые принципы формирования Мажилиса Парламента: 98 из 107 депутатов избираются по партийным спискам на основе пропорциональной системы от единого общенационального избирательного округа, в то время как 9 депутатов из 107 – избираются от Ассамблеи народа Казахстана. В результате данных изменений в проведенных в 2007 году выборах в Мажилис Парламента члены партии «Нур Отан» получили 98 депутатских мандатов большинством отданных за них голосов. Следовательно, казахстанский парламент был сформирован на основе одной партии. С этого момента стало возможным определить казахстанскую партийную систему как многопартийную систему с одной доминирующей партией. Это, в свою очередь, требовало активизации деятельности других партий страны.

В целом можно отметить, что 2007 год стал в истории независимого Казахстана годом политического обновления, а также

годом, когда было принято историческое решение о председательстве Казахстана в ОБСЕ в 2010 году. Данное решение послужило углублению и дальнейшему развитию демократических процессов в республике.

Особое значение на формирование ситуации на политической арене страны оказывали изменения и дополнения, внесенные в 2009 году в закон «О политических партиях в Республике Казахстан». Они были направлены на совершенствование организационно-правовых аспектов деятельности политических партий, развитие демократических процессов в казахстанском обществе и обеспечение формирования политической системы, соответствующей мировым требованиям. В частности, пересмотрены положения о создании и регистрации политической партии, внесено дополнение в виде статьи 18-1 в статье 18 «Источники финансирования и использование средств политической партией». Решен вопрос о государственном финансировании партий в соответствии с мировым опытом. Так, по результатам выборов политическим партиям, представленным в Мажилисе Парламента Республики Казахстан, будет выделяться финансирование из государственного бюджета. Реализация Закона обеспечила победу трех политических партий на выборах в Мажилис Парламента РК в 2012 году: Народно-демократическая партия «Нур Отан» (80,99 %), Демократическая партия Казахстана «Ақ жол» (7,47 %), Коммунистическая народная партия Казахстана (7,19 %).

Вывод: история отечественных партий полна процессов интеграции и дезинтеграции. Одни из них были вынуждены уйти с политической сцены, а другие смогли укрепить свои позиции. Но процесс становления качественно новой партийной системы Казахстана еще не завершен. Только ясно одно - однопартийная система осталась в прошлом.

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ECONOMY

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FEATURES OF ACCOUNTING TOURISM ORGANIZATIONS

The article reveals the organization of accounting in the current economic conditions the organization of tourist business, and clearly organizes its proposals on the accounting system, assessing the financial statements for timely information on the status of assets and liabilities.

Accounting originated with human civilization thousands of years ago. And for the first time his steps had huge implications for the history. Development of the account was due to the needs of life, and it, in turn, stimulated the growth of such integral parts of civilization as writing and mathematics. In modern conditions are being increasingly developed tourism, which allowed to create a market of tourist services and establish tourist business.[1]

Currently, in the Republic of Uzbekistan are the following directions of the tourist market:

- entry tourism - aimed at the service of foreigners coming to Uzbekistan;
- entry tourism - organization of trips of citizens of the Republic of Uzbekistan in the country and abroad;
- shop - tourism - service "shuttles"
- internal tourism - work with domestic tourists in the country;
- Social - travel, subsidized from the funds allocated by the state for social needs;

To obtain a license must be tour operators and travel agents enter into a contract of insurance of civil liability and to the insured amount not less than ten thousand MCI. [2]

This can be seen in the following figures in the form of a graph.

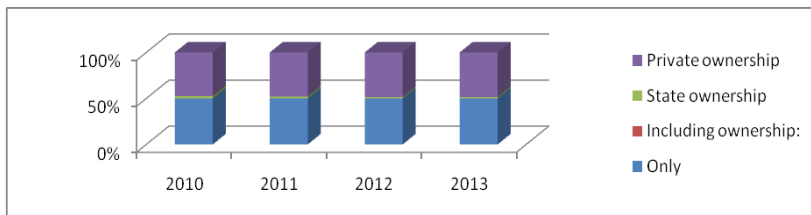


Fig. 1. Tourism Services. Distribution of tourist companies and organizations by ownership (Units).¹

In the current economic conditions the organization of tourist business should clearly establish a system of accounting, prepare and present users with timely reliability of financial reporting, timely information on the status of assets and liabilities.

In accordance with international and domestic practices adopted, the costs are measured at cost. The cost price of tourism products is influenced by various factors. Therefore, there is a need to identify factors that are critical at various stages tour product create and organize the analysis. [3]

The cost price of tourism products is the valuation used in the production of natural resources, raw materials, fuel, energy, fixed assets, labor, and other costs.

The costs incurred by the tourist organizations, include:

1) costs directly associated with the production and sale of tourist products (for the acquisition of rights from specialized organizations and entrepreneurs for the following services to tourists):

- For transport services (road, air, rail, sea and river transport);
- Accommodation and lodging (hotels, motels, campgrounds, resorts, lodges, etc.);
- Nutrition (canteens, restaurants, cafes, bars);

As can be seen from this table, the main tourist resources in recent years have increased significantly in the ratio of 1-2%. Assessing the state of the Uzbekistan business, we can say that the middle of the 90s and the entry into the third millennium are under the sign of the struggle for profitability. Proof of this is the close attention to the use of available resources and, consequently, the emergence of the need for the formulation and improvement of administrative and operational accounting in enterprises.[4]

¹ State Committee on Statistics of Uzbekistan "Tourism in Uzbekistan" Tashkent-2014year. International tourist flows, p-32

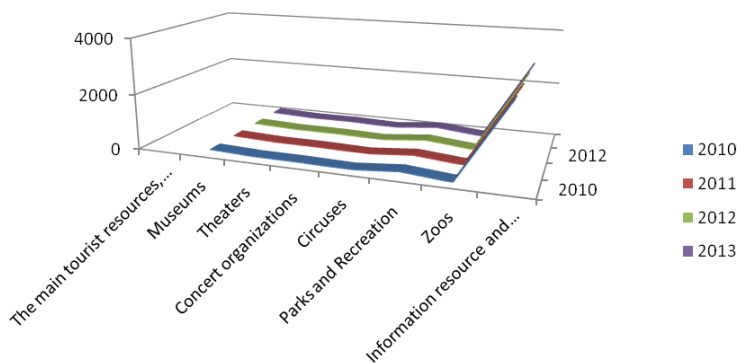


Fig. 2. The main tourist resources¹

This circumstance has imposed certain requirements on appearance information systems - including addressable representatives of small businesses.

The scope of software products based on the accounting model of information processing (a array entries, which are "tied" data analytical accounting and physical indicators) became narrow and uncomfortable for this category of users. Them - in the same way as the larger market entities - need business management system that is not based on the accounting records, and operational accounting business.

At the same time the implementation of such an approach to the development of information systems in any way does not violate existing standards of accounting and does not create discomfort in the daily work of the accounting department.

To date, the period of hotel services is seasonal, ie the period from June to September, but in the further development and increasing the list of services, has a tendency to expand the boundaries of time.

Chart of accounts - a systematic list of all synthetic accounts and subaccounts, developed on the basis of the Model Chart of Accounts with the industry and other features of the economic activity. It is designed to reflect all business transactions in the organization.

Each organization uses as many accounts and those which it needs to carry out financial activities.

For all sectors of the economy by the Ministry of Finance of the Republic of Uzbekistan developed and approved the Model Chart of Accounts and Instructions for use model chart of accounts, which contains a

¹ State Committee on Statistics of Uzbekistan "Tourism in Uzbekistan" Tashkent-2014year. Key development indicators, p-29

brief description of the synthetic accounts and subaccounts, structure and purpose accounts, correspondence of each account.

All organizations regardless of their organizational-legal economic activity and accessories required to keep records of property on the basis of approved types of accounts. The exception is banks and non-financial organizations, financed from the state and (or) local budgets.

The main criterion for the recognition of revenue from the sale of tourist services is transferred to the buyer the right of ownership and risk to service after the execution of the contract. Therefore, the provisions of the contract on the transfer of title to the implemented services on the subject of tourism activities to the participants determines the time of the revenue associated with the implementation of services. [5]

Thus, the implemented services are recognized on receipt of which is transferred to the buyer the right to property in accordance with the contract of rendering tourist services furnished in the prescribed manner and for a travel voucher to receive full cash.

In accounting, the implementation of tourism services is recognized in accordance with the requirements of the Model chart of accounts using the account 9010 "Proceeds from sales of finished products."

In the exercise of tour operator activities as revenues from the sale of tourist services take into account:

- * Cost of the tour, the tour operator formed and implemented on the basis of an agreement on the territory of the Republic of Uzbekistan and abroad;

- * The amount of consideration received for the implementation stages, formed tour operator - resident of the Republic of Uzbekistan and the realized population to costs to the account or in cash Tourism Organization;

- * Cost of a complex of tourist services provided to foreign tourists in the Republic of Uzbekistan;

- * The cost of consulting and information services related to the organization of travel;

- * The cost of additional services provided by the tour operator in accordance with the price list.

Revenue from the sale of travel services reflected in the accounting records of the following:

- * Charged to 4010 "Settlements with buyers and customers" and credited to 9010 "Proceeds from sales of finished products" - in the case of its recognition upon transmission to tourism documents granting the right to receive services;

* Charged to 5010 "Cashier", 5110 "Current Account", 5210 "Currency accounts" and credited to 9010 "Proceeds from sales of finished products" - in the case of its recognition upon receipt of funds received as payment for services for which customers submitted documents granting the right to obtain the services they.

Costs associated with the production (formation) and the implementation of tourist services in the accounting records of the tour operator apply to the debit account 9110 "Cost of services and implementation" in the following order:

* Credited to 2010 "Primary production" written off cost of services included in the program;

* Credited to 2510 "General Expenses" general expenses are written off in the amount of the costs of the tour operator, the respective reporting period (including the amount of commission paid by the travel agent).

Intangible nature of tourist services can not be reflected in the accounting process of their implementation with the use of such inventory accounts, as in 2810, "Finished products", 2910 "Products", "Goods Shipped". The costs related to realized tours are written off directly from the expenditure accounts in debit 9010 "Proceeds from sales of finished products."

Travel Agent implements tours formed tour operator, as well as tours of spa and wellness facilities. [6]

Implementation of a travel agent tour and travel services, tour operator formed by the resident under a contract of commission or commission, made at a price approved by the tour operator, the principal, without the right to levy surcharges. Tour operator offers discount travel agent, which is a reward for the implementation of tourist services.

In implementing tour agency activities in the amount of proceeds from the sale of travel services are reflected:

* The amount of consideration received for the implementation of the stages formed by tour operators - residents of the Republic of Uzbekistan;

* The cost of consulting and information services related to the organization of travel;

* The cost of additional services provided by a travel agent in accordance with the price list.

The number of accounts included in the Model Chart of Accounts determined by the needs of reporting. Stepping off of the amount of information reflected in the accounts in the Standard plan includes only synthetic accounts (first order), and sub-accounts (subaccounts). The number of practical accounts of analytical accounting Model chart of accounts is not regulated and depends

on the needs of the financial and economic activities of each organization. To account for operations that are not reflected in the Master Plan accounts, the organization may, if necessary in consultation with the Ministry of Finance of the Republic of Uzbekistan to introduce additional synthetic accounts, using the availability of the set list.[7]

Based on the Model Chart of Accounts and instructions for its use shall be approved by the Chart of Accounts organization that contains a complete list of synthetic and analytical accounts (including sub-accounts) required for accounting and reflect industry specific business operations.

Subaccounts provided in the Model Chart of Accounts is used based on the organization of information needs of management personnel. Business entities are free to specify the content of the individual sub-accounts, exclude or combine them, as well as introduce additional sub-accounts.

Thus, the system of accounts, built in accordance with their economic content, is used to record and summarize the information about the objects of accounting.

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WAYS OF DEVELOPMENT AGRITOURISM IN THE BUKHARA REGION

This article highlighted opportunities development of agritourism in Bukhara region and the importance of improving the well-being the rural population.

According to experts, tourists are expected to increase sharply on agritourism, directions of development until 2020 of the World Tourism Organization. This, in turn, the presence of people who suffered the destruction of nature World countries, said that the mainly in industrialized countries. African, Asian, Central American countries shown separately as countries with natural beauty and unique culture. Today, both local and foreign experts have recognized the availability of high tourism potential of Uzbekistan. There are more than 4,000 architectural monuments and works of art belonging to various civilizations the territory of the country. Most of them included list of world cultural heritage in the UNESCO.

General secretary of World Tourism Organization of the UN Taleb Rifai when a trip to Bukhara had said following: the Bukhara is included in the list of World Cultural Heritage of the UNESCO. Bukhara is priceless pearls of Uzbek urban planning and architecture of the ancient Great Silk Road. By the hands of masters created embroidery, coining, ceramics and other types of national handicraft products, miniature works of artists for each foreign tourist is an unforgettable souvenir of the city. Effective use of a generous and hospitable created in the tourism industry in the city and the World Tourism Organization shall take all necessary measures in cooperation with the national company "Uzbektourism" which the Bukhara to convert a major center for tourism.

In Bukhara region services 17919 million sums in 2014 for the tourists. This is 23.6 percent more than in the previous year. In Bukhara the possibility of providing tourist services too many, but the local tourist companies not to use the full and effective these opportunities. Local tourist companies can add among its services agritourism products and services. They have to improve their the type of services and of income. In the field of tourism, in the field of agriculture unused opportunities sufficient in Bukhara.

As a result of surveys of foreign tourists expressed interest 40 percent in agritourism services. In addition, the experts noted, this type of service is high interest of the local population. Market agritourism not formed, the competition in the early stages of its formation. But we are quite optimistic about the future of agritourism. The fact that the analysis of the current practice of agritourism showed that the list of services in this area can be virtually infinite. This compares favorably with other segments of the agritourism market. There are factors that led to the development of agritourism in Bukhara:

- Exactly specific for Bukhara region, there are agritourism goods and services attractive of foreign tourists and the local population. (For example Karakul skin's charm impressed the whole world).

- Geographical location of Bukhara, that is located in the desert and semi-desert regions, reveals the individuality of the growing of plants and animals in the region.

- "Jayran or deer of Bukhara" eco-center location of Bukhara region. Bukhara's deers increases, therefore allowed to hunt them.

- There are more than 400 historical monuments in Bukhara, 200 of them located in rural areas. This is provides opportunity together establishment of a type of tourism.

- At the Bukhara State University prepared specialists for tourism, hotel and services sectors. We can use these experts the organization of agritourism.

Of agricultural modernization process in the country agritourism is an innovative activity. The following factors may affect the establishment and development of agrotourism. Firstly, for arrangement of tourism in the village needs to improve its infrastructure. Secondly, of state support is important for the establishment and development of agritourism. Thirdly, create a tourism brand and the establishment of their advertising. Fourthly, the formation of information-tourist base. Fifthly, further improvement training and skills development system at the services.

Agritourism on the one hand, develop their own tourism industry, opening the new segments of the tourist market. On the other hand agritourism can help to enhance the level of development of Uzbek agriculture.

World practice were identified development of agritourism can be found in the following organizational and legal forms.

1. The development of agritourism as a form of agricultural production. The agricultural enterprise solution issues related quality and assessment. Think about the reputation and image of itself. Development of agro products and agritourism services increases his income.

2. Family agritourism business. It is always promising. It will be the minimum level of costs. This can be created 2 options. 1. Family works on a contractual basis with tourist company. 2. Family engaged as a business entity with this work.

3. Agritourism services through the establishment of mutual cooperation relation the agricultural enterprise and tourism firms.

Table 1 - Models and stages of development of rural tourism

Indicators	Stages of development		
	I	II	III
Accommodation	The house with a farmer	In a separate building, the room	The complex agrotour
Nutrition	Is not specified, half board	Half Board, full board	Only board
Leisure	Horse tours, fishing, hunting and other	Sightseeing, environmental, ethnic tours	Curative and health, scientific tours
Models of development of agricultural tourism	Farms, households	Tourist village, manor complexes, agrotoursentry	Regional agro-tour complex

Agritourism is as a direction of agricultural production and rural economic and social development of rural areas, you can achieve following the positive results:

- to provide employment for the rural population;
- an additional source of income for he agricultural enterprises and population;
- the improvement of rural infrastructure are provided;
- provides diversified of agricultural economy;
- crafts will be further developed in the village.

In the country for the establishment of agritourism must perform the following steps:

Level 1. To learn the demand for agritourism services. For example, according to the results of foreign researchers, tourists interested with the appearance of ecotourism and etnoturizm, which it is agritourism's types.

Level 2. To learn the necessary material and technical base of farms which to engage in agritourism. Explores the infrastructure of the village and shortcomings will be eliminated.

Level 3. Will be created cooperation with travel companies and farms. Selected organizational-legal form of cooperation. Located economic development mechanism of cooperation.

Level 4. The functions of the participants determine the establishment of agrotourism. Development program developed of agritourism.

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USING THE WAVE THEORY OF ELLIOT TO PLAN INNOVATIONS

The issues of improving the planning system innovations based on transdisciplinary system methodology. A hypothesis about the possibility of the application of certain provisions of the Elliott wave theory in planning innovation is given. Problems associated with substantiated timeframe innovation and identifying innovative potential of the enterprise are described.

The system of planning innovations is a complex of different interoperating with each other plans directed to the realization of the main functions and tasks and innovations planning. If we assume that a plan is a developed in advance system of activities leading to the goal realization then the goal of innovations planning in a business system is increasing its

functioning efficiency. In general efficiency increase means to find an optimal ratio between the activity results and the cost of it.

If under the innovative process we mean a cycle of the scientific knowledge transformation (scientific ideas, discoveries and inventions) into the material result then the innovations planning must be a developing of the activities and defining the calendar dates of the development and implementation of the innovations into the social-economic systems of different levels. By the result of the innovative process one should understand an increase of benefits for a subject who realizes the innovation realization. For the business system such a result must be growth of sales volume and reduce of costs and in the end profit increase.

In other words, the efficiency of this planning depends as minimum on two questions answers: What to do? When to do?

The answer of these questions supposes understanding the core of the term «innovations». This problem is one of the most discussed for the last century quarter. In spite of wide discussion in the frames of GLOBELIK and even appearing of the term in the normative documents (Oslo Manual. Guidelines for Collecting and Interpreting Innovation Data. 3rd edition. A Joint Publication of OECD and Eurostat. OECD/EC, 2005) the discussions are still going on. But the problems of the ontological character remain and we completely agree with the journal opinion «Econmist» given in the work of D.I. Gafurova: "For the last decade an innovation has come out of shadow to become a new industrial religion that is worshipped by public figures, investors and businessmen. All over the world the innovation rhetoric unite political figures in all spectrum substituted the after war language of "welfare economic". The corporations' direction members consider innovations as a key to profit growth and their market share. The governments spill money on them trying to stop the economic failures. But being the cause of approximately 50% of joint economic growth and the topic of the endless governmental researches the innovation remains in its essence black magic "[1].

One of the tasks of this article is to give a thorough analysis of different points of view on this problem, to define pluses and minuses of the existing definitions. Here are the most characteristic definitions of the term «innovations»:

– J.Schumpeter – The changes to implement and use new kinds of consumer goods, new industrial and transport means, markets and forms of organization in the industry [2];

- M. Schurmans (European institute of innovation and technology)
- the core of the innovation is producing of something new, either services, goods or new markets;
- E.Vukof (OECD Organisation for Economic Cooperation and Development) means by innovations new processes and new goods in business, government and social sphere;
- R.Liebenberg (Engineering director, Google) – an innovation is creating new values for consumers including new ways of doing usual things more effectively;
- M.Quinn (EU Commission) – an innovation means receiving from scientific researches the goods which are sold in the market;
- H.Hartmann – an innovation is implementing into practice, realizing and using an idea, proposal, scientific-research solution and model;
- B.Twiss - an innovation is a process where an invention or idea gets an economic content [3];
- B. Hanse – a process of transferring of scientific or technical knowledge «directly into the sphere of consumers; the goods turns into a bearer of technology and the form which it takes is defined only after the integration of the technology itself and satisfied needs »[4];
- C.R.McConnell and S.L.Brue use the definition of innovation and introduction as synonyms understanding by them launching in the industry new product, implementing new industry method and using new for of business organization [5].
- E.Dandon – an innovation is a «profitable realization of the creative strategy» [6].

But the result of the innovation can be realized in practice in a different way, notably: «as a financial winning, as increase of the moral state of the staff and corporative solidarity or contribution to the society life» [7]. Many researchers note the «innovations are not always technical and in general material» [8] and that «an innovation is more an economic and social than technical term» [9].

Generalizing of the mentioned definitions we can give the most meaningful and often used facts to business systems development:

1. Most researchers define an innovation as exploitation of new ideas;

2. Openly or latently the scientists agree with the fact that organisations use innovation to get competitive advantages;

3. An innovation as process consumes considerable resources (time and costs) and may comprise large number of non-value effects), e.g. increase of the moral state of the staff and corporative solidarity or contribution to the society life.

It should be noted that developing of any object or system can be treated as ordered qualitative and quantitative change of their condition combined with sequential complication of inner and outer bounds. The change of the object condition (system) is a strict sequence of time periods each of which is characterized by an inclination of the object (system) only to definite changes. The following regularities are also objective:

1. The system must develop but in its development it must tend to self-perseverance and stability;

2. In its inclination to perseverance and stability the system tends to minimize the effect of outer influence (disturbance);

3. In its tendency to minimize disturbance the system:

– either receives disturbance as strengthening of the main system function;

– or receives disturbance as dysfunction and tries to neutralize it;

4. The adaptation of the system to disturbance takes place by changing of the structural-functional features of the system.

To sum up the said above we can give the following definition of the term «innovation»: **An innovation is a change of the structural-functional features of business system (social-economic system) that takes place as the result of the realization of goal-oriented (governing) influence directed to the business system or its fragments (elements).** We assume that such a definition of «innovation» can allow to some extent eliminating ambiguity of discussions and exclude from the analysis issues connected with commercialization of innovations.

Let's come back to the set above questions connected with innovations planning, to be more exact: «What to do?» and «When to do?».

In practice answering these questions managers very often rely on their personal experience and their intuition. «Many businessmen are interested only in the laws of marketing, their own intuition and also common economic notions that illustrate the current business condition - income, expense, profit, damage. That is why in the unpublished competition of the scientists with their complicated economic categories

and close people's opinion the victory often goes to a «family consulting» [10]. But it appears axiomatic that innovations planning must be done on the basis of principles regulating the common principles of innovations developing and planning.

