

**MATERIÁLY
XVI MEZINÁRODNÍ VĚDECKO - PRAKTICKÁ
KONFERENCE**

**EFEKTIVNÍ NÁSTROJE MODERNÍCH
VĚD**

22 - 30 dubna 2020 r.

Volume 7
Pedagogické vědy

Praha
Publishing House «Education and Science»
2020

1st course student of PhD Atem M.N.

Al-Farabi Kazakh National University, Kazakhstan

RELATIONSHIP BETWEEN GOALS AND INNOVATIVE CHANGES IN THE EDUCATIONAL SYSTEM

Knowledge that equates man and man. At the same time, education is one of the most important areas that directly affects the prosperity of the country, forming patriotism, national qualities in its citizens, opening the way to a bright future, giving impetus to such important areas as science, innovation, economy, industry and entrepreneurship. In general, it is clear that the education system consists of several stages: secondary education, higher education, postgraduate education. In particular, if the foundation of the secondary education system is not strong, it will undoubtedly have a significant impact on the quality of subsequent ones. Because it all starts from the foundation.

Every country that has gained independence, first of all, strives to reform the education system, to establish a quality system based on the national values and ideology of the country. In this case, our country did not stay away. It has adopted several programs and concepts for the development of the education system. However, the results of the international PISA, TIMSS systems, which determine the quality of education of students around the world, are still unsatisfactory, and the annual changes in the field of education, in turn, prove that there is no proper basis for education. In this regard, the founder of the science of comparative pedagogy in Kazakhstan, Askarbek Kusainov, argues that a scientific basis is needed for the development of secondary education. [1]

Comparative pedagogy is a science that studies the experience of successful countries in the field of education in the world. From this point of view, it is natural that A. Kusainov's research is combined with the experience of leading countries around the world. Here are the benefits of the comparison method. After all, everything is recognized by comparison. With the help of comparative research, we can draw attention to the secrets of success of other countries. At the same time, the comparative scientist studied the results of the International PISA, TIMSS, PIRLS for the last 10-12 years to identify the most developed countries in the field of secondary education. ,

Students from Taiwan, Canada and New Zealand show consistently high results. The main reason for this is the implementation of science-based education policy in these countries. "Their common goals are to implement national characteristics and culture, traditional values and priorities, to preserve and develop the native language, to bring up a creative, unique-minded, harmonious and spiritually rich person and to increase the professional competence of teachers. From this we can see that the main goal is human education," said the scientist.

Any process in any country should always be based on the legislation of the country, government programs and strategic goals. The state program of the Republic of Kazakhstan for 2020-2025, aimed at the development of education and science, provides for qualitative changes in the education system.

The purpose of the state program 2020-2025 for the development of education and science is to create an education system that promotes the formation of individual competitiveness and is a science that ensures the socio-economic development of the country. Among the tasks, of course, is to improve the quality of education and show high results in international research, such as PISA, PIRLS, TIMSS, which still determines the quality of education.

Each test has its own rules and tasks. In addition, each system has its own methodology, laws and principles. In this regard, we need to create a SMART plan. That is, SMART is:

S - Statement;

M - Measurable;

A - Available;

R - Relevant;

T - Time-limits.

Yes, education is a continuous process. This process has not stopped since the advent of mankind. However, it is important to keep in mind that any process is subject to dynamic changes in a system that is directly proportional to time.

In the traditional system, each of us plans our lesson. But to what extent is the goal a global goal? The types of literacy and competencies we know are also evolving and evolving. The model of success in education has also changed, adapting to action by building competencies based on knowledge, skills, attitudes and values. That is, we need to make additions to the model of knowledge, skills and abilities that we all know.

At the same time, the number of mathematical, academic and scientific literacy in the structure of functional literacy, as we know, is growing, and new financial literacy is complemented by global competence and creative thinking.[2]

A functionally literate person is defined by the ability to solve problems in the field of action, communication and social relations in the widest range of knowledge, skills and abilities acquired during life. That is, the ability to find a way out of any deadlock in life, to solve problems, to perform tasks through knowledge, skills and abilities.

