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DEVELOPMENT OF VERBAL-LOGICAL THINKING AMONG STUDENTS IN THE EDUCATIONAL PROCESS

Tussupbekova G.A., Ablaikhanova N.T., Tuleukhanov S.T., Ursheeva B.I., Ablaikhanova Nurzat
Al-Farabi Kazakh National University, Kazakhstan, Almaty
e-mail: gulmira.274@mail.ru

Summary. This article discusses the developed methodology for determining the criteria and levels of development of verbal-logical thinking among students in the learning process. The experimental work was carried out in three stages: at the first stage, students were questioned and tested to identify the state of the problem of the development of verbal-logical thinking; at the second experimental and experimental stage, a verifying experiment was conducted: input tests to identify the motivational, cognitive and praxeological characteristics of verbal-logical thinking. At the third stage, a structural-content model for developing students' verbal-logical thinking in the learning process was developed and tested through the implementation of business games, situational assignments, and training. Development of verbal-logical thinking of students is facilitated by the implementation of the following pedagogical conditions: the inclusion of students in activities to solve professional problems and the organization of joint development and implementation of scientific works, the creative application of knowledge, manifested in the ability to solve non-standard educational problems.

Keywords: verbal-logical thinking, teacher, student, vocational training, competence-based approach.

Introduction. The modern situation in education dictates the new requirements to training of students of higher educational institutions which are that acquisition only of express knowledge is not enough to be a competitive graduate, it is necessary to develop such abilities of the person which the greatest degree realize her identity and verbal-logical thinking potential. It finds the reflection in a number of the key normative and legal documents providing regulation of updating of educational process in higher education institution by which we were guided when tutoring future bachelors of pedagogical education [1, 2].

Training of the competent, qualified graduate who, is capable not only to put into practice knowledge, skills becomes a main goal of higher education, but also to make original and nonstandard decisions in the situations arising in professional activity.

Development of verbal-logical thinking of future bachelors of pedagogical education demands scientific justification and a methodological support owing to poor study, a theoretical and practical significance. The higher education got by students provides not only development of knowledge, skills, it gives the actual chance of professional verbal-logical thinking self-realization of graduates. In this regard development of verbal-logical thinking of future bachelors of pedagogical education became especially relevant. The relevance of the studied subject is reasoned with importance of a problem in the social and pedagogical, scientific and pedagogical and practical plan and its poor readiness for training of future bachelors of pedagogical education.

The analysis of the studied literature allowed to note that general-theoretical and methodological bases of development of the verbal-logical thinking beginning in the person are opened in V.I. Andreyev, V.I. Zagvyazinsky, I.G. Kaloshinoy, A.N. Leontyev, S.L. Rubenstein's works. Various aspects of university education are considered in S.I. Arkhangelsky's works, E.S. Zaire Bek, by N.V. Kuzmina [3, 4].

Besides, in the modern science the idea of studying of verbal-logical thinking as development mechanism is proved, the structure and content of verbal-logical thinking educational cognitive activity (I.Ya. Lerner, P.I. Pidkasisty) are characterized, questions of development of the person, her verbal-logical thinking self-realization in verbal-logical thinking education (M.M. Zinovkina, V.G. Ryndak, A.V. Hutorskoy) are considered [5].