At the beginning of 80s of XX century science and society had an understanding that to solve complex multifactor problems of economy development it was not enough to use didisciplinary and polidisciplinary approaches «as complicated multifactor problems in the frames of interdisciplinary and multidisciplinary approaches almost always "break into" disciplinary components and in the result it is easier to formulate but almost impossible to effectively solve» [11]. There appeared the transdisciplinary system approach that gave a possibility to develop new methods of managing complicated social and anthropogenic objects, social-economic systems as well. This in its turn let use some points of the wave theory of Elliot in planning the innovative development of the managing subjects.

The wave theory of the American financier, manger and economy theoretic Ralf Nelson Elliot (1871-1948) is an orderly mathematic theory about the possibility to predict society behaviour on the basis of recognized models use. This theory was spread due to the funds analytic Robert Procter and is a further development of the theory of one of the company founders «Dow Jones&Company» Charles Henry Dow (1851-1902).

In the basis of the wave theory of Elliot there is an assumption that there is some constant cyclic regularity in the form of eight repeated waves that define the society behaviour. «For a mathematic presentation of his theory Elliot used the figure principle of Fibonacci. Fibonacci figures play an important role in building a full market circle described with Elliot waves. The numbers of waves that constitute a tendency coincide with Fibonacci figures [12]. Using by Elliot Fibonacci figures is based on the theory that development of any system in a definite direction must continue till the moment of reaching some number in Fibonacci succession and after it the direction must be changed. Each wave has a set of characteristics, temporary as well, that defines the wave proportions and gives a possibility more exactly to define the moments of waves beginning and ending and their length that is a wave temporal development of the system.

Experience of using the wave theory of Elliot especially to predict developing of different segments of the financial market shows that the detected proportion in the wave ratio has an error of not more than 10%. It

must be noted that the used wave proportions are quite conditional but an important moment is that the ratio of all waves size one to another can have definite meanings (0.382, 0.50, 0.618, 1.618) and with the help of this ratio we can calculate the ratio of height and rate of the waves. «There is an assumption that Fibonacci row is an attempt of the nature to adjust to the more fundamental and perfect golden ratio of the logarithmic succession ... One can think that it is a basis for all other successions»[13]. From the said above we can draw a conclusion that Fibonacci figures succession has a varied use and as the result can be applied for any fragment of the single ordered environment (SOE) that is a social-economic system.

The use of the wave theory of Elliot gives a possibility to build a model of the process of the social-economic system development, to detect dynamics and length of separate stages of this process and also taking into account the principle of general proportionality to calculate the wave characteristics that are necessary to build the temporal models of the social-economic system development.

The transdisciplinary understanding of the process of the complex system development gives a possibility to imagine this process in a form of a transdisciplinary model of the order unit [14] in which every type of full information is represented as a corresponding wave that in its turn transforms the transdisciplinary model of the order unit into a new methodological instrument - multiplex (an orderly complex of waves development).

Multiplex (Lat. multiplex – complicated, multiple) is a natural waves complex, a logically fragmenting process development.

A multiplex wave is a natural succession of the development periods characterized by one calendar duration.

The multiplex waves are close in their essence to the notion of the synergetic methodology as attractor.

An attractor is a unity of inner and outer conditions that promote the «choice» by the self-organized system one of the variants of steady development; an ideal final condition to which the system tends in its development [15].

The multiplex waves of development can be divided into (picture 1):

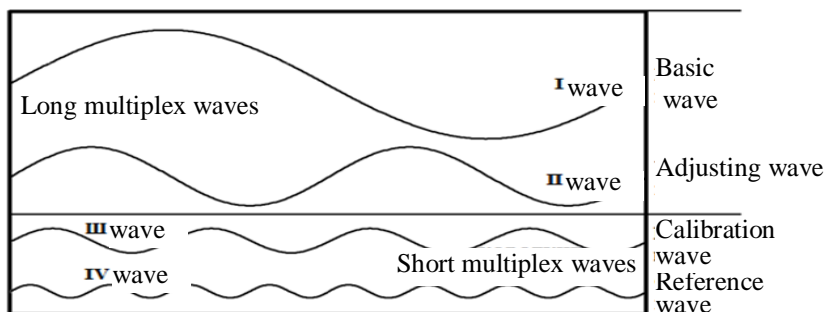
1. Long multiplex waves (LMW) are waves in the calendar duration frames of which the system (object) development has a predetermined character that is shown as a succession of stages and results of development

of the system (object). LMW play a role of hard program of the system development:

- a basic multiplex wave is a reflection of a full calendar duration of the system (object) development;
- an adjusting multiplex wave is a reflection of the calendar succession of inevitability of the system (object) development stages;

2. Short multiplex waves (SMW) are waves in the calendar duration frames of which the system (object) development has a predetermined character to reach definite results that let the system (object) realize its individuality in the development. SMW play a role of soft program of the system development:

- a calibration multiplex wave is a reflection of the calendar periods in the frames of which the logical combinability of the main moments of the system (object) development can be distinguished;
- a reference multiplex wave is a reflection of the calendar periods in the frames of which the logical combinability of the current moments of the system (object) development can be distinguished.



Pic. 1 Short and long multiplex waves of development

To solve the task of modelling life circle of the enterprise the key moment is grounding of the calendar periods' duration of the time of the multiplex waves development.

In the researches of M.S. Moki it is shown that for an industrial enterprise the period of full transformation must be 32 years [7]. Consequently, the calendar duration of the multiplex waves of the etalon enterprise development must be:

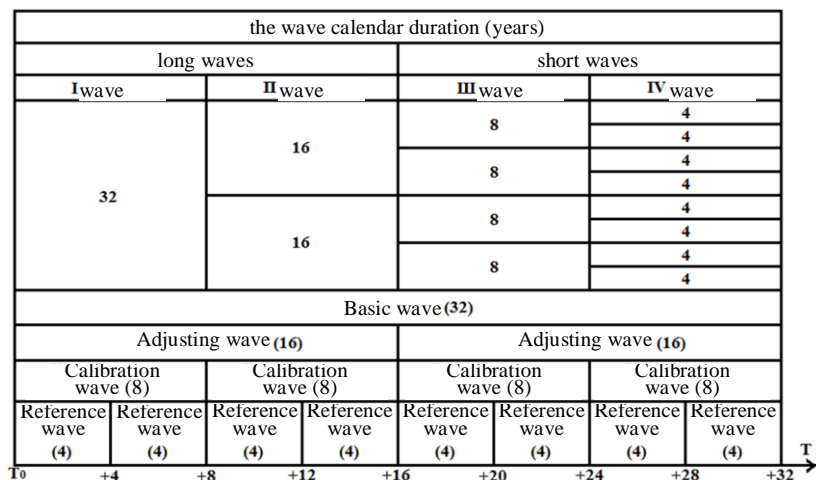
- 32 years - basic multiplex wave (I wave);

- 16 years - adjusting multiplex wave (II wave);
- 8 years - calibration multiplex wave (III wave);
- 4 years - reference multiplex wave (IV wave).

In picture 2 we can see the multiplex development of the etalon enterprise.

Using the classic Elliot wave ratio one can calculate the multiplexes of the enterprise development with different characteristics of innovative receptivity and build graphic models of the life circle of the enterprise.

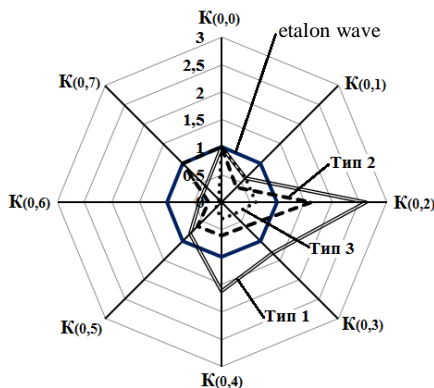
– The comparison of the reference waves amplitudes of the multiplexes development built by different ratio variants of Elliot waves let us draw a conclusion that the present approach gives three types of the life circle of the enterprise development:



Pic. 2 Multiplex-32 of the etalon enterprise development

- Type 1 – a life circle with high innovative receptivity;
- Type 2 – a life circle with medium innovative receptivity;
- Type 3 – a life circle with low innovative receptivity.

The conclusion about the systems with different innovative receptivity is supported by a different amplitude ratio of the reference waves of development shown in picture 3. Moreover, the square ratio of the received figures must correspond to the ratio of the system innovative receptivity.



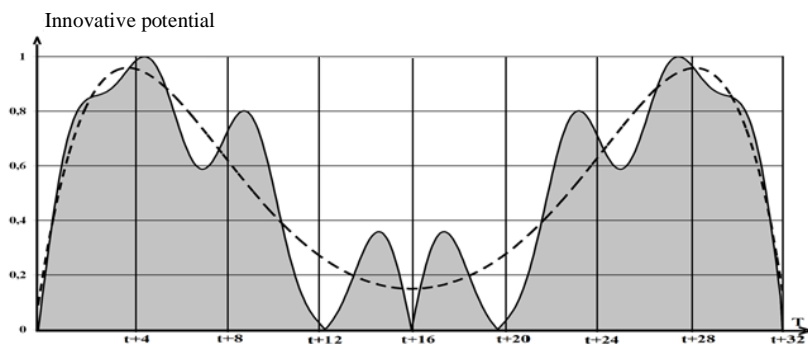
Pic. 3 The amplitude ratio of the reference wave of development

The coefficient of the innovative receptivity is a ratio of the integral sum of phase wave deviations (amplitudes) of the corresponding type to the integral sum of the phase deviation meaning (amplitude) of the etalon wave type and it shows by how much (less) the enterprise is inclined to change receptivity in comparison with the etalon one.

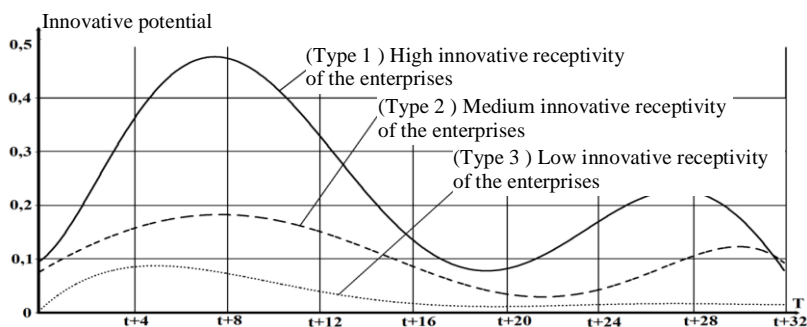
The graphic image of the phase deviations function (amplitudes) of the waves for the etalon enterprise is shown in picture 4. One should bear in mind that the phase deviation determines the meaning of the innovative potential of the analyzed system in every concrete time moment that is the phase deviation function is a function of the innovative potential change of the described system in time (temporal function). It must be noted that the factual function of the innovative potential change in time has a complicated character. To simplify this function can be levelled using polynomial approximation of 6 degree that gives a reliability of 82,45%.

Built in such a way temporal functions according the life circles variants are shown in picture 5.

Using the suggested multiplex model of the enterprise innovative potential development allow exact detecting the periods of the analyzed (projected) enterprise inclination to innovations (changes) of different (qualitative and quantitative) nature and this in its turn will allow more successfully developing and realizing the innovative plans of enterprise development.



Pic. 4 The etalon graphic-temporal model of the innovative potential development



Pic. 5 The innovative receptivity functions of the enterprises with different types of life circle

Basing on the said above one can make a conclusion that using in innovative planning the wave theory of Elliot allows not only answering the questions «What to do?» and «When to do?» but also predict the social-economic system behavior in its receptivity to different types of managed changes. Checking the hypothesis by the data from varied enterprises has proved its viability and practical use.

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PHILOSOPHY AND PHILOLOGY

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СТАНОВЛЕНИЕ КОМАНДНО- АДМИНИСТРАТИВНОЙ СИСТЕМЫ И ЕЁ ВЛИЯНИЕ НА ФОРМИРОВАНИЕ ПРЕССЫ КАЗАХСТАНА

The judgment of questions of history of the young independent Republic of Kazakhstan plays an important role in formation of new statehood of the country and has a direct bearing on activity of its press. In this sense studying of history of the Kazakh people of its national features, and their coverage gains the special importance for all course of process of transformations and for definition of economic, social and cultural policy of the republic. On it developments of the contemporary history of the sovereign country need the profound analysis not only questions of his economic and political life, but also research of common problems of the republic, including activity of domestic journalism.

С первых дней существования советской системы власть декларировала свою приверженность идеям демократии. Основой экономики демократического устройства общества явилось возглашение общенародной собственности на землю и средства производства. В первой Конституции Казахской ССР, принятой Всеказахским съездом Советов в конце марта 1937 года республика определялась как социалистическое государство рабочих и крестьян, в котором вся полнота власти принадлежит трудящимся.

В процессе становления советской власти профессиональных революционеров в 1920-е годы стала заменять государственная бюрократия. Лица, взобравшиеся на высокие номенклатурные посты, громкогласно заявляли о том, что коммунизм – это светлое будущее всего человечества. Но постоянно используя марксистскую фразеологию, по сути, они являлись коммунистами лишь по названию. Зарождение, становление и развитие нового господствующего класса имело свою объективную основу и свой механизм. Созданная

национальная государственность объявлялась идеологами новой системы важным признаком верности социалистического учения, а национально-государственные образования во всех официальных документах преподносились как результат эволюции социалистических наций и как воплощение в жизнь идей интернационализма и дружбы народов. Партийно-государственный аппарат, созданный в регионах и являлся тем инструментом, который должен был обеспечивать подтверждение верности этих тезисов.

Все сказанное выше имеет самое прямое отношение и к Казахстану. В число номенклатурных работников здесь вошли политически благонадежные кадры, среди которых было немало приспособленцев и карьеристов. Им необходимо было обладать такими качествами как преданность и готовность сделать все, чтобы заслужить доверие и дальнейшее продвижение по служебной лестнице.

Конечно, нельзя в контексте того времени рассматривать историю образования национальной государственности только как негативное явление. Напротив, создание государственности вообще есть явление, безусловно, прогрессивное. Однако, номенклатура для утверждения своего господства и это стремилась использовать в своих собственных целях реализовать крупномасштабный эксперимент по изменению общества и сущности человека в соответствии с утопическими представлениями о коммунизме как системе, обеспечивающей людям счастливую жизнь. Естественно, не забывая о том, что только это обеспечивает ей пребывание во власти, а значит, её собственное счастливое существование.

Однако для реализации этих планов номенклатуре был необходим и инструментарий, одним из важнейших в котором является журналистика. Последняя в этой системе выступает в качестве социально-политического института, оказывающего мощное давление на общественное и индивидуальное сознание. Командно-административная система не жалела средств на развитие, как в то время говорили, журналистики нового типа, потому что она уже прошла проверку временем и доказала свою эффективность в качестве «колесика и винтика» в революционной борьбе. По мысли В. И. Ленина, теперь печать должна была стать «орудием социалистического строительства». Осознание её силы проявилось сразу же после Октябрьской революции и нашло своё выражение в одном из первых документов Советской власти – «Декрете о печати», согласно которого были запрещены все издания, которые не поддерживали политику большевиков.

Устранение конкурентов было первым этапом работы по закладке основ системы советской печати. Вторым этапом стало совершенствование её структуры. Здесь следует напомнить, что, хотя оппозиционная большевикам пресса была ликвидирована, в самой советской периодике присутствовал плюрализм мнений. В ней еще находилось место для критики и самокритики, что являлось следствием внутрипартийной борьбы и свидетельством того, что партийно-бюрократический аппарат еще не сформировался окончательно и не смог прибрать всё и вся к своим рукам.

В конце 1920-х годов партия окончательно монополизировала власть, в результате которой произошло сращивание партийного и хозяйственного аппаратов, что привело к укреплению авторитаризма командно-административной системы. Она начала насильственные преобразования всех сфер жизнедеятельности общества: промышленности, сельском хозяйстве, культуре, искусстве, литературе и т.д. В этих условиях пресса призвана была стать средством идеологического и организационного обеспечения существования концепции командно-административного типа социализма. Это и обусловило особенности создания системы прессы Советского Союза.

Но главной своей задачей пресса Казахстана рассматривала проведение в жизнь лозунгов партии по формированию национального отряда рабочего класса, народной интеллигенции. Важное значение придавалось освещению процесса коренизации государственного аппарата республики. Все крупномасштабные реформы осуществлялись на фоне социально-экономической и культурной отсталости: острая нехватка квалифицированных кадров, слабое распространение новой национальной письменности, малочисленности грамотных людей среди местного населения.

Непосредственно связывая пропагандистскую работу с практическими задачами выполнения пятилетних планов развития страны, пропагандой стахановского движения, печать как коллективный организатор социалистического соревнования проводила массовые рейды на промышленных предприятиях, колхозах, создавала для этого ударные бригады рабселькоров. Для усиления политического воспитания масс был расширен типологический диапазон низовой общеполитической прессы, которая наиболее близко стояла к народу.

Одной из форм регулирования деятельности прессы со стороны командно-бюрократической системы стали регулярные обзоры органами печати вышестоящих партийных комитетов работы газет нижестоящих партийных организаций. Эти публикации были, по сути, управленческим жанром, в котором директивность являлась его

отличительной чертой. Именно поэтому впоследствии их обязаны были перепечатывать все издания, находящиеся в системе советской печати на более низкой иерархической ступени. В этих обзорах разрабатывались и определенные теоретические положения о функциях и задачах того или иного типа изданий, с целью внедрения передового опыта в журналистскую практику пропагандировались достижения, критиковались недостатки обозреваемых газет. Однако отсутствие достаточно квалифицированных журналистских кадров в областных, районных и даже республиканских изданиях, невысокий уровень их теоретической подготовленности сказывался и на восприятии установок, и на качестве журналистских выступлений. Публикациям была свойственна пафосность, лозунговость, поверхностность, то, что даже в самих журналистских кругах называлось политической трескотней.

После принятия ЦК ВКП(б) в 1934 году постановления «О кадрах газетных работников» в казахстанском комвузе было открыто отделение работников печати. А в апреле того же года началась систематическая подготовка журналистских кадров в Казахском коммунистическом институте журналистики. Здесь обучались будущие работники национальной прессы. Воспитанные в духе коммунистического мировоззрения, они и вопросы национального развития ставили сквозь призму этой идеологии.

Так, выступая в 1935 году на юбилейной сессии ЦИК Казахской АССР и всеказахстанком съезде колхозников-ударников, Председатель ЦИК СССР М.И.Калинин в своем докладе отмечал: «Советский Союз есть действительно родина всех ранее угнетенных наций. Советский Союз есть настоящая социалистическая родина – мать всех бывших угнетенных народов, угнетенных и в экономическом, и в национальном, и в религиозном отношении, это и есть родина всего трудящегося населения. Она делает всех нас родными братьями, сотоварищами по труду. Она дала нам возможность объединить миллионы рабочих и крестьян и превратить их в могучую международную силу, с которой, хочет он того или не хочет, должен считаться мировой капитал»[6].

И далее он подчеркнул: «мы – русские, украинцы, киргизы, узбеки, казаки и другие народы, которых европейцы еще недавно считали если не варварами, то, во всяком случае людьми, близкими к варварам. А сейчас мы являемся светочем для всего человечества»[6]. Информации являются политико-воспитательная, пропагандистская и управленческая, организаторская»[9]. Это высказывание является ярким доказательством того, что пресса страны Советов стала частью

управленческих структур командно-административной системы. Понятие свободы слова, объективность в освещении жизни в ней могла быть только с позиций коммунистической идеологии.

Журналистика, как составная часть государственного механизма управления, осуществляла регулятивно-организаторские функции путем воздействия на сознание людей, формирования установок в целях достижения практических результатов. Выполняя эту работу, она оперативно сообщала, разъясняла, пропагандировала суть официальных партийно-государственных документов, и это входило в главную обязанность советской журналистики. Другие функции, не связанные напрямую с формированием коммунистического мировоззрения, отходили на второй план. Более того, перед советской журналистикой была поставлена задача, информируя и даже развлекая, выполнять – пусть и опосредствованно – всё же организаторские, управленческие функции.

Окончательно приравняв прессу к своим рукам, партийные органы требовали от журналистов тщательного подбора и систематизации фактов, свидетельствующих о торжестве её политики, их обобщения, выработки соответствующих рекомендаций. Эта однобокость в подходе к освещению жизни заставляла журналистов подгонять действительность под заранее очерченные схемы, преподносить отдельные факты как начальное звено изменений, которые произойдут в обществе.

Тотальный контроль над прессой, осуществляемый партийными органами, в которых еще в 1920-е годы были созданы отделы пропаганды и агитации – начиная с ЦК и кончая горкома и райкома – приводил к тому, что журналисты повторяли известные положения коммунистического учения, отрывались от реальной жизни, а народные массы, их сознание рассматривали как материал, переделав который, следует создать человека нового общества. Это заставляло прессу активно заниматься мифотворчеством. В этой связи уместно вспомнить слова известного русского философа Н.Бердяева, критически относившемуся к методам построения нового строя. Говоря о социалистических преобразованиях, он отмечал, что «в России (т.е. в Советском Союзе – прим. авт.) индустриализация должна происходить под знаком коммунизма. При коммунистическом режиме, это можно сделать, лишь создав энтузиазм индустриализации, превратив её из прозы в поэзию, из трезвой реальности в мистику, создав миф о пятилетке. Но все это происходит не только при помощи энтузиазма, поэзии, и мифотворчества, но и путем террора и ГПУ»[10].

Как отмечает профессор Р.П.Овсепян, в укреплении и становлении тоталитарной системы огромная роль принадлежала самой прессе.

«Настойчивое проведение СМИ авторитарной идеологии, - пишет он, - способствовало тому, что она проникала во все сферы не только экономической, но и духовной жизни общества. Журналистика оказалась полностью подчиненной административно-командной системе и лишённой самой незначительной самостоятельности.

Печать стала орудием административно-командной системы. Это проявилось в том, что она превратилась в политический пресс и средство расправы с инакомыслием, в проводника идеологии классовой борьбы и её обострения по мере продвижения страны к социализму. Пресса в условиях тоталитарного режима стала средством формирования культа личности Сталина, жестким орудием осуществления административно-командного давления сверху, расправы с теми, кто не выполнял указаний и директив самой прессы»[11].

Таким образом, режим тоталитарной системы полностью определил характер и стиль работы прессы, её место и роль в реализации планов по переустройству общества, воспитанию нового человека новой коммунистической формации.