Accordingly, it will be determined by the level of mathematical literacy, reading literacy, science literacy, financial literacy, global competence and creative thinking, the relevance of subject knowledge and tasks to life, the ability to form life skills.

As for the concept of "innovation", many scientists have given it different definitions. For example, E. Rogers explains innovation as follows: "Innovation is an idea that is new to a particular person." [3] "Innovation is a special new change. We expect from it the realization of our systemic tasks and solutions," Miles said. a new idea determined by the time of its first use. Nemerebay Nurakhmetov was the first scientist in Kazakhstan to define the concept of "innovation" in the Kazakh language. It offers the definition of "innovation, what we call the innovation process - a separate activity of educational institutions related to the creation, development, application and dissemination of innovations." [4] N. Nurakhmetov considers that "Innovation" is reflected in the content of education, methodology, technology, organization of educational work, management of the school system, and in his classification divides the space of innovation, reconstruction into several types: individual (individual, unrelated) ; modular type (individual - complex, interconnected); systematic type (covering the whole school). At present, a new system of education is being developed in our sovereign country and is aimed at entering the world educational space. This is due to significant changes in the educational process. This is because the educational paradigm has changed, the content of education is updated, new approaches and new relationships are emerging. One of the most important issues is the mastery of the scientific and pedagogical bases of innovative activity of teachers in the upbringing and education of the next generation in accordance with the requirements of society. It is aimed at solving a new goal, leading to the continuous modernization of the pedagogical phenomenon. Masyrova R. Linchevskaya T - "Renewal" explains:

"Renewal is the development of human abilities and talents, forming the mental capacity in an age of rapid development of science and technology, the flow of information, whether it is fairly new or old for a particular person. It is the main task of educational institutions. It is the necessary renewal of today's educational space, which will come with the tireless search and creativity of the teacher. It is necessary to make a big breakthrough in the development of innovative pedagogical technologies that promote inquisitiveness and creativity, because the organization of the educational process at the level of state educational standards requires the introduction of new pedagogical technologies. Currently, teachers have innovative and interactive methods of teaching using high-quality and exciting lesson in the impact.

Innovation is defined as the introduction of innovations in the work of education, that is, the development of new methodological approaches - tools, equipment, new concepts and their application. Today, our task is to modernize our work - the introduction of new technologies for the development of the student as an individual. This concept is deeply ingrained in our lives, but there are many opinions about its meaning.[5]

We suggest that if teachers deliver the material with this goal in mind, the content of the education system in our country would change qualitatively, if the student will be able to apply knowledge, skills and abilities in life, to transform, develop and supplement information.

References:

1. The quality of education in the world and in Kazakhstan / A.K. Kusainov. - Almaty, 2013.-196 p.
2. Domestic and foreign pedagogy, ISSN 2224-0772, 2019. Vol.1, №4 (61)
3. Rogers E.. The concept of innovation. - // Kazakhstan school, № 4, 2006.
4. Kabdykairov K. Diagnostics of innovative technologies. -. A, 2004.
5. Zhunusbek A. The basis of new technology is quality education. - // School of Kazakhstan, № 4, 2008.

