

ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РЕСПУБЛИКИ КАЗАХСТАН
MINISTRY OF EDUCATION AND SCIENCE OF THE REPUBLIC OF KAZAKHSTAN

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ им.АЛЪ-ФАРАБИ
ӘЛ-ФАРАБИ АТЫНДАҒЫ ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ
KAZAKH NATIONAL UNIVERSITY NAMED AFTER AL-FARABI

ФИЛОЛОГИЯ ЖӘНЕ ӘЛЕМ ТІЛДЕРІ ФАКУЛЬТЕТІ
ФАКУЛЬТЕТ ФИЛОЛОГИИ И МИРОВЫХ ЯЗЫКОВ
FACULTY OF PHILOLOGY AND WORLD LANGUAGES

ОРЫС ФИЛОЛОГИЯСЫ ЖӘНЕ ӘЛЕМ ӘДЕБИЕТІ КАФЕДРАСЫ
КАФЕДРА РУССКОЙ ФИЛОЛОГИИ И МИРОВОЙ ЛИТЕРАТУРЫ
DEPARTMENT OF RUSSIAN PHILOLOGY AND WORLD LITERATURE

Международный научно-методический семинар
*«Русский язык и литература в современном образовательном
пространстве: теория, практика, методика»*

*«Қазіргі білім беру кеңістігіндегі орыс тілі және әдебиеті:
теориясы, тәжірибесі, әдістемесі» атты*
Халықаралық ғылыми-әдістемелік семинар

International scientific-methodological seminar
*«Russian language and literature in the modern educational space:
theory, practice, technique»*

Алматы
«Қазақ университеті»
2017

УДК 80/81(063)
ББК 81.2 рус.+83
Қ 22

Рекомендовано Ученым советом факультета филологии и мировых языков

Редакционная коллегия:

член-корреспондент НАН РК, доктор филологических наук, профессор
Б.У. Джолдасбекова
зам.заведующего кафедрой по учебно-методической и воспитательной работе
Ж.А. Баянбаева
кандидат филологических наук, доцент кафедры русской филологии и мировой литературы
С.К. Сансызбаева

Қ 22

«Қазіргі білім беру кеністігіндегі орыс тілі және әдебиеті: теориясы, тәжірибесі, әдістемесі: **Халықаралық ғылыми-әдістемелік семинар**» - «Русский язык и литература в современном образовательном пространстве: теория, практика, методика»: **Международный научно-методический семинар.** - Алматы: Казак университеті, 2017. – 257 с.

ISBN 978-601-04-2084-7

Предназначен для филологов, специалистов гуманитарного профиля, преподавателей, докторантов, магистрантов филологических специальностей.

УДК 80/81(063)
ББК 81.2 рус.+83

© Издательство «Казак университеті», 2017 г

<i>Глеубай Г.К., Джолдасбекова Б.У. ЛИТЕРАТУРА КАК ВАЖНЕЙШАЯ ДУХОВНАЯ ЦЕННОСТЬ.....</i>	<i>241</i>
<i>Туманова А.Б., Баянбаева Ж.А. К ВОПРОСУ ИЗУЧЕНИЯ СЛОЖНОГО СИНТАКСИЧЕСКОГО ЦЕЛОГО НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ.....</i>	<i>246</i>
<i>Утепова Р.И. ИЗУЧЕНИЕ ПОЭЗИИ ОЛЖАСА СУЛЕЙМЕНОВА НА УРОКАХ РУССКОГО ЯЗЫКА.....</i>	<i>250</i>
<i>Утесбаева Б.К. РАЗВИТИЕ РУССКОГО ЯЗЫКА НА СОВРЕМЕННОМ ЭТАПЕ.....</i>	<i>252</i>
<i>YelenaKhairushevaLEARNINGTECHNOLOGIESINEDUCATION.....</i>	<i>255</i>

- 2) в оживлении вышедших из употребления слов: господин, предприниматель, гувернёр, аким;
- 3) в появлении новообразований, в создании новых слов: недвижимость, тeneвик;
- 4) в широком заимствовании, связанном с новыми объектами или явлениями действительности: мэр, мэрия, приватизация, сканер;
- 5) в оживлении конфессиональной лексики: патриарх, храм, хадж, месса.

На развитие языка оказывают влияние такие факторы, как:

- 1) социально-политические изменения, демократизация общества;
- 2) развитие науки и культуры;
- 3) территориальные изменения и изменения круга носителей языка;
- 4) просветительская деятельность и деятельность средств массовой информации.

Таково основное содержание некоторых вопросов, связанных с определением статуса языка, его особенностей и закономерностей развития на современном этапе.

Литература

1. Бельчиков Ю.А. Стилистика и культура речи. - М., 2010
2. Будильцева М.Б. Русский язык и культура речи. - М., 2008
3. Горбачевич К.С. Нормы современного русского языка. - М., 2013

Yelena Khairusheva

Kazakh National University named after Al-Farabi (Almaty, Kazakhstan)

LEARNING TECHNOLOGIES IN EDUCATION

At present, the task of higher education is to make the learning process meaningful. Put forward new requirements for the individual students, especially from the perspective of a high level of culture. A high level of human culture, in turn, is impossible without a high level of speech.