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INFLUENCE OF THE ANCIENT TURKIC CIVILIZATION ON THE TRADITIONAL CHINESE CULTURE

The purpose of this article is to contemplate the basics of research, content, world view of ancient Turkic and Chinese people. The analysis asserts the influence of the ancient Turkic tribes on the traditional culture of the Chinese tribes. The article attaches significance to the similarity of the two cultures' civilization.

With the time passing it becomes clear that the founders of the ancient culture of the whole humanity were nomads. A noted American scientist, professor, who studied the history of the Central Asia W.M. McGovern (William Montgomery McGovern, «*中亚古国史*» «The Early Empires of Central Asia») in his book «The Early Empires of Central Asia» says: «In the contemporary society it is assumed that the ancient inhabitants of the Central Asia were wild and fit for nothing. But there is an interesting fact left that the latest archeological excavations prove the contrary– art and culture of the ancient inhabitants of the Central Asia were developed on the highest level» [1. 2]. W.M. McGovern also writes that the Central Asia since ancient time has been an interlink, a gold bridge between the culture of Indo-China and West actively enriching its culture at the same time. W.M. McGovern proves with the reasonable facts that due to the nomads of the Central Asia the mankind's culture has developed and enriched.

To some other culture history researchers' point of view the steppe nomads are not only distributors, founders and continuers but also main authors and desperate propagandists of the ancient culture [2.4]. However, created by the nomads' mind samples of material and spiritual culture in the settled life has acquired a different character, boosting and developing more and more. Thus, after decades, hundreds ages these samples have turned into the culture of the settled people themselves.

Influence of the early Turkic tribes on the traditional culture of the Chinese tribes nowadays has changed greatly, has become so «Chinese», that even a glance on it cannot but show these changes. Actually, it has been known since ancient times that the Turkic civilization influence on China culture has been special. Firstly, the home of Turkic people, who freely rode

horses in the valleys of the Eurasian steppe, was the Mongol uplands, the Altai mountains environs and a vast steppe around the modern Chinese wall. Secondly, it is known, that when «the sky was ruled by Lord, and the earth by the Turkic people» a people Tabgash for hundreds years were under the Turkic people. Thirdly, it is not a secret, during great roaming in history many Turkic tribes moved to China. Exactly during such big conglomeration of the civilizations exchange, continuous murgung process that took place for several centuries along it was impossible to stop influencing of the Turkic civilization on the Chinese culture.

Speaking about the Turkic civilization traces in the traditional Chinese culture, mainly they are seen in the Turkic words in the Chinese language. It is said in the book «Connection of Turkic and Chinese» written by our Shynzhan relative, a scientist-Turkic researcher Yasin Kumaruly who studied the Turkic words in the Chinese language. In his profound research he does a detailed analysis of more than hundred independent words that have penetrated the Chinese language and also the words that are used in the Chinese language and are preserved in different dialects if this language [2. 126]. If you believe the scientist's opinion, there are several hundreds words in the Chinese language that have phonetic and lexical similarity with the Turkic language. One should note that in most cases these words root from the nomadic life and this proves that these words penetrated the Early Chinese language from the Turkic one.

There is one more fact that can help define the traces of the Turkic civilization in the Chinese culture and it is the myths.

It is said in the two peoples' myths about the world conception that «the world was a spilled sea at the beginning», the Great Lord (we have a «Creator», the Chinese people «Pangu») «dividing it into halves created the sky and earth» then «the world step by step widening began to grow». It is a natural fact, of course, that the creators of two peoples are called in a different way. The core point what can be said is there is no difference in the main idea and the story of the Universe creation. In the Chinese and Kazakh myths about the mankind renaissance there are some similarities. Both people say that the Great Creator «at first makes the Universe, then he models a man out of clay and inspires soul in him». Of course, we do not conceal the fact that «the first man Lord made of clay» exists in many myths of the world's peoples. However, it is interesting that the Turkic and Chinese people who have a different language system, religion, mentality, existence form and other life spheres are far from each other there are similar motives which are worth considering. Moreover, in the preserved Kazakh myth about the man's origin it is said that «Kök anı» made a boy and a girl and granted them a life, in the Chinese myth we can read that

Nuyan who made a man of clay is also a Creator of the female sex and one should pay attention to it. If we consider the ancient word Nuy in the Chinese language (女- in the modern Chinese language the word is translated as a woman and in the Early Chinese the meaning was a mother) and the ancient reading of the word ya (娭 – in Modern Chinese it is read as wa and in Early Chinese kwok or kwak) then it is interesting but we have a «mother of the sky». Moreover in the Turkic (Kazakh) and Chinese myths one can see the similarities in such phenomena as the World's Flood, the World End, the survived after the catastrophe are better halves, the Sun and the Moon, etc.

In the book of the inhabitants of the southern part of China the tribe Izu (the people who are kindred with the Chinese people) «About 18 thousands Universes» the Universe creation is described in the following way: «The dense cloud that has seized the sky has come out of seven layers of the earth. The storm that has seized the earth has come out of the three layers of the sky»(3. 47). It was assumed as a divided by the earth and sky substance and caused the opinion that the earth consists of the seven layers and the sky of the three ones. The Kazakh myth «The creation of the Universe by the Lord» says that at the beginning «the earth consisted of the three layers and the sky of the three ones but with the time they reached seven layers». But we clearly understand that in the myths of both peoples there are two similar motives. The first one, in both myths the earth and the sky are divided and described as two notions, two substances that are separate from each other. The second one, in both myths the earth and the sky are single, not monolayer, they consist of several (three, seven) layers. It is an interesting fact as well, that the saint people are also similar, the honoured figures (three and seven) by the two peoples.

The impact of dance and music art of the early Turkic tribes on the ethnic Chinese music and dance is a topic for a separate fundamental research. In the Chinese written documents there are many facts that the musical works and dance art of the Kanly tribe were well developed and also influenced the Chinese art. This data is mentioned in the scientific article by Shynzhan professor Amantai Aseyiuly «The roots of the Kazakh folk instruments». On the basis of the early Chinese data he speaks in detail that the art of music and dance of the Turkic tribes penetrated the Chinese culture (4. 70). «Sui-shu. Under the cover about the music instruments»: he writes that «For the festival of the Emperor of the Dzhou state the special instruments were ordered from the Kanly and Koshan tribes», and in the «Memoirs of the Tan epoch»: he writes that «Zhdou-Udi took for a wife a Turkic girl. Those who came to the festival gave them the musical instruments of the Kanly, Koshan and» (4. 70). At its time the music art of

the Huns was developed very well. The musical Huns' art influenced not only neighboring, kindred tribes but also had an impact on the music art of the Chinese people. For example, a well-known musician (played the zhetygen) Tsai-Ion (蔡邕) who created in the last epoch of the Emperor of the Eastern state Han taught his daughter Tasi-Uinzhy (蔡文姬) since early years to the music art. However, when she grew, when her talent began to inspire her people, when the people began to praise her, the Huns soldiers stole her during the baranta and 12 years she spent on the Guns' land. She became Solbigle's wife, the Guns' kagan, and gave birth to two children for him. Later the Chinese people gave pricy presents to the Guns took her home. Coming back home the girl created the khui «The tune Khuzhia» (胡笳十八拍). This work earned love of the people and spread all over China, passed from one generation to another and has come to present time (4. 71). The main secret of the work is the novelty of the tune. If we take into consideration that the Chinese music instruments «pipa», «arkhu» and the music names «khui» (in Chinese qu - 曲), «zhyr» (in Chinese ger - 歌儿) come from the Turkic tribes then it is no doubt that the Turkic civilization has influenced the development of the Chinese music very much.

In general the merging of the Turkic people with the Khan people (the ethnic Chinese people) has taken place but we should note that such merging has taken place many times trough the history. We cannot but say a few words about the similarity of the Turkic civilization with the Chinese art, culture, eduction tht have penetrated the Chinese civilization at different time periods, about the public fogures who have contributed much to the Chinese culture development. When we say «Inextinguishable work» we mean not the total number of the works, not the wide range but we mean the Turkic «characteristic peculiarities» which they have brought into the Chinese culture. To be more exact, long ago at the time of the dynasty Sui, Tan such famous artists as Sau-Dzhunda, Dykharmashun, Waizhra Wazeken, Seksenn Anda, Waizhra Kuishy; outstanding singers-composers Waizhrakhan, Khimanzhy, Peichenen, Khyto, Peishynfu, Suzhup, Waizhra Kelte and many other akyny, writers, public and state figures not only praised the culture of China but they inspired the life and gave an impuls to art and culture of the peacefully living at the time Chinese settled people [5. 2]. Such a tendency was observed till the epoch of Yuan (1206 – 1368 A.D.). In his book «History of the Kazakh culture» a Chinese scientist, professor Su-Beikhan writes who appreciates the works of the Turkic scientists – historians such as Tokai, Tashtemir, Taibuka, such akynas as kanly Bukum, karluk Naizhan and the works of many other artists who have made an impact on the Chinese culture development. We can read in his book the following: «After the occupation of the Kazakh land by

Shyngyskhan many Kazakh men were taken to the army and many were made to do art. And as the result many of them learning and absorbing the Chinese culture became top in the corresponding art sphere. One should note such scientists as Toto, Temirtas, Taibuka who have made a great contribution into the Chinese historiography. Especially their works about the three empires history should be noted and praised: Lyau, Zyn, Sun» [6. 287] which open new tendencies in the history for us.

Moreover, as we have mentioned above, much has been contributed to the development of the early music art and dance the Turkic tribes. Professor Uan-Run, who has researched the culture of the ancient Silk Route writes: «In the epoch of Khan (206 B.C. – 220 A.D.) especially in the epoch of Tan (618 - 907 A.D.) between the countries of the western parts (we speak about the Central Asia – D.M.) and the inner Chinese empires the political, economic relations became stronger and the exchange in the sphere of music and dance developed as never before. In particular, the art of music and dance of the western peoples Kusen, Udun, Koktan began its move in the inner China spreading evenly in the palaces and steppe». Thus, to a quiet, peaceful East came a new living breath of culture. As a result in the Chinese culture a revolution took place that promoted the new way of developing. Along with this the dance and music culture received great significant in the Chinese culture. At that time the elevated music and dance of the western parts unmeasurely penetrated the inner parts of China. On the one hand we can say, that the Chinese culture was not kept away from other cultures, that it was not separated, and on the other hand, the art of music and dance of the western parts seized the culture by its magic luring force» [7. 101].

The first historical data about the spread in China of dance and music art of the Central Asia is found in the historical documents «The commentaries of Dzhou. The spring palace». It proves that at the time of existing three thousand years before the epoch of Dzhou empire (XI – 256 B.C.) dance and music of the Turkic tribes penetrated the territories of inner China. Already at the beginning of the western empire Khan existence (206 B.C. – 25 A.D.) the songs of the Turkic people Udun spread in inner China and we have evidence that the Udun songs are often sung in the Emperor's palace» [5. 70]. Later, when Khusen han Sanbek married Deshy, a daughter of kunbi Waisin, an empress Dzhye-Yu, in our opinion in the 65s many music instruments of the western parts were brought to that time capital of China Chanan. We can make a conclusion that dance and music of the western parts played an important role in the development of music culture in China. At the time of the dynasties Wei, Zin, the Southern and Northern khanates (220 - 580 A.D.) in China between the dance and music art of the

Turkic countries merging took place. Even this fact in itself had a positive effect on the music and dance art development in China. Now we should pay attention to the fact that the first commander in chief of the khanate Chin (221 - 206 B.C.) Lui-Guan under the order of the emperor with numerous army seized the western parts of the country. More than thirty states claimed defeat. At last, having occupied the people, Kusen loaded 20 camels with pricy things and magnificent pieces of art using more than 10 thousand horses returned home. Among those «wonderful pieces of art» besides music and dance were theater performances and circus games. In this way the music art penetrated the territory of China. During the reign of the dynasty Khan at the beginning of the Silk Route between the empire Khan and the Turkic countries strengthened the ties. It was the beginning of the endless merge of the western and Chinese cultures. Even the famous «spirit melodies» that were sung in the empire Khan came from the West. The ruler of the empire Khan Khan-Lindi was so under the influence of the western art (the Turkic language speaking countries of the Central Asia) that even called his people to live as nomads. Let's read this data: «The emperor Lin-Di liked very much clothes, house, dastarkhan, food, music instruments and dance of the nomads. Even the aristocrats who lived in the central cities were not against it» [7. 16]. Thus, the men's clothes looked like the nomads' wear and the women had similar dances. In a word, to be as a «nomad» at that time was popular for the Chinese society. When the emperor Dzhou married the Turkish sultaness Ashin every tribe as a dowry gave a concert in the capital Chanan. That concert was so liked by the capital citizens that every one went to see the performance several times. After it the emperor U-Di gave an act that the anseble whould be «the Horde Orchestra» [7. 16]. Later, in the epoch of the empire Sui, Tan (581-907 A.D.) the influence of the dance and music art of the Turkic countries of the western parts on China culture reached its top. Especially, when according the order of Tan-Gauzy the city China became the capital again and the western music and dance became even more popular.

Also in the epoch of Tan the number of folk songs (kui ordy) increased from nine to ten, seven kui people came from the west. Among them «Kuyi Kusen», «Tunes of Ankok», «Kui of Kanly», «Tunes of the Shalyk people», «Kui of Koktan», «Tunes of the Si-Myan people», «Indian tunes». Another circumstance to mention is that at that time not only the pieces of art but also many art people of the Turkic countries – composers, kuishy-singers, singers and dancers came to China and promoted their culture and art of their country. To be more exact, a famous musician of the people Kusen Satbai, Bamda, a well-known barbishy of the people Shalyk Peshengul, Peshenur, a dancer Peshenkun, a singer Pedem, musicians of the

people Udu Gushiken, Gushizhan, barbichy of the people Kanly Kurym and many others who can be counted hundreds and thousands of art representatives have contributed much into the art development of China culture of that time. Our opinion is shared by a China scientist, professor, researcher of art of the people from the Central Asia Uan-Run who says: «同时, 西域乐理, 乐制, 乐谱和乐器也传到中原, 对汉民族乐舞艺术产生了革故鼎新的深刻影» (The theory of music, composing art, notes and music instruments of the western parts (the Central Asia is meant – D.M.) penetrated the art of the Chinese people, renewed the dance and music art and made it sound even louder and tunefully) [7. 17].

One can make a conclusion that the Turkic people have made a great contribution into the development of the early China music and dance art.

In general, it is clear that the nomads were the beginners of the music art. Leading a nomadic life style they merged with nature, they were inspired by it, and the nature granted them wonderful fantasy. And when originated from such an endless source and amazing fantasy music art came into the closed circle of settled peoples then music became a magic force of the heavens. The scientist-art historian, professor A. Seidymbek says about it: «The nomads could present the world unique art. With help of filled with high spirit art the nomads dreamed about the human equality with the Lord. Among the art of the highest spirit the most holly that was equal to the language of the Lord was music. The ancient Turkic people called kui «Kuk» and considered music to be a mediator between the Lord and them. That is why every day they composed new praising kui for the kagans who had the same status as gods. The Chinese emperors liked such a tradition of the early Turkic people. They took it as honour to ask a musician or a singer into their decorated with gold palaces to enjoy their talent» [8. 12].

In conclusion we can say that once dominated in the Eurasia steppes Gushs, Saks, Kanlys, Uisuns, Turks not only with the army force made other people recognize their might but also could receive recognition due to their rich culture.

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**ПЕРЕВОДЧЕСКИЕ ТРАНСФОРМАЦИИ,
ПРИМЕНЕННЫЕ К. НУРМАХАНОВЫМ ПРИ
ПЕРЕВОДЕ ПОВЕСТИ Ч. АЙТМАТОВА
«ДЖАМИЛЯ»**

*The article deals with the activities of the well-known critic of the
Kazakh Kalzhan Nurmahanova who contributed to the development of
mutual Kazakh-Kyrgyz literary translation*

Перевести – значит выразить верно и полно средствами одного языка то, что уже выражено ранее средствами другого языка.

Переводы становятся сложной, чрезвычайно интересной дисциплиной, в которую включены и сведения по лингвистике, литературоведению, стиховедению, стилистике и т.д. Перевод в практическом разрезе, по мысли Нурмаханова, является проблемой воспроизведения, а в теоретическом разрезе – языковедческой проблемой, поскольку содержание переводимого подлинника непосредственно и неразрывно связано с формами языка, на котором он создан. Поэтому необходимо пристальное внимание к языковой форме подлинника, в которой раскрывается содержание, и необходимы тщательные поиски средств, соответствующих по смысловой и эмоциональной форме тому языку, на который осуществляется перевод [1]. Сегодня мало кому известно, что именно

Калжан Нурмаханов одним из **первых** поддержал самобытное творчество Чингиза Айтматова. И ранние его повести «Джамиля», «Лицом к лицу», «Белый дождь», «Первый учитель», «Материнское поле» на казахский язык **первым** перевел К. Нурмаханов.

Он же первым «перевел» эти повести на язык драматургии. Наряду с сохранением национального своеобразия, точным воспроизведением национального характера, сохранением филигранного описания особенностей уклада жизни, обычаев киргизского народа, картин природы, Нурмаханов сумел приблизить перевод к восприятию читателя, несколько актуализируя его основные линии и идеи. Повесть «Обон» Ч. Айтматова впервые прозвучала в переводе К. Нурмаханова как «Джамиля». Критик, прочитав произведение, решил выделить главную героиню, назвав повесть ее именем. Автор был солидарен с К. Нурмахановым. Этот перевод технически совершенен и точен в смысловом отношении, как и все ранее названные переводные тексты К. Нурмаханова. Калжан Нурмаханов обладал профессиональным чутьем переводчика, интуицией проникая в дух оригинала, чтобы уловить тончайшие нюансы стилистической окраски и смыслового оттенка того или иного слова, с целью - найти аналог в родном языке.

Известно, что воспроизведение в переводе синтаксической структуры оригинала связано с различиями внутреннего языкового порядка (порядок слов в предложении, особенности управления и т.д.) киргизского и казахского языков. Этим и объясняются замены, один из многообразных видов переводческой трансформации, к которым незначительно прибегает К. Нурмаханов при переводе повести «Джамиля» Ч. Айтматова, пытаясь сохранить язык и стиль произведений. В синтаксической структуре, особенно в эпитетах, как в зеркале, отражаются общие содержательные характеристики авторского текста. К особенностям айтматовского синтаксиса относится контрастное соединение синтаксического параллелизма, отсылающего к фольклору, с синтаксическими инверсиями, свойственными литературе нового времени.

Оригинал: «Анын ыры сөзү жок эле үн менен обон. Анда-санда гана бир ооз айтып коюп, анан бир топко чейин жөн эле үн салып демин тартпай безеленет. Деңиздин толкуну удургуп каптагандай, төктүрмө обон ташынып, анын сөз айтууга чамасын келтирбей жатты. Бала болуп мен мындайды эч качан угалек элем. Бул бир өзүнчө тубаса үн, тубаса обон. Жүрөгү зор адамдын ой-санаасын, кубанычын, тилегин баяндаган зор обон! Ал кыргызчага, казакчага да окшобойт, бирок тыңшап отурсаң, бул обондо байыртан бир боордош кыргыз менен казактын тандалган төл обондору ширетилип кошулгандай туюлат. Обон, бирде, казактын учу-кыйыры жок ай талаасындай, кенен

агымда жайкалып көйкөлсө, бирде кыргыздын зоокалуу тоолорундай, бийик заңгырап көкөлөйт. «Япырай! – деп жаттым мен. – Данияр ушундай экен да? Капырай, анын мындайы кимдин оюнда бар эле?» (кыр.) [2, 91].

Перевод К. Нурмаханова: «Оның энінде сөз жоктың қасы. Анда-санда ғана бір ауыз сөз айтып қойып, онан біразға дейін демін алмай ән әуенінің құр өзін безілдете шырқайды. Теңіздің асау толқыны қаптағандай, құйылған ән оның сөз айтуға шамасын келтірмей жатты. Бұрын-соңды мен мұндайды еш уақытта есіткен жоқ едім. Бұл бір ерекше ән! Алып жүректі адамның ой-санасын, қуанышын, тілегін білдірген зор үн! Ол қырғызшаға да, қазақшаға да ұқсамайды, бірақ тыңдап отырсаң, бұл үнде баяғыдан бауырлас қырғыз бен қазақтың тамаша төл әндері жарасымды табысқан сияқты. Ән бірде қазақтың ұшы-қиыры жоқ шексіз даласындай еркін шалқыса, бір кезде қырғыздың заңғар биік тауларындай, көкке самғайды. «Япырай! – деп жаттым мен ішімнен. – Данияр осындай экен ғой! Оны мұндай экен деп кім ойлаған» (каз.) [3,68]. «Ушуга айтқан қайран сөз» - выражение, которое дословно переводится как «бекерге айтылатын қайран сөз» (на русском – «слова не ветер»). В нашем случае К.Нурмаханов заменяет это выражение фразеологическим оборотом «сөзді қор қылу» - «Осыған сөзімді қор қылып не қыламын!».

Оригинал: «Эриндери дирилдеген жамийла Осмонду бардык күчү менен жекире карап, бир нерсе айтмакчы болуп ага умтула берди да, анан: «*Ушуга айтқан қайран сөз*» - деди окшойт, «туу», - деп, тигини көздей жийиркеничтүү түкүрүп, жерде жатқан айрыны ийине салып, унчукпай четке басты. [2,93]

Перевод К. Нурмаханова: «Еріндері дірілдеген Жәмила Османды жаман көзімен бір атып, әлдене айтқысы келіп оған бұрылды да кейін: «*Осыған сөзімді қор қылып не қыламын!*» - дегендей, «тфу!» - деп Осман жаққа қарай жиіркенішпен бір түкіріп, жерде жатқан айырын иініне салды да, үндемей тез басып жүріп кетті. [3,71]

В переводе выражение «тыйып салу», К. Нурмаханов заменяет фразеологическим оборотом «беттен қағу». Переводчик удачно находит фразеологический эквивалент, что меняет эстетичность произведения. «Сендер өз бастарыңның қамын ойлайсыңдар». В оригинале данный отрезок предложения отсутствует вообще. Но без этого отрезка в переводе предложение потеряло бы смысл. Поэтому, на наш взгляд, данное добавление не может считаться недостатком.