CONTENTS

PEDAGOGICKÉ VĚDY

Problémy tréninku

Філіпенко І.І., Точиліна Т.М. СУЧАСНІ МЕТОДИ ВИКЛАДАННЯ КУРСУ ФІЗИКИ У МЕДИЧНОМУ ВУЗІ В УМОВАХ ОБМЕЖЕННЯ ЧАСУ	3
Нурмухамедова Т.К., ПРОФЕСИОНАЛЬНАЯ ПОДГОТОВКА БУДУЩИХ ИНЖЕНЕРОВ В ПРОЦЕССЕ ОБУЧЕНИЯ В КГУ А. БАЙТУРСЫНОВА	7
Бадер С. О. ОСОБИСТІСНІ ЦІННОСТІ У СТРУКТУРІ ЦІННІСНО-СМИСЛОВИХ ОРІЄНТАЦІЙ МАЙБУТНІХ ВИХОВАТЕЛІВ ЗДО	10
Atem M.N. RELATIONSHIP BETWEEN GOALS AND INNOVATIVE CHANGES IN THE EDUCATIONAL SYSTEM	14
Жуанышова А.Т., Әбдіхалық З.К. ЖЕКЕ ТҰЛҒАНЫҢ ҚҰНДЫЛЫҚ БАҒДАРЫНЫҢ МАҢЫЗЫН КӨРЕ БІЛУ – МҰҒАЛІМНІҢ КӘСІБИ САПАСЫ	18
Жуанышова А.Т., Теппеева С.М. АБАЙ ШЫҒАРМАЛАРЫНДАҒЫ ТӘЛІМ – ТӘРБИЕ ИДЕЯЛАРЫНЫҢ ҚҰНДЫЛЫҒЫ.....	24
Жуанышова А.Т., Аликулова А.А. ЖАҢАРТЫЛҒАН ЖАҒДАЙДА ЖАҢА ТҰРПАТТЫ БАСТАУЫШ МЕКТЕП МҰҒАЛІМІН ДАЙЫНДАУ МӘСЕЛЕЛЕРІ.....	29
Жуанышова А.Т., Жанзакова А.У. РУХАНИ ЖАҢҒЫРУ – ЖАСТАРДЫ ОТАНСҮЙГІШТІККЕ ТӘРБИЕЛЕУДІҢ ЖАРҚЫН ЖОЛЫ	35
Жиентаева Г.М. БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНА ОҚЫТУ ҮРДІСІНДЕ ДИАЛОГТІК ҰЙЫМДАСТЫРУДАҒЫ ҚДЕРГІЛЕР МЕН ОДАН ШЫҒУ ЖОЛДАРЫ	40

Strategické směry reformy vzdělávacího systému

Довгелевич Н.М., Нуркенова Б.Т. ОСОБЕННОСТИ ГОСУДАРСТВЕННОГО ОБЩЕОБЯЗАТЕЛЬНОГО СТАНДАРТА НАЧАЛЬНОГО ОБРАЗОВАНИЯ РЕСПУБЛИКИ КАЗАХСТАН.....	43
--	----

Moderní metody výuky

Баймаганбетова Ж, Аскарбай А ИННОВАЦИОННОСТЬ ТЕХНОЛОГИИ И ИСПОЛЬЗОВАНИЕ ЕЕ ЭФФЕКТИВНОСТИ И ОСОБЕННОСТЕЙ.....	46
Жанибекова С.С., Тулегенова А. А. ВООБЩЕВОЗМОЖНОСТИ ВОСПИТАТЕЛЬНЫХ ВОЗМОЖНОСТЕЙ ПСИХОЛОГИЧЕСКО-ПЕДАГОГИЧЕСКОГО ВОСПИТАТЕЛЬНЫХ ВОЗМОЖНОСТЕЙ ВОСПИТАТЕЛЬНЫХ ВОЗМОЖНОСТЕЙ.....	49

Керимбаева В.Ж.,Талпақова Б.Ә. ҚАШЫҚТЫҚТАН ОҚЫТУ ТЕХНОЛОГИЯСЫ .	57
Ильясов Б.Р., Әбдіжәми Ғ.Ә. ТЕХНИКАЛЫҚ ЖОО-ДАҒЫ ФИЗИКА КУРСЫНЫҢ ВАРИАТИВТІ КОМПОНЕНТІН МАТЕМАТИКАЛЫҚ МОДЕЛЬДЕУ	60
Денисенко В.М. КОМПЕТЕНТНІСНИЙ ПІДХІД У ВИЩІЙ ПРОФЕСІЙНІЙ ОСВІТІ ..	66
Байкенжеева С ВИДЫ РАБОТЫ ПО РАЗВИТИЮ РЕЧИ НА УРОКАХ РУССКОГО ЯЗЫКА	71
Мөлдір Мұратқызы АҒЫЛШЫН ТІЛІ САБАҚТАРЫНДА ИННОВАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАРДЫ ҚОЛДАНУДЫҢ МАҢЫЗЫ	75
Sociální pedagogika	
Переворська О.І., Ткач А.О. ГРА ЯК ЗАСІБ МОВЛЕННЄВОГО РОЗВИТКУ ДІТЕЙ ДОШКІЛЬНОГО ВІКУ	78
CONTENTS.....	82