Make the learning process meaningful for students capable of developing modern technology communicatively-speech competence of the students, since they let you make the process of learning the nature of search and research output beyond classes.

One of the most interesting and productive technology is the technology of game-based learning. Game forms allow the use of all levels of assimilation of knowledge from playing through the understanding of creativity [1, p. 89].

Game forms of training technology aims to teach students to recognize the motives of his teaching, his behavior in the game and in life.

Stages gaming technology training:

Stage 1 - the introduction of the game: definition of the content of the game; analysis of the information received; the formation of play groups; roles.

Stage 2 - the description of the construction of the object being developed: role-chat Group; aspect description object of study.

Stage 3 - assessment of groups of projects: discussion submitted projects (discussion).

Stage 4 - experimental implementation of the submitted projects: assessment of the projects and activities of the players; game analysis.

Tasks:

1. Education: To promote lasting learning studying educational material and expand the horizons of students through the use of additional sources.

2. Developing: to develop students' creative thinking and communicatively-speech competence; promote the practical application of skills and skills acquired in class.

3. Educational: to raise the moral attitudes and beliefs; foster a self-sustaining and self-fulfilling personality.

These classes contribute to the communicatively-speech competence, consolidate and deepen the knowledge of the studied subject.

The solution of the problem of speech competence also promotes the use of critical thinking technology. The student, who can think critically, is able to highlight the contradictions in the text, and the types of structures present therein, to argue their point of view. Such a student feels confident in working with different types of information, can effectively use a variety of resources. Improves reliability of education: it becomes conscious and increases the communicative potential of the individual[2, p. 54].

Stages of implementation of the technology development of critical thinking:

The first phase - the phase of the Challenge. In this phase, the subjects of the educational process of implementing the following tasks:

1. Self-actualization of existing knowledge on the subject. From the teacher's organization of the process is required reconstruction of existing knowledge in relation to the studied material.

2. The awakening of cognitive activity. This can be achieved through the involvement of students in activities for the formulation of hypotheses, assumptions. In addition, by the organization of work in study groups. There are many approaches to ensure that arouse interest in the topic.

3. Self-determination of studying trends in the study of the topic. Self-determination of students of those aspects of the topic that I would like to discuss at the moment, is a necessary task for the development of critical thinking. Critical thinking person, first of all, their own thinking.

The second phase - the phase of realization of the meaning (or understanding). In this phase, it is necessary to realize the meaning of a certain teaching and learning activities. In this phase, solve two main tasks:

1) The organization of active work with the information. If the student in the first phase could articulate their personal goal in the study of the material, then the second phase of the work he submits that purpose;

2) An independent comparison of the studied material with already known data views. It has long been in the psychology of learning experiences described the importance of the acquisition effect. In the cognitive sphere is not always easy to formulate what I understand, that has gained in the process. Nevertheless, many of the techniques of the proposed technology is just aimed at promoting in the experience of this effect. It is a kind of support for the development of thinking skills.

The third phase - the phase of reflection. Reflection in this case refers to as "embedding" a new experience, new knowledge in personal meanings. The third phase aims to become a new material for their learning in the full sense of the word. To do this: self-organize new material; identify areas for further study of the topic.

This technology contributes to the ability to analyze the information at different levels, organize it and present the results in their work. Critical thinking technology contributes to the formation of research culture of students, reading culture and overall development of the thinking personality.

In the context of the increasing accumulation and exchange of information is necessary for the expert to be sociable, to be able to clearly express their thoughts. It becomes one of the most important conditions for the success of the specialist. Therefore, it is relevant today, modern educational technologies, which are aimed at organizing the activities of students in the development of this activity through their abilities, qualities, and competencies.

Development of communicatively-speech competence of students and preparation of an individual to a comfortable life in a modern society requires: development of thinking; development of communication skills; formation of skills to make the best decision or offer solutions in different situations; the formation of information culture, abilities to carry out information processing.

Modern teaching technologies aimed at primary school the figure, including the highest - the student. To select the technology needed to rebuild the traditional stereotype of the teacher activities. It is necessary to understand the student to take the student to recognize the learner as the subject of the learning process and to pick up educational technology knowledge, taking into account the subject and the presence of didactic provision of training, not forgetting about the result that the teacher wants to receive[3, p. 16].

Literature

1. Nazarova T.S. Teaching technology: a new stage of evolution? // Pedagogy. - 2007. - № 3. - P. 88-94.
2. New pedagogical and information technologies in the education system: Textbook / M.Y.Bukharkina, M.V.Moiseeva, A.E. Petrov. - M.: Academy, 2000.
3. New technologies in education - a craze or a time requirement? // Education in the modern school. - 2010. - № 8. - P. 11-17.