Оригинал: «Лаажы жок, - бой келиндерге араба айдаталы деп жатсак, макул деген келинди сиз тыйып салсаңыз, план толбойт:

пуронттун эгинин токтотосуз деп, тыяктан чоңдор үстөлдү муштагылап жемелесе, бу деги шартка түшүнсөңөр болбойбу!» [2, 94].

Перевод К. Нурмаханова: «Лаж жоқ, жас әйелдерге арба айдатайық деп жатканда, сіз келісімін берген келіннің *бетінен қағасыз*. Бүйтсеңіз жоспар орындалмайды. Майданның астығын токтатып жатырсыңдар деп, ана жакта үлкендер столды ұрып жатса, *сендер өз бастарыңның қамын ойлайсыңдар*. Жағдайды түсінсендер болмай ма?» [3, 66]

Благодаря мастерству К. Нурмаханова, в переводах повестей Ч. Айтматова отразилось национальное своеобразие сразу двух народов: киргизского и казахского, родилось нерасторжимое единство их культуры. В переводах повестей Айтматова находит воплощение тот идеальный вариант перевода, о котором мечтал переводчик и теоретик перевода О. Кундзич, когда писал, что «переводить нужно так, как писал бы по-русски сам автор, оставаясь представителем своего народа» [4,158].

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PEDAGOGY

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THE USE OF MODERN VISUAL AIDS IN THE PROCESS OF TEACHING ENGLISH

In this article describes the use of modern visual aids. Use of information technologies in teaching in turn promotes development of visual thinking and adaptation of pupils to conditions of the information public. Using visual aids easier and more interesting to explain foreign language for pupils.

In Kazakhstan, as elsewhere in the world English has become one of the languages of intercultural communication in the sphere of business communication. At the same time, knowledge of the English language in Kazakhstan is not only in the list of mandatory study conditions abroad, but also is a determining element of competitiveness of young specialists in the market, both in the country and abroad. English language along with Kazakh and Russian languages, under the Constitution of the Republic of Kazakhstan respectively, the status of the state and official languages, has now become a task of national importance. Recently, the English language is defined as a condition of successful entry into the global economy and has been considered as one of the main priorities of state policy. This is evidenced by and developed in recent years, the policy documents (the State program of functioning and development of languages for 2011-2020, etc.), in which there is a widespread need of addressing the issues of learning English and other foreign languages as a means of international business communication [1].

The problem of using visualization for teaching foreign language was and remains relevant. Currently, when humanity strives towards a society without borders, committed to the cultural heritage and spiritual values of the peoples of the world knowledge of a foreign language, as a powerful tool of intercultural communication, has become a popular and prestigious. All teachers of a foreign language in high school on a mission: to teach students to speak the language.

The purpose of this article is to examine the use of visualization in the teaching of English in secondary schools that contribute to the intensification of educational and extracurricular activities of pupils.

Many textbooks, which are becoming more and more overloaded with various illustrations, graphic images, tables and diagrams, sometimes do not help students, and, conversely, distract them from the essence of the material. The practice of language teaching in school shows that studying a foreign language for many years, graduates of comprehensive schools often never master it, cannot independently, without prior training to build even the most simple sentences, dialogues have great difficulty in understanding the meaning of simple authentic text in the target language when reading or listening.

A manual in a foreign language, unfortunately, does not allow the teacher to teach the students the language so as to achieve the quality level of their training. The current practice of learning languages at school is based on storing a large amount of language, unsystematic knowledge, "voice samples" and "speech patterns".

The use of picture clarity for teaching foreign language in secondary schools is very effective. It helps the teacher to organize the work on the extension of students' vocabulary, to create a language atmosphere in the classroom and outside it, to use the vocabulary for the development of foreign language oral speech.

Presentation in class of a foreign language contributes to the activation of cognitive activity of children, expanding their horizons, increases the interest in learning the language, greatly enriches students' vocabulary. The presentation should include the mastery of the most common English vocabulary, which is provided by the program for the initial stage of foreign language teaching.

The dictionary can be used both in fixed and in-class work on foreign language training in all types of speech activity. Using "Picture dictionary" is much effective in the absence of appropriate language environment. It allows the teacher of a foreign language not only introduce and consolidate new lexical unit in the classroom, but also realize the principle of a differentiated approach to each student, form younger students' skills of independent work with the book, stir up informative activity of students, be they elementary representations of the lexical system of two foreign languages. The principle of clarity of learning is one of the most intuitive learning principles, which follows from the nature of the process of perception, comprehension and synthesis of the material by students. Means of presentation help to create images, ideas, thinking turns these ideas into concepts. Illustration helps to develop attention, observation, aesthetic taste, culture, thinking, memory, and enhance interest in learning a foreign language.

Drawings, photographs, diagrams, tables, pictures are appearance clarity. There is an internal visibility, which stems from a particular context, the immediate linguistic environment. Visibility is a manifestation of mental images of these objects depicted in photographs, drawings, etc. when they talk about clarity; we mean the images of these objects. Bright visibility creates the perception of live images, calls the appropriate association, as the perception of the visibility has an emotional impact on the learner. There are auditory, visual and object visibility. The use of subject clarity promotes thinking in foreign language. For example, using pictures in lessons, you will notice that children are quicker to understand certain phenomena and behave more actively at the lessons. Picture always brings a revival at the lesson. Children listen to the story of a picture with interest, which helps them to understand the meaning of the foreign language; they desire to speak or to answer questions on the content of the picture. Means of presentation help to create images, ideas; thinking turns these ideas into concepts. Illustration helps develop attention, observation, aesthetic taste, culture, thinking, memory, and enhance interest in learning a foreign language.

With the development of modern computer technology has become a learning tool, able to visualize the various information. New information technologies affect all components of the training system: objectives, content, methods and organizational forms of learning, learning tools, allowing you to solve complex and urgent problems of pedagogy, namely: intellectual, creativity, analytical thinking and independent person. The use of computers in teaching English language has great opportunities. The Internet gives the opportunity to use its labor more productive connecting and combining different information resources, and applying creative abilities and skills of problematic thinking. This technology called Web quest, and its developers are Bernie Dodge and Tom March from the State University of San Diego. "Web-quest (web quest) in pedagogy – a problematic task with elements of role-play, using Internet information resources" [2].

The advantages of this technology can be called a creative approach to tasks, the development of students' critical thinking, collaboration, ability to work in a team, performing different social roles. Web-quest contributes to the achievement of two main objectives - training communication and information exchange. And this is an incomplete list of "pluses" of this technology. Developed Web quests for maximum integration of the Internet in various subjects at different levels of learning in the educational process. They cover a separate issue, a subject, a topic may be interdisciplinary.

American scientists-methodologists headed by Bernie Dodge distinguish the following kinds of tasks for web quests: retelling, planning and design, self-knowledge, compilation, creative task, analysis task, detective, puzzle, consensus-building, assessment, investigative journalism, persuasion, and research. When working with technology Web quest students are given a list of web sites relevant to the theme of the project and the level of knowledge, so that they will not be aimlessly roaming in the networks, and will be engaged in the project.

According to J. Bykhov “There are two types of Web-quests: for short-term (objective: to improve knowledge and their integration designed for one-three classes) and performance (goal: deepening and transformation of students' knowledge based on a long period of time – maybe for a semester or academic year)” [3].

The results of a search operation with the technology of the Web quest can be represented in the form of slides, web pages, Microsoft Word document, or in any other form. The real location of Web quests in the network can significantly increase students' motivation to achieve better academic results. Participants have the opportunity to critically analyse their work, to assess and evaluate the work of others, and the teacher has the opportunity to evaluate the work of all students. Teacher becomes a helper or mentor, skillfully guides student to develop skills of self-education. Formulating tasks and looking for sources and links on the Internet, it creates a supportive learning environment in which teaching occurs within creative learning workshop, contributing to the formation of the sustained interest of the learners to study of educational material, to improve their language skills, intellectual abilities, aesthetic and cognitive interest, the realization of creative potential. Students develop critical thinking and the ability to compare, and how to analyse errors and prospects, to classify, to think abstractly, and to transform information to complete the task.

Effective presentation of lessons on the screen is one of the Central issues of computer training. Tests with an alternative choice of answers on the passed themes of the course in English with pictures, graphs, and automatic selection of points for correct answers on the test. It should be noted that the use of computer programs, simulators significantly increases interest in the subject.

Not to mention that the activities on the computer are great incentive for the development of child's memory, optimize and speed up thinking. Because in video games you need to memorize the levels, the names of the characters, guided by a map and make decisions quickly. The child is not only well remember, and remembers a meaningful and lasting. The computer develops arbitrary memory and attention, form a cognitive

motivation. If a person listens intently to the voice or music, then divert it sounds complicated, and visual effect (e.g., sharp movement or drop light) is easier. conversely, for the silent film viewer or reader – the sound will be more powerful distraction. In recent years, a large number of training programs in foreign languages. They not only allow you to read the text with all sorts of examples, but do not allow to integrate this classical method is listening. Moreover, the student is not bound to follow the pace of the class and the teacher, and can interactively necessary to listen to a piece of text an arbitrary number of times. Some of these programs even allow you to control the pronunciation of the student. Learning English with the help of computer programs is of great interest to students of the school. Students attracted to this type of work. At the lesson the children active. Every student, even weak, to show their skills and abilities.

Multimedia English course is videos, interesting, exciting tasks aimed at the development of all language skills: listening, reading, developing skills of monologists and Dialogic speech, the development of grammatical and lexical skills. The game is aimed at achieving positive results! Special attention can be given to children who are behind in their studies. The excitement of competition makes to achieve the best results. Computer work causes such students a genuine interest that provides for the formation of a positive motivation for learning a foreign language. Computer course contains a large number of multimedia lectures and allows to rapidly facilitate the assimilation of this vast material due to the complex influence of visuals, sound (music, noise), as well as pure computer opportunities for dialogue with the student, control of the acquired knowledge.

The use of multimedia learning tools helps to implement learner – cantered approach in teaching, provides individualization and differentiation of training taking into account the characteristics of children, their level of training, aptitudes. The latest technology in teaching English language to enhance the independence of children, but at the same time contribute to the cooperation of teacher and student in the classroom, helps to give students a solid knowledge and develop communicative competence and to keep up with the times and keep up with progress.

Electronic publications for educational purposes, having all the characteristics of paper publications have a number of positive differences and advantages. In particular: compact storage in a computer memory, disk or other digital media, mobility, the ability to make immediate changes and additions, the convenience of email and the transfer of classmates.

It is known that the teacher in the course of their work must not only convey to students a certain amount of information, but also seek to shape their wards need to independently acquire knowledge, using different

means. The better organized the autonomy of the cognitive activity of students, the more effective and better trained. The computer allows to increase the independence of the work of students not only in the classroom but also at home that is necessary for a more successful transfer of knowledge from the outside into the inner domain of the student.

In a special way such organized and visual training AIDS on different kinds of media: videos (movies, TV programs, videos), as well as static thematic image– didactic paintings (slides, transparencies, pictures, drawings, posters, tables, charts) – has been successfully used in the educational process as an integral part of it, representing the most accessible form of presentation of educational material.

New information technologies affect all components of the training system: objectives, content, methods and organizational forms of learning, learning tools, allowing you to solve complex and urgent problems of pedagogy, namely: intellectual, creativity, analytical thinking and independent person. The rapid development of computer technology and the extension of its functionality make extensive use of computers at all stages of the educational process. Great opportunities are in the use of computers in teaching English language.

The use in education of computers and information technology has a significant impact on the content, methods and organization of educational process in various disciplines. In relation to computer training, the principle of clarity, also called "interactive visualization" plays a very important role. If in the traditional sense of clarity is primarily illustrative of the component, ensuring the needs of the student to see in any form of an object or phenomenon, in computer training visibility allows you to see what is not always possible in real life, even with the most sensitive and precise instruments.

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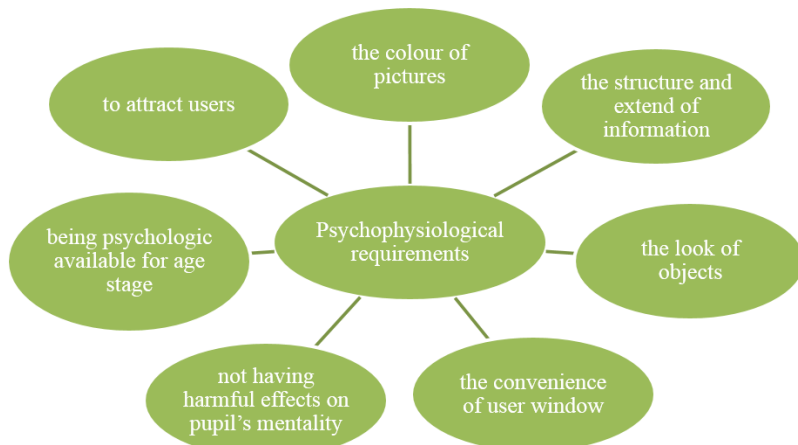
USING PROGRAMMATIC METHODS TO TEACH PRIMARY SCHOOL PUPILS: POSSIBILITIES AND PROBLEMS

Possibilities of using programmatic products during the process of teaching in primary education which is a part of the education system was based in this article. Also, the demands for creating programmatic products for primary schools was based in this article.

You know that in the Republic of Uzbekistan the public secondary education has its special place in the educational system. “The public secondary education stage helps to give necessary extend of knowledge, think independently to develop organizing capability and practical experience, to direct to suitable job in preliminary way to choose sequential stage of education” [1]. So, for young generation to learn subjects principles deeply and solidly lessons should be taught according to “the requirements of the present time” level, with methods, such as communication technology, interactive exercises, which help to improve knowledge and electronic textbooks. They not only increase the quality and effectiveness of education but also help pupils to improve the motives of learning.

Nowadays several pedagogical programmatic methods (computer training, test programs and teaching programs) have worked out to develop and support public secondary education teaching processes. Some of them are being put into practice continuously during education process. Some of them have limits conversing with pupils and approaching to use these methods during teaching processes should be looked at. Particularly, primary education of public secondary education stage should be taken into consideration technology and pedagogical programmatic methods.

No doubt, you can't attract primary school age children with programmatic products which contained with only texts. Grapho, audio and video files attract pupils but they can't estimate independently their mental development. So, to use interactive programmatic methods while teaching this age pupils, the following psychophysiologicaly available products should be created (pic. 1). Because their psychophysiological conditions have a big importance during teaching process



Pic. 1. The requirements for programmatic products which is planned to use for primary schoolchildren

According to the results of pedagogical experiments, tests and observations, the following problems are defined in the teaching process of primary education:

- Not having the same learning capacities of every one of the pupils of primary schools.
- A lot of energy spending of teachers, because of the pupils who can't think independently and need teachers help. And teachers have to work with them much more.
- The time which is planned to teach a new theme have to be limited because of pupils whose learning progress is low. So it causes problems of learning with the rest of the class.
- Pupils' needs the help of their parents to do their hometasks and parents have to work hard with them and spend a lot of time with their studies.

To solve the following problems interactive programmatic products was created by the authors. These products teach pupils basic elements, give and exercise to do, check their answers and announce the results.

To create this interactive products was used some programmatic systems, such as: Delphi, Visual Studio, Macromedia Flash and etc. The programmatic products which is created in this system separate with not only having convenient interface, not choosing operation system, having possibilities to animation objects widely, but also with hidden and secure program code. Also, with the help of program products created in visual

system primary schoolchildren can be taught English, mathematics, can be estimated pupils' learning progress and automatized the marking.

There is showed the look of a programmatic product which helps pupils to improve their arithmetic skills and mark them. (in pic. 1, 2).



Pic. 2. The main window of program product

This program every time asks a pupil for the result of the different arithmetical exercises between 2 numbers 10 times, waits the answer of the pupil, checks them and gives a mark.

This program works with unlimited combination of numbers and creates these combinations.



Pic. 3. The process of working programmatic product

In picture 4 there is showed the look of a programmatic product which teach reading and writing numbers in different languages. It is convenient with this programmatic product to teach pupils to express numbers with letters and pronounce them. Also it is easy to estimate learning progress of pupils' with this product.



Pic. 4. The window of a product which teaches reading numbers

To test the created interactive product conducted some experiments in primary schools of Surkhandarya the Republic of Uzbekistan. This tests was carried out during their mathematics lessons.

Table 1. The learning level of pupils' before the experiment

The choises	Bad	Satisfactory	Good	Excellent	the number of pupils
Experiment team	19	16	28	4	67
Control team	32	14	18	5	69
Total:	51	30	46	9	136



Table 2. The results of experiments at the end of them

The choises	Bad	Satisfactory	Good	Excellent	the number of pupils
Experiment team		2	11	54	67
Control team	31	12	20	6	69
Total:	31	14	31	60	136



To estimate the effectiveness and reliability level of received results was used K.Pirson's χ^2 (xi quadrat) scale [2].

Before the experiment the learning progress of the pupils' was 5,70

$$T_{kuz} = \frac{1}{67 * 69} \cdot \left(\frac{(67 \cdot 32 - 69 \cdot 19)^2}{51} + \frac{(67 \cdot 14 - 69 \cdot 16)^2}{30} + \frac{(67 \cdot 18 - 69 \cdot 28)^2}{46} + \frac{(67 \cdot 5 - 69 \cdot 4)^2}{9} \right) = 5,70$$

after the experiment the result changed 79,14

$$T_{kuz} = \frac{1}{67 * 69} \cdot \left(\frac{(67 \cdot 31 - 69 \cdot 0)^2}{31} + \frac{(67 \cdot 12 - 69 \cdot 2)^2}{14} + \frac{(67 \cdot 20 - 69 \cdot 11)^2}{31} + \frac{(67 \cdot 6 - 69 \cdot 54)^2}{60} \right) = 79,14$$

The results of experiment showed that the team which is taught by using programmatic products achieved higher results than the other teams.

In the conclusion, this kind of created interactive programmatic products can be used as didactic material during teaching processes.

To use this programmatic products, to use them correctly during teaching processes help:

- to develop new pedagogical method and ways.
- to make teachers change their styles to solve the problems before them.
- to change pedagogical system
- to change completely traditional educational system
- pupils' easy learning of information
- pupils' using computer technology independently

Also the quality of lessons increases. It makes pupils' to pick up knowledge according to their strength, talent and pace and independently learn them.

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THE APPLICATION OF LEARNER CENTERED TEACHING METHOD IN ENGLISH CLASSES FOR INDIVIDUAL WORK

The present article describes the peculiarities of usage learner centered education in teaching English as a foreign language. This has been done with the help of the pre-test and post tests. The results indicate that learner centered environment grows out of curricular decisions and in-class strategies which encourage students' interaction with the content, with one another and the teacher, and with the learning process.

Learner centered instruction (LCI) is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the learner in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches those in the skills they need to do so effectively. The LCI method includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or cooperative (team based) learning. Properly implemented LCI can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught [1].

Different teachers use LCI language teaching in different ways. As classified by Willis, there are five main types of task adapted for use with almost any topic from the aspect of the actual use of language.

Listing: Listing may seem unimaginative, but in practice, listing tasks tend to get a lot to talk as learners explain their ideas. The types involved brainstorming, in which learners draw on their own knowledge and experience either as a class or in pairs/groups; act-finding, in which learners find things out by asking each other or other people and referring to books, etc.

Ordering and sorting: Ordering and sorting tasks involve four main types: sequencing items, actions or events in a logical or chronological order; ranking items, according to personal values or specified criteria; categorizing items in given groups or grouping them under given headings;

classifying items in different ways, where the categories themselves are not given [2,20].

Comparing: Broadly, comparing tasks involve comparing information of a similar nature but from different sources or versions in order to identify common points and/or differences.

Problem solving: Problem-solving tasks make demands upon people's intellectual and reasoning powers, and though challenging, they are engaging and often satisfying to solve. The processes and time scale will vary enormously depending in the type and complexity of the problem. Real life problems may involve expressing hypotheses, describing experiences, comparing alternatives and evaluating and agreeing a solution. Completion tasks are often based on short extracts from texts, where the learners predict the ending or piece together clues to guess it. The classification ends with case studies, which are more complex, entail an in-depth consideration of many criteria, and often involve additional fact-finding and investigating.

Creative tasks: These are often called projects and involve pairs or groups of learners in some kind of freer creative work. They also tend to have more stages than other tasks and can involve combinations of task types above. Out-of-class research is sometimes needed. Organizational skills and teamwork are important in getting the task done. The outcome can often be appreciated by a wider audience than the students who produced it. [3; 14]

Learner centered teaching is an approach in which students have control over the learning process. With the learner-centered approach, instructors function as facilitators of learning rather than lecturers. In this way, "teachers do less telling; students do more discovering." The roles of the teacher in the learner-centered approach are to design the course such that it creates a climate for optimal learning; model the appropriate expected behavior for the students; encourage students to learn from and with each other; and provide more feedback throughout the process. [4; 10]

In our practice in school gymnasium №4 named after Zh. Zhabayev, Astana, we try to analyze the effect of LCI activities on developing intermediate level students' speaking skills. At this level students are able to present clear, detailed descriptions on a wide range of subjects related to their field of interest. Comprising a total of 40 intermediate students were ultimately assigned to two experimental groups, 20 students received English language instructions in a LCI context, and 20 students were assigned to the control group, receiving English in a traditional PPP context. All the participants, ranging from 15 to 16 years old, were to study units 1 to 3 of the school textbook for intermediate level students. The experiment was done during the winter 2015 semester within 6 weeks period of time.

The following instruments were used in this study: A pre-test of speaking skills and post-test to measure the effect of the LCI on the students' oral interaction. The first data (pre-test) scores were collected from students' first introduction class. Everyone was given 3 min. time to introduce themselves to the classmates. At this point for each student we took a note on a speaking rubric. The post-test results were collected after students were exposed to LCI teaching, again based on the same grading speaking rubric. This time the experimental group was given a topic to be discussed in the group.

Experimental group: During experiment students in group discussed on various topics: advantages and disadvantages of TV, best profession, and about their mobile phones. They compare them and come up with a conclusion on whose mobile is more/most expensive and has the best features. The aims of these activities were to give students oral practice in ranking information and expressing an opinion using comparatives and superlatives. Each student has a role (timekeeper, recorder, facilitator, reporter) in this was they are all engaged in the activity. We have used all types of tasks of LCI.

Control group: In this class the lessons were held in the traditional method by using the book which proposed by program of the school. We passed a new grammar and to better understand and remember new knowledge did the exercises. Also was given speaking tasks to provide opportunity for the students to practice target language and revise the new vocabulary from previous classes by using learned grammar.

The present study aimed at assessing the effect of using a LCI on developing students' oral English performance. The main question of this paper was: How effective is the employment of the LCI teaching on students' performance in terms of improving their speaking skills? To answer this question, it was conducted the oral performance test. The oral performance test accompanied by an assessment rubric for the students' oral performance was also utilized in the study aimed at assessing the effect of using LCI in teaching three units in the intermediate level course book upon the students' oral performance in these units.

Prior to teaching the LCI to the experimental group, a speaking test was administered to both the control and the experimental groups as a pretest. Raw scores were statistically calculated.

Table 1 – Criteria to assessing students' knowledge

Category	Needs improvement (1 point)	Satisfactory (2 points)	Good (3 points)	Excellent (4 points)
Grammar	There were many grammar mistakes that made the student unable to convey his message	There were some grammar mistakes but the student succeeded in conveying his message	There were a few grammar mistakes and the student was able to convey his message clearly	There was no grammar mistakes and student was able to express his ideas easily in proper sentence structure and tenses
Pronunciation	Student's pronunciation was unclear and full of mispronunciations	Sometimes, the student's pronunciation was unclear but generally acceptable	Pronunciation was good and did not hinder communication	Pronunciation was very clear and easy to understand
Vocabulary	Student showed inadequate vocabulary to express his/her ideas properly, which made his message incomprehensible	Student was able to use few words but unable to elaborate his ideas.	Student was able to use the vocabulary learned appropriately	Student was able to use the vocabulary learned and new vocabulary in precise and impressive manner

Table 2 – Pre-test results

Group	Grammar	Pronunciation	Vocabulary
Experimental	25	21	32
Control	29	26	28

After completing the pre testing, the LCI started to be taught to the experimental group while the subjects of the control group started to study the units selected according to the steps of the Teacher's Guide issued by the Ministry of Education. That is, the subjects of the experimental and the control groups were taught the same content (three units from the course book for intermediate level). The main difference between the experimental and the control group was that the subjects of the experimental group utilized the LCI while the subjects of the control group did not utilize this approach.

After teaching the program of the research, the oral performance test was administered to the subjects of the experimental and the control groups as a post test. A comparison of scores of the subjects of both groups was made to measure the effect of using LCI upon the intermediate level students' oral English performance.

Table 3 – Post-test results

Group	Grammar	Pronunciation	Vocabulary
Experimental	37	32	39
Control	35	27	31

Data presented in table (3) showed that the calculated scores were higher than in table (2). This proved that there was a statistically significant difference between mean scores of the experimental group students and the control group students at regarding their oral performance, favoring the experimental group students. Since the control group shares with the experimental group all other variables save the new program, the significant improvement in the experimental group students' oral performance in the test utilized in the study can be attributed to the effectiveness of the new approach.

In conclusion, we would like to note, the purpose of the article was not to convince teachers to forget about the traditional approach to schooling. We come to the conclusion that these types of activities bring positive results only in combination with conventional methods. In addition, we would like to say that LCI one of the effective methods to improve students' speaking skills in teaching foreign language. The effective use of LCI in language class can provide a valuable learning experience to students and give them the opportunity to practically experience the ideas presented and strengthen their learning.

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SYSTEM OF EXERCISES FOR DEVELOPING PUPILS' COMMUNICATIVE SKILLS AT SECONDARY SCHOOL

The system of communicative exercises for developing listening and speaking skills at secondary school.

When speaking about the process of teaching listening it is very important to pay special attention to the usage of language laboratory. Language laboratory actually is advantageous for English as a Second Language (ESL) teaching-learning process. In the language lab, students can improve their language skill, especially their listening skill, since most of the activities done there deal with listening comprehension. However, ESL students often feel bored when they study at the language lab because they only do monotonous activities there. Thus, teacher should make a lively lab atmosphere through interactive listening; that is, by creating communicative listening tasks for the students. Through this communicative listening tasks, students will not only listen, but also interact with either the teacher or the other students so that they feel as if they do the real life listening. These communicative listening tasks will also help students to improve both their proficiency in language components (vocabulary and pronunciation) and in language skills (listening, speaking, reading and writing).

In such non English speaking countries as in Kazakhstan, language lab has an important role in ESL teaching - learning process. The language lab is often used for conducting teaching - earning activities, especially for

speaking and listening activities. Since students are still learning, they must get the right model of pronunciation which is ideally given by an English native speaker so that later, hopefully, students are able to produce the right English sounds. However, it often happens that the teacher is a non native speaker who sometimes does not realize that he/she gives incorrect stresses, intonation or pronunciation. Even if the teacher is an excellent one, he/she sometimes make errors in pronunciation because English is not his/her mother tongue. This problem can be solved through the use of the orthophonic device in the language lab. By using authentic recorded materials, spoken by different native speakers, the teacher can show the students “the near - ideal pronunciation of native speakers” and the different dialects. Besides, through listening to the recorded conversation, students will become accustomed to listening to different kinds of voices, such as male and female, old and young, coarse and fine which can always be found in real life listening. Therefore, students will not just listen to a single voice, the teacher’s voice. English teaching and learning have the goal of focusing students so that they are able to use English for communication and as a tool for furthering their studies. In the process of teaching and learning, the four language skills (listening, speaking, reading, and writing) are simultaneously performed. As R. Millrood says that learners in the English as a Foreign Language (EFL) context do not use the language in authentic situations. They possess inability in communicating appropriately and correctly. This leads to learners’ lack of self-confidence and avoidance when communicating with native English speakers [1].

In FLT and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill. Speaking English is the most difficult for learners. In particular EFL learners often stammer when speaking English. This results from learners’ lack of exposure to authentic English language environments that allow them to use English for communication and expression. Furthermore, learners are not exposed to the cultures of the native English speakers.

Speaking is the most important and essential skill. Mastery of this skill illustrates that the speaker possesses precise knowledge of language. According to many teaching theorists, speaking skill can be developed through communicative activities which include an information gap, a jigsaw puzzle, games, problem - solving, and role-playing. In addition, supported this idea that the activities that can assist better speaking skills are free discussion and role-playing. Also, stated that the language activities are important factors in teaching language for communication. Activities help create interaction in the language classroom. Additionally, communicative activities can motivate the learners and establish good relationships between

the teacher and the students as well as among the students thereby encouraging a supportive environment for language learning. The state and conditions of language learning and teaching were unsatisfactory.

J. Harmer found that their FL learning, which was at the average level and at the lowest among the other strands of the school. From the study of teaching theories in developing speaking skills using communicative activities and many related research studies, it was hypothesized that three communicative activities, discussion, problem-solving and role-playing, might help solve the problem. The impacts of these three communicative activities, discussion, problem - solving and role - playing up students' development of speaking skills and students' attitude towards teaching English speaking using the three communicative activities [4, p.71].

The respondents in this particular research agreed that CLT approach helps to enhance oral competency among students as this teaching approach encourages communication in the target language. They also believe that CLT approach is effective to be used in the language classroom as it is student centered.

The system of communicative exercises for developing reading and writing skills at secondary school.

It is very important to have the system of communicative exercises for developing reading skills. G. Rogova was describing reading proficiency, the relative difficulty or ease that an individual reader experiences in reading a particular text, researchers have recognized the importance of both text- and reader-based factors. This article focuses on the factor of purpose, as determined by the reader or the instructional context. Having a purpose means having a reason to read and approaching a text with a particular goal in mind, whether that goal involves learning or entertainment. In real world and classroom situations, purpose affects the reader's motivation, interest, and manner of reading [9, p.11].

Reading in the real world is defined here as reading outside the classroom, or nonacademic reading. Real - world reading is performed for any number of reasons, and the nature of reading varies according to the reader's purpose and situation. These factors inevitably determine the reader's approach to the text, the amount of attention paid, the time spent, as well as what features or parts of the text are focused on. Perhaps the broadest distinction commonly made in defining real-world reading purpose is that of reading for pleasure versus reading for information. Pleasure reading is most frequently associated with narrative, and in particular, popular fiction. It is commonly perceived to be the antithesis of academic or serious reading. By contrast, reading to learn is pursued to gain insight or

information. Reading for information may range from the scanning of documents and the reading of letters to in-depth reading of articles or books. Whether we are reading for pleasure or information, the nature of the reading depends on what we want from the text, as well as situational factors such as time available or constraints relative to place of reading. No matter what our agenda, why and where we read inevitably determine how we read? In Second Language Acquisition (SLA) research and theory, Palmer has consistently argued that pleasure reading is an important source of comprehensible input for acquisition. The only requirement "is that the story or main idea be comprehensible and the topic be something the student is genuinely interested in, that he would read in his first language" To encourage light reading in a foreign language, FL departments can provide a library or resource where students can browse and take out reading materials of interest. At the high school or college levels, it is possible to incorporate some free outside reading into course syllabus. Over the course of a semester, students can be asked to perform one self-selected reading and report on it in oral or written form. While the reporting task turns the activity into work, the important element of self-selection is still retained. Alternatively, students can work with magazines and newspapers in the classroom or library to create a portfolio of texts on a topic of interest. In the portfolio, students identify the source and briefly summarize the gist of each text. In addition, they write a paragraph explaining their interest in the topic, reactions to certain articles, and questions they may have. The instructor responds in writing with comments on both the topic itself and the text collection.

Because reading is valuable input for language acquisition, it makes sense to take advantage of the fact that many students in elementary courses are capable of reading far beyond the level at which they speak. Strong language learners and good readers can benefit from reading longer, narrative texts at earlier levels of instruction. Unfortunately, readings in elementary textbooks for commonly taught languages are generally limited to short, informational texts. Literary and cultural readings in intermediate textbooks are often only excerpts. As a supplement to introductory textbooks, instructors can assign universally known stories or tales, or longer authentic texts on topics with which students are already familiar. Intermediate-level students can read detective stories or other formulaic fiction.

Wherever possible, instructors should ask students directly about their interests and provide them with choices of authentic texts. But reader interest in a text can also be a function of purpose. Educational researchers have defined several different categories of interest. By contrast, situational interest refers to interest generated by situational factors, including the text

itself. Another form of situational interest, and one that concerns us here, is reading purpose.

In a study that sought to determine the effect on interest and recall of reading with a particular perspective, J.R. Langs found that focusing readers' attention on selected text information increases what the researchers term purpose-driven interest and that text segments that are relevant to a readers' purpose are recalled better than those that are not. The implications of this study for classroom instruction are clear and significant. When readers are asked to read a text with a particular focus or angle, both their reading interest and retention of text material are heightened [7, p.32].

Because reading is more interesting and text information is understood and recalled better when reading is purpose driven, it follows that creating purpose in the classroom reading situation will enhance readers' interest and performance. But how narrowly should the concept of purpose be defined? In the broadest sense, even the most traditional textbook comprehension exercises provide students with the purpose of reading a text for specific information. Yet traditional comprehension questions generally address all information in the text in an undifferentiated manner. This kind of even, comprehensive coverage is well intentioned but unfortunately results in a leveling of content, as if all ideas or aspects of the text were equally important. In short, there is no reading perspective. Rarely in real-world reading do we pay equal attention to everything in a text, and exercises that lead students to approach a text in this way may well remove the important element of interest from the reading process. An alternative to comprehension questions that often accompany textbook dialogues or cultural texts is to have students write a list based on the text. Depending on content, this could be a list of places, events, or even facts the student finds interesting.

Reading with a purpose means approaching texts with a specific goal. When possible, students can be asked to read a text from a specific point of view, depending on what the text might suggest. In the classroom, students can be given reasons to read that approximate their purposes in a variety of real - world situations. They can read ads for apartments to find one that fits a particular set of requirements, look through movie listings and reviews to decide whether to see a particular movie, or respond to a written invitation. Beyond these comprehension exercise types, purposeful reading can also be part of whole CT in the FL classroom.

D.Nunan defines a communicative task as a "piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the LT while their attention is focused on meaning rather than form". Strictly speaking, in task activities, the goal is nonlinguistic.

The idea is to get something done via the language to read a text and do something with the information [8, p.92].

R. A. Hunsaker suggested whole tasks involve performance of reading in conjunction with other skills: listening, speaking, or writing. e.g, students in a small group might read a number of texts, such as brochures, timetables, or maps, and listen to radio weather or traffic reports in order to carry out the larger task of deciding on the best method of transportation to use on a trip. In such an activity, each student deals with one category of information, and all students must communicate their information to one another to come up with the best plan for the trip [2].

Still other kinds of CT may be activities that would not actually occur in real-world situations. E.g, a classroom reading task might involve students drawing a picture based on a written text, recon - strutting a text that has been cut up into paragraphs, or, in pairs, reading slightly different versions of the same story and discovering differences through speech alone. These tasks, while not real world, are still communicative; the focus is on understanding a text to get something done.

A task approach conveys to students the value of fluent and efficient reading, because reading for a specific purpose means reading texts in different ways at different speeds, depending on the information needed and the task to be carried out. Another advantage of tasks is that students can work with authentic texts from the start. A complex, unedited text can be made accessible by adjusting the level of difficulty of the task. The same text can be used at different points during a semester, each time with a different task or purpose. In rereading the same text with a different purpose, students derive a sense of accomplishment from their progressively greater comprehension and more extended use of the text.

Recent reading research points to the benefits of working with texts for the purpose of drawing students' attention to formal features of written language as well. A communicative or task approach can and should be combined with analysis of text structure and linguistic features of text; however, most specialists concur that instructors should focus on textual messages first. If an individual student cannot perform a task successfully due to misreading of a text, the student will need to reread problematic segments and attend more closely to the text structure. If many students in a class experience difficulty with certain syntactical structures or forms of text organization, the instructor may choose to conduct a reading lesson that targets those areas. Students can be led from considerations of content to those of form in a natural manner. In the domain of rhetoric, e.g, students can be asked to identify the discourse features of the text that contribute to its persuasiveness. They can focus on pragmatic issues of register and

audience and examine the lexical networks that connect text segments and the use of syntax to establish topic and theme. Textual analysis of this sort is a different kind of activity from reading to perform a communicative task. Both uses of text are beneficial, but it is necessary for instructors and students to distinguish between them. It is also important that a text be apprehended first in terms of meaning and reader response.

In advanced-level courses, such as film studies or special topics in literature, the real - world uses of text are less evident; rather, the focus is on academic tasks. In most academic tasks, such as presenting a report or writing a paper, reading plays a significant role.

In discussions of the concept of critical literacy, reading and interpretation have been defined by a variety of researchers as being able to talk about a text, which in turn means being able to participate in a “conversation of readers”. In his view, literacy is both a social and cognitive process.

Importantly, reading within the larger communicative context of academic discourse and emphasizes the primacy of context over text. L. J. Randall argues that reading a literary text in order to support or counter a particular critical argument can engage students who otherwise would not know what to think or say about what they are reading. Thus, in literature courses, an important sense of purpose can be created by asking students to read from a particular angle or with a particular argument in mind. Literacy tasks for upper - level coursework should afford diverse opportunities for interaction among students: In a discussion of academic discourse and collaborative learning [3].

C. J. Brumfit stressed of thought as internalized conversation to argue for “engaging students in conversation among themselves at as many points in both the writing and the reading process as possible”, in short, for pedagogical practice that acknowledges and reflects the social and inter-textual nature of literacy and knowledge. This means less emphasis on reading as a solitary activity and more on reading and talking with others [15, p.35].

A reader’s background knowledge with respect to text topic and genre is recognized as a significant factor in text comprehension. As a result, textbooks and pedagogical practice now routinely include pre-reading activities with authentic texts or other reading selections. Interestingly, a benefit of such activities is the focus or purpose for reading that they can provide. The value of pre-reading work for both comprehension and interest does not diminish at the advanced level. In literature courses, e.g, writing and discussion can serve equally well as an entry into a whole text or text segment. Pre - reading discussion can focus on a critical argument or controversy surrounding interpretation of a text. More simply, discussion or writing tasks can elicit students’ personal views

or previous readings on a topic or their expectations with respect to text content or point of view. Discussing these issues before rather than after reading provides focus, which in turn creates interest in the texts.

As preparation for reading authentic FL texts on a cultural topic, students can engage in peer reading and debate. In this activity, the instructor provides students with a topic for debate formulated in terms of a specific question. Each student writes a short position statement on the topic, making an argument that may or may not represent their view. In groups, students read through and discuss all statements, culling what they believe to be the best arguments for and against each side of the debate. The groups then compare their results. Again, prior discussion of the arguments provides a focal point for reading.

Writing is a particularly effective form of pre - reading activity that prompts readers to reflect on what they are about to read. Writing activities foster the development of a sense of authorship, which in turn helps make students more critical readers. An effective way to promote active response to text is through assignment of reading journals. In these, students write entries prior to each reading assignment. In addition to writing their reactions to text passages already read, they are encouraged to write prospectively, anticipating story line or character development and formulating questions about what they are about to read. Journal entries are handed in to the instructor or exchanged with other students and form the basis for discussion or for other, more developed writing tasks.

Ideally, it is the intended use of texts by learners that should drive reading instruction across the curriculum. In high schools and colleges, learners' needs may range from fulfilling a language requirement to language use in travel or study abroad or general interest in language and culture. Because of this wide range, it is often difficult to base instruction on a well-defined set of learners' future needs or target tasks; however, it is possible to place increased emphasis on learners' potential uses of text.

At all levels of FL instruction, providing a student a reason to pick up a text also gives them a way to read it. In elementary and intermediate classes, whole real-world tasks that offer other kinds of communicative purpose convey to students the value of reading for message. In advanced-level courses, the principle of reading with a purpose means rethinking the conventional "read and discuss" approach to literary and cultural texts. It means that some of the classroom discussion that has traditionally taken place after reading would be better placed before, so students have something to read for. Reading with a perspective or reading to decide for or against a particular interpretation not only creates interest in the text but also provides students with something interesting to say after reading. At all

levels of FL coursework, purposeful reading can enhance interest and recall on the part of students. Just as important, the concept of purpose provides a useful organizing principle for the coordination of reading instruction across the curriculum.

Writing, as one of the communicative activities, has been neglected, compared with the other English activities—speaking, listening, and reading. This manner can be traced back to the time of his and he explains that speaking is superior to writing because speaking allows one to grasp the Truth. In contrast, writing, as a communicative activity, only dictates, edits, and revises spoken words, but does not convey Truth in writing words are manipulated in the sense that it leaves room for the reader to have their own interpretations. Writing was similar to painting; it can represent a picture of a living being that does nothing but maintain silence and the picture remains the same for good. Scientists' states that very word, when once it was written, is bandied about, alike among those who understand and those who have no interest in it, and it knows not to whom to speak or not to speak; when ill-treated or unjustly reviled it always needs its father to help it; for it has no power to protect or help itself. Truth, but speaking can is not the emphasis of our discussion, but what must be stressed here is that writing, compared to speaking, is believed to be an unimportant activity, and that this belief has not totally disappeared even today.

L. Tony argues that the teaching of writing must be undertaken with recognitions of the complexity of composing, student diversity, learners' processes, politics of pedagogy, and the value of practice. As a response to the orthodox method of English teaching, recently a number of scholars have reported on how to teach communicative writing is still in the early stage of its development compared to speaking related classes such as debate, drama, and public speaking [4].

In the light of the CA, with communicative writing classes, universities and colleges can offer English learning in a more holistic experience.

M. Rost stresses that speaking can be altered in form depending on the type of communicative activities, such as public speaking, presentation, and debate. These spoken activities are socially reciprocal because they take place in the presence of listeners. When being situated in socially reciprocal settings, speaking becomes talking. Talking, in comparison to speaking, is a communicative activity because talking is an intended interaction with a listener. No matter how beautiful a poem you read, if you are doing so by yourself or without reciprocity, it cannot be communicative. The same case is applied to composing. One can compose journals, essays, and academic writings; yet, if one does so without thinking of communicating with a

target audience, these written materials cannot be communicative products. In other words, for writing as well as speaking to be a communicative activity, these activities must be addressed in the presence of readers or listeners [5].

Communicative writing can be described as the act of corresponding. Of course, as the socially reciprocal setting of the written mode is different from that of the spoken mode because, unlike listeners, readers are not always available for immediate responses or, even worse, for any form of interactions whatsoever. However, communicative writing entails the presence of readers as a target audience. The important point is that one can write following grammatical rules, and one can compose in order to communicate with others through writing, yet, if the one does not write with the target audience in mind, composition cannot be an act of communication. A personal diary, e.g, is not a communicative writing. It is a simply composition because of its absence from the socially reciprocal setting with a target audience. Hence, communicative writing can be defined as writing activity aiming to correspond with a target audience.

The system of communicative exercises: analysis of input and output activities in the process of teaching English

As we mention task-based syllabus the first thing we need to do is decide just what we mean by the term “task”. The term “task” has been defined in a variety of ways. Both in general education including the Second Language Teaching and in other fields such as psychology there are many different definitions of tasks. “AExercise is a piece of work under taken for oneself or others, freely or for some reward. In other words, by “task” is meant the hundred and one things people do in everyday life, at work, at play, and in between.” The first definition is a non - technical and non-linguistic one. Now here is another definition from dictionary applied linguistics, “an activity or action which is carried out as the result of processing or understanding language”. Tasks are defined in term of what the learner will do in the classroom rather than in the outside world. The final definition is from Breen” any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. “Task” is therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning-from the simple and brief exercise type, to more complex and lengthy activities such as group problem - solving or simulations and decision making. The definitions share one thing in common: the user’s attention is focused on meaning rather than linguistic structure. I prefer the term ‘task’ concerning about problem solving and decision making. According to D. Nunan the task is a piece of

meaning-focused work involving learners in comprehending, producing and/or interacting in the target language [8, p.96].

Task contains goal which is intended outcomes, input that's data that forms the point of departure of the task, activity specifies what the learners are asked to do with the input, roles both teacher and learner refer to the parts played in carrying out the task, setting that is the social arrangements in which the task is carried out. Change of roles for teacher and student. Students- communicators, actively engaged in negotiating, meaning (try to make them understood and understand others). Teacher- facilitator, advisor and as an organizer of resources and as a resource himself; as a guide within the classroom procedures and activities; as a researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities. Other roles assumed for a communicative skills teacher includes four communicative skills put into categories.

Task grading and sequencing are the two important factors concerning with designing tasks. The issue of grading is an extremely complex one and there are many factors at work, all of which have a bearing on task complexity, but that most of these can be categorized according to whether they relate to inputs, learners and activities. Determining task complexity is made difficult, not only by the range of factors involved, but also by the interaction of these factors with each other. In addition to the factors which we looked at, there are many factors, such as maturational level, background knowledge learning pace observed ability in language skills, linguistic knowledge, motivation and confidence, which are difficult to discuss without reference to particular learner group. It is generally assumed that difficulty is the key factor in determining the ordering of items in a syllabus. All things being equal items are presented to learners according to their degree of difficulty. Like task grading task sequencing is hard to find a certain criteria for task - based syllabus designing.

The task seeks to identity and explores the features of a good language task. It also seeks objective ways of measuring classroom tasks in order to evaluate their effectiveness as materials. The syllabus designer will consider how the tasks were introduced, what instructions were given, what monitoring took place and what round-off, report-back or resolution was involved. A good task enable learners to manipulate and practice specific features of the language, to provide an opportunity for learners to rehearse communicative skills they'll need in the real world, to involve learners in risk-taking, to involve learners in problem-solving or resolution and offer learners' choice.

Task based syllabus focus on CLT and authentic materials are provided for the real world communicative needs. Opposite to traditional

syllabus, this one stresses learning process rather than outcomes. Thus learner-centered class will be formed in which learners have more authorities attend activities. When fully communicative behavior is being encourage isolating individual skills and abilities. I think this is the one of our purposes to spread the task-based syllabus. In my opinion, grammatical consciousness-raising activities should be incorporated into task design. Absolute grammatical syllabus or task-based syllabus tends to departure of our language educational subject.

The usage of ideas on how to get started with the communicative exercises

The communicative task as a significant building block in the development of language curricula

Any language can be acquired if one develops four basic skills in that language i.e. listening, speaking, reading and writing. Listening and speaking are interactive processes that directly affect each other. Speaking is an expressive language skill in which the speaker uses verbal symbols to communicate, while listening is a receptive language skill, which involves the interpretation of those symbols into meaning. Writing is also expressive language skill in which the writer uses written symbols to communicate, while reading is a receptive language skill which involves the interpretation of those symbols into meaning. The CA was developed by J.R. Langs. CLT is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. As such, it is most often defined as a list of general principles or features. The CA is the theory that language is communication [7, p.56].

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. The communicative task is a significant building block in the development of language curricula. Teachers should fulfill their curricula with tasks which must be in four directions: listening, speaking, reading and writing tasks.

Teaching listening.

As what has been stated before, to avoid boredom in the language lab, the teacher should give ESL learners communicative listening tasks. These CT are basically meaning-focused tasks that involve the learner to comprehend, produce and interact in the target language, and the tasks are classified based on their goals, input data, activities, settings, learner role and teacher role. The goals are not always explicitly stated, but it can always be seen from the examination of a task. While 'input' refers to the data used to form the starting point of communicative task and it can be taken from various sources such as picture stories, bus timetable, extract from a play, and so on. Activities refer to

what the learners will do with the input forming the starting point of the communicative task. Learner role and teacher role refer to the part the learner or the teacher has to play in doing the learning tasks. Learner role actually depends on the teacher's function, such as whether he/she functions as a guide, a consultant or a director. Settings refer to the classroom arrangements used in the task; therefore, the setting of communicative listening refers to the language laboratory arrangements. Since each student in the language lab should listen to recorded materials or sometimes record his/her own voice, the students are bound to sit on their own booth, but they still can work together with the others just by moving their seats that are usually wheeled chairs or portable chairs.

Based on D. Nunan there are three main activity types that stimulate interactive language use. The first is information-gap activity. This activity "involves a transfer of given information from one person to another, or from one place to another - generally calling for the decoding or encoding of information or into language". One of the e.g of this type is pair work in which each person in the pair only has part of the complete information; e.g, an incomplete picture. Thus, the pair should communicate to complete the information [8, p.98].

The second activity type is reasoning-gap activity. This activity "involves deriving some new information from given information through process of inference, deduction, practical reasoning, or a perception of relationships or patterns. This activity needs comprehending and conveying information as the information gap activity; however, the information to be conveyed is not identical with that initially comprehended since there should be reasoning to connect the two pieces of information. An e.g of this activity is deciding what course of action is best was a given purpose.

The last activity type is opinion - gap activity. It "involves identifying and articulating a personal preference, feeling or attitude in response to a given situation". This activity includes the use of factual information and arguments formulation to defend one's idea; however, it has no objective procedure to say whether results are right or wrong and each person in the group might give different outcome. The e.g of opinion - gap activity is story completion and taking part in social issue discussion.

G. V. Rogova proves that is clear that the focus of giving communicative listening tasks or activities to an ESL learner is on the ability to use the second language, and not to listen to the language used by others. Besides, the tasks should be reciprocal listening tasks; that is, the tasks should enable the listener to interact with the speaker and the listener can negotiate the content of the interaction [9,p.28].

In addition to what has been discussed above, communicative listening tasks given to the students could be taken from authentic materials;

that is, materials which are not specifically created for the purpose of illustrating or teaching features of the language such as those from radio, Television (TV) broadcasts or news program or other listening materials which have similar content as the authentic ones. Besides, the tasks should have the characteristics of good listening activities. It is stated that a good listening activity has all or most of these characteristics:

1. The listening activity has a real, communicative purpose that is clear to the students.

2. It offers content of personal interest to the listeners.

3. The speaker is visible (in person or on a videotape) rather than invisible (as on an

Audiotape or on the radio) - unless the purpose is to help students understand audiotapes and radio programs.

4. Listeners are required to respond in some meaningful fashion (e.g, saying something, following a command or request, asking a question, or taking notes if it's a lecture).

5. The listening activity offers many environmental clues to the meaning.

6. Listeners with typical background knowledge are able to understand the topic of the listening activity; no highly specialized background is required, unless the class focuses on English for special purposes (ESP).

7. The listening activity is "normal" for its own particular speech type; that is, a conversation would have short, redundant, rapid chunks of speech, while a lecture or play might be more formalized and orderly.

P. Pottison suggests that Communicative listening tasks require the listener to interact with the speaker and all the tasks are done in the language laboratory, of course the implementation of these tasks would be easier if the lab facilities or equipments enable students to communicate, either with the other students or with the teacher.

Usually this kind of lab equipment consists of a master console that have:

1. Distribution switches to enable teacher to direct the recorded program to the selected student booths so that students can work in pairs or in groups. Students in the same group can listen to the same program.

2. Intercom switches to enable a two - way conversation between the teacher and any individual student so that the teacher can correct or comment if necessary.

3. Monitoring switches to enable the teacher to listen to any one student.

4. Group call switch to enable the teacher to give announcements to a certain group while the students in the group are listening to the program or tape. Thus, students are able to listen to both sounds.

5. All call switch to enable the teacher to give announcements to all students, but to stop temporarily the program or tape they are listening.

Besides the different use of the master console above, each student booth should also be equipped with a tape recorder to enable students to record their individual voice to be listened to by their friends or teacher.

With the help of the lab facilities mentioned above, the teacher can give students communicative listening tasks. There are several types of communicative listening tasks which need different responses from the learners; each type of the tasks can be done in pairs or in groups.

1. Listen and follow (e.g. listening and following a route on a map or a way to a hidden treasure).

2. Listen and do (e.g. drawing what is described, labeling or ticking).

3. Listen and enjoy (e.g. extending a recorded story and giving an ending to the story).

4. Listen and complete (e.g. jigsaw listening, completing a chart or transcript or time table).

5. Listen and correct (e.g. amend errors in a summary).

6. Listen and comment (e.g. telling what is going on after listening to a series of sounds or noise).

7. Listen and discuss (e.g. discussing and solving a murder mystery)

8. Listen and recall (e.g. retelling the information or story that has been heard).

The types of activities above can be given to all levels of students, but the teacher should look for materials with appropriate level of difficulty for each level. In doing the tasks above, the students listen to a recorded material in which each student in the group listens to only part of complete information and discuss with their friends. They have heard to get the answer. For an advanced level, instead of using a recorded story, the students themselves can record their own voice, creating their own story as the material

To avoid communication block when students are doing the listening tasks, the teacher needs to divide the activities into three parts: pre-listening activities, while listening activities and post-listening activities. In pre-listening activities, the teacher explains what the students should do and elicits the needed vocabulary. In while listening activities, the students listen and do as what is asked. In post-listening activities, the students check their answers with their friends and the teacher gives the complete answer

or text. Listening is usually regarded as something passive, but it is not always passive.

J. Palioura emphasizes listening to native speakers and authentic oral material and checking for comprehension is an effective means of employing active listening practice [6].

Purpose: To teach effective communication skills by learning good listening skills

Objectives: This workshop will: Identify the obstacles of communication. Provide skills to improve communication.

Benefits: Participation in this workshop will help you to learn how to communicate effectively with others.

Supplies: Some supplies are optional or can be substituted for other materials.

Overhead projector with transparencies or overhead markers, communication activities handout listening skills handout, a ball (something soft that can be thrown without hurting)

Part 1 (2 min): Introduction to Workshop.

1. Introduce yourself;
2. Review the Purpose, Objectives and Benefits;

Part 2 (25 min): What is communication?

1. Hold a discussion with the participants Ask participants: What does communication mean to you? What is the purpose of communication? Have participants brainstorm some answers and write them on a whiteboard or overhead. Overall, participants should reach the conclusion that the purpose of communication is to be understood.

2. Ask the participants to brainstorm different modes of communication? (i.e. Verbal, Non-Verbal)

3. For the next 15-20 minutes, ask participants to participate in a series of games/activities (refer to “Communication Activities” handout). Depending on time and space, you might want to only choose 2 or 3 of the following activities:

Word Ball, yet Game, spelling Talk, verbal Mirror simultaneous dialogue.

4. Have a discussion/reflection about how successful the participants were at the activities. If they weren’t successful, why not?

Part 3 (25 min): Good Listening Skills.

1. Distribute “Listening Skills” handout and begin with the poor listening skills and

review them. If possible, provide an e.g after each poor listening skill:

- pacing out;

- pretend listening;
- selective listening;
- word listening;
- self-centered listening;

2. Discuss some obstacles for listening: Judging, advising and probing.

3. Ask participants what some good listening skills are now that they know what the poor skills are. Answers may include: maintain eye contact, head nods, smiles and Grins, lean forward toward the speaker, ask appropriate questions once the speaker is finished, paraphrase back to check for understanding (when there's a pause or break)

Part 4 (5 min): Role-Playing:

Have participants pair up in groups of 3.

They should decide their roles: one child, one parent, one observer.

Provide the following scenario:

The child wants a later curfew and the parent does not want to extend the curfew.

Explain that child and parent should try to use good listening skills to effectively communicate with each other. The observer will take notes on what each person did good or not so good and provide feedback to the entire group about what was effective in their group by referring to the skills listed on the "Listening Skills" handout.

If time allows, ask a group that feels they did an extremely good job if they would like to re-enact their role play in front of the entire group.

Part 5 (3 min): Conclusion.

1. Relevant Questions.

On a scale of 1-5, rate your listening skills and explain why.

Do you feel that these tips will help improve your communication? Why or why not?

What do you feel was the most important thing you learned from today's presentation?

2. The purpose of this workshop was to teach you better communication and listening skills. You learned what skills are needed to improve communication and you were able to identify some of the obstacles that get in the way of communication. You should be walking away feeling that you can communicate better with others.

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«РАБОТА В ПАРАХ» КАК ОДНА ИЗ ФОРМ ОРГАНИЗАЦИИ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ ОБУЧАЮЩИХСЯ

This article refers to the method of organizing work in pairs. Individualized form of learning that contributes to the activation of cognitive activity of students, contributes to the formation of skills and improves the quality of learning.

Среди важнейших задач, стоящих перед системой образования, особое место занимает поиск и освоение такой формы организации учебного процесса, которая позволит не только эффективно формировать у обучающихся необходимый объем теоретических знаний, практических умений и навыков, но и целенаправленно развивать их интеллектуальные способности, стремление к самообразованию и самосовершенствованию. Известно, что решению таких задач способствует усиление индивидуализации обучения.

Поиск новых способов обучения ведет к тому, что учебный процесс сосредотачивается на обучающихся, поставленных перед необходимостью решения конкретных проблем.

Результаты обучения находятся в прямой зависимости от положения, которое занимает обучающийся, и от «психологического климата», который его окружает. Эффективность процесса обучения во многом зависит от реализуемых на практике технологий обучения.

Форма обучения как дидактическая категория обозначает внешнюю сторону организации учебного процесса, которая связана с количеством обучаемых, временем и местом обучения.

Форма организации обучения связана и с формами организации учебной деятельности или формами обучения. Под формами обучения нами понимаются виды организации взаимодействия обучаемых между собой и с обучающим в ходе одного занятия, направленные на интенсификацию и индивидуализацию учебного процесса [1].

В последние годы в исследовании форм организации обучения, форм обучения все больше внимания уделяется групповой учебной деятельности. Так, по В. К. Дьяченко [2], организационная структура групповых способов обучения может быть комбинированной, то есть содержать в себе различные формы: групповую (когда один обучает многих), парную, индивидуальную.

Проблему активизации познавательной и коммуникативной деятельности учащихся посредством работы в парах решала профессор Е. С. Полат. Она разработала методику парной работы на уроке иностранного языка [3].

«Под работой в парах» понимается такая форма проведения занятий, при которой студенты группы распределены на пары, работающих над учебным материалом совместно, во взаимной зависимости, по согласованному между собой плану или порядку работы. Задания могут быть для всех пар данной группы либо одинаковыми, либо различными. Работу в парах характеризует непосредственное взаимодействие между обучающимися, и их совместная деятельность.

На кафедре фармакогнозии и химии Южно-Казахстанской государственной фармацевтической академии в учебном процессе применяется методика работы в парах. По курсам «Химия» для специальности «Медико-профилактическое дело», «Неорганическая химия» «Аналитическая химия» для специальности «Фармация» все лабораторные занятия, проводятся с использованием методики «Работа в парах». Такая организация занятия обеспечивает усвоение студентами теоретических основ количественного анализа,

приобретение практических навыков самостоятельной работы, и овладение техникой выполнения всех операций количественного анализа, которые необходимы для дальнейшего изучения профильных дисциплин и дальнейшей профессиональной деятельности провизора.

Работа в парах как форма коллективной деятельности – способ организации совместных усилий обучающихся по решению поставленной на уроке учебно-познавательной задачи в составе группы (совместное планирование выполнения учебно-трудовых операций, обсуждение и выбор способов решения учебных задач, взаимопомощь, сотрудничество в процессе труда).

Распределение обучающихся по парам проводилось по следующим принципам: перед началом занятия можно провести тестирование, разделить по результатам на две группы (сильные и слабые) и объединить по одному человеку из каждой группы; преподаватель сам распределяет пары, разделяя неактивных и конфликтных обучающихся; обучающиеся сами на листе бумаги пишут, с кем им хотелось бы работать, затем создаются пары.

Качественный состав группы определяет то, насколько эффективно будут взаимодействовать обучающиеся в процессе совместной деятельности, насколько успешно справятся с заданием. Удачно подобранная по составу группа уже сама по себе создает мотивацию к взаимодействию ее членов. В формировании пар ведущими являются следующие критерии: разные учебные возможности (уровень обученности); психологическая совместимость учащихся (межличностные отношения, тип темперамента).

Обучающиеся должны дополнять друг друга, чтобы при необходимости быть в состоянии оказать друг другу помощь.

Разбивка группы производится оперативно на время урока или как норма, выработанная на основе договора между преподавателем и обучающимися в начале конкретного учебного периода (учебная неделя, семестр, полугодие, год).

Положительные моменты работы в парах заключаются в следующем:

- 1) в работу активно включаются все обучающиеся; создаются условия для оказания взаимопомощи, в процессе которой сами обучающиеся осуществляют индивидуальный подход;
- 2) развиваются и укрепляются навыки коллективного труда;
- 3) усвоение нового материала происходит лучше, обучающиеся глубже осознают вопросы, изучаемые в процессе работы в парах, включающей как обязательный элемент индивидуальное выполнение каждым обучающимся части выполняемых заданий;

4) результаты индивидуальной работы становятся предметом обсуждения всей группы, что приводит к нахождению и исправлению ошибок и позволяет лучше закрепить и совершенствовать знания и умения.

Во время работы в парах преподаватель выполняет разнообразные функции: контролирует ход работы в парах, отвечает на вопросы, регулирует споры, порядок работы и в случае крайней необходимости оказывает помощь отдельным студентам или паре в целом.

Самоконтроль и взаимоконтроль в ходе совместной работы в парах на данном этапе не заменяет контроль со стороны преподавателя. Обучающиеся проверяют друг друга, помогают друг другу исправлять ошибки, при необходимости объясняют их.

Во время совместной работы в парах, обучающиеся могут столкнуться с определенными трудностями в общении друг с другом, которые, вполне вероятно, обусловлены недостатком культуры общения самих обучающихся. Также возможно, что некоторые из обучающихся не осознают значимость собственных усилий для достижения общей цели. Чтобы сотрудничество состоялось, нужно приучать обучающихся: взаимодействовать в парах с любым партнером или партнерами; работать активно, серьезно относиться к порученному заданию; вежливо и доброжелательно общаться с партнерами; испытывать чувство ответственности не только за собственные успехи, но и за успехи своих партнеров, всей группы; полностью осознавать, что совместная работа в парах – это серьезный и ответственный труд.

Индивидуализация учебного процесса активизирует познавательную деятельность обучающегося и ведет к изменению роли преподавателя с традиционно-контролирующей на управление внешними факторами: формирование установок, определение информационной среды, включение индивидуализированной формы организации обучения в структуру занятия. Данная реорганизация направлена на повышение качества обучения, обеспечение «прозрачности» учебного процесса, улучшение методического обеспечения, увеличение мобильности студентов и преподавателей.

Таким образом, форма организации учебной деятельности как «работа в парах» по курсам химии способствует формированию умений и навыков, дает возможность повысить качество обучения и успеваемость обучающихся.

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ГЕРМАНИЯДАҒЫ ДІНИ РЕФОРМА МАҢЫЗДЫЛЫҒЫН ОҚЫТУДЫҢ КЕЙБІР ӘДІСТЕМЕЛІК МӘСЕЛЕЛЕРІ

Батыс Европада капитализм өркен жайғаннан кейін буржуазияның идея және феодализммен күресінің бір түрлі формасы әдебиет пен көркемөнерінің қайта гүлденуі болса, енді бір формасы діни реформа болды. Сабақта Германиядағы діни реформаның астары, Мартин Лютердің діни көзқарасы, діни реформаның кеңеюі және ықпалы таныстырылады. Біріншіден, *діни реформаның астары* таныстырылады. Діни реформа XVI ғасырда Германияда басталып, іле-шала Батыс Европаны шарпыған қоғамдық идеялық-саяси қозғалыс, мәні жағынан алғанда бастапқы кездегі буржуазияның феодализмге қарсы күресі, гуманитарлық идея онан әрі сәулетендірілді. Сабақта діни реформаның Германиядан басталуының астарына екі жақтан талдау жасалу қажет. Бәрінен бұрын әдебиет-көркемөнердің қайта гүлденуінің ықпалы; әдебиет-көркемөнер қайта гүлденгенде, гуманизмшілдер дінге недәуір жұмсақ позиция ұстанған; олардың адамды өзек ету идеясы католик дінінің рухани дара билігіне ауыр соққы беріп, католик дінінің беделіне жұртшылық күмәнмен қарайтын болды.

Сонымен қатар, католик дін қоғамының Европаны, әсіресе Германияны езуі. Бұл тақырыпшаны лайықты толықтап оқытып,

студенттердің Мартин Лютердің діни реформа идеясына деген танымын тереңдету қажет. Орта ғасырдағы католик дін қоғамы халыққа қатаң рухани үстемдік жүргізді. Христиан дініне сенудің ұйытқысы «тума күнә» мен «рухты құтқару» болды, яғни адам өмірге күнәлі келеді, тек құдайға сеніп, Иесуға ілескенде ғана күнәдан арылады делінеді. «Рухты құтқаруды» алып айтсақ, ең әуелде жеке адамның сенуінің рөлін баса дәріптеді, кейін поптар бұған сан алуан күрделі діни әдеп-ибаларды қосып, тек поптардың көмегі болғанда ғана адамның рухын құтқаруға болады дегенді шығарды. Экономикалық жақтан алғанда, католик діні ұйымдары ең үлкен феодал болады, олар қыруар жерді иелеп, әр елдегі халықты сүліктей сорып, онан бір үлес салық жинады. Саяси жақтан алғанда, папа тек католик дінінің ең жоғары әкімшілік құқығын шеңгелдеп, әр елдегі католик дін қоғамын тікелей билеумен ғана тынбай, оның үстіне, әр елдің ішкі саясатына араласып, белгілі бір ел азаматының сол елдің билеушісіне берген антын күшінен қалдырады. XIV-XV ғасырларда Батыс Европадағы ұлттық мемлекеттердің біртіндеп қалыптасуына ілесе, Батыс Европа мемлекеттері Рим Ватикан ордасының шеңгелінен құтылып, дін қоғамының ұлттануын жүзеге асыруды талап етті.

Екіншіден, *Мартин Лютер және діни реформаның басталуы* таныстырылады. Бұл тақырып жөнінде сабақта, негізінен, Германиядағы діни реформаның басталуы және Мартин Лютердің діни реформадағы көрнекті бейнесі атап көрсетілді. Мұны оқытқанда сабақтағы материалдарға қатысты мақалалардан толық пайдаланып, мазмұны ортаға қойылу себебі, ықпалы сынды үш жақтан сұрақ шығарып, студенттерге талқылату қажет. 1517 жылы қазанда Мартин Лютер шіркеудің есігіне әйгілі папаның күнәдан арылу билетін сатқаны тектес сорақылықтарын әшкереледі, бұл Германияда діни реформаның басталғанының белгісі болды. Сонымен бірге Мартин Лютердің рим папасымен күрескен суретін беріп, оның өз сенімін батылдықпен қорғаған жігерін жырлады. Осы арқылы студенттерге сезімдік тәрбие жүргізуге тиіс.

Осы тақырыптағы басты түйін - студенттерге Мартин Лютердің қуаттамаларын жинақтату және түсіндіру. Бірінші, ол Иесу ғана адамды құтқарады дегенге сенеді. Мұны Мартин Лютердің кешірмелері және христиан дінінің теологиялық жүйесіне бірлестіре отырып лайықты түсіндіру керек. Мартин Лютер кезінде Августин монастырында тәлім алған адал монах еді. Дін қоғамының іріп-шірігенін байқаған ол, Інжілді зерттеп, рухты құтқару және күнәдан арылу жөнінде жаңа көзқарасын ортаға қояды: ол адамның рухы тек сенімге жан-тәнімен ұйығанда ғана құтқарылады, дін қоғамының

араласуын қажет етпейді; сенімнің бірден-бір негізі «Інжіл» католик діні жасаған теология емес дейді. «Ақшаның шелекке тасталғандығы дыңғыр еткен дыбысы адамның пайдакөстігі мен нәпсісін арттыратыны бесенеден белгілі», іс жүзінде бұл папаның беделін теріске шығарғандық. Екінші, діни салттарды азайту, муридтерінің бас құрауына және жай адам қатарына қайтуға болады. Үшінші, «Інжілдің» пападан, дін қоғамынан жоғары болуына табанды болу, әрі «Інжілді» грек тіліндегі нұсқасынан немісшеге аудару. Төртінші, патшаның билігі топтан тіпті пападан жоғары болу, бұлар германдардың ұлттық санасын оятып, көптеген феодал бектердің қолдауына ие болады. Ең соңында Мартин Лютер көзқарасындағы түйін «Исустың ғана құтқара алатынына сену керек» деген сөз не үшін басым көп сандағы адамдардың қолдауына ие болды? Мұның гуманизм идеясымен қандай қатысы бар? Дегендерді қорытындылау керек. Лютердің протестант діні діни түсіндірме жағында жеке адамдарға анағұрлым көп еркіндік беріп, еркіншілдік пен жекешілдік факторларын қамтыды, буржуазиялық бағыт алды.

Үшіншіден, *діни реформаның кеңеюі және маңызы* таныстырылды. Мартин Лютердің діни тағылымы Германияның солтүстігі мен орта бөлігінде тез тарады әрі Лютер мазхабын қалыптастырды, осының ықпалында Швеция, Франция, Ұлыбритания қатарлы елдер арт-артынан діни реформа жүргізді де, каловианшылардың протестант діні және Ұлыбритания мемлекет діні тағы басқа пайда болды. Протестант діні жаңа гүлденген буржуазияның немесе ұлттық мемлекеттердің мүддесін бейнелегенін атап өту керек. Реалға бірлестіре отырып суденттерге бүгінгі таңдағы батыс елдерінің діни сенім жағдайын ұғындырса болады.

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***Қазақстан, Алматы, әл-Фараби атындағы Қазақ ұлттық
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ЖОҒАРЫ ОҚУ ОРНЫНЫҢ ОҚУ-ӘДІСТЕМЕЛІК ЖҰМЫСЫНДАҒЫ ИННОВАЦИЯЛАРДЫ БАСҚАРУДЫҢ ТЕОРИЯЛЫҚ МОДЕЛІ

Қазақстан Республикасының білім беру саласында
инновацияларды қолданудың мәдениетін қалыптастыру үрдісі

басымды қажеттілік туындатып отыр. Бұл жағдай жоғары оқу орындарының оқу-әдістемелік жұмысындағы инновацияларды басқарудың теориялық моделін қалыптастыруға итермелейді. Себебі, жоғары оқу орындарының оқу-әдістемелік жұмысындағы инновацияларды басқарудың мәдениеті теорияда негізделеді, яғни жүйелі теориялық моделін қалыптастыруды міндеттейді.

Осы ретте, жоғары оқу орындарының оқу-әдістемелік жұмысындағы инновацияларды басқарудың теориялық моделінің логикалық алгоритмін жасау қажет.

Логикалық алгоритм бойынша, жоғары оқу орындарының оқу-әдістемелік жұмысындағы инновацияларды басқаруды мақсатты жүзеге асыру керек. Себебі мақсат инновацияларды басқару әрекетін жүйелейді және функционалды қызметін атқаруға бағыттайды. Осы ретте нақты мақсатты анықтау қиын. Себебі мақсат білім беруге қоятын талаптарға байланысты. Әр жоғары оқу орындары білім беру саясатын өздері анықтайды. Бұл жағдайда, тек жоғары оқу орындарына ортақ жалпы мақсатты анықтауға болады.

Көп ғалымдардың ғылыми тұжырымдарын талдаудың негізінде жоғары оқу орындарының оқу-әдістемелік жұмысындағы инновацияларды басқарудың мақсатына жалпы анықтама берілді. Жоғары оқу орындарының оқу-әдістемелік жұмысындағы инновацияларды басқарудың мақсаты – жоғары оқу орындарының оқу-әдістемелік жұмысындағы инновацияларды тиімді қолдану мәдениетін қалыптастыру арқылы оқу-тәрбие үрдісінің сапалы нәтижесін қамтамасыз ету.

Жоғары оқу орындарының оқу-әдістемелік жұмысындағы инновацияларды басқарудың мақсаты нақты міндеттер арқылы орындалады. Инновацияларды басқарудың негізгі міндеттеріне:

Оқу-әдістемелік жұмысына қолданылатын инновацияларды жобалау;

Оқу-әдістемелік жұмысына қолданылатын инновациялық жобаларды жоспарлау және ұйымдастыру;

Оқу-әдістемелік жұмысындағы инновацияларды ресурстармен қамтамазыс ету;

Оқытушылардың тиісті құзыреттілігін қалыптастыру;

Оқу-әдістемелік жұмысындағы инновацияларды нормативтік, әдістемелік құжаттармен қамтамасыз ету;

Оқу-әдістемелік жұмысындағы инновациялардың жүзеге асуын мониторингілеу;

Оқу-әдістемелік жұмысындағы инновациялардың тудырған нәтижелеріне сараптама жүргізу;

Кері байланыс орнату;

Оқу-әдістемелік жұмысындағы инновациялардың нәтижесін талдау және дамыту.

Көрсетілген міндеттерді жүзеге асыру үшін арнайы бір нормаларға сүйену көмегімен жүзеге асырылады. Жоғары оқу орындарының оқу-әдістемелік жұмысындағы инновацияларды басқарудың нормалары ең алдымен ұстанатымдардан тұрады.

Жоғары оқу орындарының оқу-әдістемелік жұмысындағы инновацияларды басқарудың келесі негізгі ұстанымдары бар: *жүйелілік пен тұтастық, синергетикалық, мақсаттық - бағдарлылық, технологиялық, құзыреттілік, нәтижелілік, кері байланыстық* ұстанымдар. Көрсетілген ұстанымдар жоғары оқу орындарының оқу-әдістемелік жұмысындағы инновацияларды басқаруды жан-жақты тұғырларда жүзеге асыруға қолдаушылығын тигізеді.

Оқу-әдістемелік жұмысындағы инновацияларды басқарудың бірнеше тұғырлары қалыптасқан: жүйелілік тұғыр, біртұтастық тұғыр, үрдістік тұғыр, синергетикалық тұғыр, құрылымдық тұғыр, құзыреттілік тұғыр, жобалаушылық тұғыр, жеке тұлғалыққа бағдарланған тұғыр, техникалық дамыту тұғыры және тағы да басқалары. Қалыптасқан тұғырлар бойынша инновацияларды басқару, сонымен қатар, арнайы қағидаларды ұстануға негіздейді.

Теориялық тараптан басқарушылыққа тән қағидалар қатарына келесілер кіреді: оқу-әдістемелік жұмысындағы инновациялардың жағдайларының басқарылымды ауысуы; стихиялық басқарудан саналы басқару механизмдеріне ауысу; акпараттық, материалды-техникалық және кадрлық қамтамасыз етілуі; инновациялық үрдістің нәтижесін болжау; инновациялық үрдістердің тұрақтылығын күшейту; инновациялық үрдістердің дамуын тездету. Осы қағидалардың негізінде оқу-әдістемелік жұмысындағы инновацияларды басқарудың әдістері қалыптасады.

Жоғары оқу орындарының оқу-әдістемелік жұмысындағы инновацияларды басқарудың көп әдістері теориялық және практикалық тәжірибеде қалыптасқан. Оқу-әдістемелік жұмысындағы инновацияларды басқарудың әдістері әр бағытта, әр формада қолданылады. Әдістер негізгі үш негізгі топтамаға бөлінеді: жалпы ғылымдық, нақты ғылымдық-теориялық, эмпирикалық әдістер. Жалпы ғылымдық әдістерге: тарихи әдіс, салыстыру әдісі, анализ, синтез, индукция, дедукция және тағыда басқалары. Нақты ғылымдық-теориялық әдістерге: синергетикалық, жеке тұлғаға бағдарланған әдістер, жүйелік әдісі, танымдылық әдіс және тағыда басқалары. Эмпирикалық әдістерге: бақылау, сауалнама жүргізу, тәжірибе жүргізу, контент анализ және тағыда басқалары.

Оқу-әдістемелік жұмысындағы инновацияларды басқарудың әдістерін әдістемелік жұмысты ұйымдастыру, оқыту әдістемесін қамтамасыз ету, оқытушылардың біліктілігін көтеру, әдістемелік нәтижені мониторингтілеу сияқты негізгі бағыттары бойынша көруге болады.

Технологиялық карта жасау сатысындағы инновацияларды басқару әр-түрлі инновациялық әдістерді қолдауды білдіреді. Қазіргі уақытта инновациялық әдістердің сан-түрлері бар. Олардың қатарында негізгілері: жобалармен жұмыс істеу, кейс жағдайлық әдіс, мыйға шабуыл, кубик, цепочка, өзіндік жұмыс жүргізу, топпен жұмыс істеу, бинарлық оқыту әдісі, озық жүру әдісі, әріптестік әдіс және тағыда басқалары. Осы көрсетілген әдістер оқу үрдісінің әр-түрлі тұғырда сапасын көтеруге бағытталған. Бұл сатыда инновациялық әдістерді салыстыру, талдау, құрылымдық реттеу, жүйелеу әдістері қолданылады. Осы ретте инновациялық әдістерді басқаруға мүмкіндік туындайды.

Аралық және қорытынды аттестация, тест, бақылау, рейтинг материалдарын дайындау сатысындағы инновацияларды басқару әдістері қолданылады. Осы жағдайда мазмұндық, анализ және тағыда басқа әдістер қолданылады.

Жоғарыда көрсетілген теориялық модельдің барлық элементтерін жүйелі жүзеге асыру арқылы жоғары оқу орындарының оқу-әдістемелік жұмысындағы инновацияларды тиімді, сапалы басқаруды дамытуына және оқу-тәрбие үрдісінің оқу-әдістемелік мақсатқа сәйкес нәтиже беруіне мүмкіндік туындайды.

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SPIRITUAL-MORAL EDUCATION OF STUDENTS IN THE PROFESSIONAL COLLEGES OF KAZAKHSTAN AS A PEDAGOGICAL PROBLEM

The problem of spiritually-moral education of professional colleges' students is examined in this article. The feature of spiritually-moral education is grounded at a rising generation, basis of that is humane attitude of man not only toward itself but also to other people, society and nature.

For the Kazakhstan Republic the problem of spiritual-moral education of the growing generation has acquired a special meaning in the context of a new identity search and problems of social-economic and cultural development of the contemporary society. The global task of the national education system is a formation of a qualitative new personality of a Kazakhstan citizen that must imbibe all better human values that include 130 nationalities which friendly live in the republic. For the national education system there is a specific task of forming spiritual-moral qualities of the students, above all, by their mastering the language, the cultural values, traditions and mentality of the Kazakh people.

In the letter of President of the Kazakhstan Republic N.A. Nazarbaev to the Kazakh people on 17 January 2014 it is said: «We, the Kazakh people, are a united people! And the common for us fate is our Мәңгілік Ел, our worthy and great people! «Мәңгілік Ел» is a national idea of our common Kazakh home and our ancestors dream. For 22 years of an independent development there have been created basic values that unite all Kazakh people and form a foundation of our country's future. They are not taken from the theories that are beyond the clouds. These values are experience of the Kazakhstan Way which has passed a test with the time passing » [1].

The Kazakh's mentality that has been historically formed under Islam, a nomadic life way and aul community, is different – a community one, conciliar – «one for all, all for one». Everybody knows such sayings: «all together», «many a little makes a mickle». So, «the world» in this meaning is an aul community that has been based on mutual help and assistance.

Firstly, a man cannot be let lost.

Secondly, it is traditionality that is shown in its foundation on culture, traditions, ceremonies, pedagogy, trades and crafts, etc.

Thirdly, it is openness that is capability of the Kazakh nation to be open for inner influence, to absorb values of different peoples, to spiritually enrich itself and transform them preserving their own identity and integrity.

These are three peculiarities: community, tradition and openness are joined into common definition of the Kazakh mentality– folkknity.

In this context the problem of spiritually-moral education of students in professional colleges is topical and actual as well as significant because in Kazakhstan in 2014-2015 academic year there are 820 colleges due to the transition of all professional lyceums to colleges [2]. Colleges are supposed to provide transmitting the national culture and form national self-awareness, a pupil's development from the home culture to common Kazakh one and through it to the world one.

The goals of spiritual-moral education of professional colleges' students:

- to form valuable attitude to the nature as a common human home;
- to form knowledge of a man as a life subject and higher value on the Earth;
- to form valuable attitude to a social human life organization (Motherland, state, family, national history and present period);
- to form valuable attitude to cultural life in hygiene, law, esthetics, economy and ecology;
- to form valuable attitude to different labour activities, profession and social communication;
- to form a life position, to develop a skill of individual life way choice, self-evaluation and self-actualization.

Spiritual-moral education is a process that is directed to forming and developing an integral personality of students and it means the formation of their attitude to the Motherland, society, community, people, labour, their duties and themselves. The task of spiritual-moral education is that the pedagogues should transform the socially necessary demands of the society into the inner stimuli of every pupil such as duty, honour, conscience and dignity.

Nowadays, in accordance to the State educational standards of professional education the content of the educational subjects supposes forming not only professional competences– knowledge and skills, but also common – understanding significance of the chosen profession, team work, effective cooperation with colleagues, considering attitude to historical heritage and cultural values, respect of social, cultural and religious differences, healthy life style, development of spirituality as an integral part of the professional character of a future specialist.

The theoretical and practical analysis of the problem proves that the main environment in which the basis of the spiritual-moral values of future working enterprises, firms and corporations are grounded is professional colleges [3]. Spirituality and morality of people are based on broad outlook, erudition, culture and general development of the personality. The thing is that the long crisis of spirituality and morality of a single personality can lead to its degradation.

Spiritual and moral development of the worker is an indicator of formation in the enterprise, firm and corporation spiritual and moral values and satisfaction of spiritual human needs.

Human morality is brought up since birth. It is voluntary, independent agreement feelings, inclinations and actions of society's members with feelings, inclinations and actions of co-members, their

interests and dignity, with the interest and dignity of the whole society in general.

In the independent professional activity the worker has to face industrial and life situations when one must lie, hurry, deceive, do the task lazily and not always honestly. The worker who has developed a spiritual-moral feeling and consciousness, on the contrary, has an understanding of value. He, as philosophers say, acts as a wise man, who has a taste and a tender organ to feel the value of a working profession. Educated and professionally cultural worker cannot break the developed in the working team moral norms because these ethic feelings are in the hierarchy stairs, the so called value «pyramid», the basis of which form unconsciously done life values, on the top of which is higher ethic value.

The scientific approach to the professional education of colleges' students suppose to form such values of the future worker that much define, on the one hand, the level of their professional competence, on the other hand, can form more exactly their knowledge of themselves as workers of new type that can totally meet the demands of the employer and compete in the labour market.

The professional ethics of the worker, in its turn, is based only on those values that allow the worker doing the given tasks with high moral standards not breaking the moral rules. Only in this case there will be possible positive changes in the education work organization of future workers. The complexity of its goals choice is connected with lack of definite national idea in the society, so as with lack of deep, fundamental, methodological researches of philosophers, psychologists, sociologists, culture experts in the sphere of personality education theory, and also researches of scientists, pedagogues and practitioners who must give a more precise scientific doctrine about the correlation of education and upbringing, prevalence of upbringing, necessity of forming such personal characteristics that are basis of the professional competence and mobility of future workers.

Thus, the peculiarity of spiritual-moral education of students of the professional colleges is psychological-pedagogical peculiarities of students, the structure and content of the educational process, the professional orientation, the form and period of education.

Spiritual-moral education is in the base of the professional self-education that will allow the future worker forming the necessary professional important values, competences, proficiency and competitiveness.

The process of spiritual-moral education is in the cyclic repetition of self-evaluation process, self-actualization and social recognition, after which this cycle is renewed on the qualitatively new level.

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ПРИМЕНЕНИЕ КОМПЬЮТЕРНЫХ ПРЕЗЕНТАЦИЙ НА УРОКАХ ФИЗИКИ

Использование новых технологий в образовании является одним из государственных приоритетов. Они должны составлять основу педагогического акта, а не быть дополнением к практике обучения. Использование преподавателями информационно-коммуникационных технологий (ИКТ) для активного вовлечения учащихся в учебный процесс является одним из самых многообещающих направлений развития образования. Действительно, постоянно возрастающие мощность и универсальность компьютеров открывают новые, разительно отличавшиеся от существовавших ранее возможности преподавания и обучения, позволяет преподавателям расширять набор применяемых методов обучения, а учащимся – вносить свой вклад в решение общих задач [1].

В современном обществе, ориентированном на развитие информационных технологий, качество образования зависит не только от эффективной работы учителя, не только от образовательных технологий, которыми он пользуется, но и от ресурсов, которые он использует.

Компьютерные технологии несут с собой новые возможности и вместе с тем ограничения. Меняется процесс обучения, рисунок современного урока, способы взаимодействия учителя и студентов. Важно не потеряться в море электронных дидактических средств обучения и выбрать наиболее эффективные способы их использования.

Имея доступ к ИКТ и опираясь на соответствующую поддержку преподаватели в большой мере смогут оказывать помощь учащимся в усвоение наиболее сложных концепций, вовлекать их в активное участие в учебном процессе, обеспечивать им доступ к информации и учебным ресурсам более полно удовлетворять их индивидуальные потребности в обучении.

Преподавание физики, в силу особенностей самого предмета, представляет собой наиболее благоприятную сферу для применения современных информационных технологий. Например, для формирования наглядных представлений о развитии природных процессов самым эффективным будет использование анимированных объектов, схем. Для изучения структуры и функций сложного объекта самым эффективным будет использование интерактивной двухмерной или трехмерной модели.

Современный урок с использованием презентаций строится по той же структуре, что и традиционный: актуализация знаний, объяснение нового, закрепление, контроль. Используются те же методы: объяснительно-иллюстративный, репродуктивный, частично-поисковый и другие. В тоже время, современный урок с использованием презентаций - это переходная форма от традиционного обучения к открытому образованию, т.к. организуется обратная связь с пользователем, появляется возможность выстраивания индивидуальной образовательной траектории в информационной среде дидактического средства обучения.

В последние годы возрос интерес преподавателей к использованию компьютерных технологий при проведении лекций. И это неудивительно, несомненными плюсами презентаций является экономия лекционного времени, отсутствие ошибок в сложных преобразованиях, хорошая иллюстративность, возможность вернуться к любому, непонятому слушателями, месту лекции; возможность демонстрации видео, аудиоматериалов и анимации сложных опытов. Студенты уходят с таких лекций с хорошим настроением. Однако, как показывает опыт экзаменов, вопросы, связанные с материалом, рассматриваемым на лекциях с использованием презентаций, оказываются самыми трудными для учащихся. Это значит, что пока

ещё не все преподаватели научились правильно использовать ИКТ в своей работе.

Использование презентаций на лекциях облегчает восприятие материала учащимися. От этого, зачастую, страдает понимание. Лёгкость восприятия информации «усыпляет» слушателей. Если для получения какой-либо информации не требуется достаточных усилий, внимание начинает рассредоточиваться, и ни о каком запоминании и понимании не может быть и речи [2].

Подготовленная заранее презентация гарантирует, что лектор не ошибётся в датах и не сойдёт в выводе сложного соотношения. Материал лекции будет представлен на экране независимо от самочувствия и настроения лектора. Но в этом есть и минус. При такой форме представления материала трудно сохранить обратную связь с аудиторией. Глаза слушателей обращены на экран, а не на лектора. При этом трудно понять, как воспринимается тот или иной аспект изложения.

Использование видеoinформации и анимации может значительно усилить обучающий эффект. Именно фильм, а точнее небольшой учебный фрагмент, в наибольшей степени способствует визуализации учебного процесса, представлению анимационных результатов, имитационному моделированию различных процессов в реальном времени обучения. Там, где в обучении не помогает неподвижная иллюстрация, таблица, может помочь многомерная подвижная фигура, анимация, видеосюжет и многое другое. Однако при использовании видеoinформации не следует забывать о сохранении темпа урока. Видеофрагмент должен быть предельно кратким по времени, причем необходимо позаботиться об обеспечении обратной связи с учащимися. То есть видеoinформация должна сопровождаться рядом вопросов развивающего характера, вызывающих студентов на диалог, комментирование происходящего. Ни в коем случае не стоит допускать превращения студентов в пассивных созерцателей. Предпочтительнее заменить звуковое сопровождение видеофрагмента живой речью учителя и студентов.

Анимация с хорошим звуковым сопровождением облегчает объяснение принципов действия механических, электротехнических, оптических устройств, поскольку показывает его работу в динамике, с укрупнением деталей прибора, в разных ракурсах.

Порой использование таких технологий может привести к нежелательным последствиям. Поэтому, перед тем, как использовать данный инструмент, преподавателем должна быть проведена работа по определению конкретных форм ИКТ, пригодных для аудитории.

Можно утверждать, что компьютерные технологии позволяют освободить учителя от рутинной работы, сократить время на закрепление стандартных навыков, без которых невозможно перейти к творческой дискуссии с учениками, совместным исследованиям и т.п.

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ТРУДОВОЕ ВОСПИТАНИЕ В СИСТЕМЕ УЧЕНИЧЕСКИХ ПРОИЗВОДСТВЕННЫХ БРИГАД СТАВРОПОЛЬСКОГО КРАЯ

В России трудовое воспитание трактовалось как - формирование необходимых для трудовой деятельности нравственных качеств человека с помощью труда; в социалистическом обществе - в широком смысле - целенаправленное формирование коммунистического отношения к труду как основы нового духовного облика человека, воспитания высокосоциального и всесторонне развитого гражданина; органическая составная часть коммунистического воспитания; в более узком смысле - целенаправленный, тесно связанный с обучением в школе процесс подготовки детей и юношества к трудовой деятельности. В СССР была внедрена новая форма трудового воспитания - ученическая производственная бригада (УПБ). Будучи трудовым объединением школы и колхоза (совхоза), бригады в процессе своей единой учебно-трудовой деятельности в сфере материального производства могли и должны были обеспечить действительное знание учащимися окружающего школу современного сельскохозяйственного производства и его

политехнических и экономических основ. Под влиянием этого массового и продолжительного эксперимента по вовлечению учащихся сельской школы в производительный труд были созданы новые учебные программы по общеобразовательным предметам и трудовому обучению, началось действительное соединение общеобразовательного обучения с производительным трудом. Деятельность этих трудовых коллективов учащихся оказала также решающее влияние на создание стабильной системы непрерывного воспитания учащихся сельской школы, когда производительный труд школьников в УПБ, особенно в летний период, заполнил ранее присутствовавшие пустоты в целостном воспитательном процессе.

Первая УПБ была организована 6 апреля 1954 г. на базе школы №12 (ныне школа №2) и колхоза имени Сталина (ныне колхоз «Россия») станицы Григоропольской Ставропольского края [3]. В 1955 году создатели первой в крае УПБ ставили следующие цели: изучение учащимися основ сельскохозяйственного производства; воспитание интереса и любви к сельскохозяйственному производству; выработка у учащихся трудовых навыков, подготовка школьников к будущей трудовой деятельности; создание ценностей в сфере материального производства; использование производительного труда в качестве воспитательного фактора, сплачивающего коллектив; устранение перегрузки физическим трудом или учебными занятиями на основе сочетания обучения и элементов производительного труда, осуществление правильного режима дня во время летних каникул [2].

В 1956 году, после проведения I краевого слета УПБ, коллегия Министерства просвещения РСФСР, сессия Академии педагогических наук СССР познакомились на месте с работой бригады, одобрили данный опыт и дали рекомендации по развитию этой формы деятельности. В 1958 году в крае было уже 314 УПБ, в которых трудились 25 тысяч школьников. В 1963 году УПБ края проводили опытную работу по заданию 30 научно-исследовательских организаций. К 1969 году школу УПБ прошли более ста тысяч учащихся. В 1970 году в крае работало 322 ученические бригады, в составе которых трудились 37600 учащихся 7 – 10 классов.

В 1989 г. – в крае продолжался перевод ученических производственных бригад на экономические методы хозяйствования и совершенствования демократических форм управления. В 1988 году 310 бригад из 370 работали в условиях экономических договоров с хозяйствами. Положительный опыт в этой работе накоплен в Кировском, Левокумском, Апанасенковском, Ипатовском, Петровском районах.

Серьезному испытанию бригадное движение подверглось в 90-е годы XX века. К 1997 г. в крае сохранилось всего лишь 49 ученических производственных бригад. В начале девяностых, когда Россия резко взяла курс на рыночные отношения, сельские школы оказались наедине со своими проблемами, что явилось серьезным испытанием для бригадного движения.

Новый толчок в своем развитии УПБ на Ставрополье получили в 1998 году. Губернатор Ставропольского края А. Л. Черногоров подписал важное для ученических производственных бригад постановление «О возрождении ученических производственных бригад» [1].

С этого момента началось возрождение старых производственных бригад и основание новых с учетом новых социально-экономических условий в стране. По данным лаборатории трудового воспитания ГБОУ ДОД «Краевой центр экологии, туризма и краеведения» Ставропольского края на первое января 2008 года в крае действовало 171 ученических производственных бригад и 173 трудовых объединений школьников (ТОШ). Сегодня в Ставропольском крае функционирует 145 ученических производственных бригад, являющихся структурными подразделениями общеобразовательных учреждений.

Современные УПБ, а с ними и сельские школы, перестраиваются в соответствии с новыми социально-экономическими условиями жизни в сельской местности. Перестраиваются и успешно применяются теоретические основы трудового воспитания советского периода в процессе современного профильно-ориентированного трудового воспитания не только в теории, но и на практике, что позволяет учащимся активно участвовать в развитии не только своего образовательного учреждения, но и УПБ.

В развитии современной ученической бригады мы отмечаем следующие тенденции: на базе ученической бригады стали создаваться учебно-производительные политехнические комплексы, которые включали все подразделения, где трудились учащиеся, учебно-опытные участки, учебные мастерские, ученические бригады, производственные объекты колхозов. Главные достижения в результате функционирования комплексов состояли в более систематическом производительном труде учащихся средних и старших классов, в создании условий для обеспечения более тесного единства обучения и воспитания; УПБ перешли к экономическим методам ведения хозяйства; в УПБ было введено полное самоуправление; созданы единые сельские трудовые комплексы «детский сад-школа-УПБ-СПТУ-колхоз»; при сельских школах

организовывались филиалы профессионально-технических училищ, которые функционировали в системе деятельности УПБ; особое значение в работе ученических бригад придавалось созданию механизированных звеньев старшекласников.

На основе анализа опыта работы передовых ученических бригад Ставропольского края: МОУ СОШ №7 с. Калиновского Александровского района; МОУ СОШ №8 с. Манычского Апанасенковского района; МОУ СОШ №1 и МОУ СОШ №3 с. Арзгир Арзгирского района; МОУ СОШ №3 с. Прасковья Буденновского района; МОУ СОШ №15 с. Казинка Шпаковского района; МОУ СОШ №2 ст. Григорополисской Новоалександровского района; МОУ СОШ №8 с. Тахта, МОУ СОШ №3 с. Октябрьского, МОУ СОШ №10 с. Большевик Ипатовского района нами разработана программа профильно-ориентированного трудового воспитания учащихся сельских школ, которая направлена на совершенствование трудовой подготовки школьников в современных социально-экономических условиях, формирование нового типа делового человека дня агропромышленного комплекса края. Целью программы является создание условий для решения стратегической задачи семьи и школы «Развитие социально-ориентированной личности выпускника, способного самоосуществиться в сельском социуме и аграрном производстве».

Программа включает в себя пять разделов: состояние и проблемы трудового обучения и воспитания школьников. Цели и задачи развития ученической производственной бригады; организационно-правовое обеспечение работы УПБ, трудового обучения и воспитания; аналитико-информационное обеспечение программы; организационные мероприятия по дальнейшему развитию УПБ, профильно-ориентированного трудового обучения и воспитания; научно-методическое обеспечение программы.

Программа включает в себя пять разделов: 1.Состояние и проблемы трудового обучения и воспитания школьников. Цели и задачи развития ученической производственной бригады. 2.Организационно-правовое обеспечение работы УПБ, трудового обучения и воспитания. 3. Аналитико-информационное обеспечение программы. 4. Организационные мероприятия по дальнейшему развитию УПБ, профильно-ориентированного трудового обучения и воспитания. 6. Научно-методическое обеспечение программы.

Таким образом, в современной сельской школе необходимо определить свою стратегию профильно-ориентированного трудового воспитания в условиях информатизации, обеспечения диагностическими, тренажерными, мониторинговыми методиками с учетом особенностей развития конкретного учреждения, определения

образовательного заказа, прогноза ситуации на рынке труда, особенностей процесса обучения. Это позволит обеспечить реализацию главной цели образования – подготовки жизнеспособной, профессионально компетентной личности.

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PARADIGMATICAL SENSES OF MODERN EDUCATION

Therefore, the purpose of the article is to study innovation processes as the paradigm of education and phenomenon of contemporary culture. Only educational institutions can prepare an adequate man capable to perceive and process reality creatively.

The socio-historical situation at the beginning of the XXI century calls on the education to change its philosophical foundations, a new paradigm based on the understanding of the problems facing the global civilization, a different quality of life, which should be provided by man in global relationships, integrity and unity of the world. It became obvious that modern civilization was born by three revolutions - industrial, socio - political, scientific and educational. One of the leading contemporary sociologists T. Parsons allotted a crucial role to a revolution in education, because most subsystems of society put into effect their potential through education. The revolution reduces the natural dictates of the market,

bureaucracy, stratifies society and keeps it from full atomization. He believed that "the education revolution has a significant impact on the social structure of employment, especially in the direction of the general increase of society adaptive capacity, the revolution in education through the development of academic and complex channels of practical application of scientific developments blazed a transformation of the whole structure of modern society" [1, p. 131].

The current world system of education outlines the contours of the society of the XXI century. Therefore, now education is understood as a strategically important area of human life. Changing paradigms of education have always had a huge impact on the acceleration of social progress. On the other hand, the process of changing educational paradigms, which some scientists compared to the "education revolutions" [2; 3; 4; 5], is a societal determinant of education progress.

It should be pointed out that in our paper the term "societal» (societal) is used by tradition developed in a foreign sociological literature. For the first time this term was introduced into scientific circulation in 1903 by the German researcher A. Keller in the coverage characteristics of system processes and patterns in society as a whole organism [6, p. 41]. Societology, as a sociological discipline, is associated with his ideas. Its subject matter is a systematic organization of society and its system-specific patterns of economic, political, social, ideological, and other manifestations of social life. A well-known sociologist T. Parsons and other scientists operate the term "societal" only in cases when it comes to features, concepts and processes that reveal the society as a macro level, when you need to understand society as a whole, to understand its function, structure, stages and trends of evolution, while "social» (social) concerns social phenomena without specifying their level of comprehension (e.g, social action, social function of the family, religion, social organization, etc.) [1]. Hence, when interpreting changes in educational paradigms, which, of course, reflect the fundamental characteristic of the whole society, structural changes, the author of the article uses the term "societal".

Thus, the innovation-creative processes are becoming the societal determinant of modern society, culture, education, education revolution and personality. These processes are the mechanisms of the implementation of civilization nature of modernity. Man in the world - is a creator. The most important social need is in the creation of the new, and it is closely intertwined with purposeful practical activities. The interest to the new acts as a demiurgic and emotional power prompting to the action and to receiving the results of the action. A person can be represented as a cognitive system, characterized by intellectual tendency of reflection and

rethinking of the world and the social processes that are inherent in the content of modern civilization. Consequently, to identify the specificity and considering this aspect to build ways of the development of modern civilization, it is necessary to pay special attention to the nature, content and socio-functional orientation of the creative activity of the person (man, the individual, individuals, entity).

Personalism, in our understanding, is a creative substance, constantly developing (evolving), it is based on individual and personal aspiration (creative impulse) of each individual to self-expression, search and active adaptation, the use of existing cultural forms and processes. Personalism has become a form by which all the tumult of wealth and innovation processes of our century has been crystallized. Personalism, therefore, in the modern world (the culture of the XXI century), is the only and indivisible entire with innovative processes that increasingly cover the modern world. Personalism and innovation are paradigmatic phenomena of contemporary culture; the comprehension of them is the key to the answer to many vital but unsolved problems of being an individual.

Therefore, **the purpose of the article** is to study innovation processes as the paradigm of education and phenomenon of contemporary culture. Only educational institutions can prepare an adequate man capable to perceive and process reality creatively.

Some new value is the result of innovation and a creative process. Innovative activity is the process of creating material and intellectual property in unconventional ways and in a strange form. The secret of innovation and creative activity is contained in the very methodology of value creation, which are innovative, and are outside the existing technologies, social rules and regulations. If a person invents something new that goes beyond a traditional public perception, it will not be conceived immediately. Humanity needs time to comprehend and appreciate such intellectual breakthrough, scientific discoveries and innovative achievements. The result of a creative personality is clear, traditional, estimated easily and quickly. In our opinion, in innovative activity man creates, improves not only things, but also himself/herself. Innovation allows him/her to establish himself/herself before the world. Innovation and creative activity, as a true human phenomenon caused by the activity of living, smart brain and manifestation of the spiritual nature of man, establishes the basis and condition for all further development. It allows man to arrange a free, flexible, productive, somehow harmonious interaction of different plans, different levels of his/her consciousness. In external means of expression man is able to objectify his/her experiences, and images of his/her imagination, making them the property of others.

The position occupied by man in the world, is, inherently, an eccentric one. This means that man does not have a fixed place, that's why he/she is doomed to an endless search for a permanent change in his/her social reality and his/her internal state. In our civilization paradigm of education creativity and originality are the transition to a new standard of living system - the development of opportunities, expansion and growth of potential resources of man.

Civilization parameters of education require the readiness of public consciousness and, above all, its ideologists to reconsider their mental habits and the very image of man. Civilization universe of modern changing society, focusing on the culture of dignity, appeals to a different mentality, in which individuality, creativity, personal choice, acceptance of responsibility are valued. The refraction of objectives and educational outcomes in the context of civilization concentrates in dual unity - which contribution the education as a social institution, being a form of educational space, must make to the education of the individual.

Thus, the culture and identity of the XXI century has survived "future shock", but faced with the shock of a different order and content - the "shock of innovativeness" - the inevitability and irreversibility of changes in the socio-cultural system.

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СУЩНОСТЬ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОГО ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В СИСТЕМЕ ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

The paper examines the content, goals, and objectives of teaching a foreign language for specific purposes at a higher education institution. The author tries to analyze present definition of a “foreign language for specific purposes” in the main.

Профессионально-ориентированное обучение иностранному языку признается в настоящее время приоритетным направлением в обновлении образования. Появилась настоятельная необходимость по-новому взглянуть на процесс обучения вообще и на обучение иностранному языку в частности. Иноязычное общение становится существенным компонентом профессиональной деятельности специалистов. Анализ педагогических научно-методических источников показал, что существует бесчисленное множество методических направлений и технологий обучения иностранному языку на неязыковых факультетах вузов. В настоящее время ставится задача не только овладения навыками общения на иностранном языке, но и приобретения специальных знаний по специальности.

Рассматривая иностранный язык как средство формирования профессиональной направленности будущего специалиста, Е. В. Рощина отмечает, что при изучении профессионально-ориентированного языкового материала устанавливается двусторонняя связь между стремлением студента приобрести специальные знания и успешностью овладения языком [5. С.4]. По мнению автора, для реализации этого потенциала необходимо соблюдение следующих условий: четкая формулировка целей иноязычной речевой деятельности; социальная и профессиональная направленность этой деятельности; удовлетворенность обучаемых при решении частных задач; формирование у обучаемых умения творчески подходить к решению частных задач; благоприятный психологический климат в учебном коллективе.

Огромный вклад в разработку теории профессионально-ориентированного

преподавания иностранного языка внесли М. В. Ляховицкий и П. И. Образцов. Они обосновали принцип профессиональной направленности учебного материала при обучении иностранному языку в неязыковом вузе. Авторы подчеркивали, что изучение иностранного языка должно быть не самоцелью, а средством достижения цели повышения уровня образованности, эрудиции в рамках своей специальности. Учет специфики профилирующих специальностей, по мнению автора, должен проводиться по следующим направлениям: работа над специальными текстами, изучение специальных тем для развития устной речи, изучение словаря - минимума по соответствующей специальности, создание преподавателями пособий для активизации грамматического и лексического материала обучающихся [2; 4].

Профессионально-ориентированное обучение предусматривает профессиональную направленность не только содержания учебных материалов, но и деятельности, включающей в себя приемы и операции, формирующие профессиональные умения. Профессиональная направленность деятельности, во-первых, требует интеграции дисциплины «иностранный язык» с профилирующими дисциплинами; во-вторых, ставит перед преподавателем иностранного языка задачу научить будущего специалиста на основе межпредметных связей использовать иностранный язык как средство систематического пополнения своих профессиональных знаний, а также как средство формирования профессиональных умений и навыков; в-третьих, предполагает использование форм и методов обучения, способных обеспечить формирование необходимых профессиональных умений и навыков будущего специалиста.

Таким образом, профессионально-ориентированное обучение иностранному языку будущих специалистов включает формирование основ: языковой и речевой компетенций, позволяющих использовать иностранный язык для получения профессионально значимой информации, используя разные виды чтения; коммуникативной компетенции, позволяющей участвовать в письменном и устном профессиональном общении на иностранном языке; социокультурной компетенции, обеспечивающей эффективное участие в общении с представителями других культур.

Подготовка специалистов на неязыковых факультетах вузов заключается в формировании таких коммуникативных умений, которые позволили бы осуществлять профессиональные контакты на

иностранном языке в различных сферах и ситуациях. Под сферой общения понимается совокупность однородных коммуникативных ситуаций, характеризующихся однотипностью речевого стимула, отношениями между коммуникантами и обстановкой общения [1]. Иноязычное общение может происходить как в официальной, так и в неофициальной формах, в ходе индивидуальных и групповых контактов, в виде выступлений на конференциях, при обсуждении договоров, проектов, составлении деловых писем.

В этом видится его основное отличие от обучения языку для общеобразовательных целей и социализации (разговорного общения). Тем не менее, профессионально-ориентированное обучение иностранному языку на неязыковых факультетах вузов не сводится только к изучению «языка для специальных целей». Сущность профессионально-ориентированного обучения иностранному языку заключается в его интеграции со специальными дисциплинами с целью получения дополнительных профессиональных знаний и формирования профессионально значимых качеств личности [3]. Подготовка специалистов на неязыковых факультетах вузов заключается в формировании коммуникативных умений, которые позволили бы осуществлять профессиональные контакты на иностранном языке в различных сферах и ситуациях, стремление и способность будущего специалиста функционировать в качестве сильной языковой личности демократического типа, обладающей высокой лингвистической компетенцией в области не только родного, но и иностранного языков, в профессионально значимых речевых событиях разных типов, в различных режимах, регистрах, формах, стилях, типах и жанрах профессионально ориентированной речемыслительной деятельности.

Таким образом, под профессионально-ориентированным понимают обучение, основанное на учете потребностей студентов в изучении иностранного языка, диктуемых особенностями будущей профессии или специальности, которые, в свою очередь, требуют его изучения. Оно предполагает сочетание овладения профессионально-ориентированным иностранным языком с развитием личностных качеств обучающихся, знанием культуры страны изучаемого языка и приобретением специальных навыков, основанных на профессиональных и лингвистических знаниях [6].

Профессионально-ориентированное обучение иностранному языку должно быть направлено на решение следующих задач: - развитие коммуникативных умений по видам речевой деятельности (говорение, аудирование, чтение, письмо). Успешное овладение

навыками диалогической речи заключается в умении вести беседу на различные темы, обмениваться информацией профессионального характера. Монологическая речь предполагает умение выступить с докладом, сообщением, высказать свою точку зрения в дискуссии. Целью обучения аудированию является формирование умений восприятия и понимания высказываний собеседника на иностранном языке, в соответствии с определенной ситуацией и сферой общения. Результатом обучения чтению становится владение всеми видами чтения публикаций различных жанров, в том числе и специальной литературы. Целями обучения письму являются умение составления аннотации, реферативного изложения прочитанного, перевод, а также написание деловых писем, оформление договоров и т.д.; - овладение определенными языковыми знаниями (знания фонетических явлений, грамматических форм, правил словообразования, лексических единиц). Языковые знания приобретаются на протяжении всего курса, так как каждая тема или ситуация общения соотносится с определенными языковыми и речевыми средствами; - формирование социокультурных знаний, которые приобщают обучающихся к культуре народа-носителя изучаемого языка, помогают адаптироваться к иноязычной среде, избежать недопонимания в общении. Но при этом главным является не зазубривание фактов, а умение сравнивать социокультурный опыт народа, говорящего на изучаемом языке, с собственным опытом, с культурными ценностями своей страны, что способствует формированию общей культуры студентов; - овладение определенным набором единиц профессиональной лексики, специальной терминологией на иностранном языке. Изучение языка специальности требует усвоения большого количества терминов и специальных понятий, необходимых будущему специалисту. Но за время, отведенное на изучение иностранного языка в вузе, невозможно овладеть всей терминологией, поэтому очень важным является развитие у студентов навыков работы со специальными словарями, глоссариями, справочниками по специальности.

Профессионально ориентированному обучению иностранному языку присущи специфические методические принципы, раскрывающие его суть. В качестве основных принципов мы определяем следующие:

-принцип профессионально-ориентированной коммуникативной направленности процесса обучения иностранного языка на неязыковых факультетах. Данный принцип связан с установлением межпредметных связей в рамках развития теоретической готовности

студентов использовать иностранный язык в целях профессионального самообразования;

- принцип активизации аудиторной и внеаудиторной деятельности, направленный на мотивацию профессионального образования и самообразования путем овладения умениями и навыками переносить полученные теоретические знания на практику в виде написания программ, создания сайтов;

- принцип ведущей роли самостоятельной работы студентов. Данный принцип является важным при обучении студентов, так как при небольшом объеме учебного времени, отводимого на аудиторные занятия, основной объем работы приходится на самостоятельную работу. В рамках данного принципа мы предлагаем внедрение проектной деятельности, кейсов, работы в рамках «мастерских» и т.д.;

- принцип лично-ориентированной направленности обучения. В связи с ориентацией системы образования, приоритетные задачи развития автономности и креативности деятельности студента в процессе освоения иностранного языка могут быть обеспечены в процессе продуктивного обучения, подготавливающего личность учащегося к непрерывному языковому образованию и самообразованию;

- принцип дифференциации речевой деятельности. Данный принцип состоит в различных типах классификации видов речевой деятельности. Согласно данному принципу выбраны виды речевой деятельности, выполняемой студентами неязыкового вуза. Виды речевой деятельности дифференцируются по выполняемой в процессе общения роли на инициальные и реактивные: инициальные (виды речевой деятельности, от которых исходит инициатива в момент речи (говорение и письмо) - обсуждение профессиональных ситуаций в рамках кейсов, написание деловой документации, писем неформального стиля согласно самостоятельно выбранной тематике); реактивные (виды речевой деятельности, которые отвечают на инициативу (слушание и чтение) - выполнение заданий в рамках предтекстового., текстового, послетекстового этапов чтения аудиторной работы, слушание докладов и чтение информации на слайдах при защите проектов);

- принцип учета профессиональной специфики письменной речи, предполагающий обучение студентов написанию резюме, письма о приеме на работу, письма и электронного письма формального и неформального стиля в рамках мастерских.

Проведенный анализ позволил нам конкретизировать сущность понятия «профессионально-ориентированное обучение», которое

рассматривается нами как специально организованный процесс, при котором цель, принципы, содержание, задачи и способы обучения направлены на развитие профессионально ориентированных знаний, практико-ориентированных умений, навыков речемыслительной деятельности, критического мышления при работе с профессиональной информацией, при решении профессионально ориентированных ситуационных задач. При этом целью профессионально-ориентированного обучения студентов неязыкового вуза является формирование «профессионально ориентированной языковой компетенции».

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